



NSSE 2022

Multi-Year Report

Northern Kentucky University

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										
2015	18%	+/- 3.8%	551	446	105	28%	+/- 3.0%	770	674	96
2016										
2017										
2018	24%	+/- 3.8%	522	389	133	34%	+/- 3.5%	505	428	77
2019										
2020										
2021										
2022	27%	+/- 3.7%	508	375	133	20%	+/- 6.0%	210	175	35

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013							
2014							
2015	Email	Census	Yes	Diverse Perspectives, Kentucky Council on Postsecondary Education	No	Yes	No
2016							
2017							
2018	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	Yes	No
2019							
2020							
2021							
2022	Email	Census	Yes	FY Experiences & Sr Transitions, Honors Education Consortium	No	Yes	Yes

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.

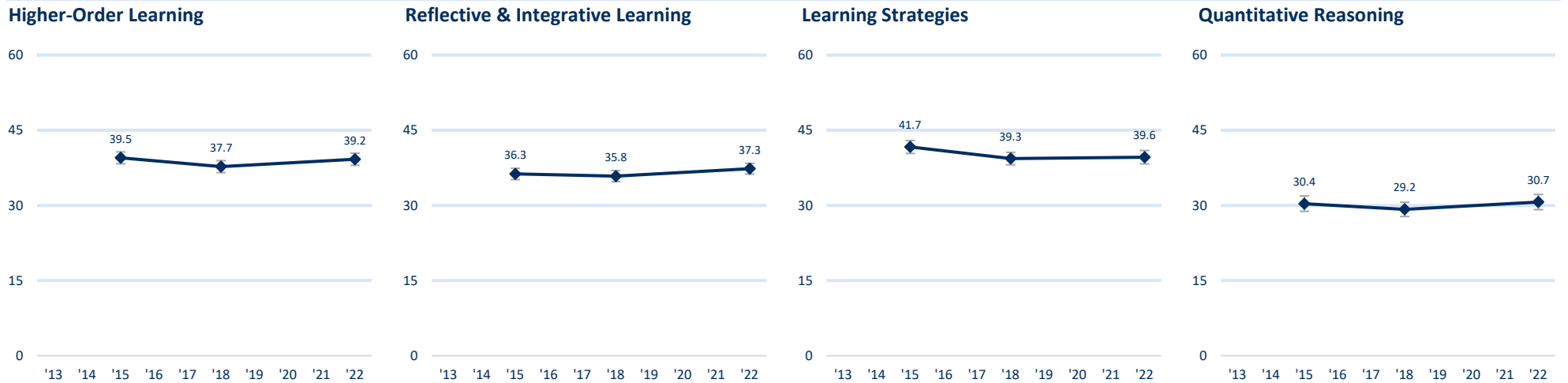
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.

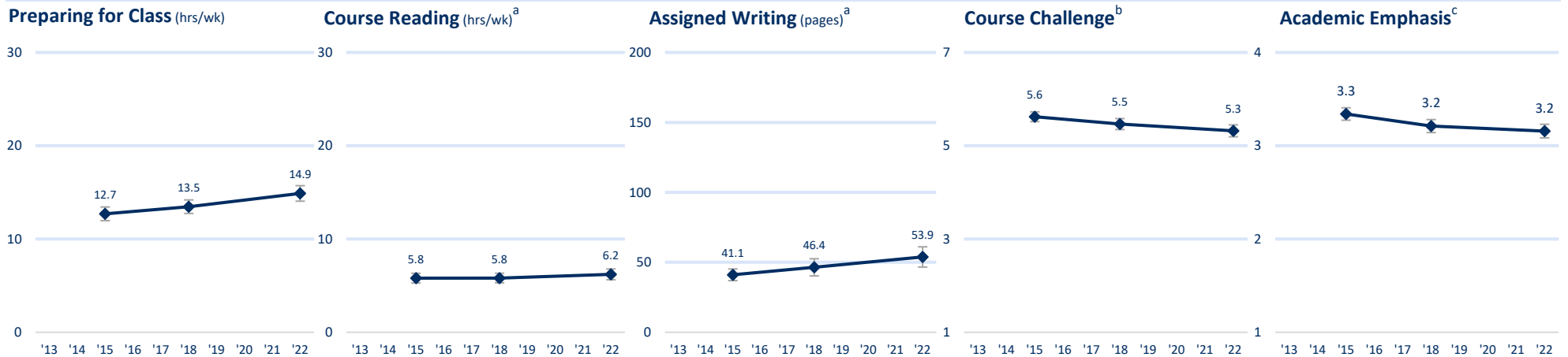
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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 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



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").

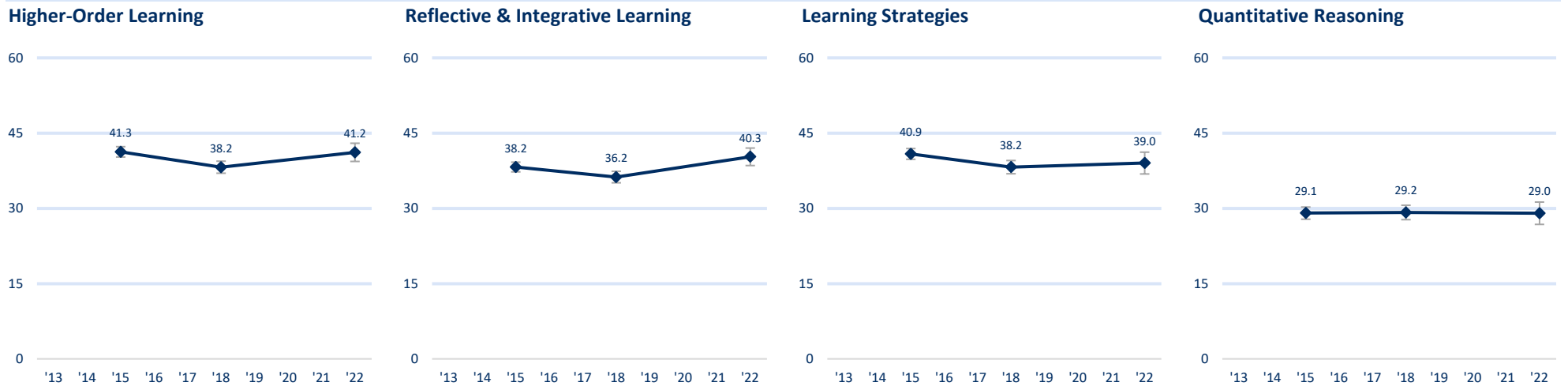
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Engagement Results by Theme

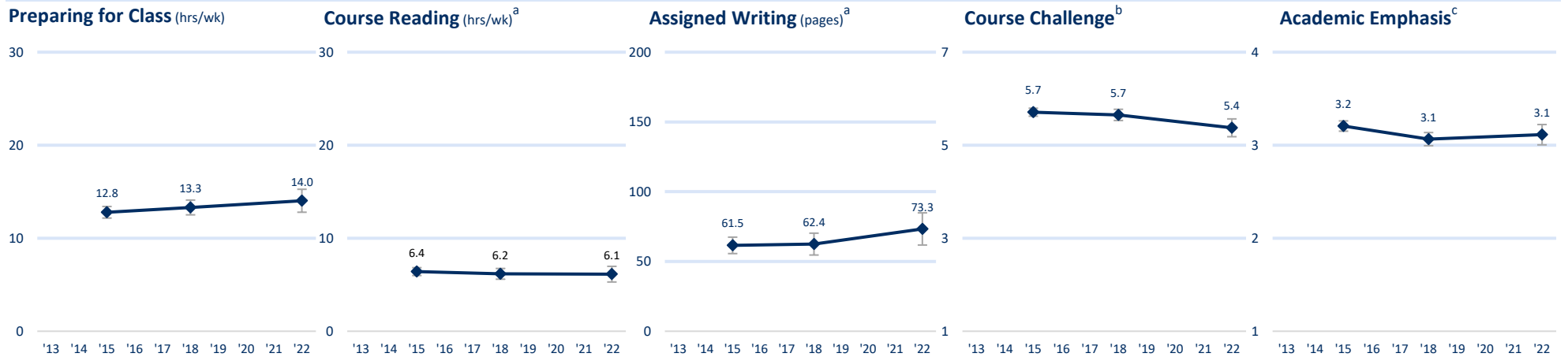
Northern Kentucky University

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Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



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

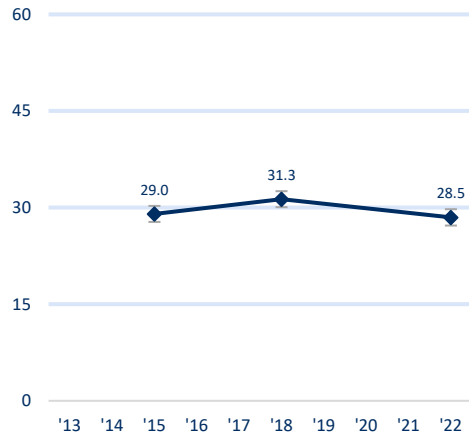
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

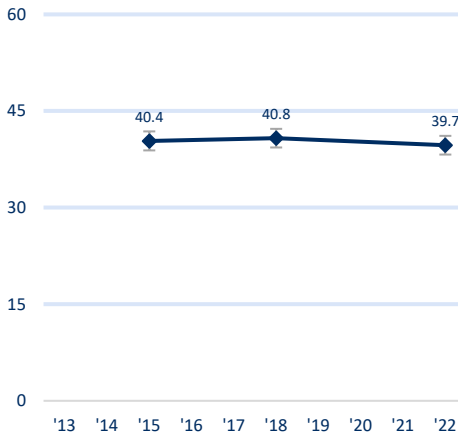
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

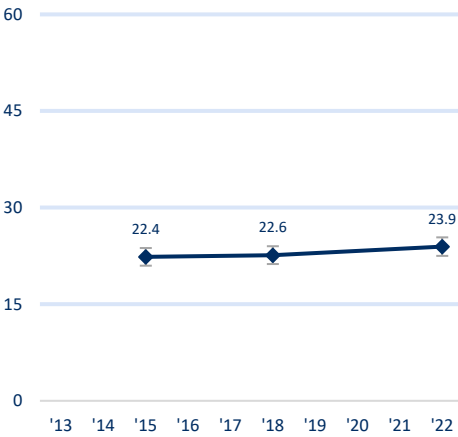


Discussions with Diverse Others

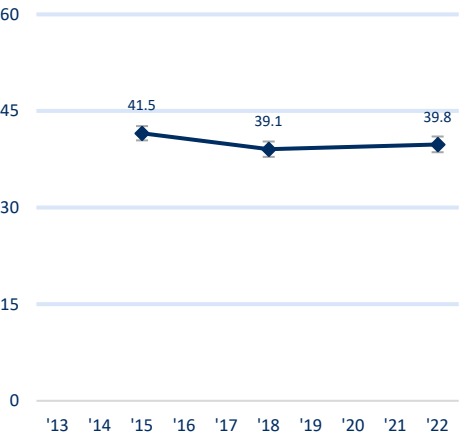


Experiences with Faculty: First-year students

Student-Faculty Interaction

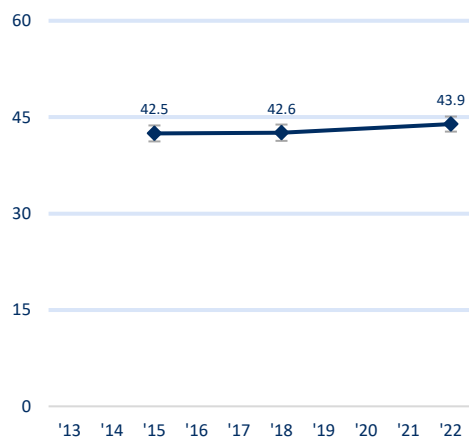


Effective Teaching Practices

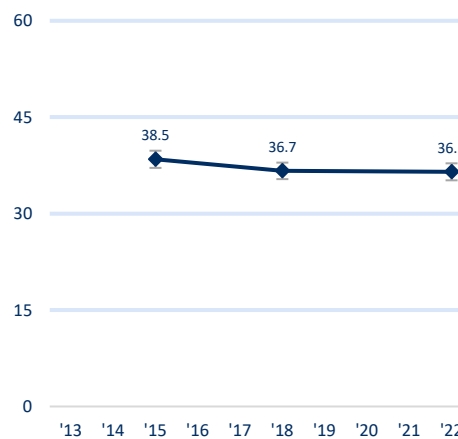


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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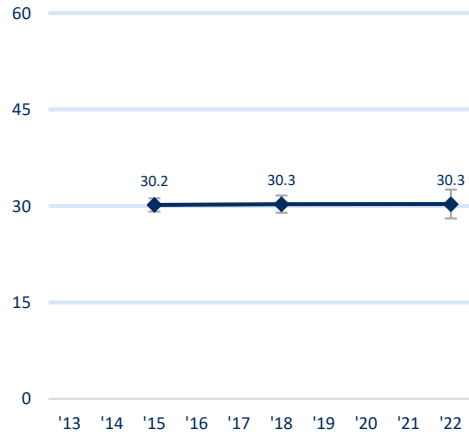
Engagement Results by Theme

Northern Kentucky University

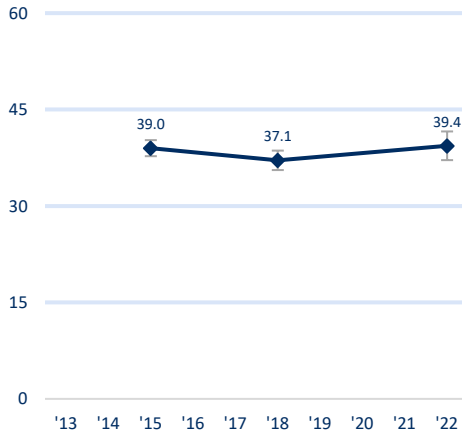
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

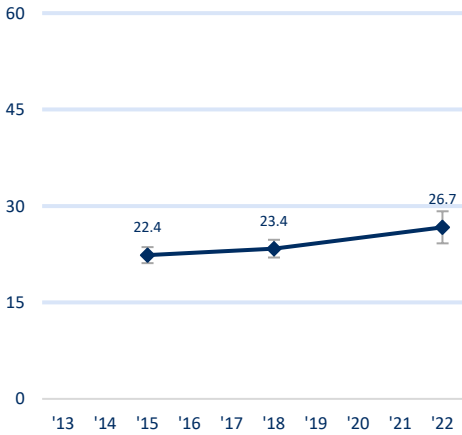


Discussions with Diverse Others

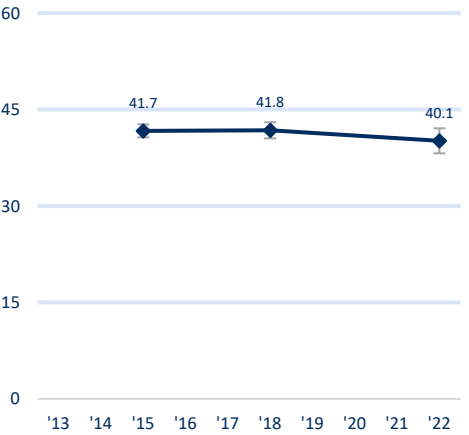


Experiences with Faculty: Seniors

Student-Faculty Interaction

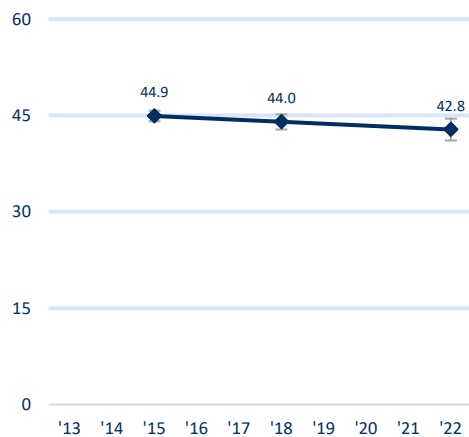


Effective Teaching Practices

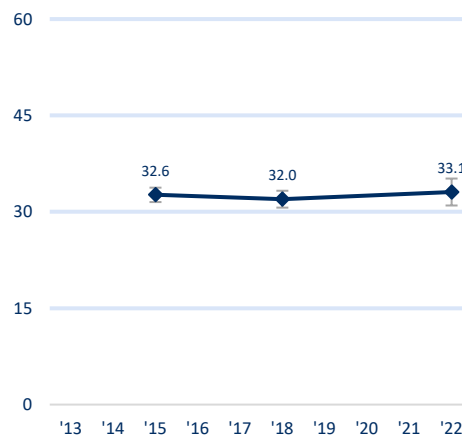


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

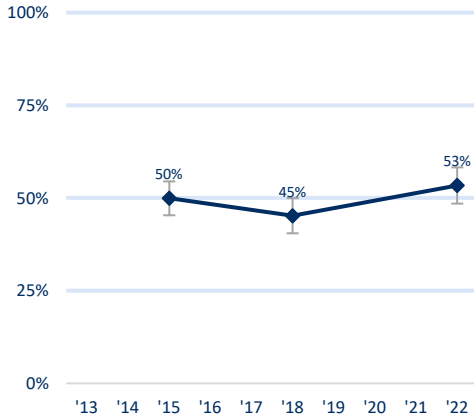


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

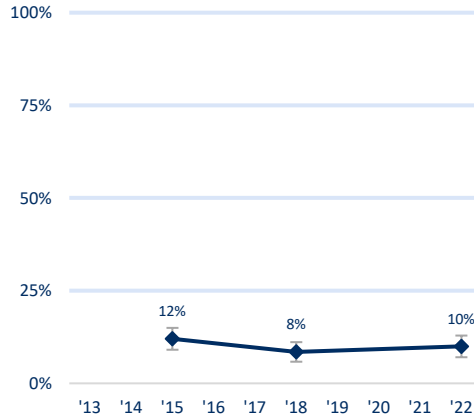
Service-Learning

(Some, most, or all courses)



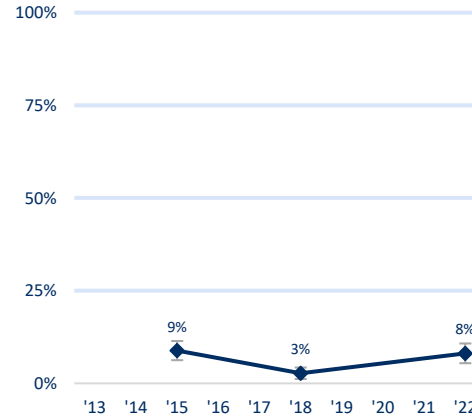
Learning Community

(Done or in progress)



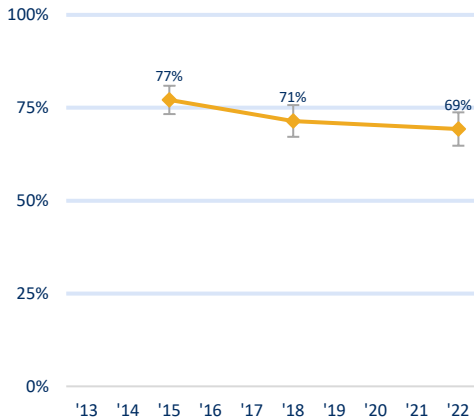
Research with Faculty

(Done or in progress)



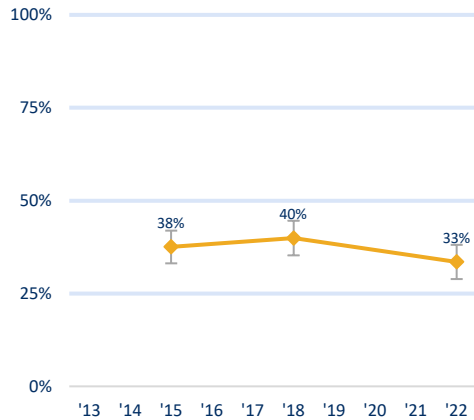
Internship/Field Experience

(Plan to do)



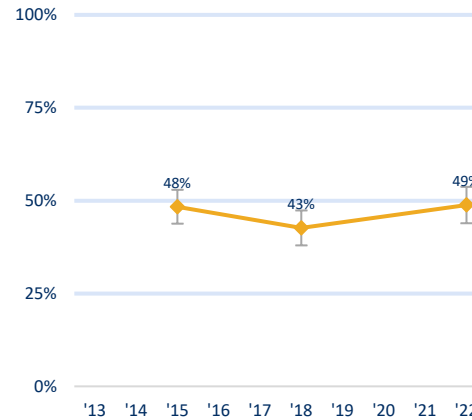
Study Abroad

(Plan to do)



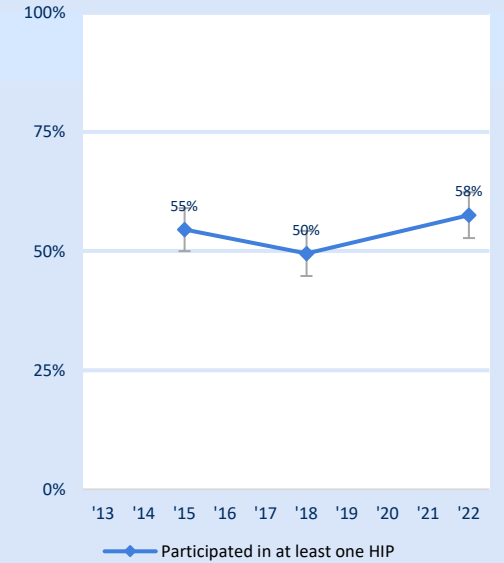
Culminating Senior Experience

(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.

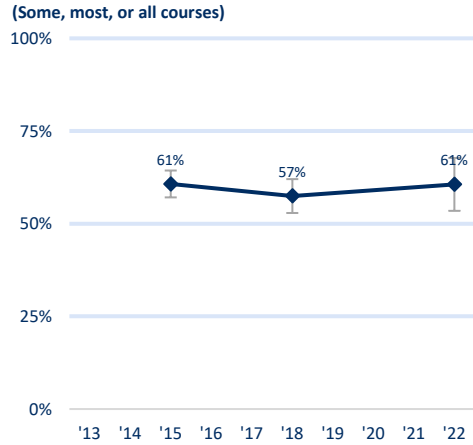


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

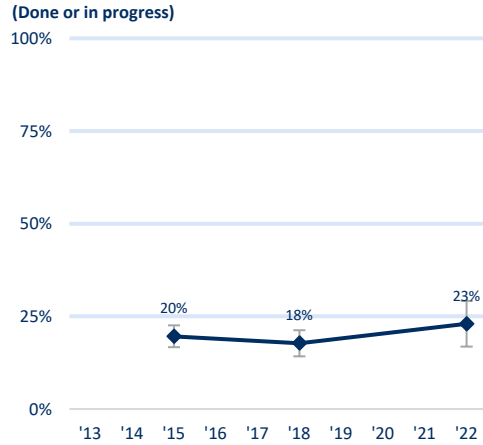
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

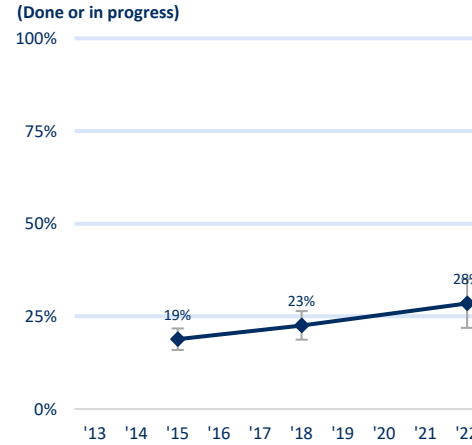
Service-Learning (Some, most, or all courses)



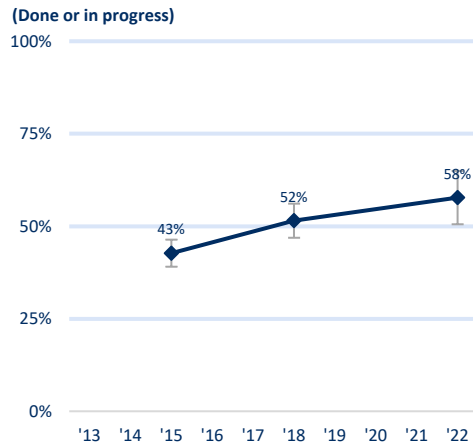
Learning Community (Done or in progress)



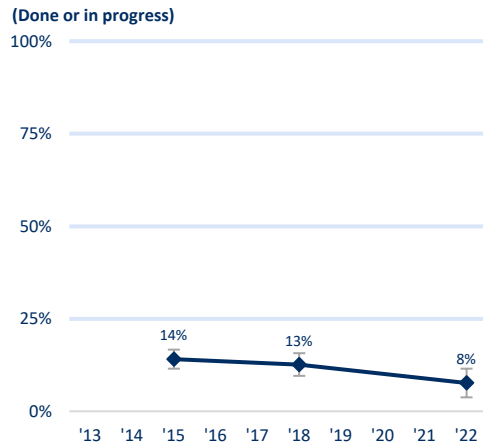
Research with Faculty (Done or in progress)



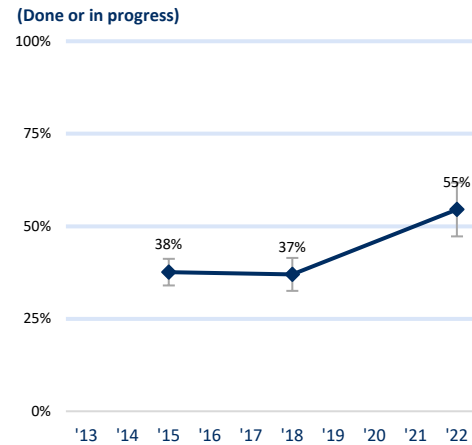
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

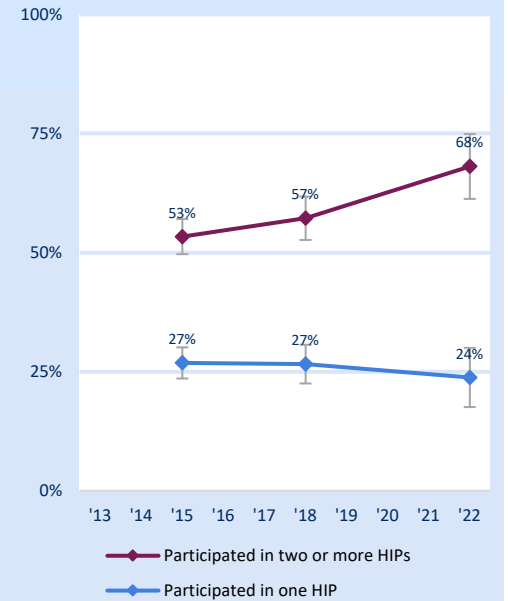


Culminating Senior Experience (Done or in progress)



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 Items

Northern Kentucky University

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge</i>																					
Higher-Order Learning	Mean			39.5			37.7			39.2			41.3			38.2			41.2		
	n			480			452			426			710			459			191		
	SD			13.2			13.0			12.8			14.0			13.1			12.8		
	SE			.60			.61			.62			.53			.61			.93		
	CI upper bound			40.7			38.9			40.4			42.3			39.4			43.0		
	CI lower bound			38.3			36.5			38.0			40.2			37.0			39.4		
Reflective & Integrative Learning	Mean			36.3			35.8			37.3			38.2			36.2			40.3		
	n			499			476			455			730			476			201		
	SD			12.8			12.4			11.7			13.3			12.7			12.6		
	SE			.58			.57			.55			.49			.58			.89		
	CI upper bound			37.4			37.0			38.4			39.2			37.4			42.0		
	CI lower bound			35.1			34.7			36.2			37.3			35.1			38.5		
Learning Strategies	Mean			41.7			39.3			39.6			40.9			38.2			39.0		
	n			461			428			403			685			454			182		
	SD			14.2			13.1			13.7			14.3			14.3			15.0		
	SE			.66			.63			.68			.55			.67			1.11		
	CI upper bound			43.0			40.6			40.9			41.9			39.5			41.2		
	CI lower bound			40.4			38.1			38.3			39.8			36.9			36.9		
Quantitative Reasoning	Mean			30.4			29.2			30.7			29.1			29.2			29.0		
	n			485			434			413			724			458			188		
	SD			17.2			15.1			15.7			16.7			15.7			15.6		
	SE			.78			.73			.77			.62			.73			1.13		
	CI upper bound			31.9			30.6			32.2			30.3			30.6			31.3		
	CI lower bound			28.8			27.8			29.1			27.8			27.8			26.8		
<i>Academic Challenge (additional items)</i>																					
Preparing for Class (hours/week)	Mean			12.7			13.5			14.9			12.8			13.3			14.0		
	n			440			416			400			673			444			181		
	SD			7.8			7.5			8.5			8.2			8.5			8.5		
	SE			.37			.37			.42			.32			.40			.63		
	CI upper bound			13.4			14.2			15.7			13.4			14.1			15.3		
	CI lower bound			12.0			12.7			14.1			12.2			12.5			12.8		
Course Reading Est. hrs per week calculated from two items.	Mean			5.8			5.8			6.2			6.4			6.2			6.1		
	n			433			414			395			660			441			181		
	SD			5.6			5.3			5.8			5.5			6.2			5.8		
	SE			.27			.26			.29			.21			.29			.43		
	CI upper bound			6.3			6.3			6.8			6.8			6.7			7.0		
	CI lower bound			5.3			5.3			5.6			6.0			5.6			5.3		

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

Northern Kentucky University

		First-year students								Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Academic Challenge (additional items, continued)</i>																					
Assigned Writing	<i>Mean</i>			41.1			46.4			53.9				61.5			62.4			73.3	
Estimated number of pages calculated from three survey questions.	<i>n</i>			446			439			408				644			456			184	
	<i>SD</i>			44.8			65.5			74.4				76.2			85.3			79.8	
	<i>SE</i>			2.12			3.13			3.69				3.00			3.99			5.88	
	<i>CI upper bound</i>			45.3			52.6			61.1				67.4			70.3			84.8	
	<i>CI lower bound</i>			36.9			40.3			46.6				55.7			54.6			61.8	
Course Challenge	<i>Mean</i>			5.6			5.5			5.3				5.7			5.7			5.4	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>			468			431			403				703			453			181	
	<i>SD</i>			1.2			1.2			1.3				1.2			1.3			1.3	
	<i>SE</i>			.05			.06			.07				.04			.06			.10	
	<i>CI upper bound</i>			5.7			5.6			5.4				5.8			5.8			5.6	
	<i>CI lower bound</i>			5.5			5.3			5.2				5.6			5.5			5.2	
Academic Emphasis	<i>Mean</i>			3.3			3.2			3.2				3.2			3.1			3.1	
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>			443			417			401				677			451			181	
	<i>SD</i>			0.7			0.7			0.7				0.7			0.8			0.7	
	<i>SE</i>			.03			.04			.04				.03			.04			.06	
	<i>CI upper bound</i>			3.4			3.3			3.2				3.3			3.1			3.2	
	<i>CI lower bound</i>			3.3			3.1			3.1				3.2			3.0			3.0	
<i>Learning with Peers</i>																					
Collaborative Learning	<i>Mean</i>			29.0			31.3			28.5				30.2			30.3			30.3	
	<i>n</i>			515			506			481				744			493			204	
	<i>SD</i>			14.4			14.2			14.2				14.3			15.2			16.4	
	<i>SE</i>			.63			.63			.65				.53			.68			1.15	
	<i>CI upper bound</i>			30.3			32.5			29.8				31.2			31.6			32.6	
	<i>CI lower bound</i>			27.8			30.1			27.2				29.1			29.0			28.1	
Discussions with Diverse Others	<i>Mean</i>			40.4			40.8			39.7				39.0			37.1			39.4	
	<i>n</i>			467			434			410				687			456			183	
	<i>SD</i>			16.3			15.4			15.0				16.7			16.5			15.4	
	<i>SE</i>			.75			.74			.74				.64			.77			1.14	
	<i>CI upper bound</i>			41.8			42.2			41.1				40.2			38.6			41.6	
	<i>CI lower bound</i>			38.9			39.3			38.2				37.8			35.6			37.1	

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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Detailed Statistics: Engagement Indicators and Additional Items

Northern Kentucky University

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
<i>Experiences with Faculty</i>																					
Student-Faculty Interaction	<i>Mean</i>			22.4			22.6			23.9			22.4			23.4			26.7		
	<i>n</i>			488			469			435			713			467			195		
	<i>SD</i>			15.5			15.3			15.3			17.0			15.2			17.8		
	<i>SE</i>			.70			.71			.73			.64			.70			1.27		
	<i>CI upper bound</i>			23.7			24.0			25.4			23.6			24.7			29.2		
<i>CI lower bound</i>			21.0			21.2			22.5			21.1			22.0			24.2			
<hr/>																					
Effective Teaching Practices	<i>Mean</i>			41.5			39.1			39.8			41.7			41.8			40.1		
	<i>n</i>			493			447			427			730			463			190		
	<i>SD</i>			12.6			12.9			12.9			13.9			13.8			13.7		
	<i>SE</i>			.57			.61			.62			.52			.64			.99		
	<i>CI upper bound</i>			42.7			40.3			41.0			42.7			43.0			42.1		
<i>CI lower bound</i>			40.4			37.9			38.6			40.7			40.5			38.2			
<hr/>																					
<i>Campus Environment</i>																					
Quality of Interactions	<i>Mean</i>			42.5			42.6			43.9			44.9			44.0			42.8		
	<i>n</i>			429			392			365			651			414			168		
	<i>SD</i>			13.1			12.8			11.4			10.6			12.3			11.3		
	<i>SE</i>			.63			.65			.60			.42			.60			.87		
	<i>CI upper bound</i>			43.7			43.8			45.1			45.7			45.2			44.5		
<i>CI lower bound</i>			41.2			41.3			42.8			44.1			42.8			41.1			
<hr/>																					
Supportive Environment	<i>Mean</i>			38.5			36.7			36.5			32.6			32.0			33.1		
	<i>n</i>			442			420			400			664			442			180		
	<i>SD</i>			14.3			13.4			13.5			14.7			14.1			14.3		
	<i>SE</i>			.68			.65			.67			.57			.67			1.07		
	<i>CI upper bound</i>			39.8			37.9			37.8			33.8			33.3			35.2		
<i>CI lower bound</i>			37.1			35.4			35.2			31.5			30.7			31.0			

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	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning^a	%			50			45				53			61			57			61	
	<i>n</i>			461			423				402			699			451			181	
	<i>SE</i>			2.3			2.4				2.5			1.8			2.3			3.6	
	<i>CI upper bound (%)</i>			54			50				58			64			62			68	
	<i>CI lower bound (%)</i>			45			40				48			57			53			53	
Learning Community^a	%			12			8				10			20			18			23	
	<i>n</i>			468			429				405			701			452			180	
	<i>SE</i>			1.5			1.3				1.5			1.5			1.8			3.1	
	<i>CI upper bound (%)</i>			15			11				13			23			21			29	
	<i>CI lower bound (%)</i>			9			6				7			17			14			17	
Research with Faculty^a	%			9			3				8			19			23			28	
	<i>n</i>			466			425				403			699			453			181	
	<i>SE</i>			1.3			0.8				1.4			1.5			2.0			3.4	
	<i>CI upper bound (%)</i>			11			4				11			22			26			35	
	<i>CI lower bound (%)</i>			6			1				5			16			19			22	
Internship or Field Experience^b	%			77			71				69			43			52			58	
	<i>n</i>			468			431				406			704			453			181	
	<i>SE</i>			1.9			2.2				2.3			1.9			2.4			3.7	
	(First-year results: Plan to do)	<i>CI upper bound (%)</i>			81			76				74			46			56			65
	<i>CI lower bound (%)</i>			73			67				65			39			47			51	
Study Abroad^b	%			38			40				33			14			13			8	
	<i>n</i>			466			426				405			703			453			181	
	<i>SE</i>			2.2			2.4				2.3			1.3			1.6			2.0	
	(First-year results: Plan to do)	<i>CI upper bound (%)</i>			42			45				38			17			16			12
	<i>CI lower bound (%)</i>			33			35				29			12			10			4	
Culminating Senior Experience^b	%			48			43				49			38			37			55	
	<i>n</i>			463			426				402			698			453			181	
	<i>SE</i>			2.3			2.4				2.5			1.8			2.3			3.7	
	(First-year results: Plan to do)	<i>CI upper bound (%)</i>			53			47				54			41			41			62
	<i>CI lower bound (%)</i>			44			38				44			34			33			47	
Overall HIP Participation^c																					
Participated in one HIP	%			42			44				47			27			27			24	
	<i>n</i>			468			429				406			705			454			181	
	<i>SE</i>			2.3			2.4				2.5			1.7			2.1			3.2	
	<i>CI upper bound (%)</i>			46			49				52			30			31			30	
	<i>CI lower bound (%)</i>			37			40				42			24			23			18	
Participated in two or more HIPs	%			13			5				11			53			57			68	
	<i>n</i>			468			429				406			705			454			181	
	<i>SE</i>			1.5			1.1				1.5			1.9			2.3			3.5	
	<i>CI upper bound (%)</i>			16			7				14			57			62			75	
	<i>CI lower bound (%)</i>			10			3				8			50			53			61	

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.