



NSSE 2017
Multi-Year Report
Washington State 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 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.

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	17%	+/- 3.3%	731	595	136	21%	+/- 2.4%	1,372	1,174	198
2015	13%	+/- 4.4%	426	339	87	17%	+/- 3.0%	886	756	130
2016										
2017	27%	+/- 2.4%	1,175	962	213	22%	+/- 2.5%	1,205	1,042	163
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	Transferable Skills, Information Literacy	No	No	No
2015	Email	Census	Yes	Diverse Perspectives, FY Experiences / Sr Transitions	No	No	No
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, Cultural Diversity	No	No	No
2018							
2019							
2020							

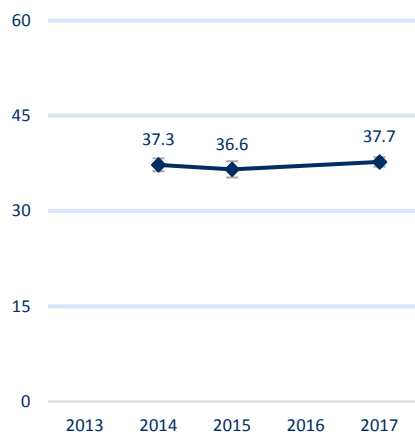
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- 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).

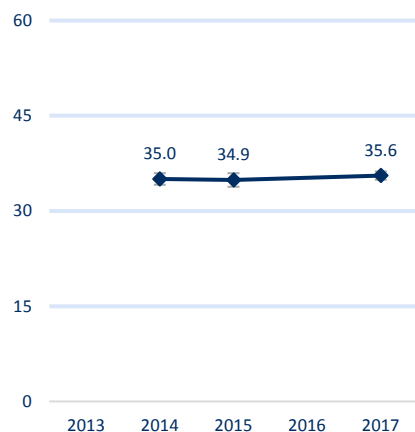
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

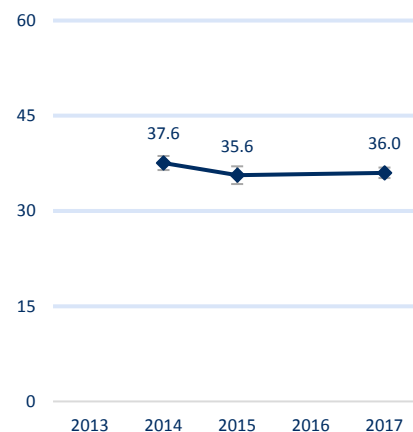
Higher-Order Learning



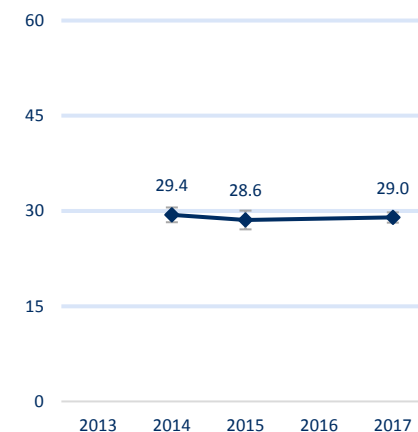
Reflective & Integrative Learning



Learning Strategies

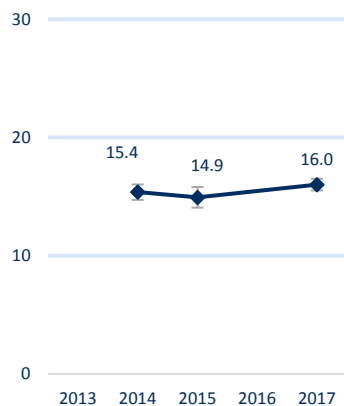


Quantitative Reasoning

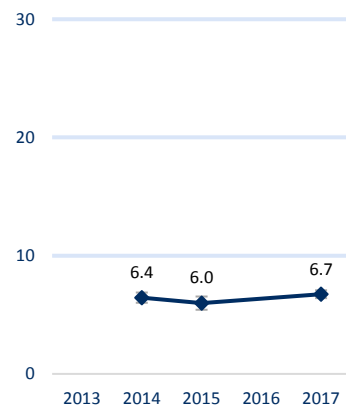


Academic Challenge (additional items): First-year students

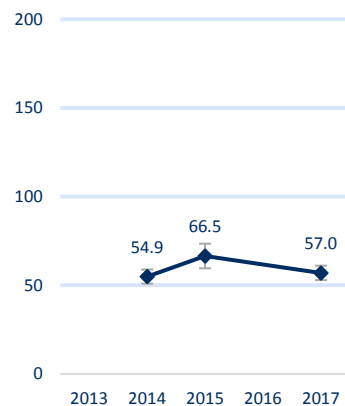
Preparing for Class (hrs/wk)



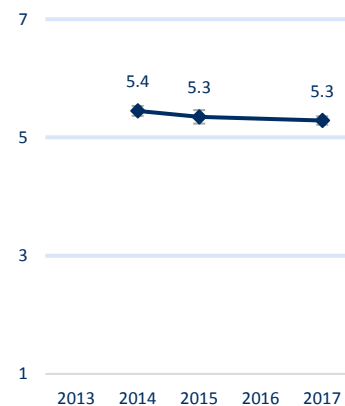
Course Reading (hrs/wk)^a



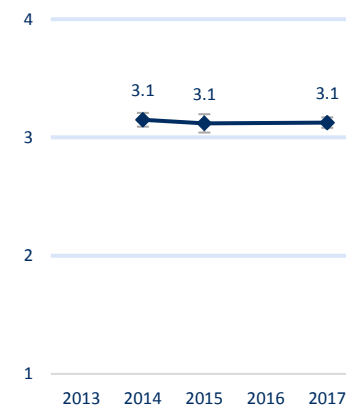
Assigned Writing (pages)^a



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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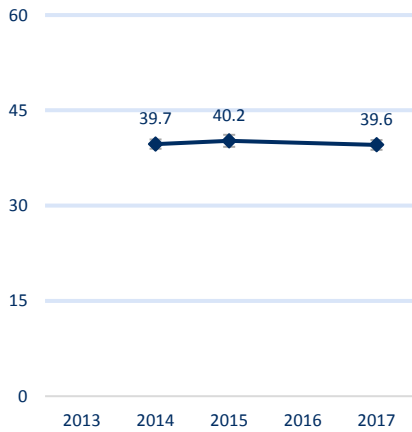
Engagement Results by Theme

Washington State University

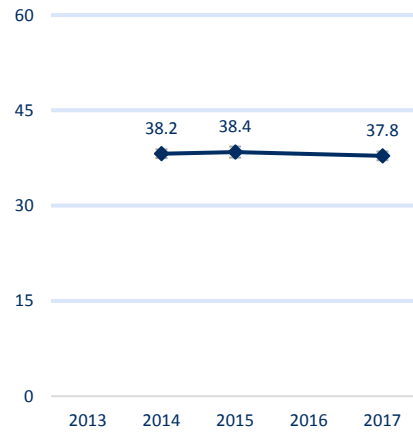
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

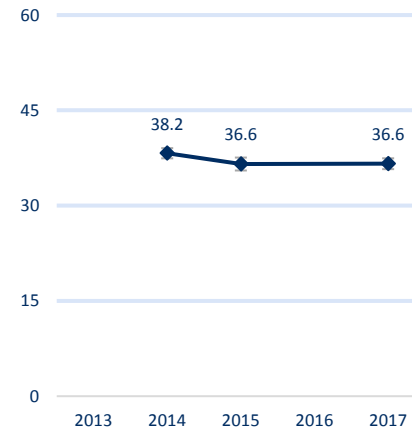
Higher-Order Learning



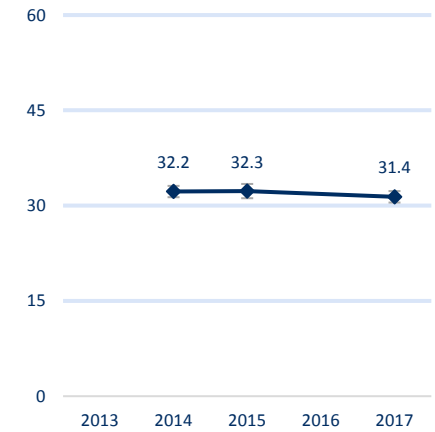
Reflective & Integrative Learning



Learning Strategies

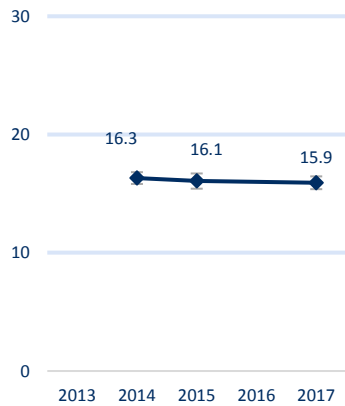


Quantitative Reasoning

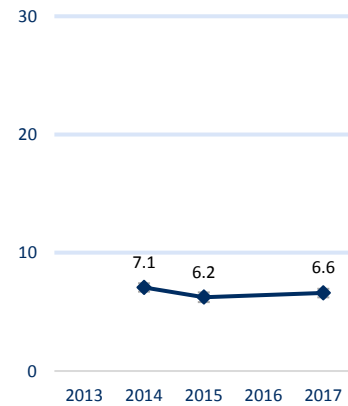


Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)



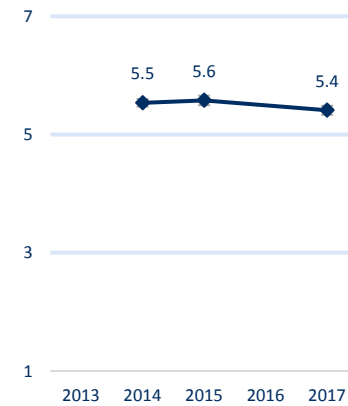
Course Reading (hrs/wk)^a



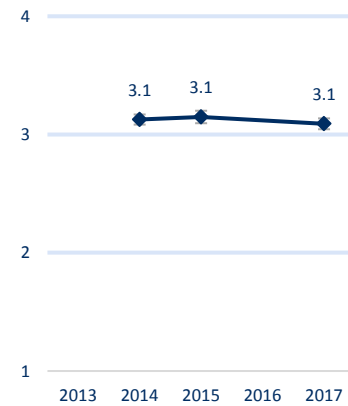
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Course Challenge^b



Academic Emphasis^c



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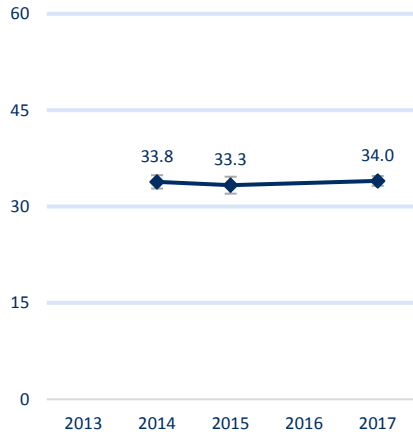
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

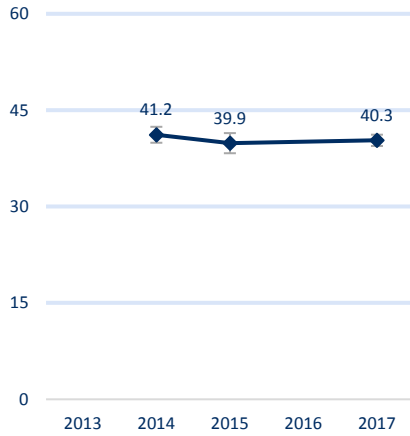
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Learning with Peers: First-year students

Collaborative Learning

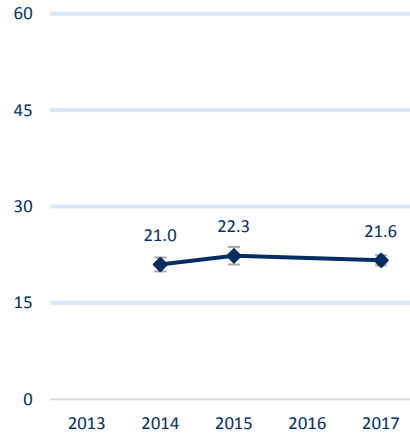


Discussions with Diverse Others



Experiences with Faculty: First-year students

Student-Faculty Interaction

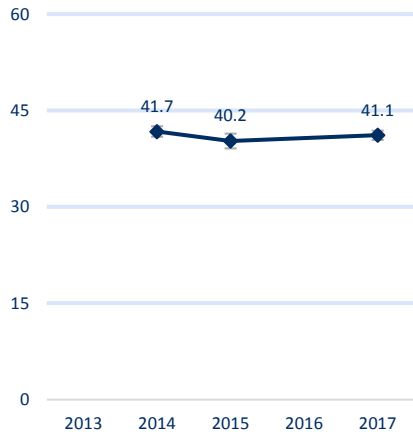


Effective Teaching Practices

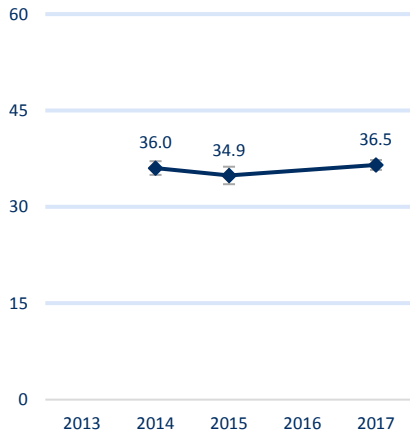


Campus Environment: First-year students

Quality of Interactions



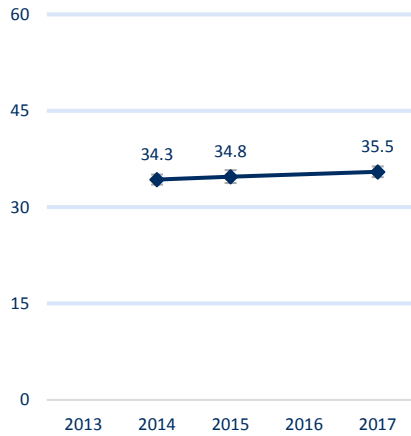
Supportive Environment



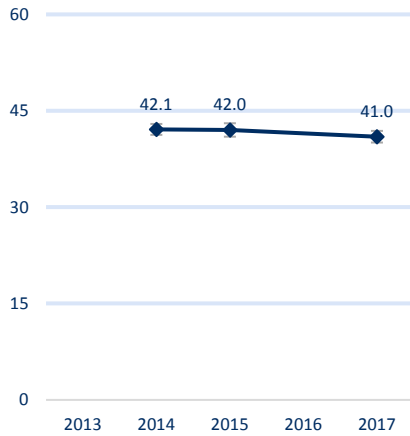
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Learning with Peers: Seniors

Collaborative Learning

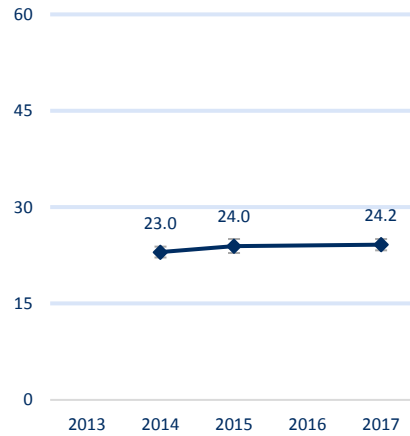


Discussions with Diverse Others

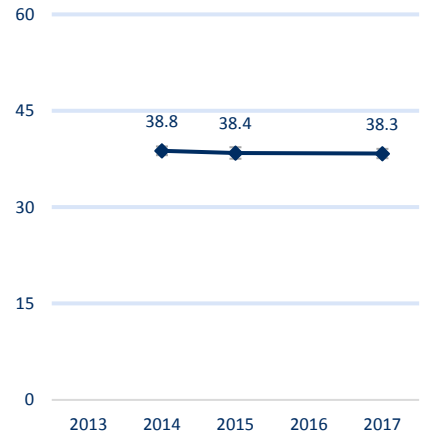


Experiences with Faculty: Seniors

Student-Faculty Interaction

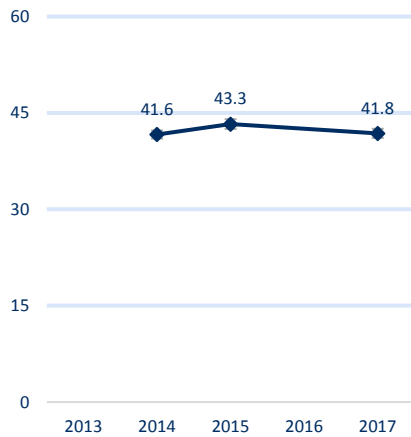


Effective Teaching Practices

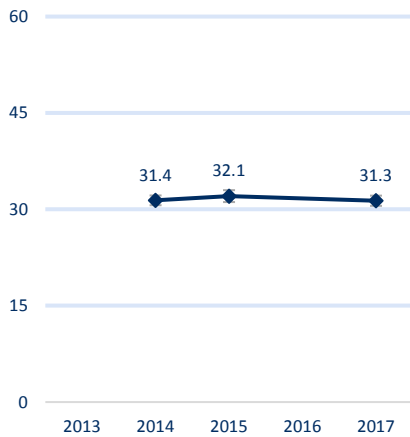


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

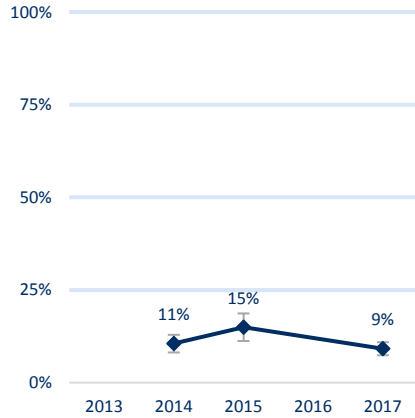


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

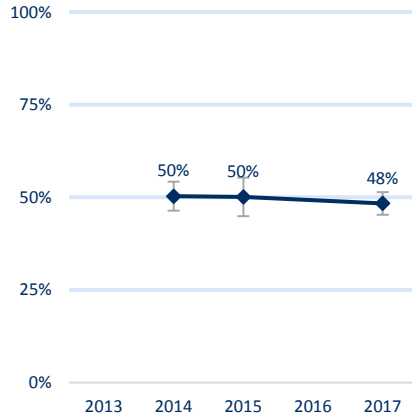
Learning Community

(Done or in progress)



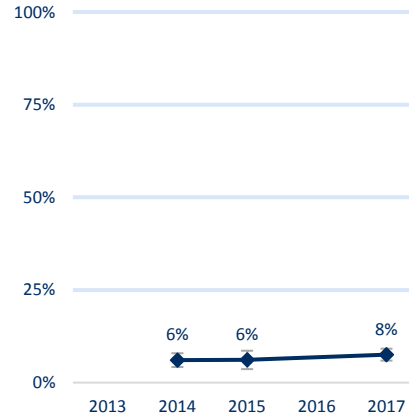
Service-Learning

(Some, most, or all courses)



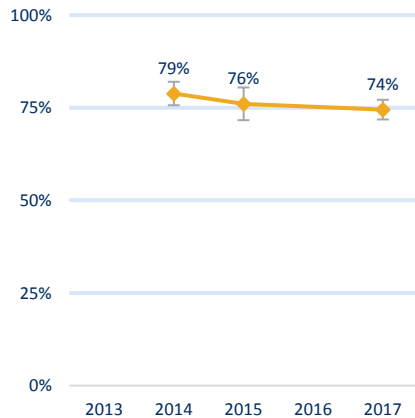
Research with Faculty

(Done or in progress)



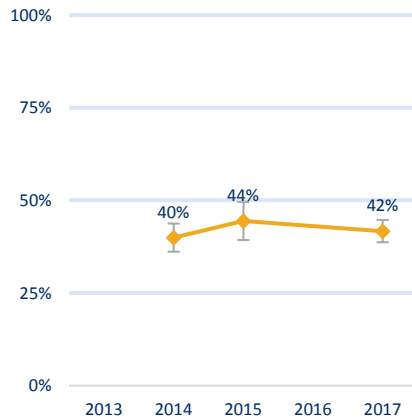
Internship/Field Experience

(Plan to do)



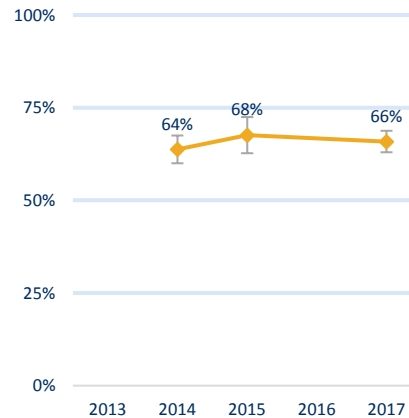
Study Abroad

(Plan to do)



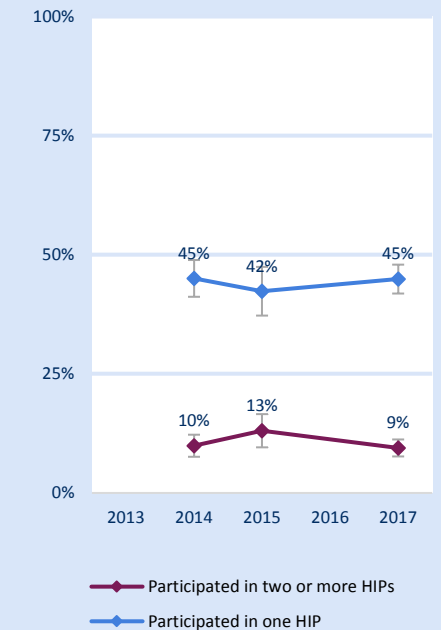
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

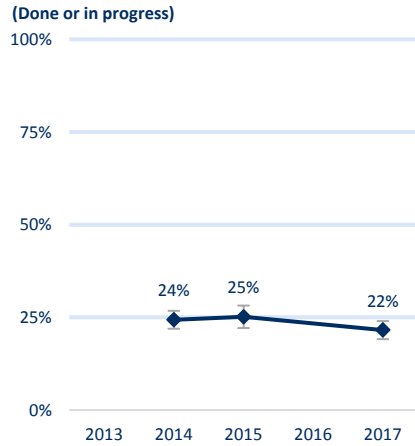
The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



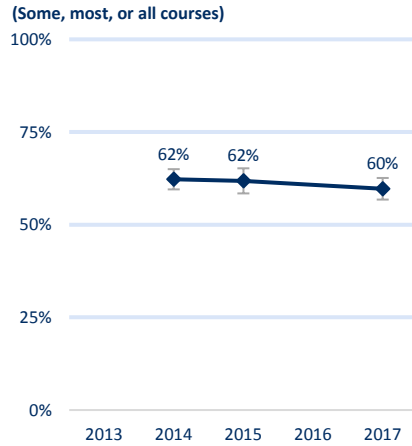
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

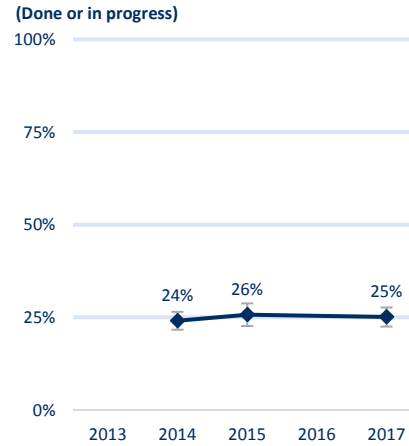
Learning Community (Done or in progress)



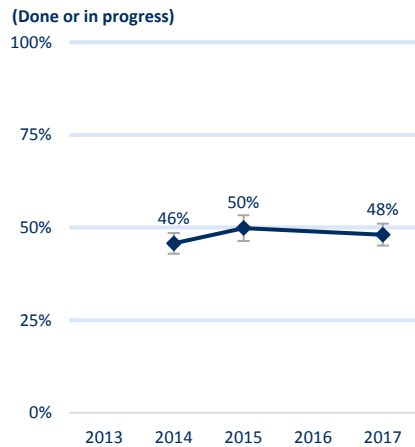
Service-Learning (Some, most, or all courses)



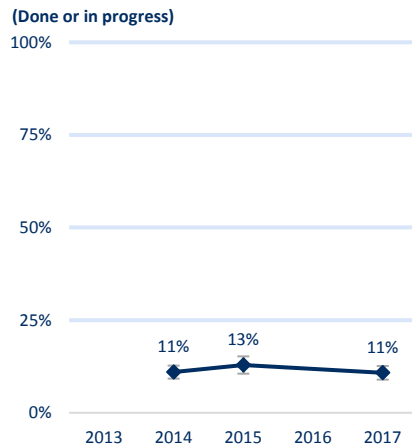
Research with Faculty (Done or in progress)



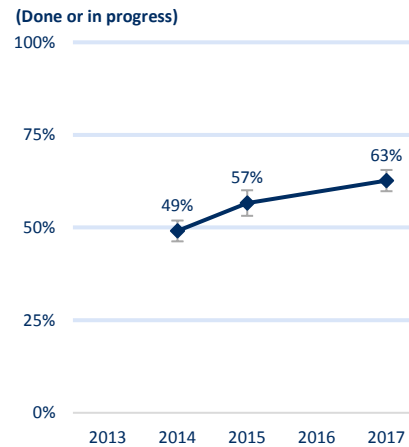
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

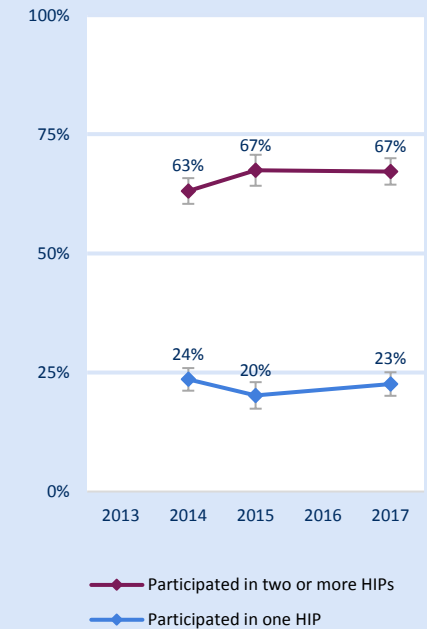


Culminating Senior Experience (Done or in progress)



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 Washington State University

		First-year students						Seniors									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	<i>Mean</i>		37.3	36.6		37.7					39.7	40.2		39.6			
	<i>n</i>		659	365		1,101					1,251	809		1,162			
	<i>SD</i>		13.2	12.4		12.5					13.2	13.7		13.4			
	<i>SE</i>		.51	.65		.38					.37	.48		.39			
	<i>CI upper bound</i>		38.3	37.8		38.5					40.4	41.1		40.3			
	<i>CI lower bound</i>		36.3	35.3		37.0					39.0	39.3		38.8			
Reflective & Integrative Learning	<i>Mean</i>		35.0	34.9		35.6					38.2	38.4		37.8			
	<i>n</i>		680	396		1,122					1,293	837		1,176			
	<i>SD</i>		12.1	10.8		11.1					12.4	12.8		12.0			
	<i>SE</i>		.46	.54		.33					.34	.44		.35			
	<i>CI upper bound</i>		36.0	36.0		36.2					38.9	39.3		38.5			
	<i>CI lower bound</i>		34.1	33.8		34.9					37.5	37.6		37.2			
Learning Strategies	<i>Mean</i>		37.6	35.6		36.0					38.2	36.6		36.6			
	<i>n</i>		628	353		1,040					1,202	783		1,097			
	<i>SD</i>		14.2	13.4		13.6					14.2	14.5		14.4			
	<i>SE</i>		.57	.71		.42					.41	.52		.44			
	<i>CI upper bound</i>		38.7	37.0		36.8					39.1	37.6		37.5			
	<i>CI lower bound</i>		36.4	34.2		35.2					37.4	35.5		35.7			
Quantitative Reasoning	<i>Mean</i>		29.4	28.6		29.0					32.2	32.3		31.4			
	<i>n</i>		666	382		1,097					1,268	818		1,149			
	<i>SD</i>		15.3	14.7		13.8					16.2	16.4		15.6			
	<i>SE</i>		.59	.75		.42					.45	.57		.46			
	<i>CI upper bound</i>		30.6	30.1		29.8					33.1	33.4		32.3			
	<i>CI lower bound</i>		28.2	27.1		28.2					31.3	31.2		30.5			
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	<i>Mean</i>		15.4	14.9		16.0					16.3	16.1		15.9			
	<i>n</i>		604	337		975					1,173	765		1,051			
	<i>SD</i>		8.2	8.2		7.9					8.7	9.1		8.9			
	<i>SE</i>		.33	.44		.25					.25	.33		.28			
	<i>CI upper bound</i>		16.0	15.8		16.5					16.8	16.7		16.5			
	<i>CI lower bound</i>		14.7	14.1		15.5					15.8	15.4		15.4			
Course Reading Estimated hours per week calculated from two survey questions.	<i>Mean</i>		6.4	6.0		6.7					7.1	6.2		6.6			
	<i>n</i>		595	334		968					1,159	758		1,047			
	<i>SD</i>		5.4	5.2		5.3					6.2	5.8		6.0			
	<i>SE</i>		.22	.29		.17					.18	.21		.18			
	<i>CI upper bound</i>		6.9	6.5		7.1					7.4	6.6		7.0			
	<i>CI lower bound</i>		6.0	5.4		6.4					6.7	5.8		6.2			

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

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	<i>Mean</i>		54.9	66.5		57.0					85.0	85.4		87.7			
	<i>n</i>		600	336		1,039					1,118	749		1,095			
	Estimated number of pages calculated from three survey questions.	<i>SD</i>		49.6	65.0		66.6				79.1	76.3		96.7			
		<i>SE</i>		2.03	3.54		2.07				2.37	2.79		2.92			
		<i>CI upper bound</i>		58.9	73.4		61.0				89.6	90.9		93.4			
		<i>CI lower bound</i>		50.9	59.5		52.9				80.3	80.0		82.0			
Course Challenge	<i>Mean</i>		5.4	5.3		5.3					5.5	5.6		5.4			
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>		639	358		1,030				1,221	797		1,100			
		<i>SD</i>		1.1	1.1		1.2				1.1	1.2		1.3			
		<i>SE</i>		.04	.06		.04				.03	.04		.04			
		<i>CI upper bound</i>		5.5	5.5		5.4				5.6	5.7		5.5			
		<i>CI lower bound</i>		5.4	5.2		5.2				5.5	5.5		5.3			
Academic Emphasis	<i>Mean</i>		3.1	3.1		3.1					3.1	3.1		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").	<i>n</i>		606	338		992				1,178	766		1,059			
		<i>SD</i>		0.7	0.7		0.7				0.8	0.7		0.8			
		<i>SE</i>		.03	.04		.02				.02	.03		.02			
		<i>CI upper bound</i>		3.2	3.2		3.2				3.2	3.2		3.1			
		<i>CI lower bound</i>		3.1	3.0		3.1				3.1	3.1		3.0			
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>		33.8	33.3		34.0					34.3	34.8		35.5			
		<i>n</i>		695	403		1,154				1,296	851		1,185			
		<i>SD</i>		13.9	13.5		13.2				14.5	14.9		14.6			
		<i>SE</i>		.53	.67		.39				.40	.51		.42			
		<i>CI upper bound</i>		34.9	34.6		34.8				35.1	35.8		36.3			
		<i>CI lower bound</i>		32.8	32.0		33.2				33.5	33.8		34.7			
Discussions with Diverse Others	<i>Mean</i>		41.2	39.9		40.3					42.1	42.0		41.0			
		<i>n</i>		636	356		1,041				1,223	793		1,100			
		<i>SD</i>		16.0	15.1		14.5				15.2	15.0		15.3			
		<i>SE</i>		.63	.80		.45				.43	.53		.46			
		<i>CI upper bound</i>		42.4	41.4		41.2				43.0	43.1		41.9			
		<i>CI lower bound</i>		39.9	38.3		39.4				41.3	41.0		40.1			

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).

NSSE 2017 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items Washington State University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>		21.0	22.3		21.6					23.0	24.0		24.2			
	<i>n</i>		664	390		1,103					1,266	820		1,160			
	<i>SD</i>		14.2	13.8		13.4					15.3	15.9		15.3			
	<i>SE</i>		.55	.70		.40					.43	.56		.45			
	<i>CI upper bound</i>		22.1	23.7		22.4					23.9	25.0		25.0			
	<i>CI lower bound</i>		19.9	21.0		20.8					22.2	22.9		23.3			
Effective Teaching Practices	<i>Mean</i>		37.2	36.5		37.5				38.8	38.4		38.3				
	<i>n</i>		676	380		1,110				1,275	830		1,167				
	<i>SD</i>		12.9	11.8		12.0				12.4	13.2		12.7				
	<i>SE</i>		.50	.60		.36				.35	.46		.37				
	<i>CI upper bound</i>		38.2	37.7		38.2				39.4	39.3		39.1				
	<i>CI lower bound</i>		36.3	35.3		36.8				38.1	37.5		37.6				
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>		41.7	40.2		41.1				41.6	43.3		41.8				
	<i>n</i>		623	347		1,000				1,187	748		1,021				
	<i>SD</i>		10.4	10.9		11.6				11.0	10.5		11.5				
	<i>SE</i>		.42	.59		.37				.32	.39		.36				
	<i>CI upper bound</i>		42.5	41.4		41.9				42.3	44.0		42.5				
	<i>CI lower bound</i>		40.9	39.1		40.4				41.0	42.5		41.1				
Supportive Environment	<i>Mean</i>		36.0	34.9		36.5				31.4	32.1		31.3				
	<i>n</i>		600	335		978				1,171	759		1,055				
	<i>SD</i>		13.3	12.7		12.3				13.3	13.0		13.2				
	<i>SE</i>		.54	.69		.39				.39	.47		.41				
	<i>CI upper bound</i>		37.1	36.2		37.3				32.2	33.0		32.1				
	<i>CI lower bound</i>		35.0	33.5		35.8				30.6	31.1		30.5				

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
Learning Community^a	%		11	15		9					24	25		22			
	<i>n</i>		638	354		1,030					1,218	790		1,093			
	<i>SE</i>		1.2	1.9		0.9					1.2	1.5		1.2			
	<i>CI upper bound (%)</i>		13	19		11					27	28		24			
	<i>CI lower bound (%)</i>		8	11		7					22	22		19			
Service-Learning^a	%		50	50		48					62	62		60			
	<i>n</i>		629	356		1,030					1,214	792		1,090			
	<i>SE</i>		2.0	2.7		1.6					1.4	1.7		1.5			
	<i>CI upper bound (%)</i>		54	55		51					65	65		63			
	<i>CI lower bound (%)</i>		46	45		45					60	58		57			
Research with Faculty^a	%		6	6		8					24	26		25			
	<i>n</i>		634	359		1,033					1,208	793		1,091			
	<i>SE</i>		0.9	1.3		0.8					1.2	1.6		1.3			
	<i>CI upper bound (%)</i>		8	9		9					26	29		28			
	<i>CI lower bound (%)</i>		4	4		6					22	23		23			
Internship or Field Experience (First-year results: Plan to do)	%		79	76		74					46	50		48			
	<i>n</i>		639	360		1,036					1,224	796		1,099			
	<i>SE</i>		1.6	2.3		1.4					1.4	1.8		1.5			
	<i>CI upper bound (%)</i>		82	80		77					49	53		51			
	<i>CI lower bound (%)</i>		76	72		72					43	46		45			
Study Abroad (First-year results: Plan to do)	%		40	44		42					11	13		11			
	<i>n</i>		638	358		1,031					1,220	792		1,094			
	<i>SE</i>		1.9	2.6		1.5					0.9	1.2		0.9			
	<i>CI upper bound (%)</i>		44	50		45					13	15		13			
	<i>CI lower bound (%)</i>		36	39		39					9	11		9			
Culminating Senior Experience (First-year results: Plan to do)	%		64	68		66					49	57		63			
	<i>n</i>		634	354		1,028					1,217	793		1,094			
	<i>SE</i>		1.9	2.5		1.5					1.4	1.8		1.5			
	<i>CI upper bound (%)</i>		67	72		69					52	60		66			
	<i>CI lower bound (%)</i>		60	63		63					46	53		60			
Overall HIP Participation^b																	
Participated in one HIP	%		45	42		45					24	20		23			
	<i>n</i>		639	360		1,035					1,229	798		1,100			
	<i>SE</i>		2.0	2.6		1.5					1.2	1.4		1.3			
	<i>CI upper bound (%)</i>		49	47		48					26	23		25			
	<i>CI lower bound (%)</i>		41	37		42					21	17		20			
Participated in two or more HIPs	%		10	13		9					63	67		67			
	<i>n</i>		639	360		1,035					1,229	798		1,100			
	<i>SE</i>		1.2	1.8		0.9					1.4	1.7		1.4			
	<i>CI upper bound (%)</i>		12	17		11					66	71		70			
	<i>CI lower bound (%)</i>		8	10		8					60	64		64			

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