



NSSE 2023

Multi-Year Report

Kenyon College

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013										
2014	34%	+/- 6.3%	160	138	22	44%	+/- 5.2%	198	164	34
2015										
2016										
2017	35%	+/- 6.1%	168	131	37	40%	+/- 5.8%	172	134	38
2018										
2019										
2020	41%	+/- 5.4%	198	165	33	44%	+/- 5.3%	189	152	37
2021										
2022										
2023	44%	+/- 4.8%	235	180	55	42%	+/- 5.5%	186	157	29

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	Academic Advising, Transferable Skills	No	No	Yes
2015							
2016							
2017	Email	Census	Yes	Transferable Skills, FY Experiences / Sr Transitions	No	Yes	Yes
2018							
2019							
2020	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	No
2021							
2022							
2023	Email	Census	Yes	Inclusiv. & Cultural Div., Career Preparation	No	No	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

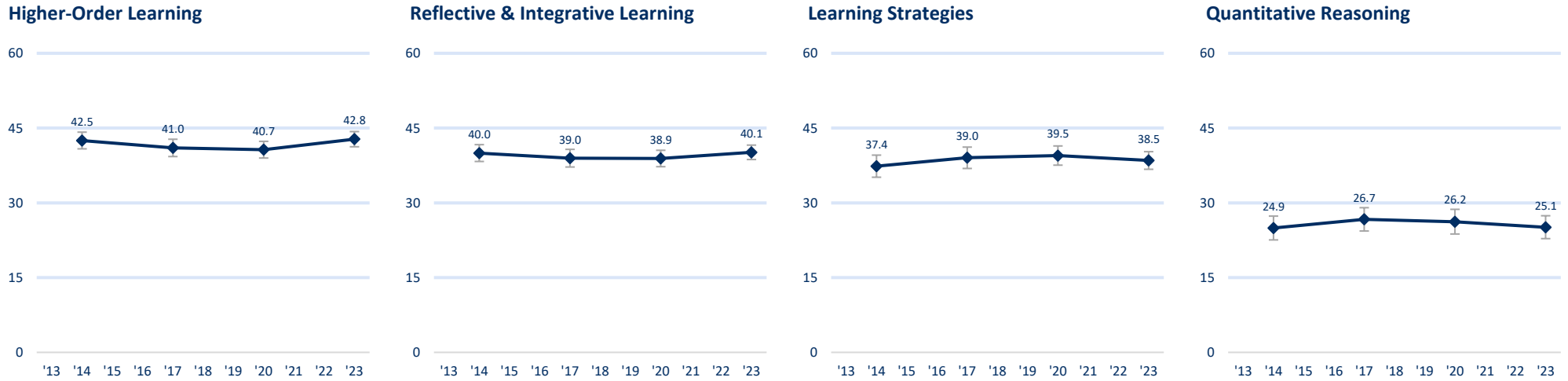
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

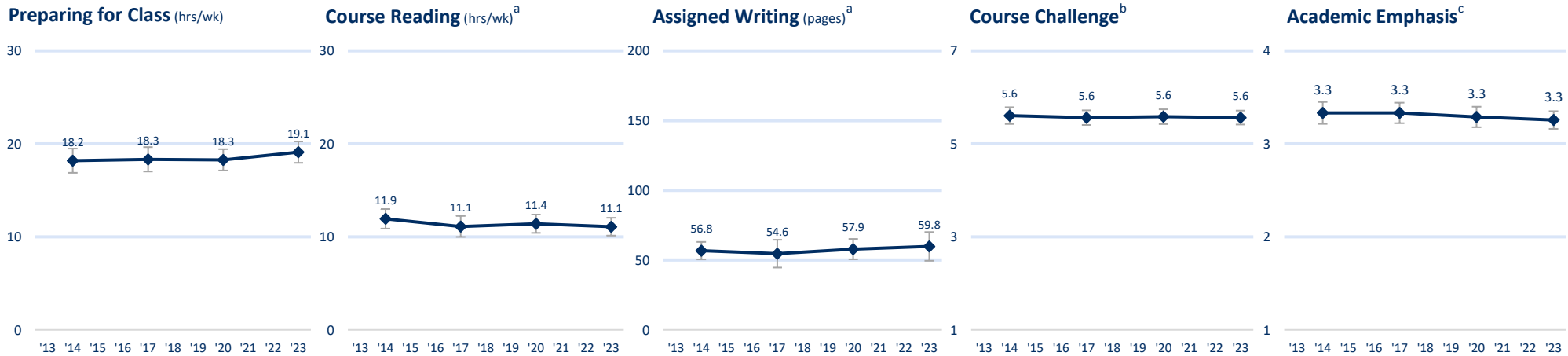
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

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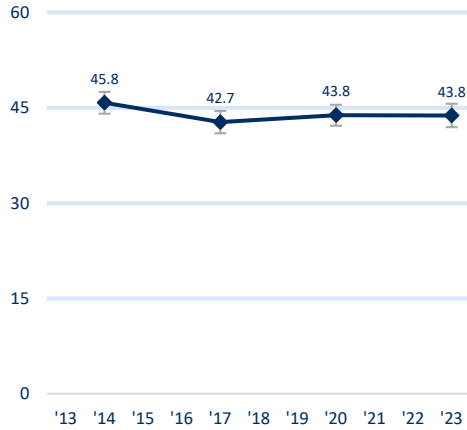
Engagement Results by Theme

Kenyon College

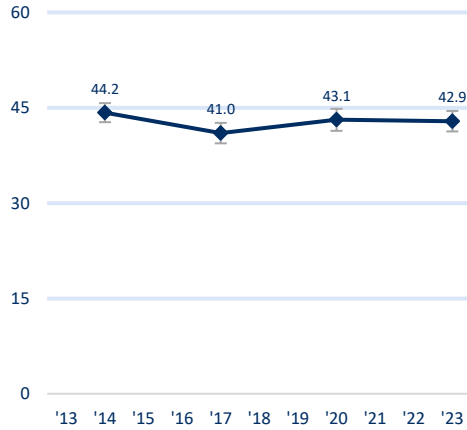
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Academic Challenge: Seniors

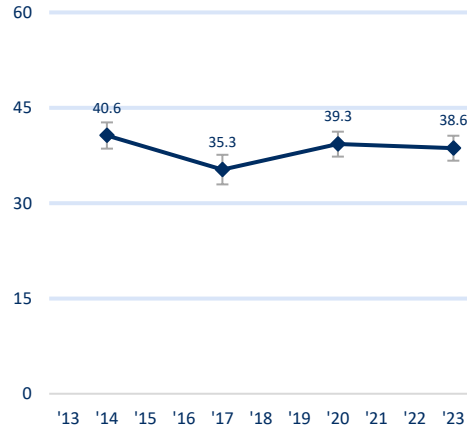
Higher-Order Learning



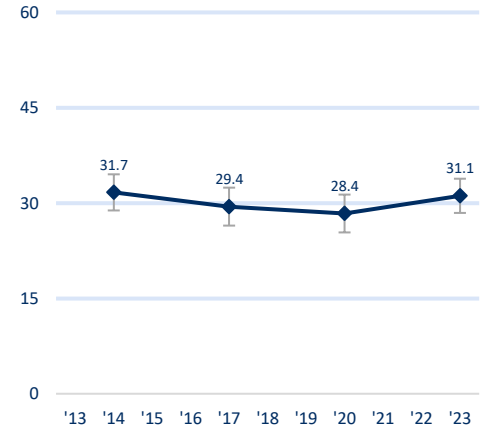
Reflective & Integrative Learning



Learning Strategies

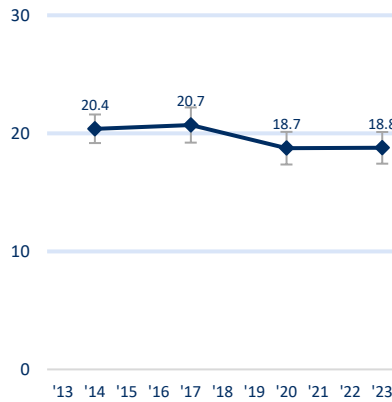


Quantitative Reasoning

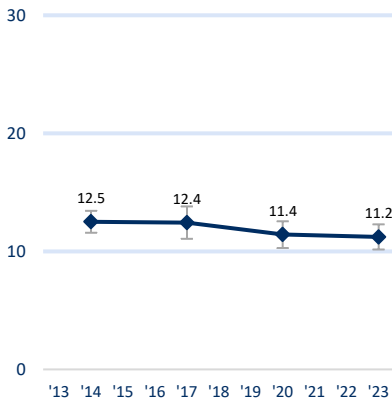


Academic Challenge (additional items): Seniors

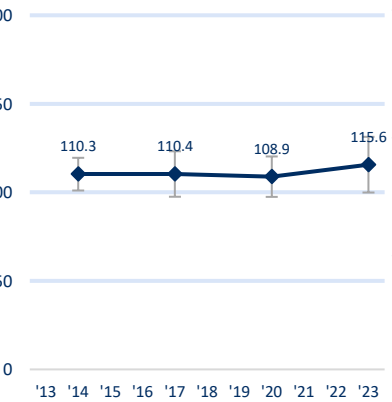
Preparing for Class (hrs/wk)



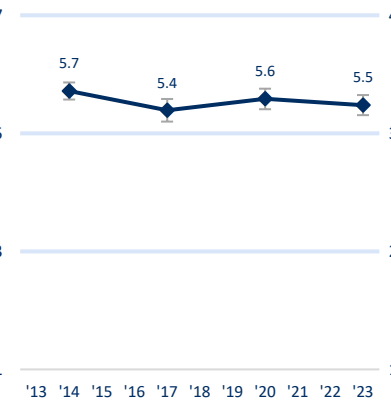
Course Reading (hrs/wk)^a



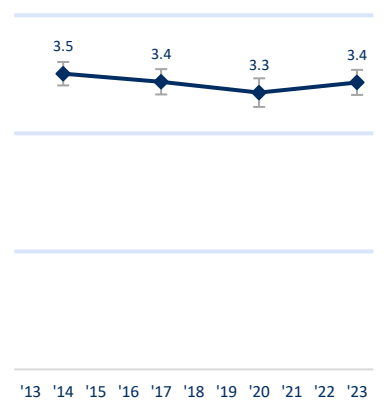
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

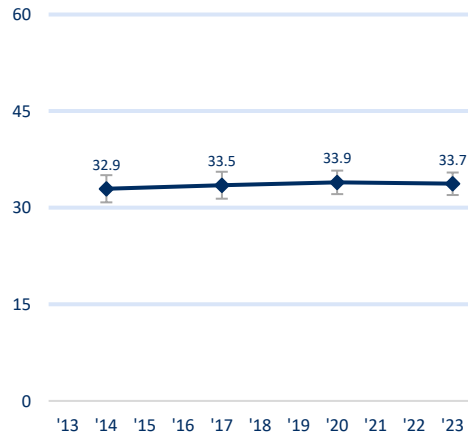
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

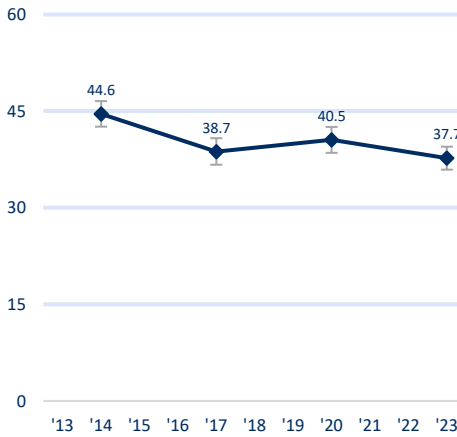
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

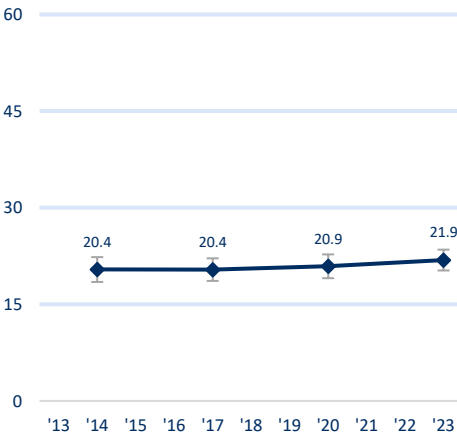


Discussions with Diverse Others

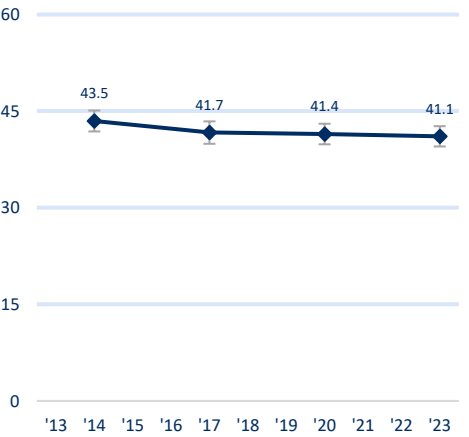


Experiences with Faculty: First-year students

Student-Faculty Interaction

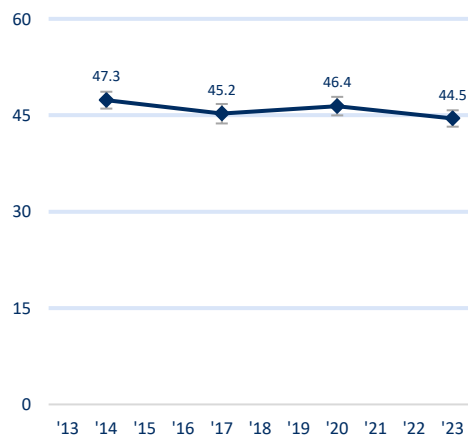


Effective Teaching Practices

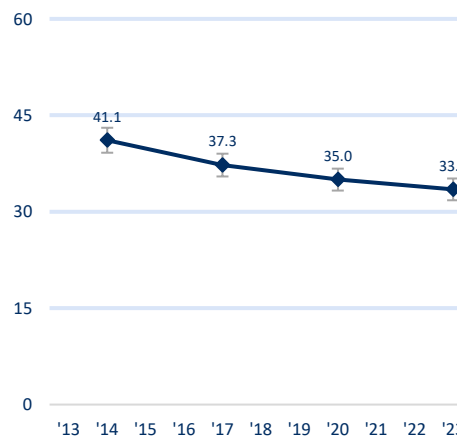


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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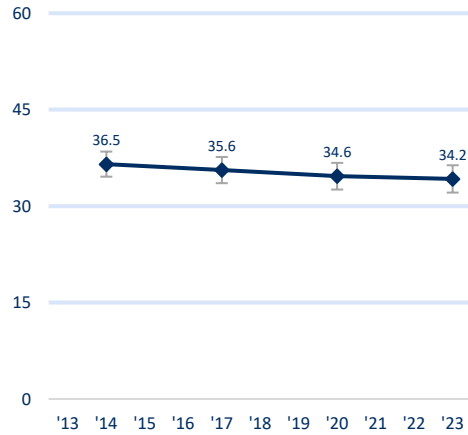
Engagement Results by Theme

Kenyon College

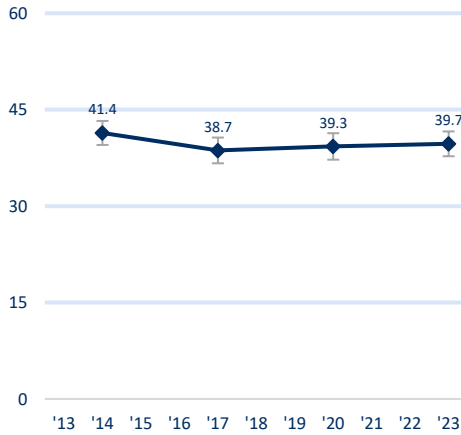
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

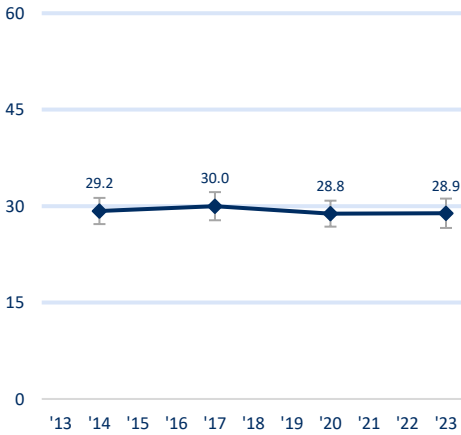


Discussions with Diverse Others

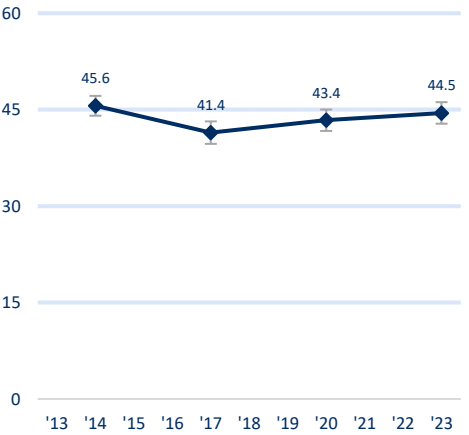


Experiences with Faculty: Seniors

Student-Faculty Interaction

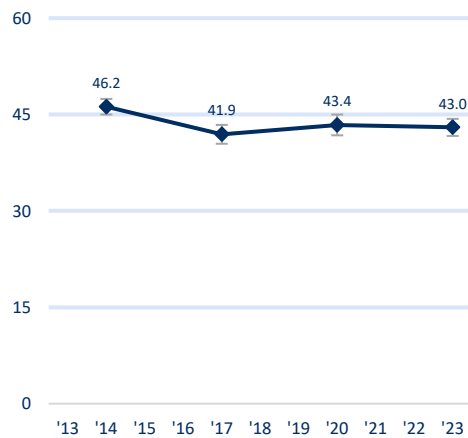


Effective Teaching Practices

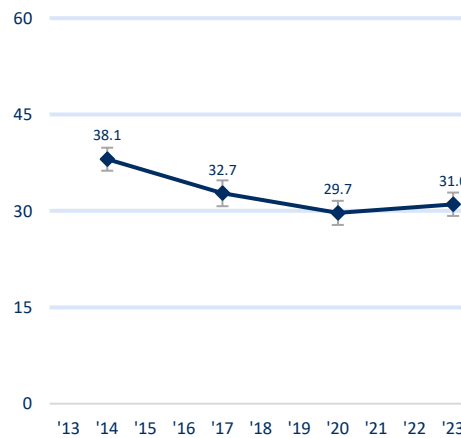


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

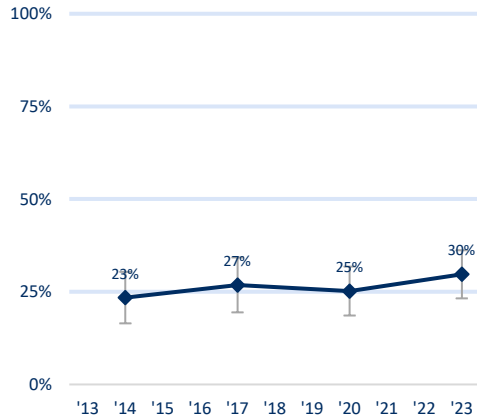


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

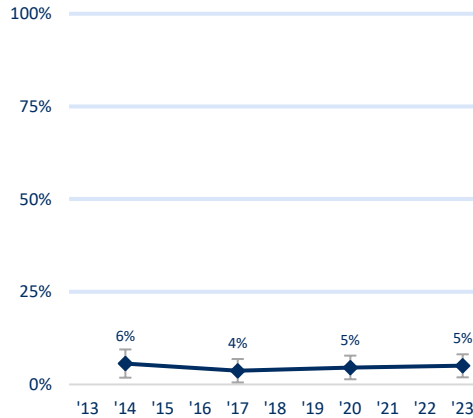
Service-Learning

(Some, most, or all courses)



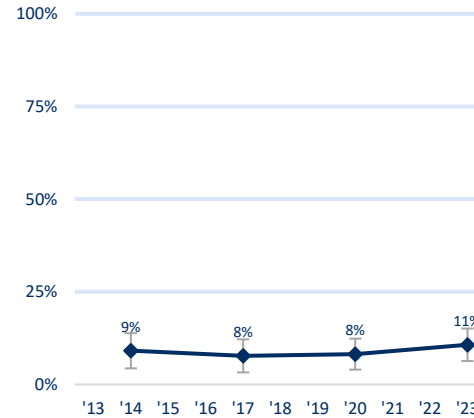
Learning Community

(Done or in progress)



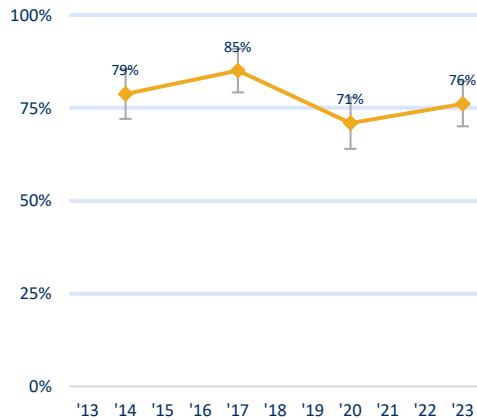
Research with Faculty

(Done or in progress)



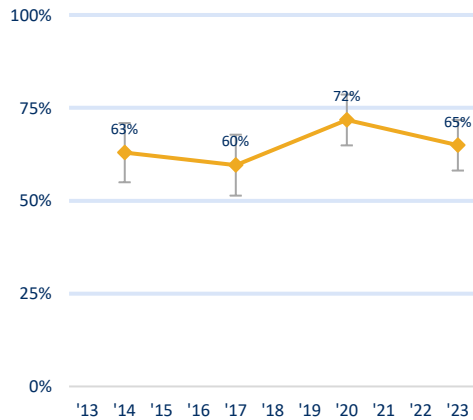
Internship/Field Experience

(Plan to do)



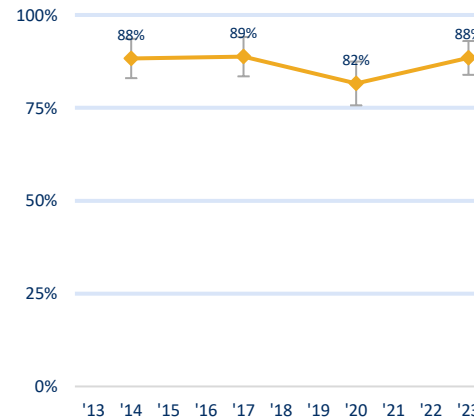
Study Abroad

(Plan to do)



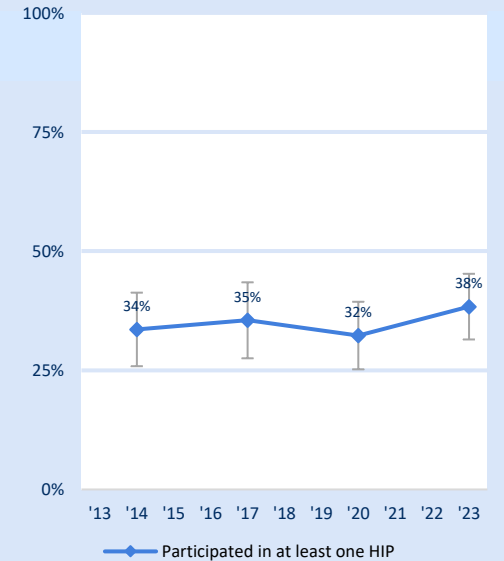
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

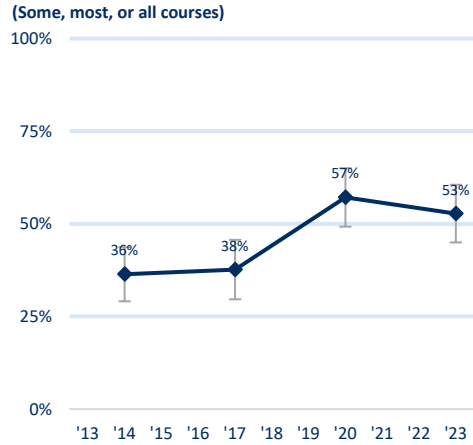


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

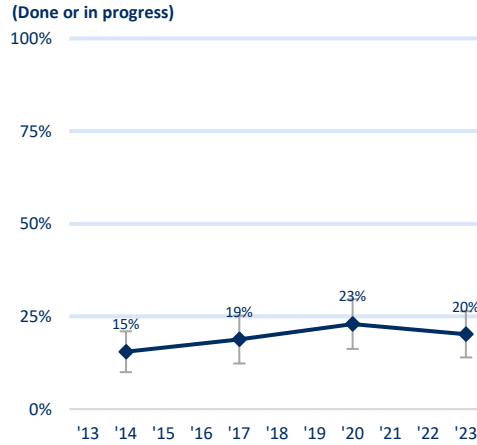
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

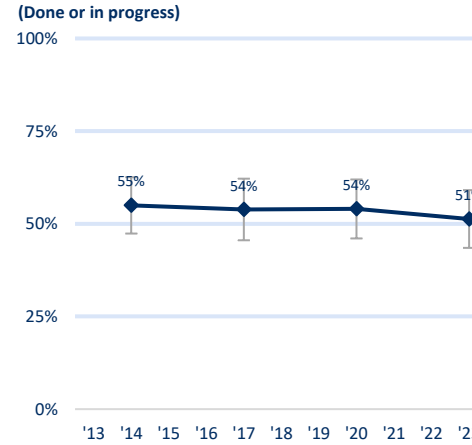
Service-Learning (Some, most, or all courses)



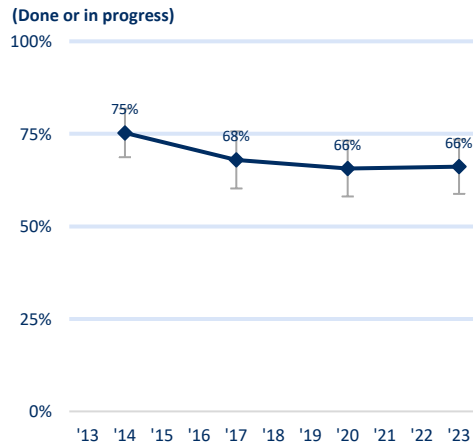
Learning Community (Done or in progress)



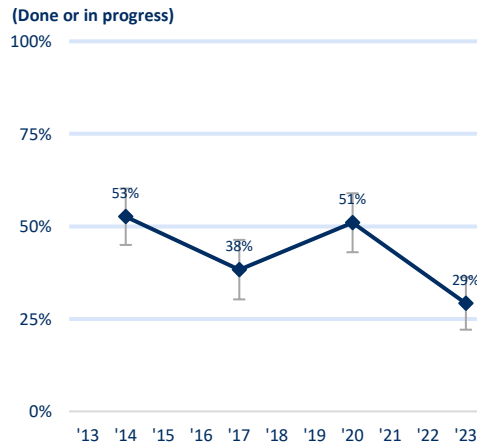
Research with Faculty (Done or in progress)



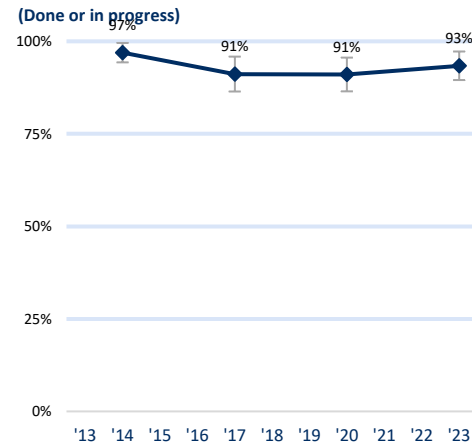
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

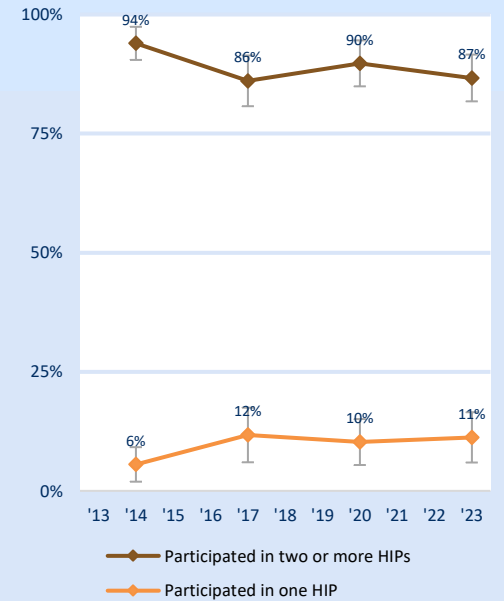


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Kenyon College

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean		42.5			41.0			40.7			42.8		45.8			42.7			43.8		43.8	
	n		140			157			176			202		173			155			159		164	
	SD		10.1			11.1			11.3			11.1		11.5			11.2			10.6		12.1	
	SE		.86			.89			.85			.78		.88			.90			.84		.94	
	CI up bnd		44.2			42.8			42.3			44.3		47.5			44.5			45.5		45.6	
	CI low bnd		40.8			39.3			39.0			41.2		44.1			41.0			42.2		41.9	
Reflective & Integrative Learning	Mean		40.0			39.0			38.9			40.1		44.2			41.0			43.1		42.9	
	n		149			163			182			209		180			167			170		177	
	SD		10.5			11.5			11.3			10.7		10.2			10.6			11.5		10.9	
	SE		.86			.90			.84			.74		.76			.82			.88		.82	
	CI up bnd		41.7			40.7			40.5			41.6		45.7			42.6			44.8		44.5	
	CI low bnd		38.3			37.2			37.3			38.7		42.7			39.4			41.4		41.3	
Learning Strategies	Mean		37.4			39.0			39.5			38.5		40.6			35.3			39.3		38.6	
	n		137			142			167			190		165			141			153		159	
	SD		13.2			13.0			12.7			12.4		13.5			14.1			12.4		12.6	
	SE		1.13			1.09			.98			.90		1.05			1.19			1.00		1.00	
	CI up bnd		39.6			41.2			41.4			40.3		42.7			37.6			41.2		40.6	
	CI low bnd		35.1			36.9			37.6			36.7		38.6			32.9			37.3		36.7	
Quantitative Reasoning	Mean		24.9			26.7			26.2			25.1		31.7			29.4			28.4		31.1	
	n		144			156			167			193		179			157			152		161	
	SD		14.6			14.9			16.3			16.2		19.4			19.1			18.7		17.4	
	SE		1.22			1.19			1.26			1.17		1.45			1.52			1.52		1.37	
	CI up bnd		27.3			29.0			28.7			27.4		34.5			32.4			31.3		33.8	
	CI low bnd		22.6			24.3			23.7			22.8		28.8			26.5			25.4		28.5	
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean		18.2			18.3			18.3			19.1		20.4			20.7			18.7		18.8	
	n		141			133			164			187		163			136			151		157	
	SD		7.9			7.7			7.5			8.0		7.9			8.9			8.7		8.6	
	SE		.66			.67			.58			.59		.62			.76			.71		.68	
	CI up bnd		19.5			19.6			19.4			20.3		21.6			22.2			20.1		20.1	
	CI low bnd		16.9			17.0			17.1			18.0		19.2			19.2			17.4		17.4	
Course Reading Est. hrs per week calculated from two items.	Mean		11.9			11.1			11.4			11.1		12.5			12.4			11.4		11.2	
	n		141			133			163			185		162			136			149		157	
	SD		6.4			6.6			6.4			6.6		6.0			8.2			7.0		6.8	
	SE		.54			.57			.50			.49		.47			.70			.58		.54	
	CI up bnd		13.0			12.2			12.4			12.0		13.4			13.8			12.5		12.3	
	CI low bnd		10.9			10.0			10.4			10.1		11.6			11.1			10.3		10.2	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Kenyon College

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	56.8			54.6				57.9			59.8		110.3				110.4			108.9	115.6	
Estimated number of pages calculated from three survey questions.	<i>n</i>	133			141				166			189		166				146			153	158	
	<i>SD</i>	36.7			60.1				48.0			72.2		60.7				79.0			72.1	100.9	
	<i>SE</i>	3.19			5.07				3.72			5.25		4.71				6.55			5.82	8.03	
	<i>CI up bnd</i>	63.0			64.6				65.2			70.1		119.5				123.2			120.3	131.4	
	<i>CI low bnd</i>	50.5			44.7				50.6			49.5		101.1				97.5			97.4	99.9	
Course Challenge	<i>Mean</i>	5.6			5.6				5.6			5.6		5.7				5.4			5.6	5.5	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	144			142				166			190		168				141			153	160	
	<i>SD</i>	1.1			1.0				1.0			1.1		1.0				1.2			1.1	1.1	
	<i>SE</i>	.09			.08				.08			.08		.07				.10			.09	.09	
	<i>CI up bnd</i>	5.8			5.7				5.7			5.7		5.9				5.6			5.8	5.6	
	<i>CI low bnd</i>	5.4			5.4				5.4			5.4		5.6				5.2			5.4	5.3	
Academic Emphasis	<i>Mean</i>	3.3			3.3				3.3			3.3		3.5				3.4			3.3	3.4	
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	140			134				166			189		163				137			152	160	
	<i>SD</i>	0.7			0.7				0.7			0.7		0.6				0.6			0.8	0.7	
	<i>SE</i>	.06			.06				.06			.05		.05				.05			.06	.05	
	<i>CI up bnd</i>	3.5			3.4				3.4			3.4		3.6				3.5			3.5	3.5	
	<i>CI low bnd</i>	3.2			3.2				3.2			3.2		3.4				3.3			3.2	3.3	
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	32.9			33.5				33.9			33.7		36.5				35.6			34.6	34.2	
	<i>n</i>	155			167				192			225		185				169			181	177	
	<i>SD</i>	13.4			13.8				12.9			13.4		13.6				13.5			14.3	14.4	
	<i>SE</i>	1.08			1.07				.93			.89		1.00				1.04			1.06	1.08	
	<i>CI up bnd</i>	35.1			35.6				35.8			35.5		38.5				37.6			36.7	36.4	
	<i>CI low bnd</i>	30.8			31.4				32.1			32.0		34.6				33.6			32.6	32.1	
Discussions with Diverse Others	<i>Mean</i>	44.6			38.7				40.5			37.7		41.4				38.7			39.3	39.7	
	<i>n</i>	143			143				167			192		169				145			154	158	
	<i>SD</i>	12.1			12.6				13.3			12.6		12.4				12.3			13.0	12.4	
	<i>SE</i>	1.01			1.05				1.03			.91		.95				1.02			1.05	.99	
	<i>CI up bnd</i>	46.6			40.8				42.5			39.5		43.2				40.7			41.3	41.6	
	<i>CI low bnd</i>	42.6			36.7				38.5			35.9		39.5				36.7			37.2	37.8	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Kenyon College

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>		20.4		20.4				20.9		21.9		29.2		30.0				28.8		28.9		
	<i>n</i>		147		160				175		203		176		164				163		168		
	<i>SD</i>		11.9		11.3				12.5		11.8		13.8		14.3				13.2		15.1		
	<i>SE</i>		.98		.89				.94		.83		1.04		1.12				1.03		1.17		
	<i>CI up bnd</i>		22.3		22.1				22.8		23.5		31.3		32.2				30.8		31.2		
<i>CI low bnd</i>		18.5		18.6				19.1		20.3		27.2		27.8				26.8		26.6			
Effective Teaching Practices	<i>Mean</i>		43.5		41.7				41.4		41.1		45.6		41.4				43.4		44.5		
	<i>n</i>		147		157				175		202		178		158				159		165		
	<i>SD</i>		10.0		11.1				10.8		11.4		10.5		11.2				10.7		11.0		
	<i>SE</i>		.83		.89				.82		.81		.79		.89				.85		.85		
	<i>CI up bnd</i>		45.1		43.4				43.0		42.7		47.1		43.2				45.0		46.2		
<i>CI low bnd</i>		41.8		39.9				39.8		39.5		44.1		39.7				41.7		42.8			
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>		47.3		45.2				46.4		44.5		46.2		41.9				43.4		43.0		
	<i>n</i>		139		134				161		184		168		140				151		159		
	<i>SD</i>		7.9		8.9				9.3		8.8		8.0		8.9				10.1		8.6		
	<i>SE</i>		.67		.77				.73		.65		.62		.75				.82		.68		
	<i>CI up bnd</i>		48.7		46.8				47.9		45.8		47.4		43.4				45.0		44.3		
<i>CI low bnd</i>		46.0		43.7				45.0		43.2		45.0		40.5				41.8		41.7			
Supportive Environment	<i>Mean</i>		41.1		37.3				35.0		33.5		38.1		32.7				29.7		31.0		
	<i>n</i>		138		134				163		187		163		135				152		160		
	<i>SD</i>		11.6		10.4				11.1		11.8		11.6		11.9				11.8		11.7		
	<i>SE</i>		.99		.90				.87		.86		.91		1.03				.96		.93		
	<i>CI up bnd</i>		43.1		39.0				36.7		35.2		39.8		34.8				31.6		32.9		
<i>CI low bnd</i>		39.2		35.5				33.3		31.8		36.3		30.7				27.8		29.2			

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning^a	%		23			27			25		30		36			38			57		53		
	n		144			139			167		191		168			141			152		159		
	SE		3.5			3.8			3.4		3.3		3.7			4.1			4.0		4.0		
	CI up bnd		30			34			32		36		44			46			65		61		
	CI low bnd		16			19			19		23		29			30			49		45		
Learning Community^a	%		6			4			5		5		15			19			23		20		
	n		142			139			166		191		167			141			152		160		
	SE		1.9			1.6			1.6		1.6		2.8			3.3			3.4		3.2		
	CI up bnd		9			7			8		8		21			25			30		26		
	CI low bnd		2			1			1		2		10			12			16		14		
Research with Faculty^a	%		9			8			8		11		55			54			54		51		
	n		142			139			166		191		165			139			152		159		
	SE		2.4			2.3			2.1		2.2		3.9			4.2			4.1		4.0		
	CI up bnd		14			12			12		15		63			62			62		59		
	CI low bnd		4			3			4		6		47			46			46		44		
Internship or Field Experience^b	%		79			85			71		76		75			68			66		66		
	n		144			143			166		191		168			141			153		160		
	SE		3.4			3.0			3.5		3.1		3.3			3.9			3.9		3.8		
	(First-year results: Plan to do)		85			91			78		82		82			76			73		73		
	CI low bnd		72			79			64		70		69			60			58		59		
Study Abroad^b	%		63			60			72		65		53			38			51		29		
	n		142			139			167		189		166			141			152		159		
	SE		4.1			4.2			3.5		3.5		3.9			4.1			4.1		3.6		
	(First-year results: Plan to do)		71			68			79		72		60			46			59		36		
	CI low bnd		55			51			65		58		45			30			43		22		
Culminating Senior Experience^b	%		88			89			82		88		97			91			91		93		
	n		143			137			167		190		167			140			152		160		
	SE		2.7			2.7			3.0		2.3		1.3			2.4			2.3		2.0		
	(First-year results: Plan to do)		94			94			87		93		100			96			96		97		
	CI low bnd		83			83			76		84		94			86			86		90		
Overall HIP Participation^c																							
Participated in one HIP	%		29			33			27		32		6			12			10		11		
	n		144			139			167		191		168			141			153		160		
	SE		3.8			4.0			3.5		3.4		1.8			2.7			2.5		2.5		
	CI up bnd		37			41			34		39		9			17			15		16		
	CI low bnd		22			25			20		26		2			6			5		6		
Participated in two or more HIPs	%		4			3			5		6		94			86			90		87		
	n		144			139			167		191		168			141			153		160		
	SE		1.7			1.4			1.7		1.7		1.8			2.9			2.5		2.7		
	CI up bnd		8			6			8		9		98			92			95		92		
	CI low bnd		1			0			2		3		90			80			85		81		

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.