NSSE
national survey of
student engagement

NSSE 2019
Multi-Year Report

Stephen F. Austin State University

IPEDS: 228431

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, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* **nsse.indiana.edu/links/webinar**

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 *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, 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.

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Administration Summaries

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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	13%	+/- 4.6%	399	306	93	13%	+/- 5.6%	263	219	44
2014										
2015	10%	+/- 5.6%	277	206	71	11%	+/- 6.2%	221	178	43
2016										
2017	17%	+/- 4.1%	466	336	130	16%	+/- 4.9%	328	254	74
2018										
2019	12%	+/- 5.0%	333	231	102	12%	+/- 6.1%	226	178	48
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	Yes
2014							
2015	Email	Census	Yes	Academic Advising	No	No	Yes
2016							
2017	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2018							
2019	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
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* reports.

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Engagement Results by Theme

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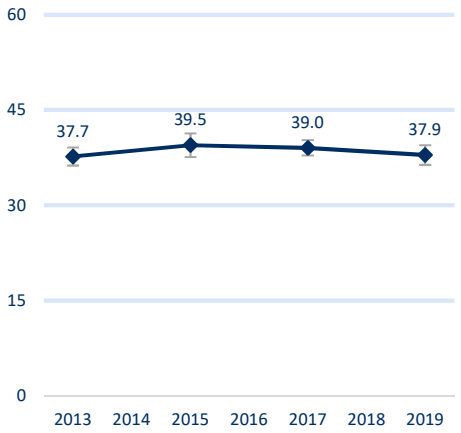
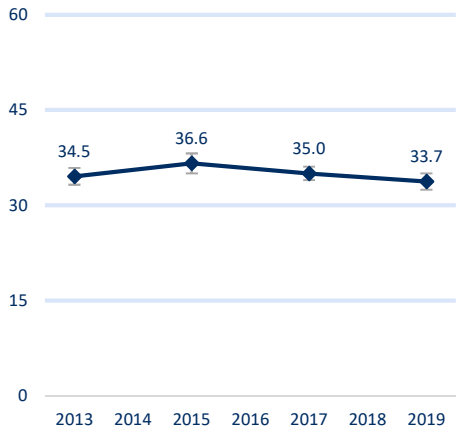
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

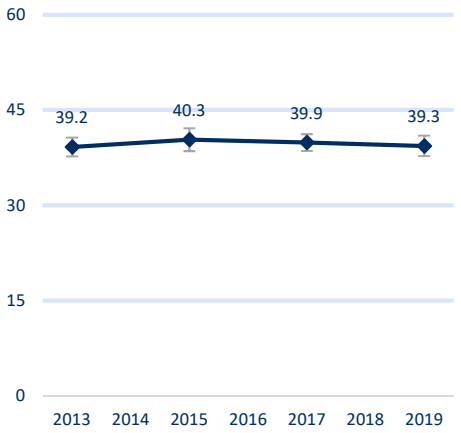
Higher-Order Learning



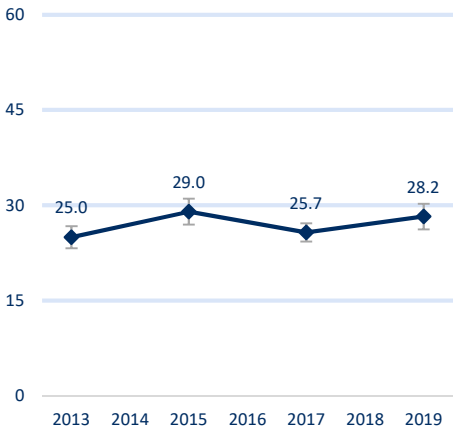
Reflective & Integrative Learning



Learning Strategies

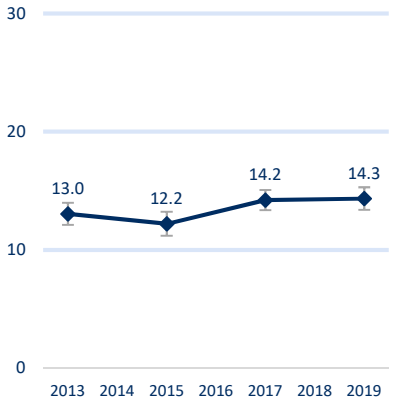


Quantitative Reasoning

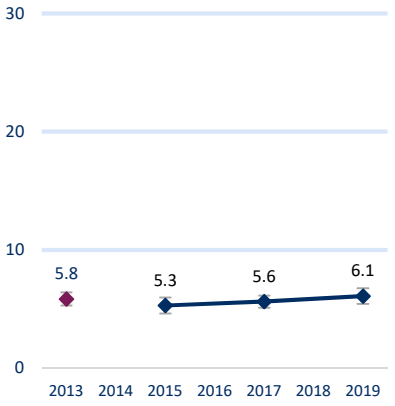


Academic Challenge (additional items): First-year students

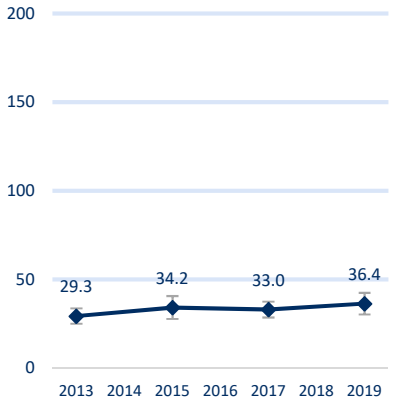
Preparing for Class (hrs/wk)



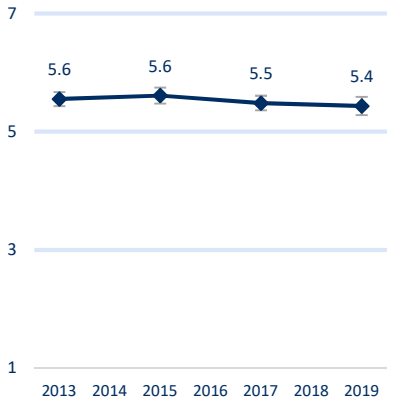
Course Reading (hrs/wk)[a]



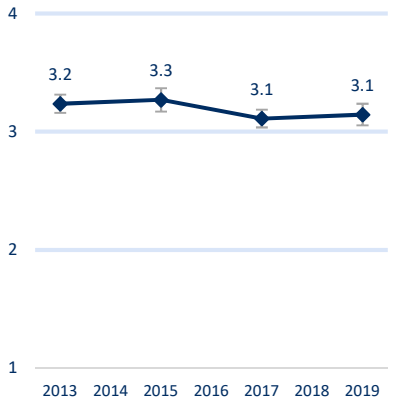
Assigned Writing (pages)[a]



Course Challenge[b]



Academic Emphasis[c]



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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

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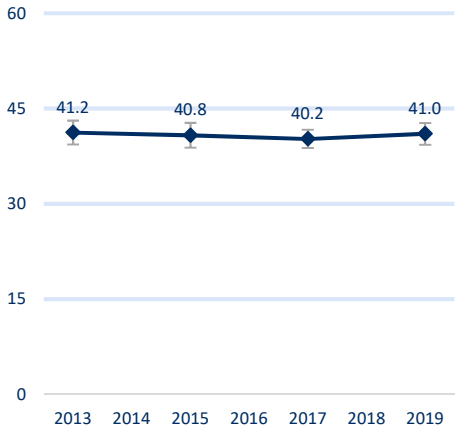
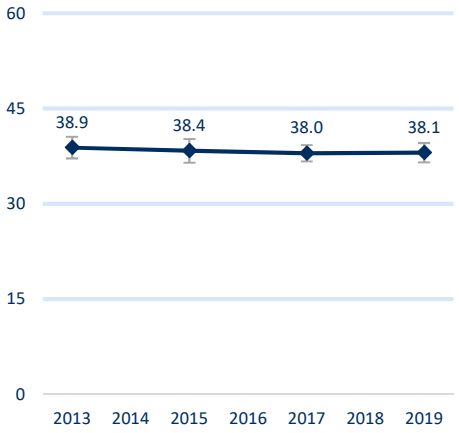
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

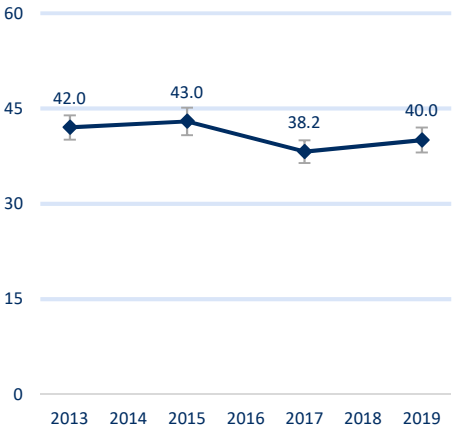
Higher-Order Learning



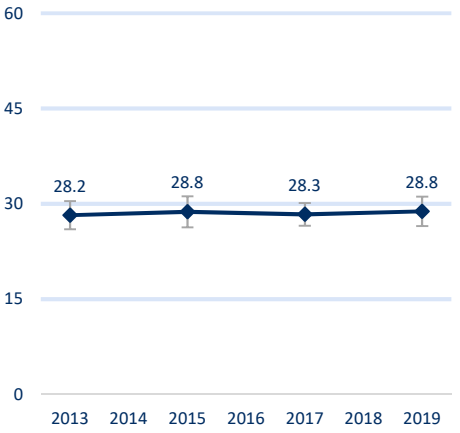
Reflective & Integrative Learning



Learning Strategies

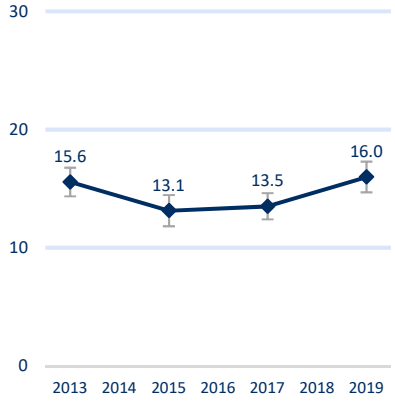


Quantitative Reasoning

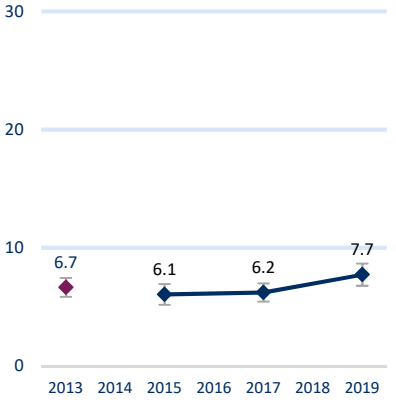


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



Course Reading (hrs/wk)[a]



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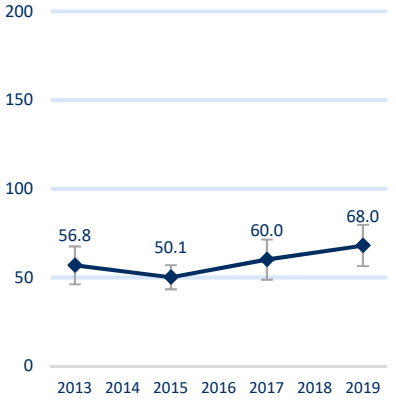
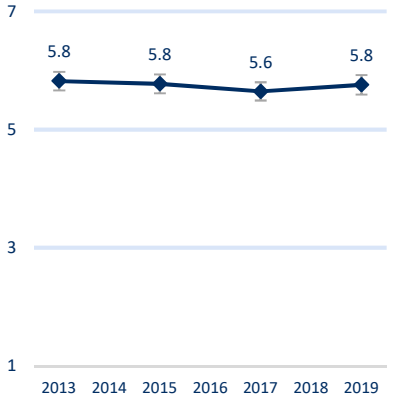
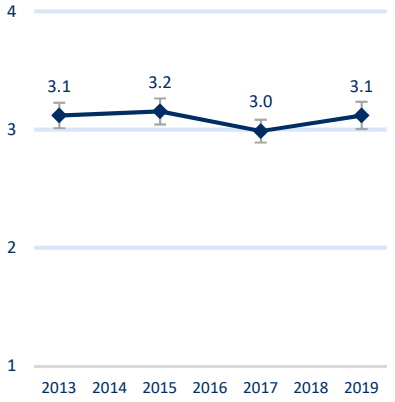


Course Challenge[b]



Academic Emphasis[c]



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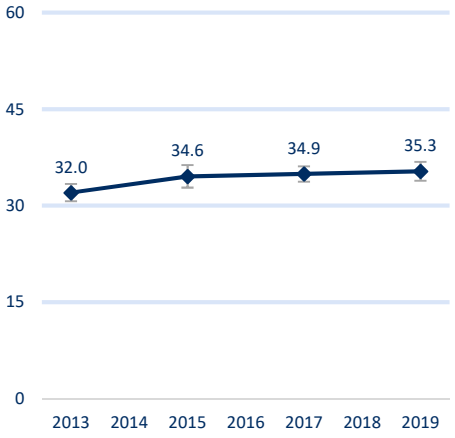
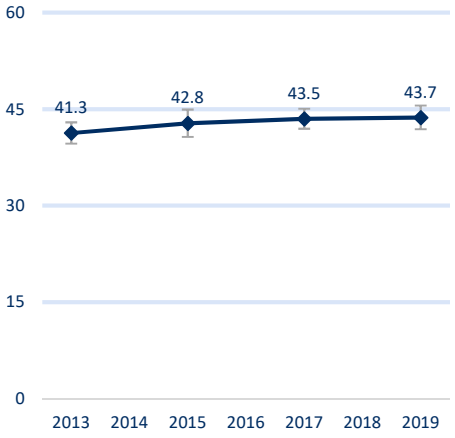
Learning with Peers: First-year students

Collaborative Learning

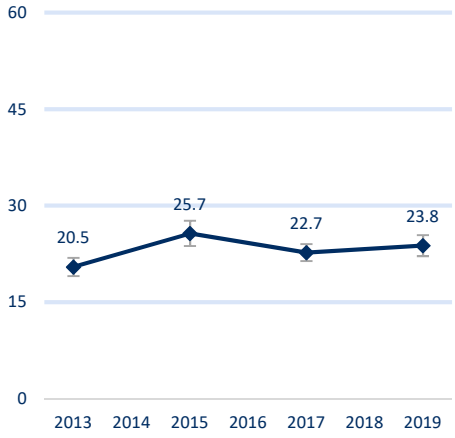


Discussions with Diverse Others

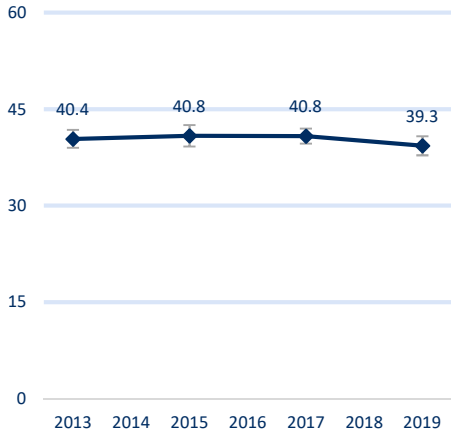


Experiences with Faculty: First-year students

Student-Faculty Interaction

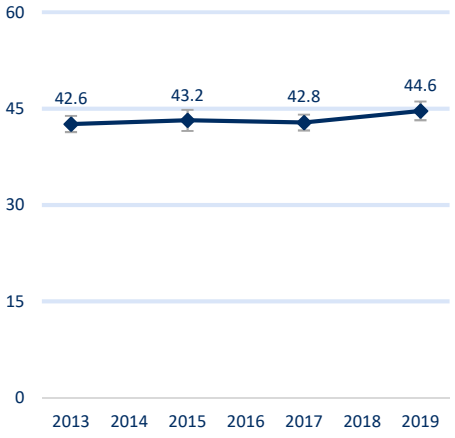


Effective Teaching Practices

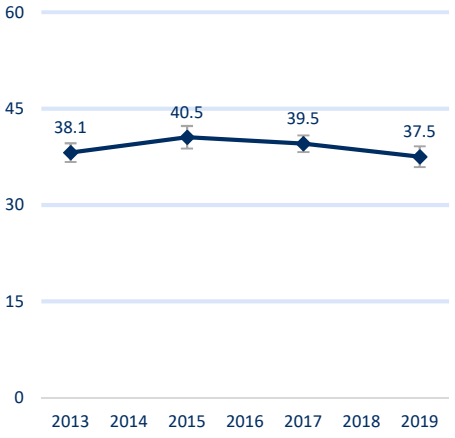


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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Learning with Peers: Seniors

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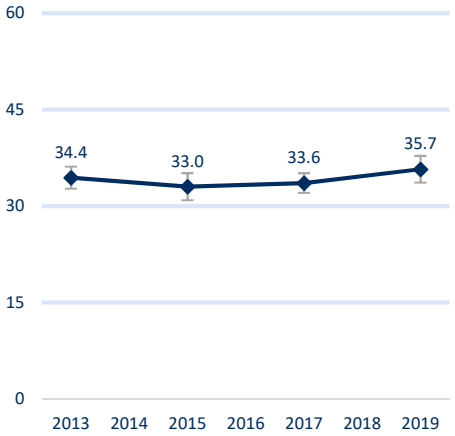
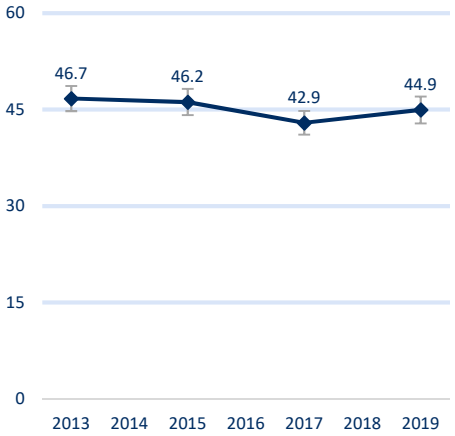
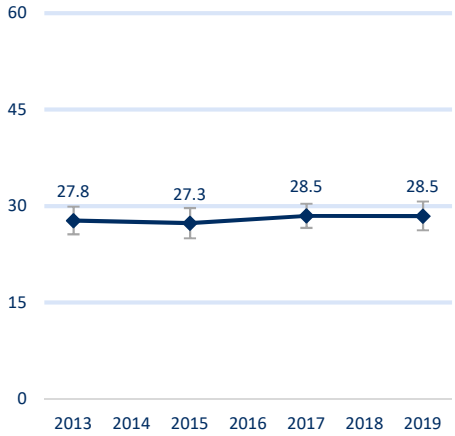


Discussions with Diverse Others

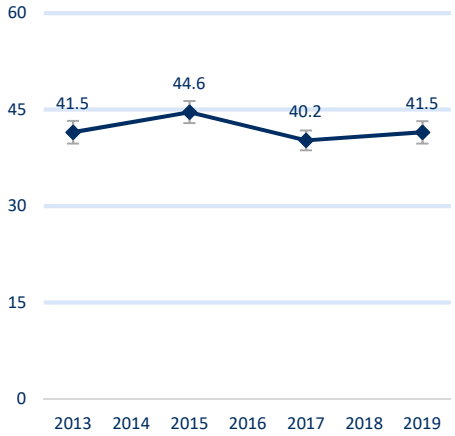


Experiences with Faculty: Seniors

Student-Faculty Interaction

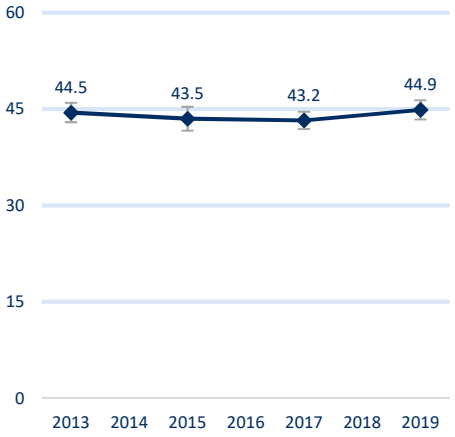


Effective Teaching Practices

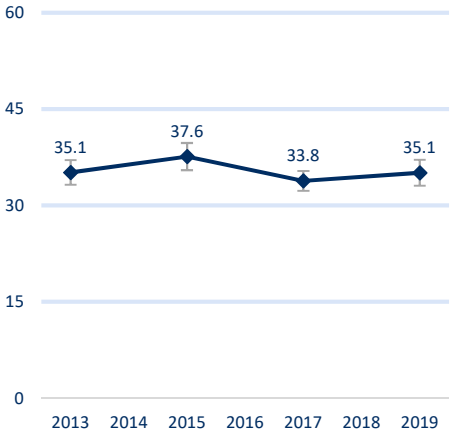


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



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High-Impact Practices

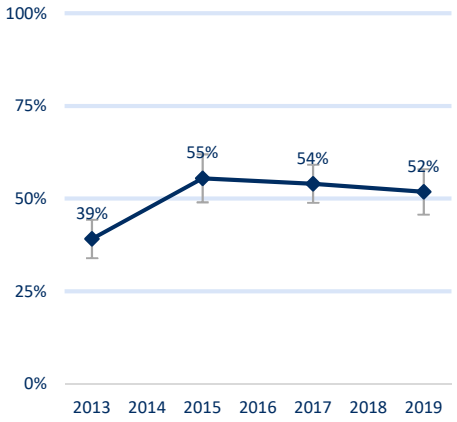
Stephen F. Austin State University

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

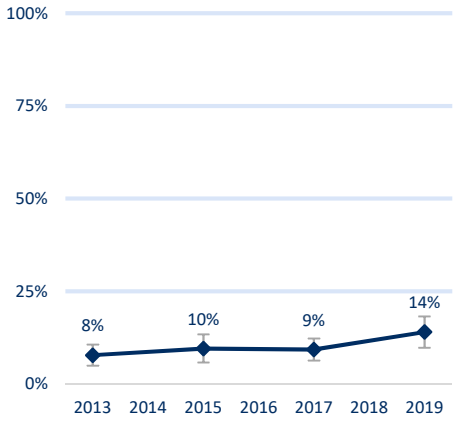
Service-Learning

(Some, most, or all courses)



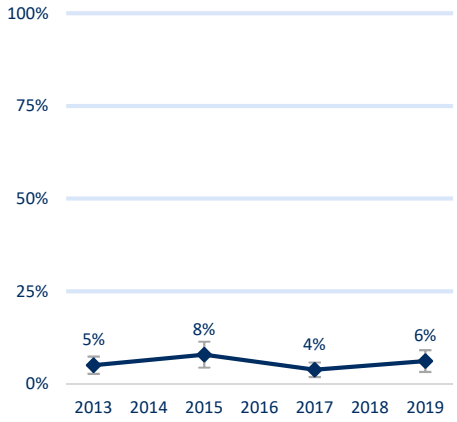
Learning Community

(Done or in progress)



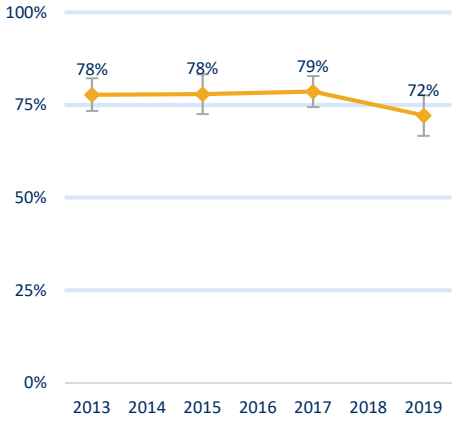
Research with Faculty

(Done or in progress)



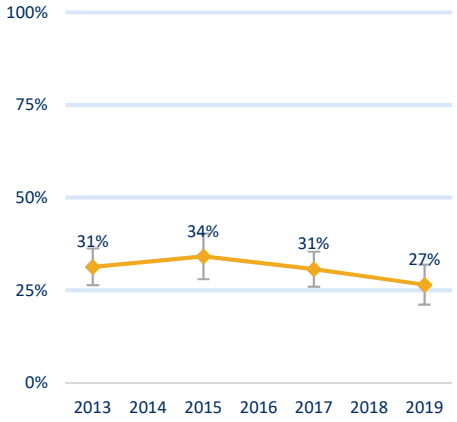
Internship/Field Experience

(Plan to do)



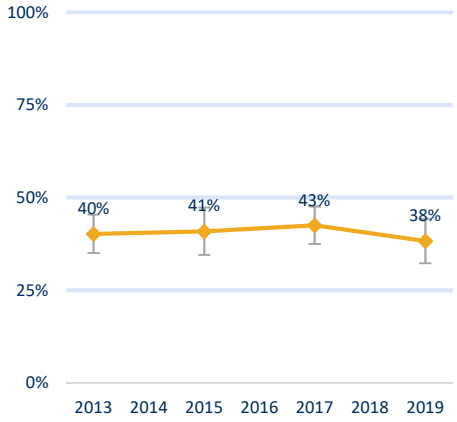
Study Abroad

(Plan to do)



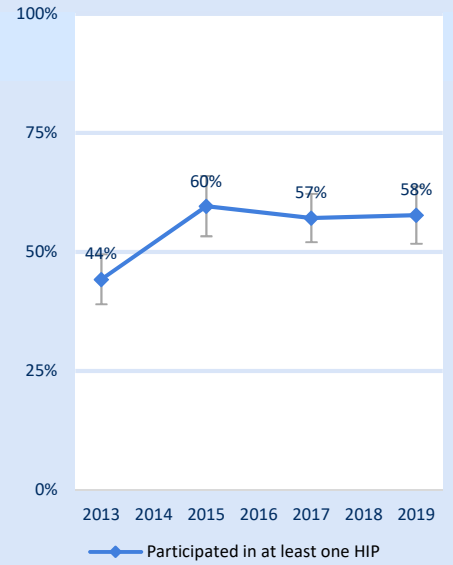
Culminating Senior Experience

(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.

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High-Impact Practices

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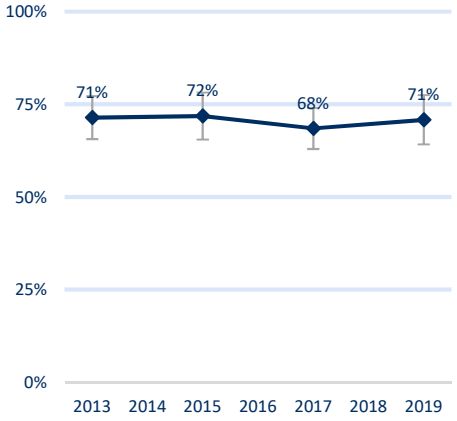
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

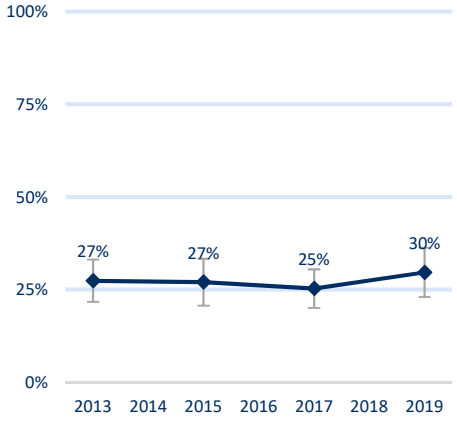
Service-Learning

(Some, most, or all courses)



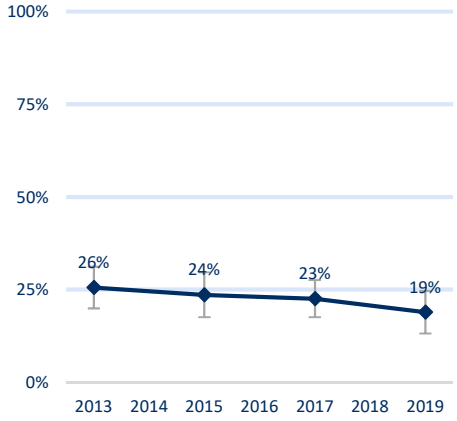
Learning Community

(Done or in progress)



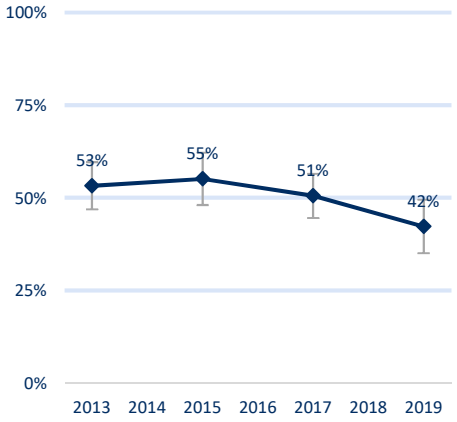
Research with Faculty

(Done or in progress)



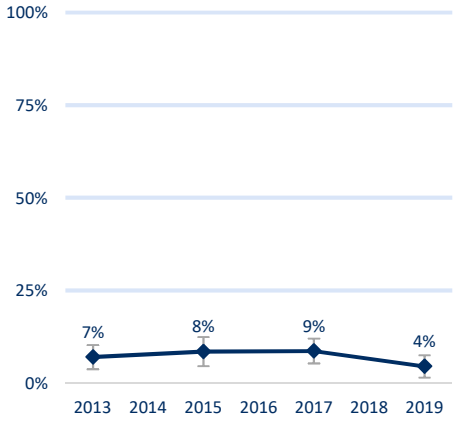
Internship/Field Experience

(Done or in progress)



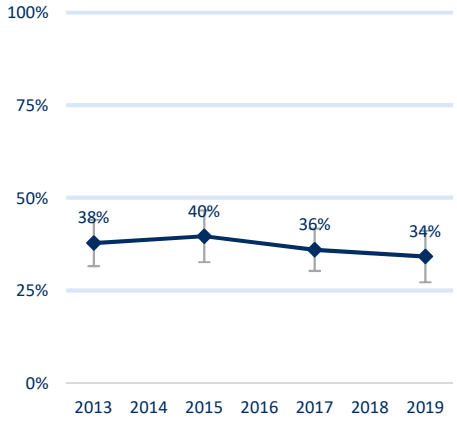
Study Abroad

(Done or in progress)



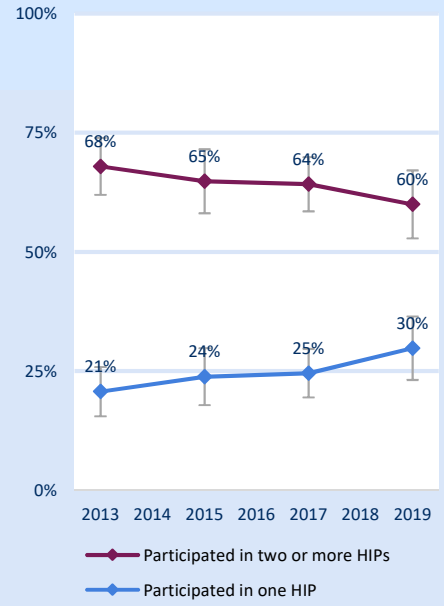
Culminating Senior Experience

(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.

NSSE national survey of student engagement

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Stephen F. Austin State University

		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*	**37.7**		**39.5**		**39.0**		**37.9**		**41.2**		**40.8**		**40.2**		**41.0**	
	n	365		232		417		282		242		207		309		189	
	SD	14.0		14.5		12.7		13.3		15.0		14.4		12.9		12.0	
	SE	.73		.95		.62		.79		.96		1.00		.74		.87	
	CI upper bound	39.1		41.3		40.3		39.5		43.1		42.8		41.7		42.7	
	CI lower bound	36.2		37.6		37.8		36.4		39.3		38.8		38.8		39.3	
Reflective & Integrative Learning	*Mean*	**34.5**		**36.6**		**35.0**		**33.7**		**38.9**		**38.4**		**38.0**		**38.1**	
	n	372		255		436		309		249		208		314		207	
	SD	13.0		12.8		11.3		11.6		13.6		13.8		11.5		11.2	
	SE	.67		.80		.54		.66		.86		.95		.65		.77	
	CI upper bound	35.9		38.2		36.1		35.0		40.5		40.2		39.3		39.6	
	CI lower bound	33.2		35.0		34.0		32.4		37.2		36.5		36.7		36.5	
Learning Strategies	*Mean*	**39.2**		**40.3**		**39.9**		**39.3**		**42.0**		**43.0**		**38.2**		**40.0**	
	n	343		228		369		260		235		185		271		185	
	SD	14.0		13.9		13.1		13.2		14.9		14.9		15.0		13.6	
	SE	.75		.92		.68		.82		.97		1.10		.91		1.00	
	CI upper bound	40.7		42.1		41.2		41.0		43.9		45.1		40.0		42.0	
	CI lower bound	37.7		38.5		38.5		37.7		40.1		40.8		36.4		38.1	
Quantitative Reasoning	*Mean*	**25.0**		**29.0**		**25.7**		**28.2**		**28.2**		**28.8**		**28.3**		**28.8**	
	n	364		247		418		261		245		205		309		182	
	SD	17.0		16.4		15.1		16.6		17.8		17.8		15.9		15.9	
	SE	.89		1.04		.74		1.03		1.14		1.25		.91		1.18	
	CI upper bound	26.7		31.0		27.2		30.2		30.4		31.2		30.1		31.1	
	CI lower bound	23.2		26.9		24.3		26.2		26.0		26.3		26.6		26.5	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	*Mean*	**13.0**		**12.2**		**14.2**		**14.3**		**15.6**		**13.1**		**13.5**		**16.0**	
	n	316		214		342		246		225		181		259		179	
	SD	8.5		7.6		8.0		7.7		9.3		9.1		9.2		8.9	
	SE	.48		.52		.43		.49		.62		.67		.57		.66	
	CI upper bound	14.0		13.2		15.1		15.3		16.8		14.5		14.6		17.3	
	CI lower bound	12.1		11.2		13.4		13.4		14.4		11.8		12.4		14.7	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	*Mean*	**5.8**		**5.3**		**5.6**		**6.1**		**6.7**		**6.1**		**6.2**		**7.7**	
	n	316		211		341		244		223		177		257		177	
	SD	5.0		5.0		4.8		5.3		6.0		6.0		6.3		6.4	
	SE	.28		.34		.26		.34		.40		.45		.39		.48	
	CI upper bound	6.4		6.0		6.1		6.8		7.5		6.9		7.0		8.7	
	CI lower bound	5.3		4.6		5.1		5.4		5.9		5.2		5.5		6.8	

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 national survey of student engagement

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Stephen F. Austin State University

		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	*Mean*	**29.3**		**34.2**		**33.0**		**36.4**		**56.8**		**50.1**		**60.0**		**68.0**	
Estimated number of pages calculated from three survey questions.	*n*	325		210		370		263		210		179		271		185	
	SD	40.0		47.6		43.7		50.3		79.0		46.4		95.3		80.7	
	SE	2.22		3.29		2.27		3.10		5.45		3.47		5.79		5.93	
	CI upper bound	33.7		40.6		37.5		42.5		67.5		56.9		71.4		79.6	
	CI lower bound	25.0		27.8		28.6		30.3		46.1		43.3		48.7		56.4	
Course Challenge	*Mean*	**5.6**		**5.6**		**5.5**		**5.4**		**5.8**		**5.8**		**5.6**		**5.8**	
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	*n*	342		230		369		260		234		194		272		183	
	SD	1.1		1.0		1.2		1.3		1.2		1.1		1.3		1.1	
	SE	.06		.07		.06		.08		.08		.08		.08		.08	
	CI upper bound	5.7		5.7		5.6		5.6		6.0		5.9		5.8		5.9	
	CI lower bound	5.4		5.5		5.4		5.3		5.7		5.6		5.5		5.6	
Academic Emphasis	*Mean*	**3.2**		**3.3**		**3.1**		**3.1**		**3.1**		**3.2**		**3.0**		**3.1**	
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").	*n*	318		214		346		252		222		181		261		181	
	SD	0.7		0.7		0.7		0.7		0.8		0.8		0.8		0.8	
	SE	.04		.05		.04		.05		.05		.06		.05		.06	
	CI upper bound	3.3		3.4		3.2		3.2		3.2		3.3		3.1		3.2	
	CI lower bound	3.2		3.2		3.0		3.1		3.0		3.0		2.9		3.0	
Learning with Peers																	
Collaborative Learning	*Mean*	**32.0**		**34.6**		**34.9**		**35.3**		**34.4**		**33.0**		**33.6**		**35.7**	
	n	383		261		453		322		254		204		322		218	
	SD	13.3		14.5		13.0		13.5		13.9		15.3		14.0		15.6	
	SE	.68		.90		.61		.75		.87		1.07		.78		1.06	
	CI upper bound	33.3		36.3		36.1		36.8		36.1		35.1		35.1		37.8	
	CI lower bound	30.7		32.8		33.7		33.8		32.7		30.9		32.0		33.6	
Discussions with Diverse Others	*Mean*	**41.3**		**42.8**		**43.5**		**43.7**		**46.7**		**46.2**		**42.9**		**44.9**	
	n	343		232		369		261		235		195		275		185	
	SD	15.6		16.4		15.2		15.2		15.3		14.5		15.5		14.4	
	SE	.84		1.08		.79		.94		1.00		1.04		.93		1.06	
	CI upper bound	42.9		44.9		45.0		45.5		48.7		48.2		44.8		47.0	
	CI lower bound	39.6		40.7		41.9		41.9		44.8		44.1		41.1		42.9	

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

Stephen F. Austin State University

		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*	**20.5**		**25.7**		**22.7**		**23.8**		**27.8**		**27.3**		**28.5**		**28.5**	
	n	372		251		425		297		248		207		312		199	
	SD	14.0		16.0		13.8		14.3		17.3		17.2		17.0		16.1	
	SE	.73		1.01		.67		.83		1.10		1.19		.96		1.14	
	CI upper bound	21.9		27.7		24.0		25.4		29.9		29.7		30.4		30.7	
	CI lower bound	19.0		23.7		21.4		22.1		25.6		25.0		26.6		26.2	
Effective Teaching Practices	*Mean*	**40.4**		**40.8**		**40.8**		**39.3**		**41.5**		**44.6**		**40.2**		**41.5**	
	n	371		241		421		275		249		207		311		194	
	SD	13.6		13.1		12.3		12.5		14.2		12.6		13.8		12.4	
	SE	.70		.85		.60		.75		.90		.88		.78		.89	
	CI upper bound	41.8		42.5		42.0		40.8		43.2		46.3		41.8		43.2	
	CI lower bound	39.0		39.2		39.6		37.8		39.7		42.9		38.7		39.7	
Campus Environment																	
Quality of Interactions	*Mean*	**42.6**		**43.2**		**42.8**		**44.6**		**44.5**		**43.5**		**43.2**		**44.9**	
	n	327		225		362		252		227		188		261		177	
	SD	11.6		12.6		12.0		11.8		11.6		12.9		11.0		10.1	
	SE	.64		.84		.63		.74		.77		.94		.68		.76	
	CI upper bound	43.9		44.8		44.1		46.1		46.0		45.3		44.6		46.4	
	CI lower bound	41.3		41.5		41.6		43.2		43.0		41.7		41.9		43.4	
Supportive Environment	*Mean*	**38.1**		**40.5**		**39.5**		**37.5**		**35.1**		**37.6**		**33.8**		**35.1**	
	n	313		215		343		246		223		178		259		178	
	SD	13.2		13.1		12.2		13.0		14.6		14.4		12.7		13.8	
	SE	.75		.89		.66		.83		.98		1.08		.79		1.03	
	CI upper bound	39.6		42.3		40.8		39.1		37.1		39.7		35.4		37.1	
	CI lower bound	36.7		38.8		38.2		35.9		33.2		35.5		32.3		33.1	

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: High-Impact Practices

Stephen F. Austin State University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	**39**		**55**		**54**		**52**		**71**		**72**		**68**		**71**	
	n	342		228		365		255		234		194		269		181	
	SE	2.6		3.3		2.6		3.1		3.0		3.2		2.8		3.4	
	CI upper bound (%)	44		62		59		58		77		78		74		77	
	CI lower bound (%)	34		49		49		46		66		65		63		64	
Learning Community[a]	%	**8**		**10**		**9**		**14**		**27**		**27**		**25**		**30**	
	n	344		230		362		259		235		191		271		181	
	SE	1.4		1.9		1.5		2.2		2.9		3.2		2.6		3.4	
	CI upper bound (%)	11		13		12		18		33		33		30		36	
	CI lower bound (%)	5		6		6		10		22		21		20		23	
Research with Faculty[a]	%	**5**		**8**		**4**		**6**		**26**		**24**		**23**		**19**	
	n	340		228		363		259		233		191		272		181	
	SE	1.2		1.8		1.0		1.5		2.9		3.1		2.5		2.9	
	CI upper bound (%)	7		11		6		9		31		30		28		25	
	CI lower bound (%)	3		4		2		3		20		18		18		13	
Internship or Field Experience[b] (First-year results: Plan to do)	%	**78**		**78**		**79**		**72**		**53**		**55**		**51**		**42**	
	n	344		231		368		259		235		191		273		181	
	SE	2.2		2.7		2.1		2.8		3.3		3.6		3.0		3.7	
	CI upper bound (%)	82		83		83		78		60		62		56		49	
	CI lower bound (%)	73		73		74		67		47		48		45		35	
Study Abroad[b] (First-year results: Plan to do)	%	**31**		**34**		**31**		**27**		**7**		**8**		**9**		**4**	
	n	342		230		366		258		235		193		271		181	
	SE	2.5		3.1		2.4		2.8		1.7		2.0		1.7		1.5	
	CI upper bound (%)	36		40		35		32		10		12		12		8	
	CI lower bound (%)	26		28		26		21		4		5		5		1	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	**40**		**41**		**43**		**38**		**38**		**40**		**36**		**34**	
	n	344		228		365		256		232		190		272		178	
	SE	2.6		3.3		2.6		3.0		3.2		3.6		2.9		3.6	
	CI upper bound (%)	45		47		48		44		44		47		42		41	
	CI lower bound (%)	35		35		37		32		32		33		30		27	
Overall HIP Participation[c]																	
Participated in one HIP	%	**38**		**50**		**48**		**47**		**21**		**24**		**25**		**30**	
	n	344		231		367		259		235		195		275		182	
	SE	2.6		3.3		2.6		3.1		2.6		3.1		2.6		3.4	
	CI upper bound (%)	43		57		53		53		26		30		30		36	
	CI lower bound (%)	33		44		43		41		15		18		19		23	
Participated in two or more HIPs	%	**6**		**10**		**9**		**11**		**68**		**65**		**64**		**60**	
	n	344		231		367		259		235		195		275		182	
	SE	1.3		1.9		1.5		2.0		3.0		3.4		2.9		3.6	
	CI upper bound (%)	8		13		12		15		74		72		70		67	
	CI lower bound (%)	3		6		6		7		62		58		59		53	

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 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.

IPEDS: 228431