NSSE
national survey of
student engagement

NSSE 2017
Multi-Year Report

Kenyon College

IPEDS: 203535

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 number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, consult the *Multi-Year Data Analysis Guide* on the NSSE website. **nsse.indiana.edu/pdf/MYDAG.pdf**

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 a learning community, service-learning, and research with faculty, and who planned to do 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—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. It also affords the analysis of results by subpopulation.

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Administration Summaries

Kenyon College

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

	First-year students					Seniors				
Year	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										

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							

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 survey item percentages 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* report(s).

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Engagement Results by Theme

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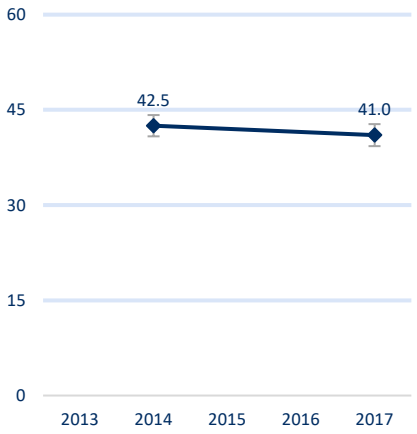
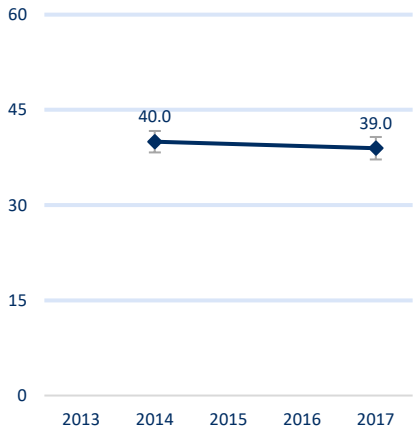
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

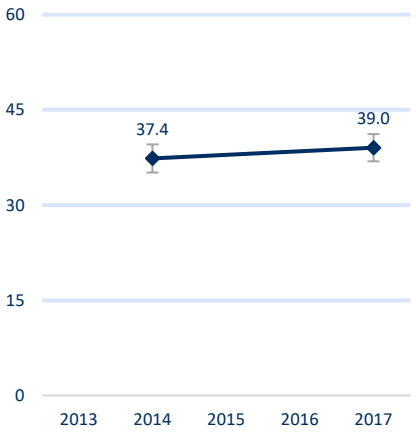
Higher-Order Learning



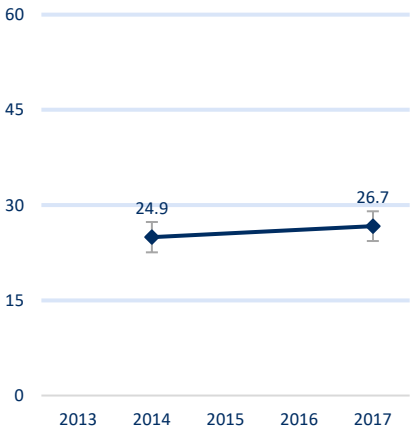
Reflective & Integrative Learning



Learning Strategies

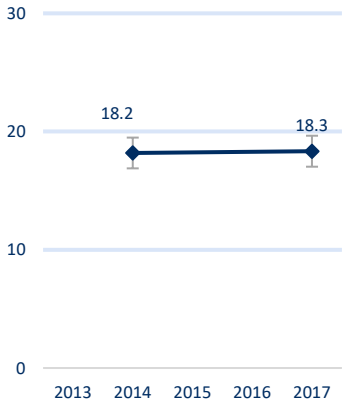


Quantitative Reasoning

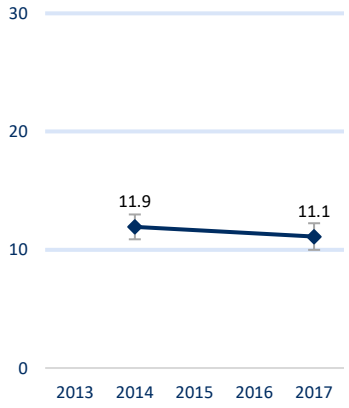


Academic Challenge (additional items): First-year students

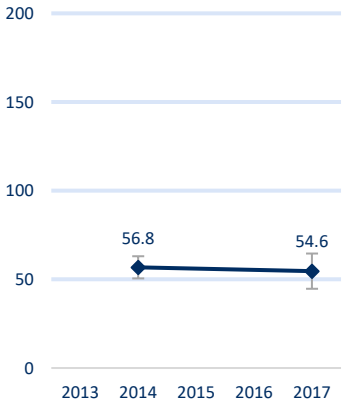
Preparing for Class (hrs/wk)



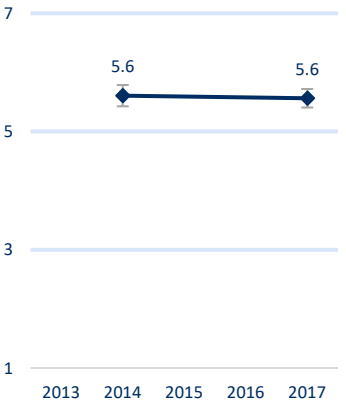
Course Reading (hrs/wk)[a]



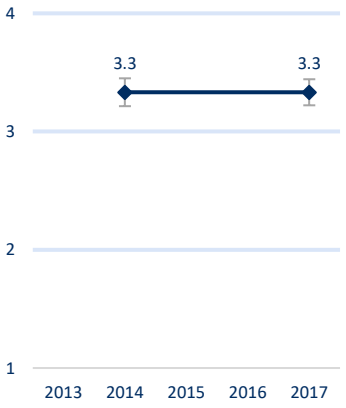
Assigned Writing (pages)[a]



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").

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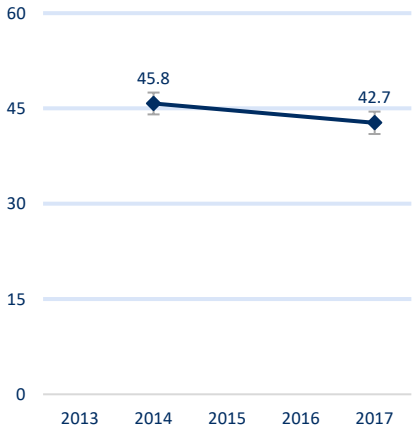
Engagement Results by Theme

Kenyon College

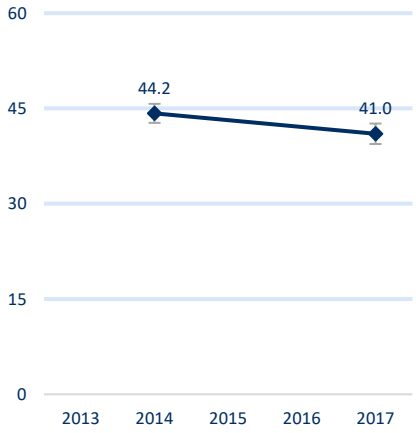
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

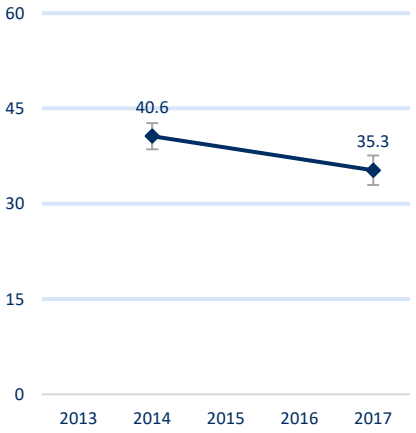
Higher-Order Learning



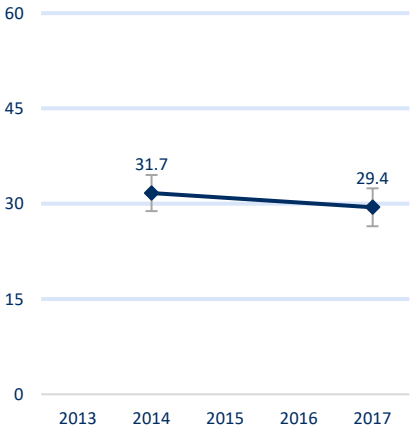
Reflective & Integrative Learning



Learning Strategies

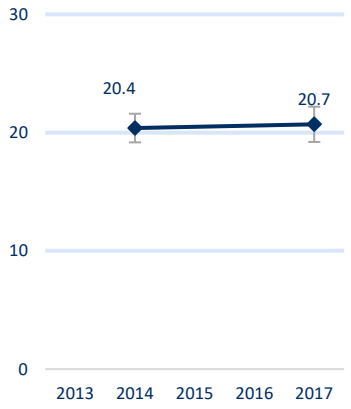


Quantitative Reasoning

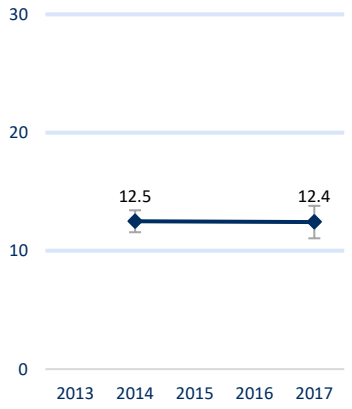


Academic Challenge (additional items): Seniors

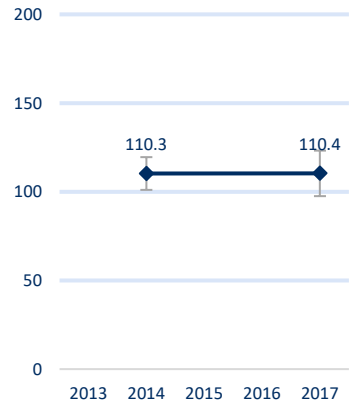
Preparing for Class (hrs/wk)



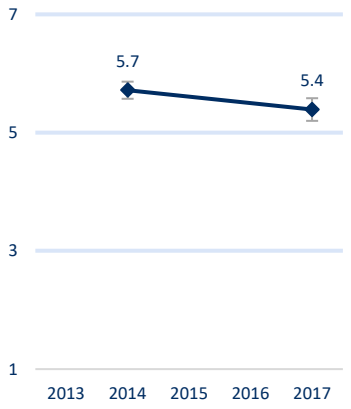
Course Reading (hrs/wk)[a]



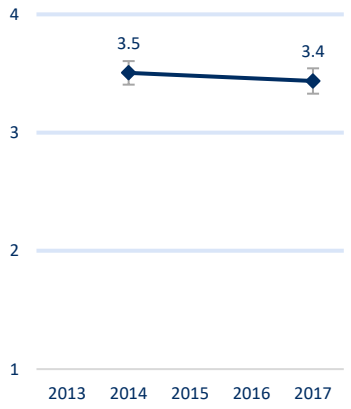
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



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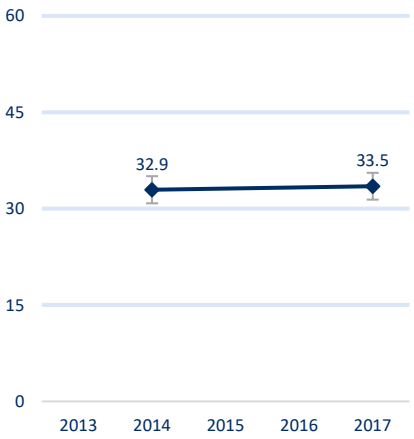
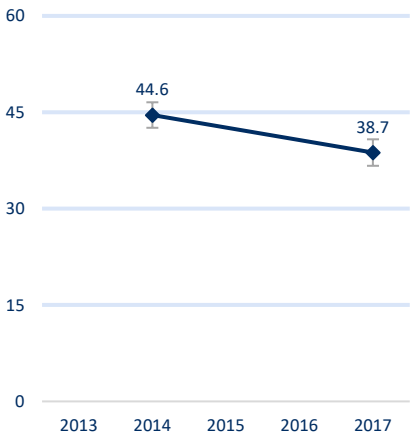
Learning with Peers: First-year students

Collaborative Learning

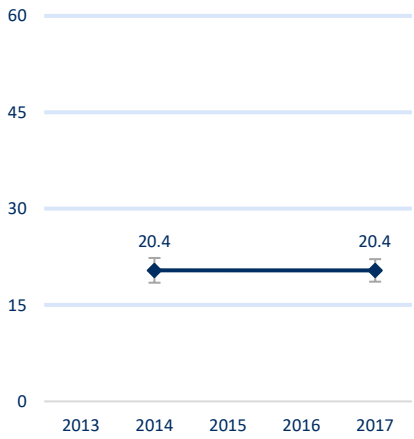


Discussions with Diverse Others

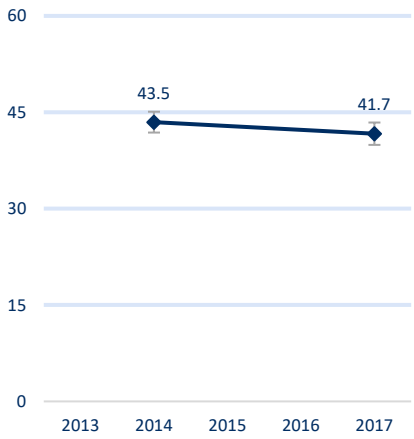


Experiences with Faculty: First-year students

Student-Faculty Interaction

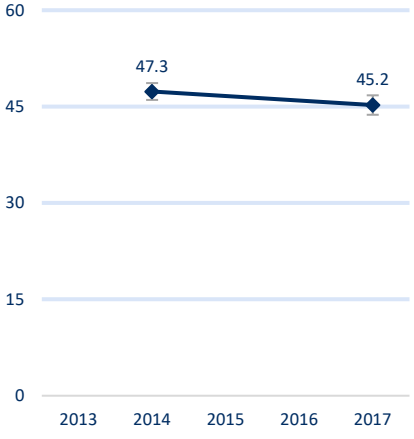


Effective Teaching Practices

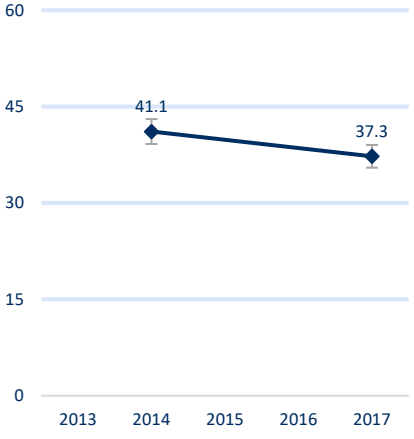


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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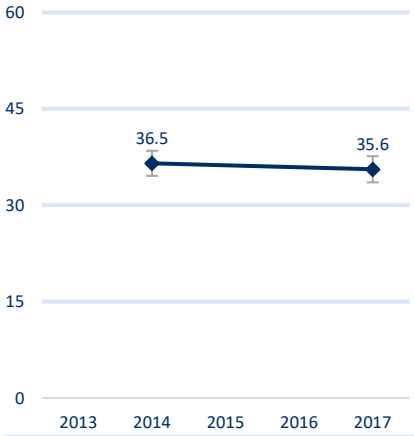
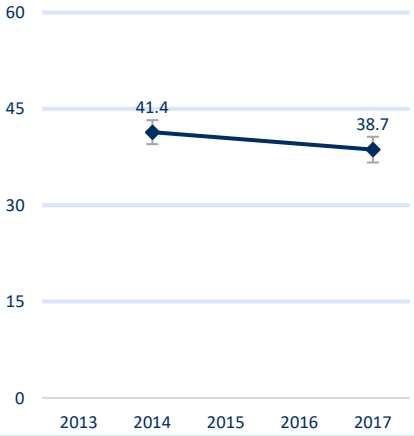
Collaborative Learning

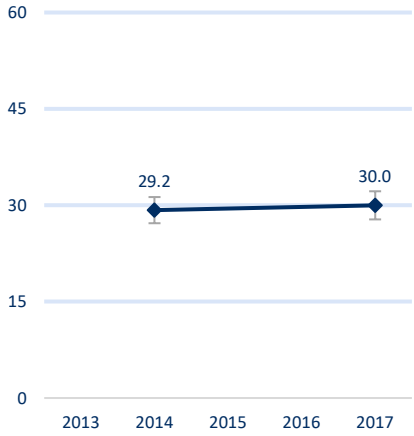


Discussions with Diverse Others

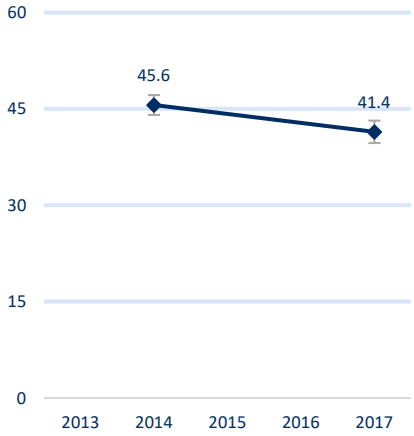


Experiences with Faculty: Seniors

Student-Faculty Interaction

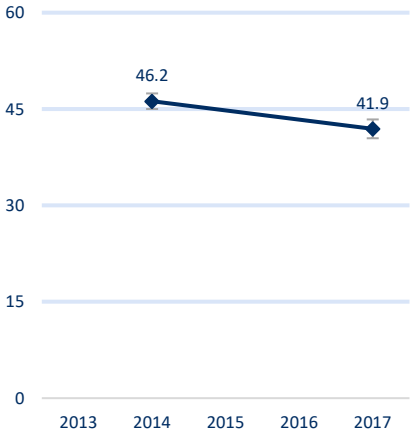


Effective Teaching Practices

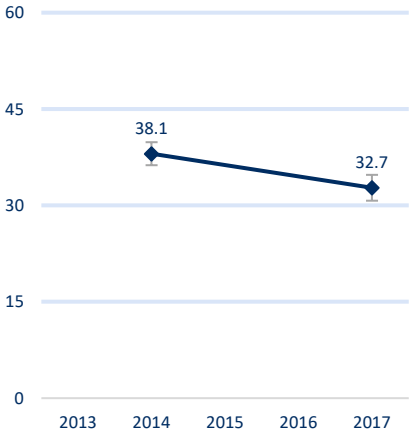


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



NSSE 2017 Multi-Year Report

High-Impact Practices

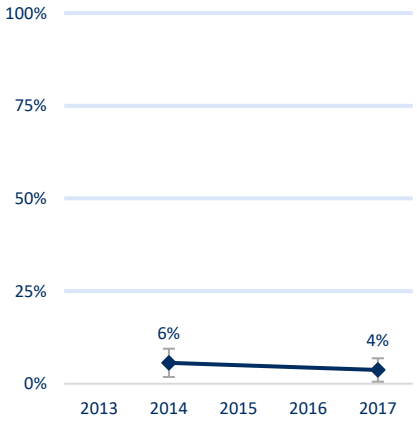
Kenyon College

Due to their positive associations with student learning and retention, special 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

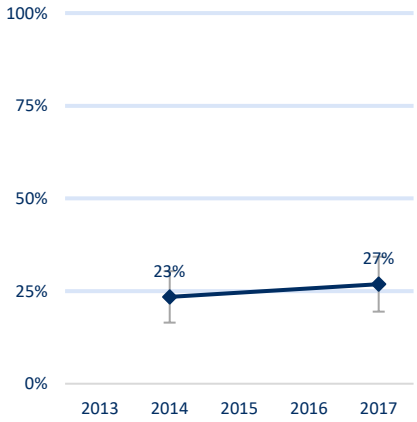
Learning Community

(Done or in progress)



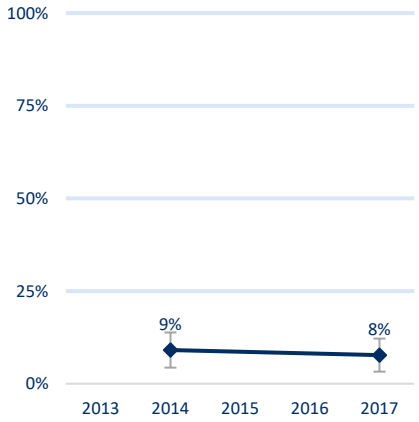
Service-Learning

(Some, most, or all courses)



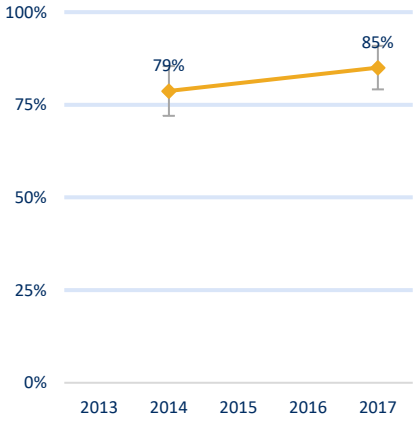
Research with Faculty

(Done or in progress)



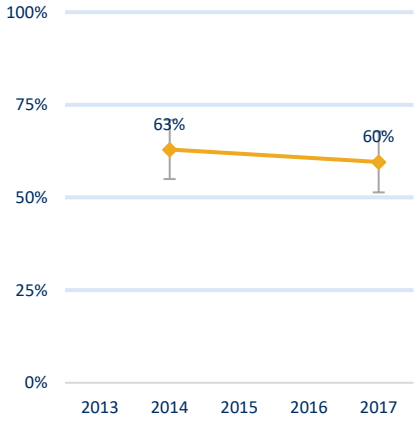
Internship/Field Experience

(Plan to do)



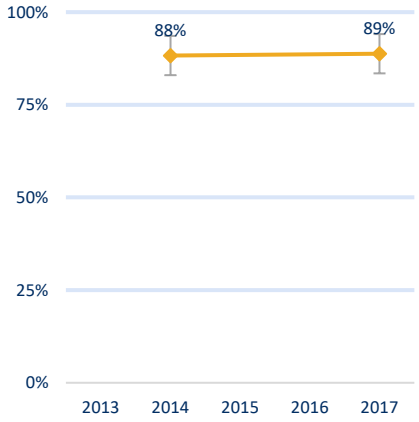
Study Abroad

(Plan to do)



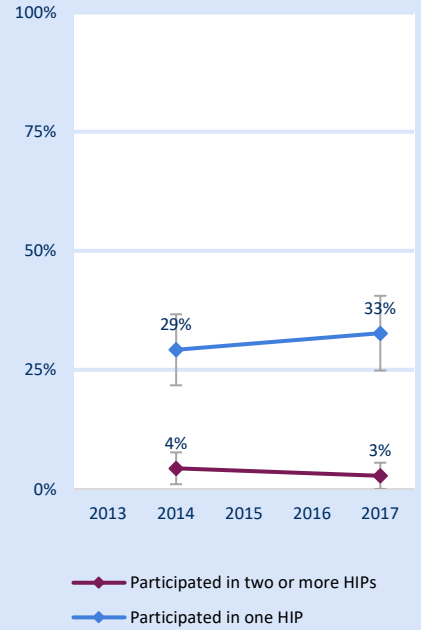
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



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High-Impact Practices

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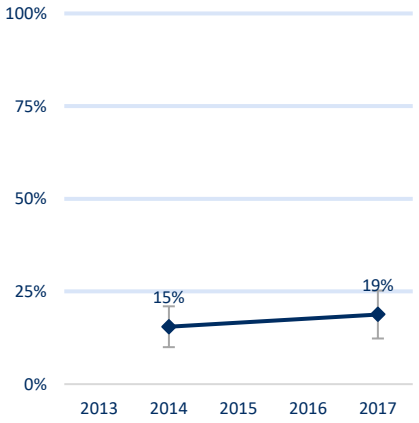
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

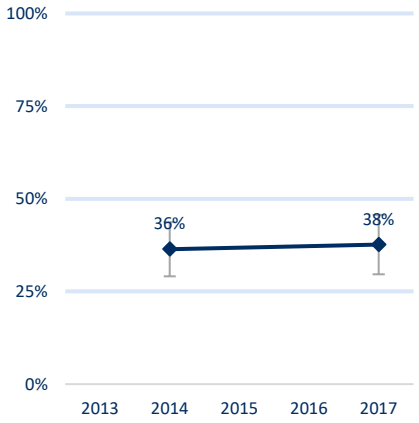
Learning Community

(Done or in progress)



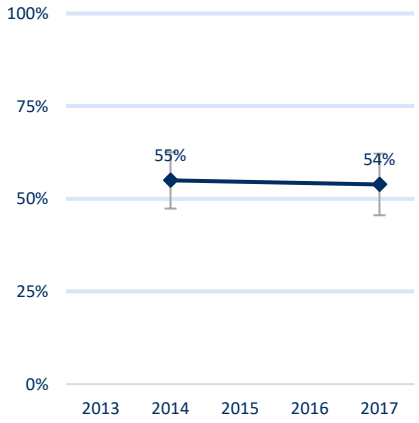
Service-Learning

(Some, most, or all courses)



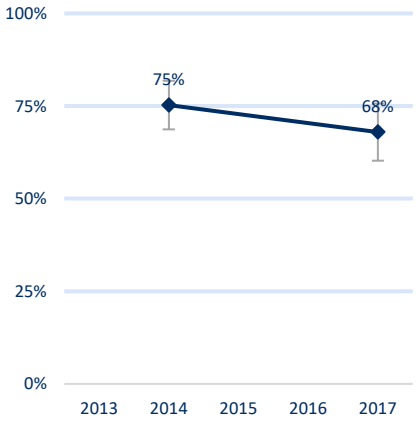
Research with Faculty

(Done or in progress)



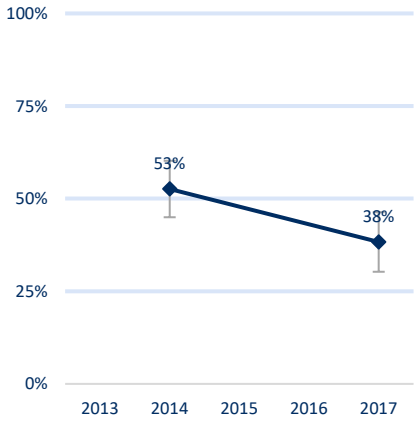
Internship/Field Experience

(Done or in progress)



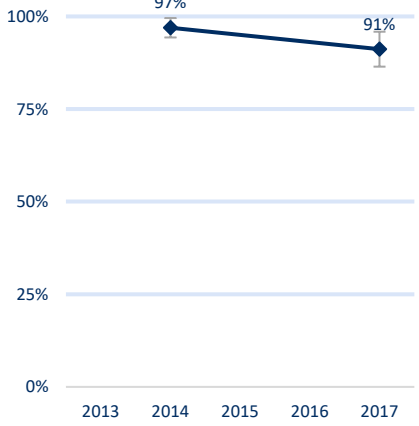
Study Abroad

(Done or in progress)



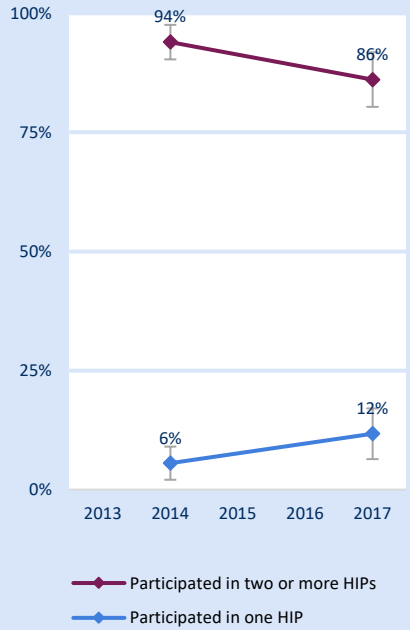
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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Detailed Statistics: Engagement Indicators and Additional Items

Kenyon College

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	*Mean*		**42.5**			**41.0**					**45.8**			**42.7**			
	n		140			157					173			155			
	SD		10.1			11.1					11.5			11.2			
	SE		.86			.89					.88			.90			
	CI upper bound		44.2			42.8					47.5			44.5			
	CI lower bound		40.8			39.3					44.1			41.0			
Reflective & Integrative Learning	*Mean*		**40.0**			**39.0**					**44.2**			**41.0**			
	n		149			163					180			167			
	SD		10.5			11.5					10.2			10.6			
	SE		.86			.90					.76			.82			
	CI upper bound		41.7			40.7					45.7			42.6			
	CI lower bound		38.3			37.2					42.7			39.4			
Learning Strategies	*Mean*		**37.4**			**39.0**					**40.6**			**35.3**			
	n		137			142					165			141			
	SD		13.2			13.0					13.5			14.1			
	SE		1.13			1.09					1.05			1.19			
	CI upper bound		39.6			41.2					42.7			37.6			
	CI lower bound		35.1			36.9					38.6			32.9			
Quantitative Reasoning	*Mean*		**24.9**			**26.7**					**31.7**			**29.4**			
	n		144			156					179			157			
	SD		14.6			14.9					19.4			19.1			
	SE		1.22			1.19					1.45			1.52			
	CI upper bound		27.3			29.0					34.5			32.4			
	CI lower bound		22.6			24.3					28.8			26.5			
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*		**18.2**			**18.3**					**20.4**			**20.7**			
	n		141			133					163			136			
	SD		7.9			7.7					7.9			8.9			
	SE		.66			.67					.62			.76			
	CI upper bound		19.5			19.6					21.6			22.2			
	CI lower bound		16.9			17.0					19.2			19.2			
Course Reading Estimated hours per week calculated from two survey questions.	*Mean*		**11.9**			**11.1**					**12.5**			**12.4**			
	n		141			133					162			136			
	SD		6.4			6.6					6.0			8.2			
	SE		.54			.57					.47			.70			
	CI upper bound		13.0			12.2					13.4			13.8			
	CI lower bound		10.9			10.0					11.6			11.1			

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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		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing Estimated number of pages calculated from three survey questions.	*Mean*		**56.8**			**54.6**					**110.3**			**110.4**			
	n		133			141					166			146			
	SD		36.7			60.1					60.7			79.0			
	SE		3.19			5.07					4.71			6.55			
	CI upper bound		63.0			64.6					119.5			123.2			
	CI lower bound		50.5			44.7					101.1			97.5			
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*Mean*		**5.6**			**5.6**					**5.7**			**5.4**			
	n		144			142					168			141			
	SD		1.1			1.0					1.0			1.2			
	SE		.09			.08					.07			.10			
	CI upper bound		5.8			5.7					5.9			5.6			
	CI lower bound		5.4			5.4					5.6			5.2			
Academic Emphasis Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	*Mean*		**3.3**			**3.3**					**3.5**			**3.4**			
	n		140			134					163			137			
	SD		0.7			0.7					0.6			0.6			
	SE		.06			.06					.05			.05			
	CI upper bound		3.5			3.4					3.6			3.5			
	CI lower bound		3.2			3.2					3.4			3.3			
Learning with Peers																	
Collaborative Learning	*Mean*		**32.9**			**33.5**					**36.5**			**35.6**			
	n		155			167					185			169			
	SD		13.4			13.8					13.6			13.5			
	SE		1.08			1.07					1.00			1.04			
	CI upper bound		35.1			35.6					38.5			37.6			
	CI lower bound		30.8			31.4					34.6			33.6			
Discussions with Diverse Others	*Mean*		**44.6**			**38.7**					**41.4**			**38.7**			
	n		143			143					169			145			
	SD		12.1			12.6					12.4			12.3			
	SE		1.01			1.05					.95			1.02			
	CI upper bound		46.6			40.8					43.2			40.7			
	CI lower bound		42.6			36.7					39.5			36.7			

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 Items

Kenyon College

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	*Mean*		**20.4**			**20.4**					**29.2**			**30.0**			
	n		147			160					176			164			
	SD		11.9			11.3					13.8			14.3			
	SE		.98			.89					1.04			1.12			
	CI upper bound		22.3			22.1					31.3			32.2			
	CI lower bound		18.5			18.6					27.2			27.8			
Effective Teaching Practices	*Mean*		**43.5**			**41.7**					**45.6**			**41.4**			
	n		147			157					178			158			
	SD		10.0			11.1					10.5			11.2			
	SE		.83			.89					.79			.89			
	CI upper bound		45.1			43.4					47.1			43.2			
	CI lower bound		41.8			39.9					44.1			39.7			
Campus Environment																	
Quality of Interactions	*Mean*		**47.3**			**45.2**					**46.2**			**41.9**			
	n		139			134					168			140			
	SD		7.9			8.9					8.0			8.9			
	SE		.67			.77					.62			.75			
	CI upper bound		48.7			46.8					47.4			43.4			
	CI lower bound		46.0			43.7					45.0			40.5			
Supportive Environment	*Mean*		**41.1**			**37.3**					**38.1**			**32.7**			
	n		138			134					163			135			
	SD		11.6			10.4					11.6			11.9			
	SE		.99			.90					.91			1.03			
	CI upper bound		43.1			39.0					39.8			34.8			
	CI lower bound		39.2			35.5					36.3			30.7			

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: High-Impact Practices

Kenyon College

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community[a]	*%*		**6**			**4**					**15**			**19**			
	n		142			139					167			141			
	SE		1.9			1.6					2.8			3.3			
	CI upper bound (%)		9			7					21			25			
	CI lower bound (%)		2			1					10			12			
Service-Learning[a]	*%*		**23**			**27**					**36**			**38**			
	n		144			139					168			141			
	SE		3.5			3.8					3.7			4.1			
	CI upper bound (%)		30			34					44			46			
	CI lower bound (%)		16			19					29			30			
Research with Faculty[a]	*%*		**9**			**8**					**55**			**54**			
	n		142			139					165			139			
	SE		2.4			2.3					3.9			4.2			
	CI upper bound (%)		14			12					63			62			
	CI lower bound (%)		4			3					47			46			
Internship or Field Experience (First-year results: Plan to do)	*%*		**79**			**85**					**75**			**68**			
	n		144			143					168			141			
	SE		3.4			3.0					3.3			3.9			
	CI upper bound (%)		85			91					82			76			
	CI lower bound (%)		72			79					69			60			
Study Abroad (First-year results: Plan to do)	*%*		**63**			**60**					**53**			**38**			
	n		142			139					166			141			
	SE		4.1			4.2					3.9			4.1			
	CI upper bound (%)		71			68					60			46			
	CI lower bound (%)		55			51					45			30			
Culminating Senior Experience (First-year results: Plan to do)	*%*		**88**			**89**					**97**			**91**			
	n		143			137					167			140			
	SE		2.7			2.7					1.3			2.4			
	CI upper bound (%)		94			94					100			96			
	CI lower bound (%)		83			83					94			86			
Overall HIP Participation[b]																	
Participated in one HIP	*%*		**29**			**33**					**6**			**12**			
	n		144			139					168			141			
	SE		3.8			4.0					1.8			2.7			
	CI upper bound (%)		37			41					9			17			
	CI lower bound (%)		22			25					2			6			
Participated in two or more HIPs	*%*		**4**			**3**					**94**			**86**			
	n		144			139					168			141			
	SE		1.7			1.4					1.8			2.9			
	CI upper bound (%)		8			6					98			92			
	CI lower bound (%)		1			0					90			80			

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 +/- 1.96 * SE).

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

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

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