NSSE 2020
Multi-Year Report

University of Kentucky

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:* **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 *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.

NSSE 2020 Multi-Year Report
Administration Summaries
University of Kentucky

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										
2015	17%	+/- 3.0%	895	723	172	23%	+/- 2.5%	1,135	954	181
2016										
2017										
2018	20%	+/- 2.8%	995	812	183	20%	+/- 2.4%	1,296	1,104	192
2019	31%	+/- 2.1%	1,490	1,274	216	28%	+/- 2.2%	1,422	1,251	171
2020	43%	+/- 1.7%	1,873	1,545	328	39%	+/- 1.7%	2,085	1,821	264

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	Learning with Tech, Kentucky Council on Postsecondary Education	No	No	Yes
2016							
2017							
2018	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2019	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2020	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	No	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 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 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
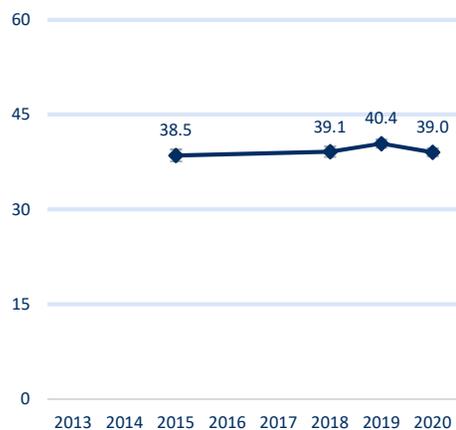
38.5 39.1 40.4 39.0

Reflective & Integrative Learning

34.8 35.5 36.7 35.5

Learning Strategies

38.9 38.5 39.4 39.7

Quantitative Reasoning

30.9 32.2 32.9 32.1
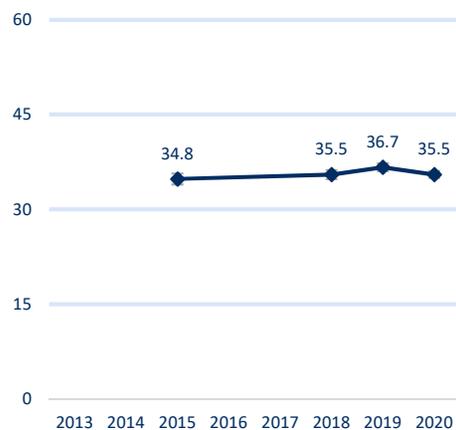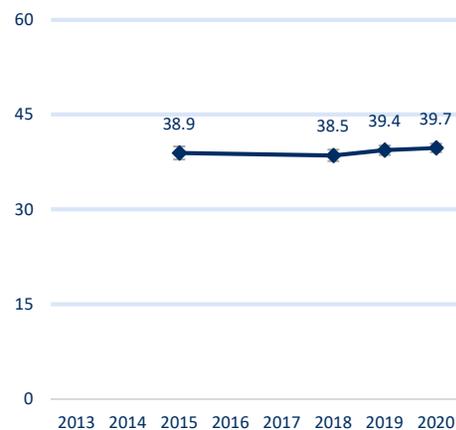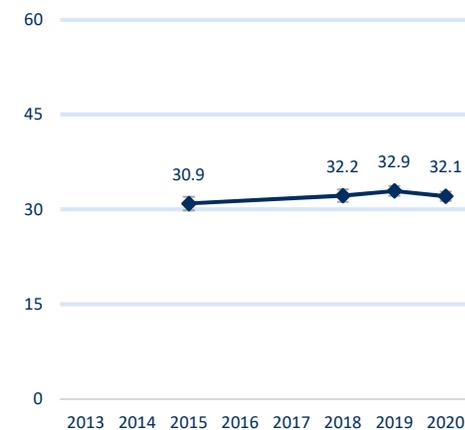
Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)
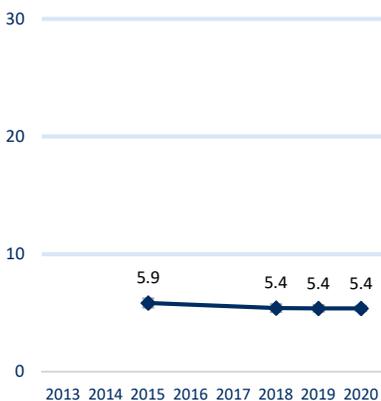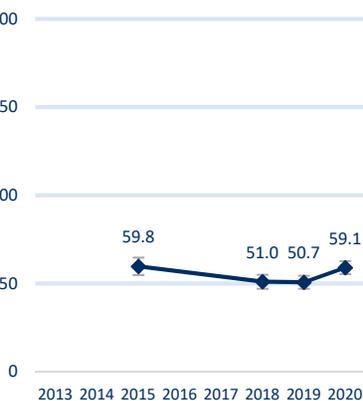
14.3 15.5 15.3 15.0

Course Reading (hrs/wk)[a]

5.9 5.4 5.4 5.4

Assigned Writing (pages)[a]

59.8 51.0 50.7 59.1

Course Challenge[b]

5.5 5.5 5.5 5.4

Academic Emphasis[c]

3.2 3.2 3.2 3.2
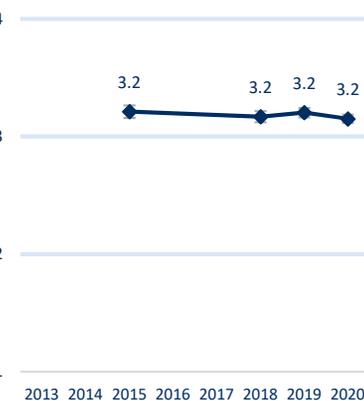
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2020 Multi-Year Report
## Engagement Results by Theme
University of Kentucky

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
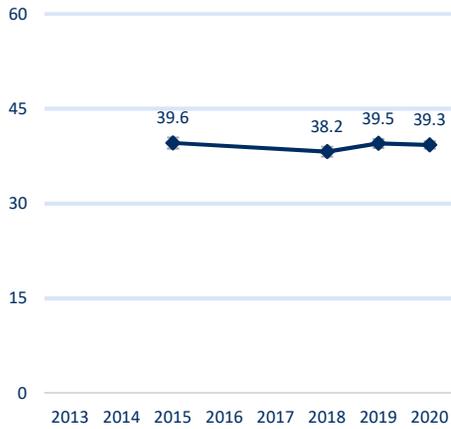
39.6, 38.2, 39.5, 39.3 (2015–2020)

Reflective & Integrative Learning

35.7, 36.2, 37.3, 37.3 (2015–2020)

Learning Strategies

37.9, 37.0, 37.4, 38.8 (2015–2020)

Quantitative Reasoning

32.6, 32.3, 32.8, 32.7 (2015–2020)
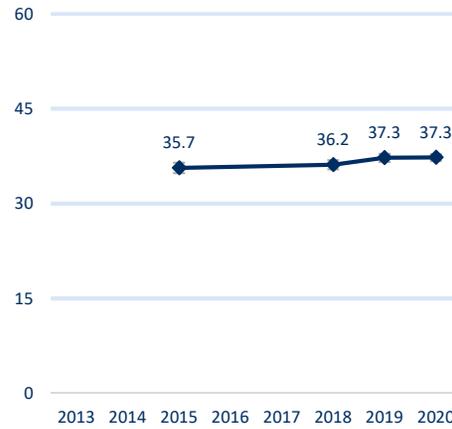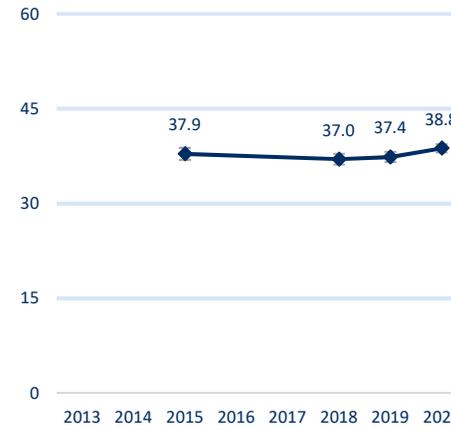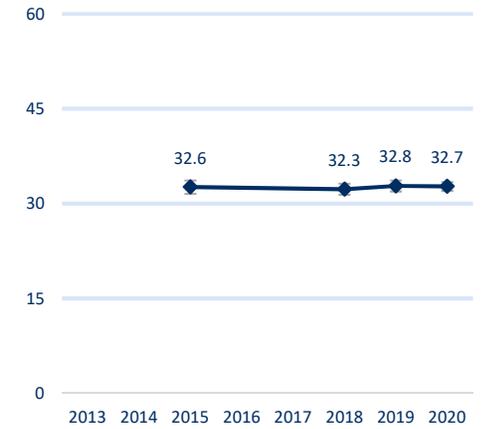
Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

13.7, 14.9, 15.0, 14.8 (2015–2020)

Course Reading (hrs/wk)[a]

5.6, 5.9, 5.7, 5.7 (2015–2020)

Assigned Writing (pages)[a]

78.7, 74.7, 72.3, 72.1 (2015–2020)

Course Challenge[b]

5.5, 5.4, 5.5, 5.5 (2015–2020)

Academic Emphasis[c]

3.1, 3.1, 3.1, 3.1 (2015–2020)

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 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

35.9, 38.0, 39.3, 37.9 (2015–2020)

Discussions with Diverse Others

40.1, 40.1, 43.4, 42.5 (2015–2020)

Experiences with Faculty: First-year students

Student-Faculty Interaction

21.5, 23.4, 25.8, 25.0 (2015–2020)

Effective Teaching Practices

38.6, 38.6, 39.5, 38.0 (2015–2020)

Campus Environment: First-year students

Quality of Interactions
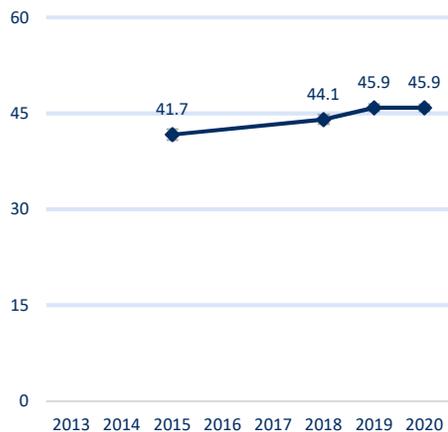
41.7, 44.1, 45.9, 45.9 (2015–2020)

Supportive Environment


38.4, 37.5, 39.1, 39.3 (2015–2020)

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
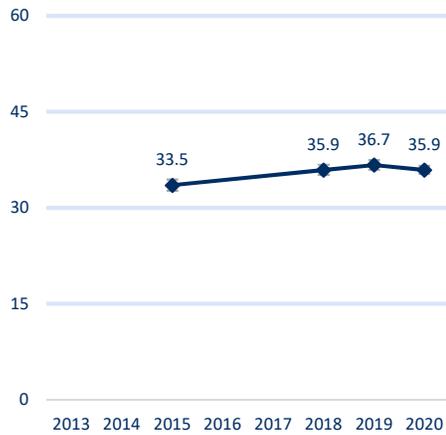
Discussions with Diverse Others
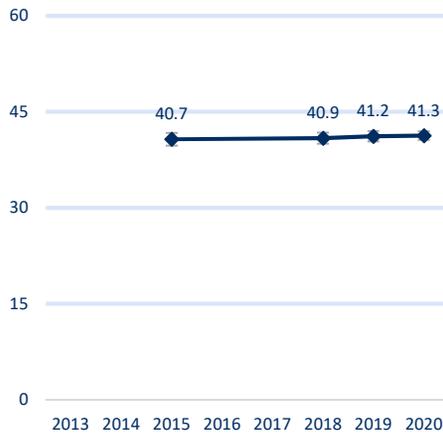
Experiences with Faculty: Seniors

Student-Faculty Interaction
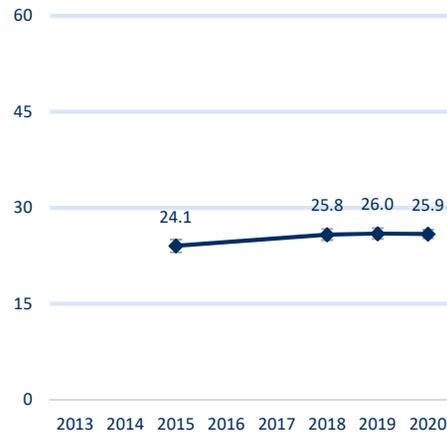
Effective Teaching Practices
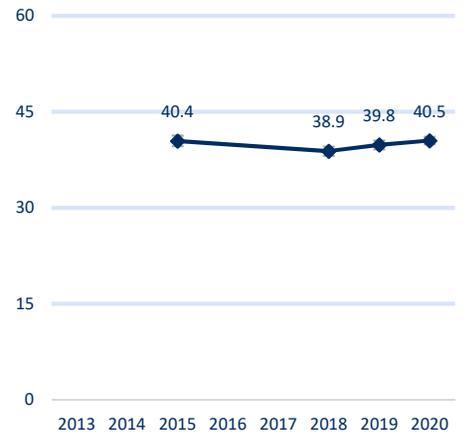
Campus Environment: Seniors

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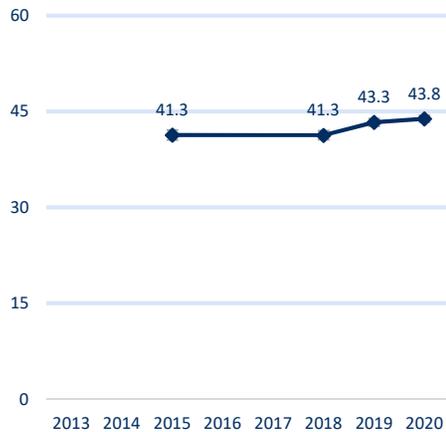
Supportive Environment
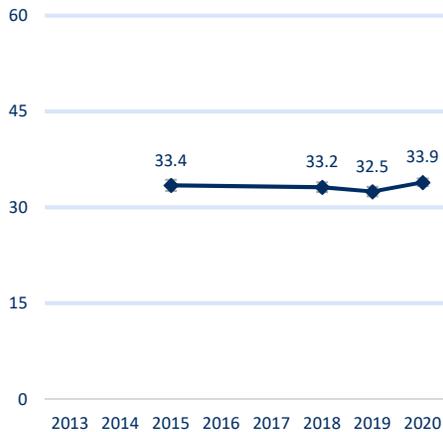
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)
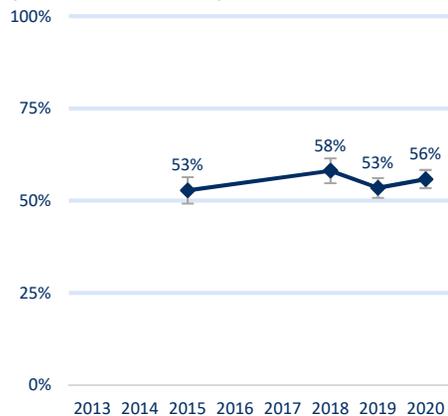
Learning Community
(Done or in progress)
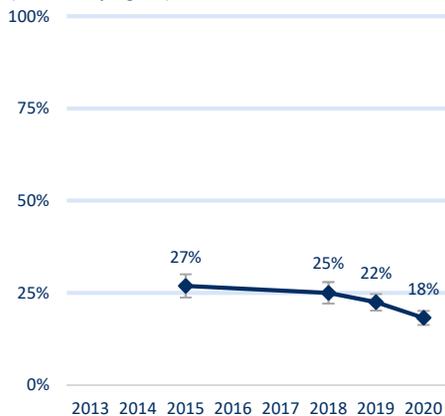
Research with Faculty
(Done or in progress)
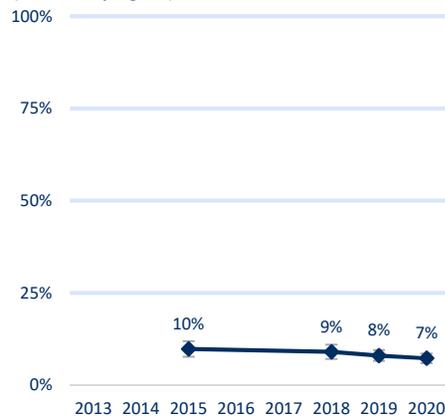
Internship/Field Experience
(Plan to do)
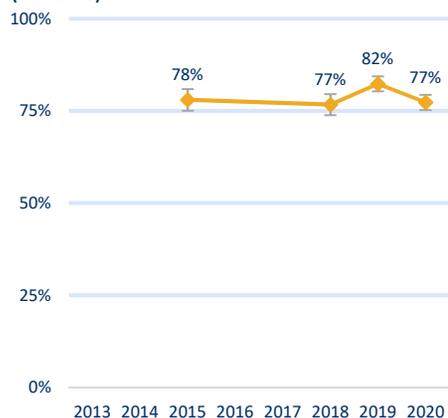
Study Abroad
(Plan to do)
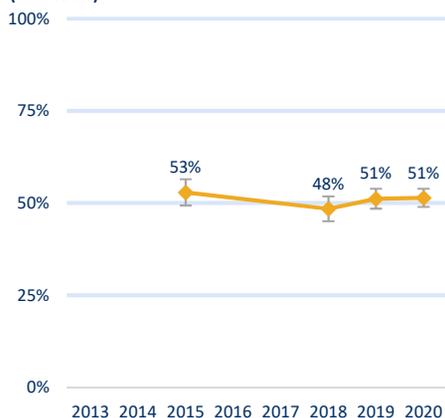
Culminating Senior Experience
(Plan to do)
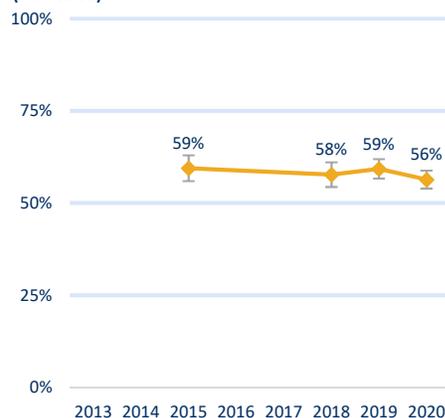
Overall first-year HIP participation

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.

Participated in at least one HIP

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 2020 Multi-Year Report
High-Impact Practices
University of Kentucky

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)
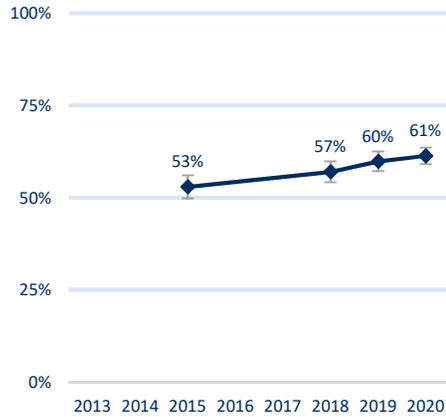
Learning Community
(Done or in progress)
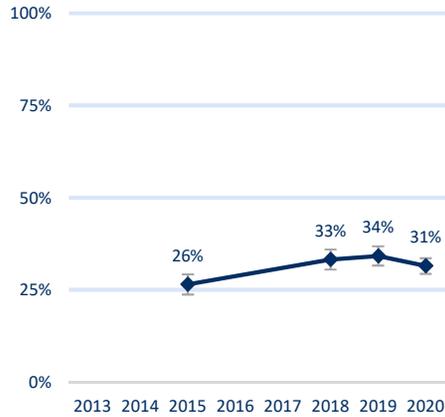
Research with Faculty
(Done or in progress)
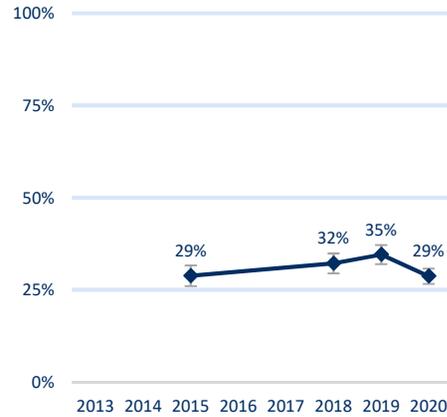
### Internship/Field Experience
(Done or in progress)
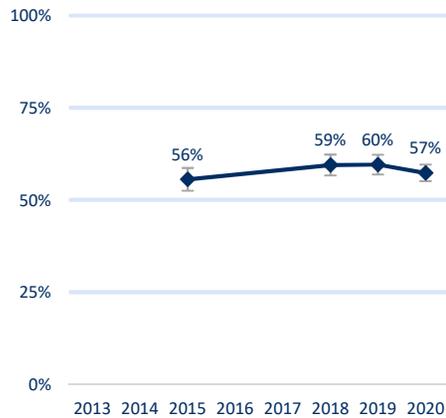
Study Abroad
(Done or in progress)
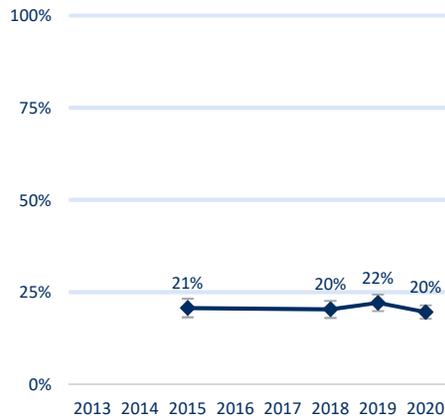
Culminating Senior Experience
(Done or in progress)
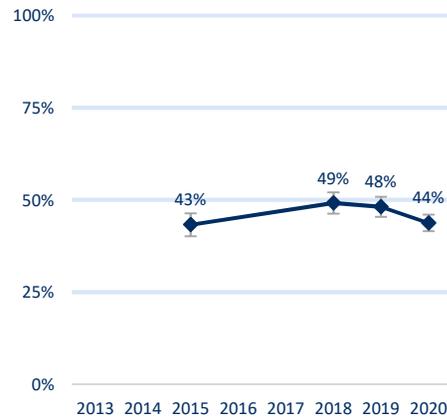
Overall senior HIP participation

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.

— Participated in two or more HIPs
— Participated in one HIP

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 2020 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of Kentucky

|		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			38.5			39.1	40.4	39.0			39.6			38.2	39.5	39.3
	n			794			885	1,359	1,654			1,008			1,188	1,317	1,897
	SD			13.7			12.5	12.3	12.8			14.1			13.6	13.0	12.8
	SE			.49			.42	.33	.31			.44			.39	.36	.29
	CI upper bound			39.5			39.9	41.1	39.7			40.5			39.0	40.2	39.9
	CI lower bound			37.6			38.3	39.7	38.4			38.7			37.5	38.8	38.7
Reflective & Integrative Learning	Mean			34.8			35.5	36.7	35.5			35.7			36.2	37.3	37.3
	n			825			911	1,409	1,738			1,044			1,230	1,351	1,983
	SD			12.7			11.3	11.5	11.7			13.8			12.9	12.3	12.3
	SE			.44			.37	.31	.28			.43			.37	.33	.28
	CI upper bound			35.7			36.2	37.3	36.1			36.5			36.9	37.9	37.8
	CI lower bound			33.9			34.8	36.1	35.0			34.8			35.4	36.6	36.8
Learning Strategies	Mean			38.9			38.5	39.4	39.7			37.9			37.0	37.4	38.8
	n			745			848	1,331	1,598			970			1,152	1,284	1,858
	SD			14.5			13.4	14.0	13.9			15.2			14.7	14.7	14.4
	SE			.53			.46	.38	.35			.49			.43	.41	.33
	CI upper bound			40.0			39.4	40.1	40.4			38.8			37.9	38.2	39.4
	CI lower bound			37.9			37.6	38.6	39.0			36.9			36.2	36.6	38.1
Quantitative Reasoning	Mean			30.9			32.2	32.9	32.1			32.6			32.3	32.8	32.7
	n			798			856	1,339	1,606			1,022			1,176	1,289	1,871
	SD			15.4			14.5	14.5	14.6			17.1			15.6	16.0	15.5
	SE			.55			.50	.40	.36			.53			.45	.45	.36
	CI upper bound			32.0			33.1	33.7	32.8			33.7			33.2	33.7	33.4
	CI lower bound			29.9			31.2	32.1	31.4			31.6			31.4	31.9	32.0
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean			14.3			15.5	15.3	15.0			13.7			14.9	15.0	14.8
	n			726			826	1,306	1,556			951			1,133	1,270	1,831
	SD			8.2			8.0	8.0	7.9			8.7			9.1	9.0	8.8
	SE			.31			.28	.22	.20			.28			.27	.25	.21
	CI upper bound			14.9			16.0	15.7	15.4			14.3			15.4	15.5	15.2
	CI lower bound			13.7			14.9	14.8	14.6			13.1			14.4	14.5	14.4
Course Reading Estimated hours per week calculated from two survey questions.	Mean			5.9			5.4	5.4	5.4			5.6			5.9	5.7	5.7
	n			710			822	1,301	1,546			937			1,125	1,266	1,819
	SD			5.2			4.9	5.1	4.7			5.5			5.6	5.4	5.6
	SE			.19			.17	.14	.12			.18			.17	.15	.13
	CI upper bound			6.2			5.8	5.7	5.6			6.0			6.3	6.0	6.0
	CI lower bound			5.5			5.1	5.1	5.2			5.3			5.6	5.4	5.5

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							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	*Mean*			59.8			51.0	50.7	59.1			78.7			74.7	72.3	72.1
Estimated number of pages	*n*			732			861	1,339	1,603			940			1,175	1,293	1,864
calculated from three survey	*SD*			68.6			59.0	67.9	76.3			93.1			88.4	82.6	89.7
questions.	*SE*			2.54			2.01	1.86	1.91			3.04			2.58	2.30	2.08
	CI upper bound			64.7			55.0	54.4	62.8			84.6			79.7	76.9	76.2
	CI lower bound			54.8			47.1	47.1	55.3			72.7			69.6	67.8	68.1
Course Challenge	*Mean*			5.5			5.5	5.5	5.4			5.5			5.4	5.5	5.5
Extent to which courses challenged	*n*			763			849	1,325	1,594			991			1,162	1,291	1,856
students to do their best work (1 =	*SD*			1.1			1.2	1.2	1.2			1.2			1.4	1.3	1.3
"Not at all" to 7 = "Very much").	*SE*			.04			.04	.03	.03			.04			.04	.04	.03
	CI upper bound			5.6			5.5	5.6	5.4			5.6			5.5	5.6	5.5
	CI lower bound			5.4			5.4	5.5	5.3			5.5			5.4	5.4	5.4
Academic Emphasis	*Mean*			3.2			3.2	3.2	3.2			3.1			3.1	3.1	3.1
Perceived institutional emphasis on	*n*			730			835	1,320	1,573			959			1,147	1,278	1,839
spending significant time studying	*SD*			0.7			0.7	0.7	0.7			0.8			0.8	0.8	0.8
and on academic work (1 = "Very	*SE*			.03			.02	.02	.02			.02			.02	.02	.02
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*			3.3			3.2	3.2	3.2			3.2			3.1	3.1	3.1
and 4 = "Very much").	*CI lower bound*			3.2			3.1	3.2	3.1			3.1			3.1	3.1	3.1
Learning with Peers																	
Collaborative Learning	*Mean*			35.9			38.0	39.3	37.9			33.5			35.9	36.7	35.9
	n			833			966	1,455	1,817			1,075			1,260	1,393	2,042
	SD			14.4			13.5	13.2	13.3			14.6			14.5	14.5	14.6
	SE			.50			.43	.35	.31			.45			.41	.39	.32
	CI upper bound			36.8			38.8	40.0	38.5			34.4			36.7	37.5	36.6
	CI lower bound			34.9			37.1	38.6	37.3			32.7			35.1	35.9	35.3
Discussions with Diverse Others	*Mean*			40.1			40.1	43.4	42.5			40.7			40.9	41.2	41.3
	n			755			850	1,331	1,596			986			1,170	1,300	1,862
	SD			15.5			14.5	13.6	14.0			16.1			15.1	14.8	14.9
	SE			.56			.50	.37	.35			.51			.44	.41	.34
	CI upper bound			41.2			41.1	44.1	43.2			41.7			41.8	42.0	42.0
	CI lower bound			39.0			39.2	42.6	41.8			39.7			40.0	40.4	40.6

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 2020 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
University of Kentucky

		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			**21.5**			**23.4**	**25.8**	**25.0**			**24.1**			**25.8**	**26.0**	**25.9**
	n			804			896	1,373	1,676			1,023			1,195	1,336	1,927
	SD			14.8			14.1	14.7	14.5			16.3			15.2	15.5	15.3
	SE			.52			.47	.40	.36			.51			.44	.42	.35
	CI upper bound			22.6			24.4	26.6	25.6			25.0			26.7	26.8	26.6
	CI lower bound			20.5			22.5	25.0	24.3			23.1			25.0	25.1	25.2
Effective Teaching Practices	Mean			**38.6**			**38.6**	**39.5**	**38.0**			**40.4**			**38.9**	**39.8**	**40.5**
	n			810			880	1,365	1,659			1,031			1,196	1,317	1,905
	SD			12.7			12.2	12.4	12.5			13.7			12.8	12.8	12.9
	SE			.44			.41	.33	.31			.43			.37	.35	.30
	CI upper bound			39.4			39.4	40.1	38.6			41.3			39.6	40.5	41.1
	CI lower bound			37.7			37.8	38.8	37.4			39.6			38.1	39.1	39.9
Campus Environment																	
Quality of Interactions	Mean			**41.7**			**44.1**	**45.9**	**45.9**			**41.3**			**41.3**	**43.3**	**43.8**
	n			726			799	1,290	1,527			932			1,087	1,219	1,746
	SD			11.7			10.4	10.0	10.7			11.8			11.5	10.7	10.9
	SE			.43			.37	.28	.27			.39			.35	.31	.26
	CI upper bound			42.5			44.8	46.4	46.4			42.1			42.0	43.9	44.4
	CI lower bound			40.8			43.3	45.3	45.3			40.6			40.6	42.7	43.3
Supportive Environment	Mean			**38.4**			**37.5**	**39.1**	**39.3**			**33.4**			**33.2**	**32.5**	**33.9**
	n			727			824	1,310	1,566			956			1,142	1,274	1,832
	SD			13.3			12.6	13.0	12.6			13.9			13.1	13.4	13.2
	SE			.49			.44	.36	.32			.45			.39	.37	.31
	CI upper bound			39.3			38.3	39.8	39.9			34.3			33.9	33.2	34.5
	CI lower bound			37.4			36.6	38.4	38.7			32.6			32.4	31.7	33.3

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).

NSSE 2020 Multi-Year Report
Detailed Statistics: High-Impact Practices
University of Kentucky

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%			53			58	53	56			53			57	60	61
	n			742			836	1,324	1,576			980			1,154	1,288	1,840
	SE			1.8			1.7	1.4	1.3			1.6			1.5	1.4	1.1
	CI upper bound (%)			56			61	56	58			56			60	63	64
	CI lower bound (%)			49			55	51	53			50			54	57	59
Learning Community[a]	%			27			25	22	18			26			33	34	31
	n			763			844	1,327	1,590			990			1,152	1,285	1,851
	SE			1.6			1.5	1.1	1.0			1.4			1.4	1.3	1.1
	CI upper bound (%)			30			28	25	20			29			36	37	34
	CI lower bound (%)			24			22	20	16			24			31	32	29
Research with Faculty[a]	%			10			9	8	7			29			32	35	29
	n			762			844	1,326	1,586			984			1,158	1,290	1,851
	SE			1.1			1.0	0.7	0.7			1.4			1.4	1.3	1.1
	CI upper bound (%)			12			11	9	9			32			35	37	31
	CI lower bound (%)			8			7	7	6			26			29	32	27
Internship or Field Experience[b] (First-year results: Plan to do)	%			78			77	82	77			56			59	60	57
	n			766			846	1,333	1,595			992			1,162	1,294	1,854
	SE			1.5			1.5	1.0	1.0			1.6			1.4	1.4	1.1
	CI upper bound (%)			81			80	84	79			59			62	62	60
	CI lower bound (%)			75			74	80	75			52			57	57	55
Study Abroad[b] (First-year results: Plan to do)	%			53			48	51	51			21			20	22	20
	n			760			845	1,329	1,583			994			1,158	1,290	1,844
	SE			1.8			1.7	1.4	1.3			1.3			1.2	1.2	0.9
	CI upper bound (%)			56			52	54	54			23			23	24	21
	CI lower bound (%)			49			45	48	49			18			18	20	18
Culminating Senior Experience[b] (First-year results: Plan to do)	%			59			58	59	56			43			49	48	44
	n			756			843	1,322	1,588			990			1,158	1,288	1,853
	SE			1.8			1.7	1.4	1.2			1.6			1.5	1.4	1.2
	CI upper bound (%)			63			61	62	59			46			52	51	46
	CI lower bound (%)			56			54	57	54			40			46	45	42
Overall HIP Participation[c]																	
Participated in one HIP	%			47			46	47	49			24			20	20	21
	n			764			845	1,330	1,593			999			1,165	1,298	1,861
	SE			1.8			1.7	1.4	1.3			1.3			1.2	1.1	0.9
	CI upper bound (%)			50			49	50	52			26			23	22	23
	CI lower bound (%)			43			42	44	47			21			18	18	19
Participated in two or more HIPs	%			19			21	17	14			65			70	71	68
	n			764			845	1,330	1,593			999			1,165	1,298	1,861
	SE			1.4			1.4	1.0	0.9			1.5			1.3	1.3	1.1
	CI upper bound (%)			21			24	19	16			68			73	74	70
	CI lower bound (%)			16			18	15	13			62			68	69	65

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: 157085