
NSSE 2024

Multi-Year Report

Stetson 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

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	23%	+/- 6.3%	186	144	42	30%	+/- 7.2%	130	106	24
2015										
2016										
2017	32%	+/- 5.3%	239	185	54	36%	+/- 5.5%	205	176	29
2018										
2019										
2020										
2021										
2022										
2023										
2024	38%	+/- 5.2%	222	181	41	31%	+/- 6.2%	173	140	33

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	No	Academic Advising	No	Yes	Yes
2015							
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions, Inclusiv & Cult Div	No	Yes	Yes
2018							
2019							
2020							
2021							
2022							
2023							
2024	Email	Census	Yes	HIP Quality, Information Literacy	No	No	No

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.

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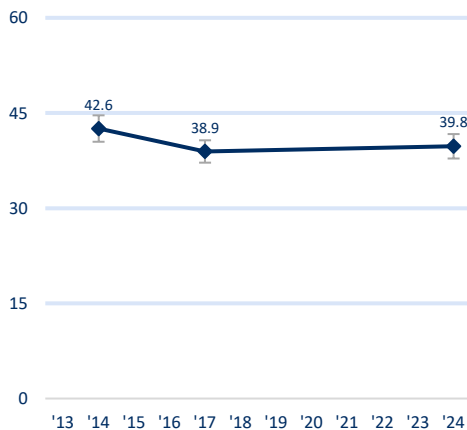
Engagement Results by Theme

Stetson University

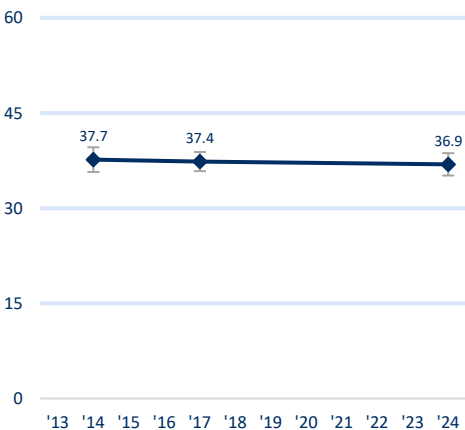
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make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

Academic Challenge: First-year students

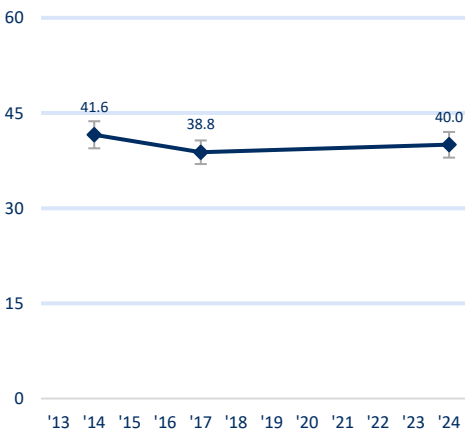
Higher-Order Learning



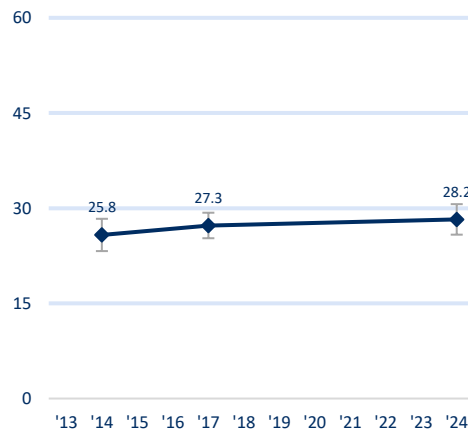
Reflective & Integrative Learning



Learning Strategies

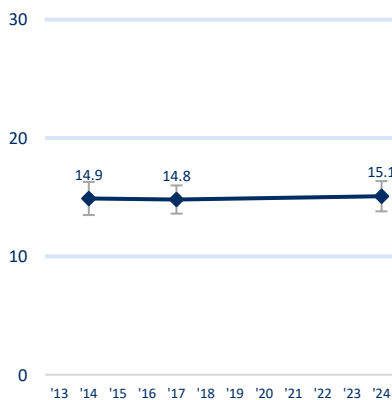


Quantitative Reasoning

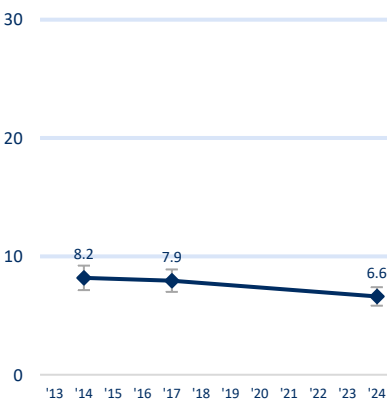


Academic Challenge (additional items): First-year students

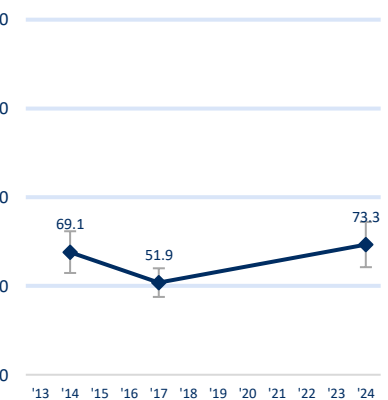
Preparing for Class (hrs/wk)



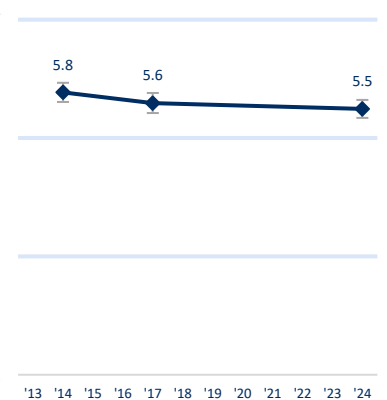
Course Reading (hrs/wk)^a



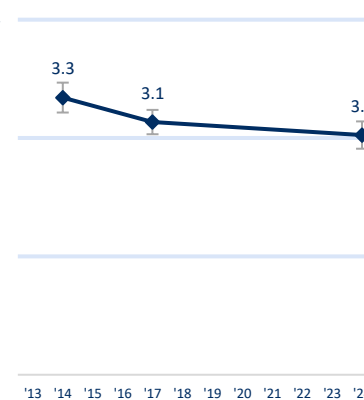
Assigned Writing (pages)^a



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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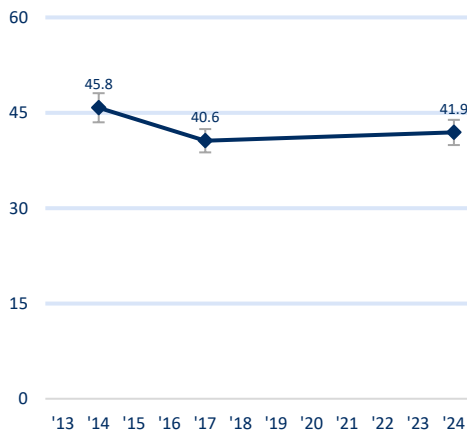
Engagement Results by Theme

Stetson University

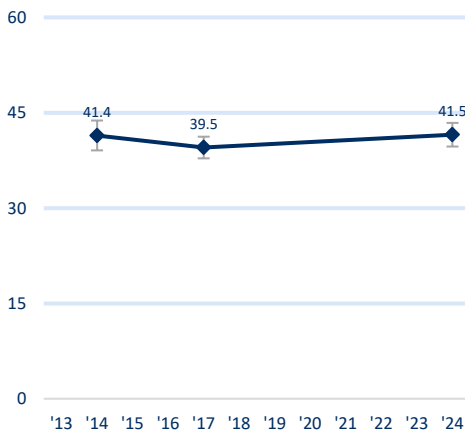
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

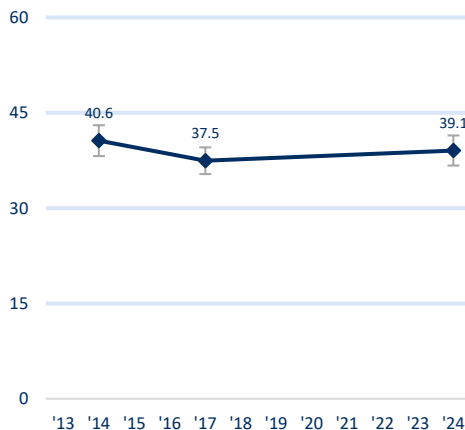
Higher-Order Learning



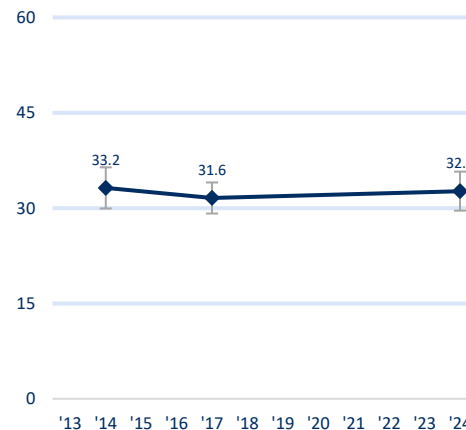
Reflective & Integrative Learning



Learning Strategies

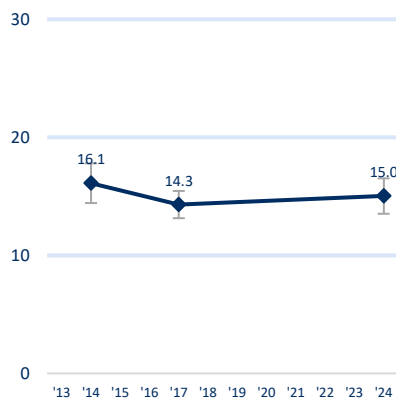


Quantitative Reasoning

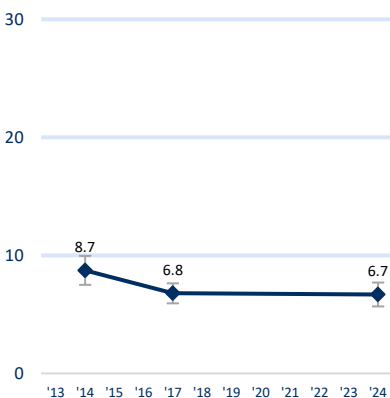


Academic Challenge (additional items): Seniors

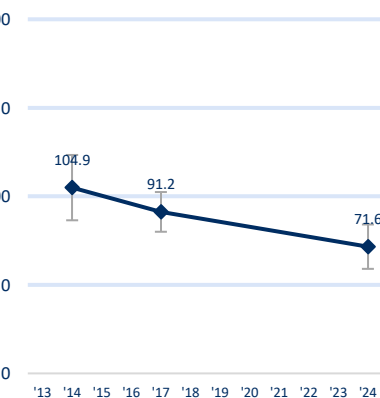
Preparing for Class (hrs/wk)



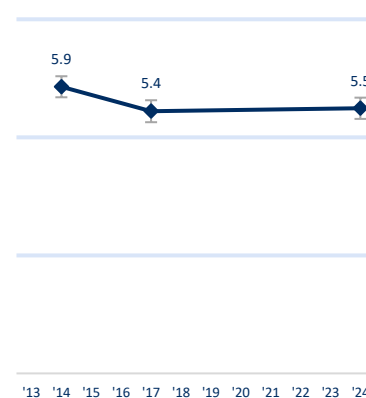
Course Reading (hrs/wk)^a



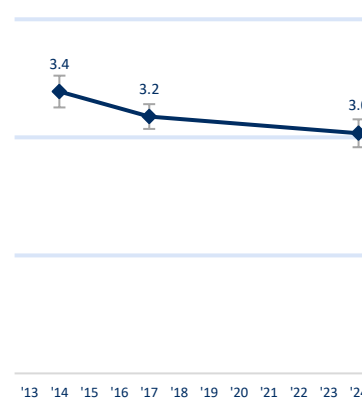
Assigned Writing (pages)^a



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").

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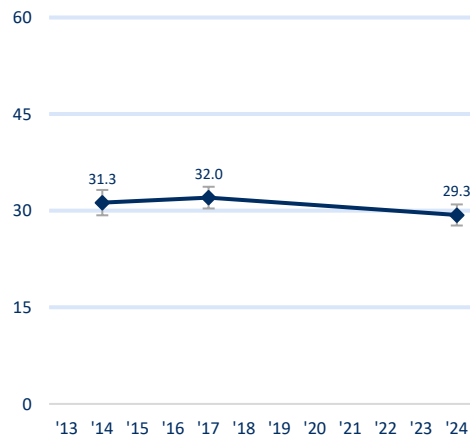
Engagement Results by Theme

Stetson University

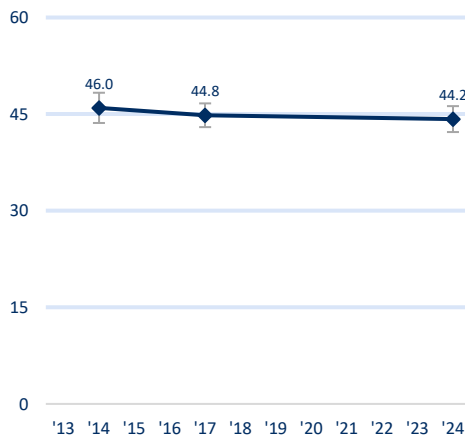
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

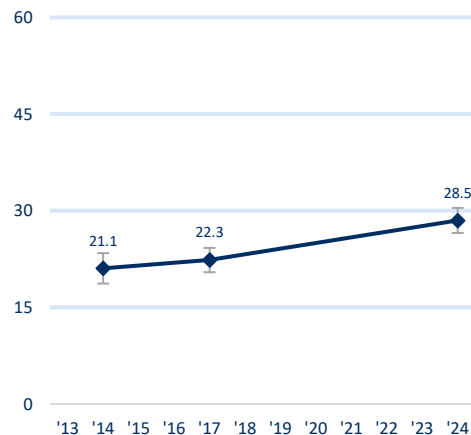


Discussions with Diverse Others

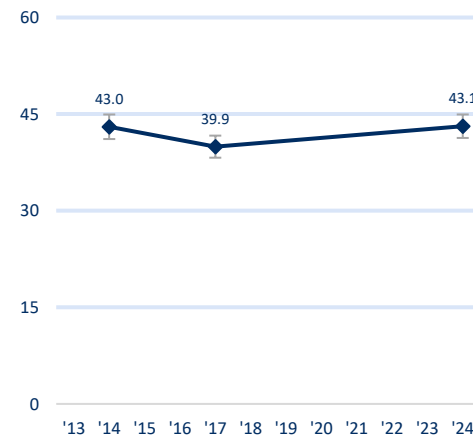


Experiences with Faculty: First-year students

Student-Faculty Interaction

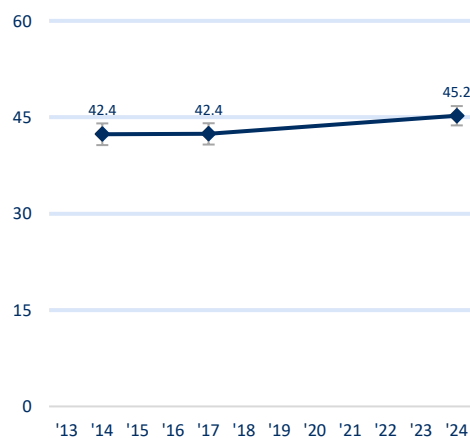


Effective Teaching Practices

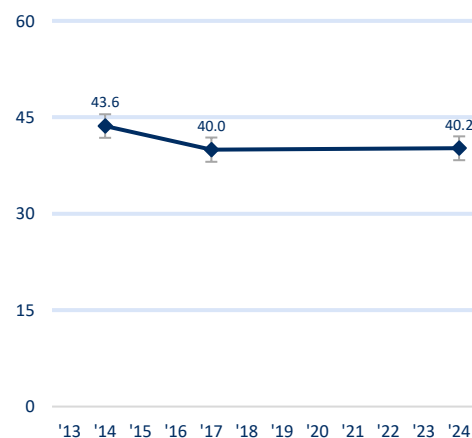


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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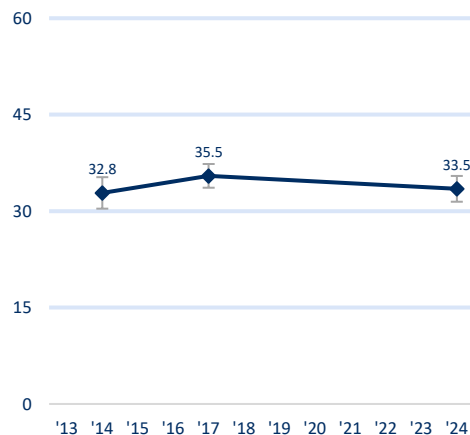
Engagement Results by Theme

Stetson University

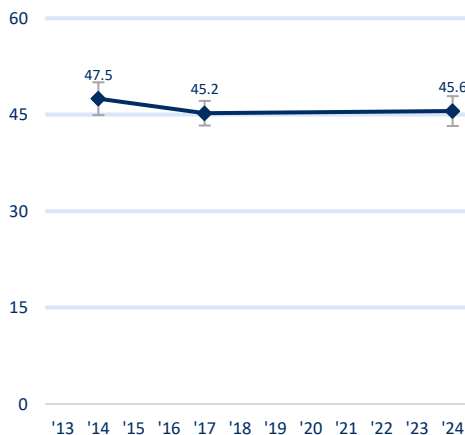
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Learning with Peers: Seniors

Collaborative Learning

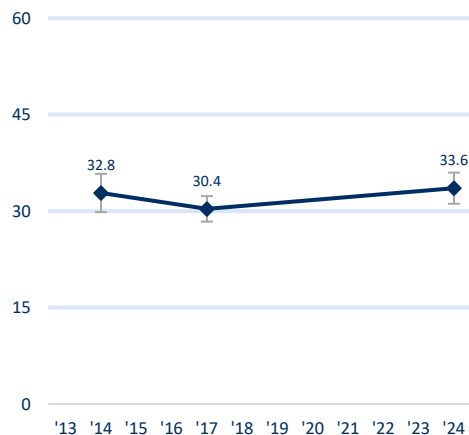


Discussions with Diverse Others

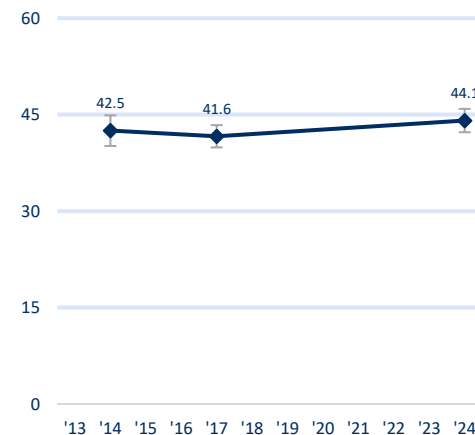


Experiences with Faculty: Seniors

Student-Faculty Interaction

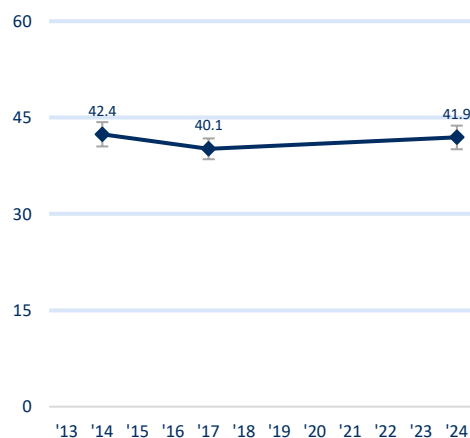


Effective Teaching Practices

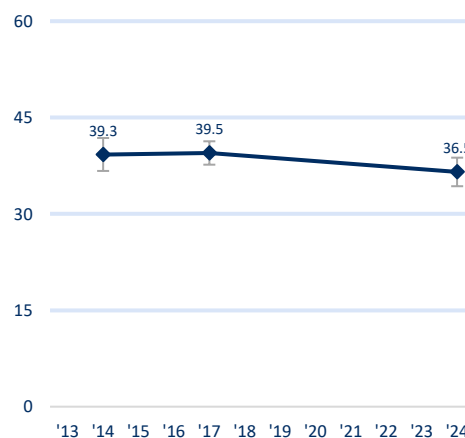


Campus Environment: Seniors

Quality of Interactions



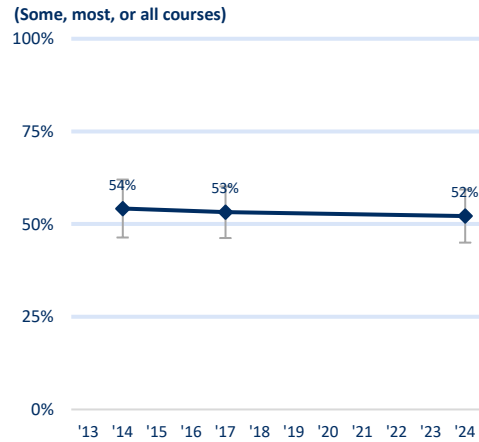
Supportive Environment



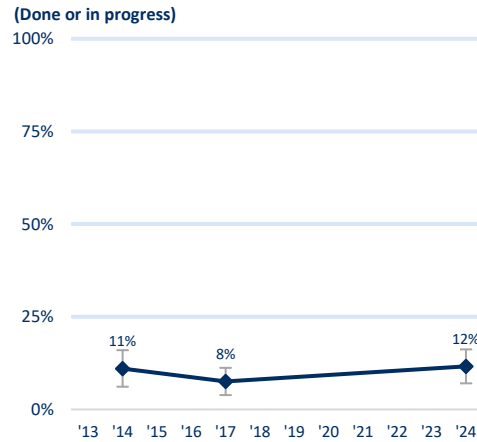
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

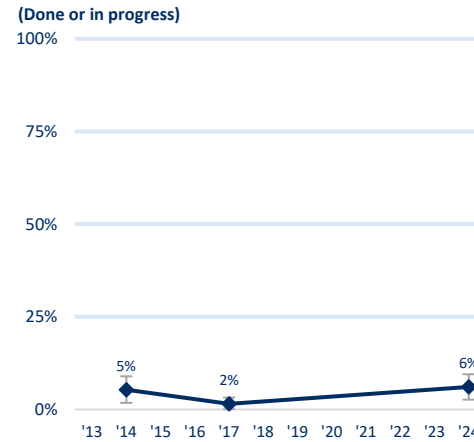
Service-Learning (Some, most, or all courses)



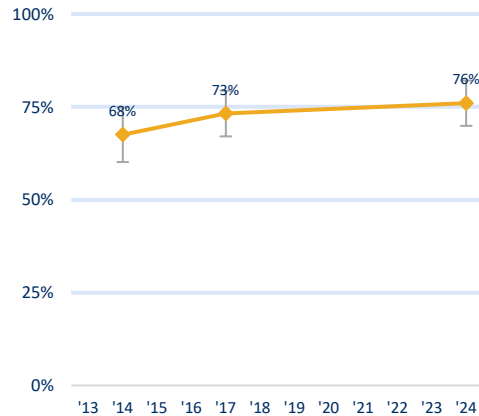
Learning Community (Done or in progress)



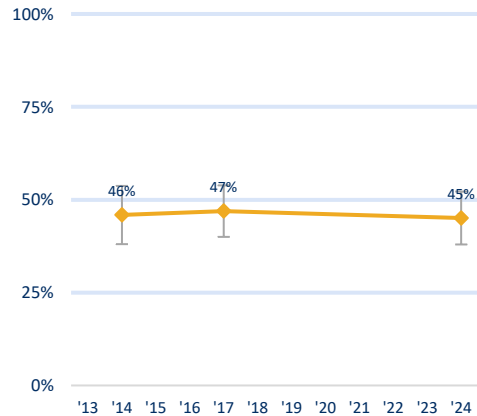
Research with Faculty (Done or in progress)



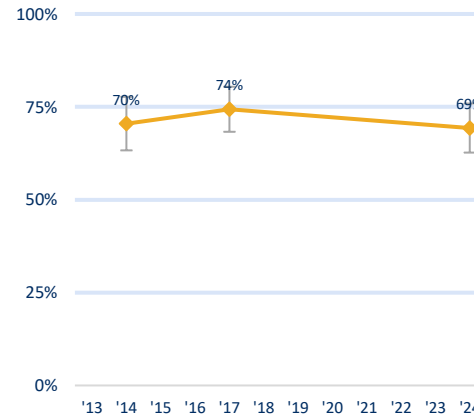
Internship/Field Experience (Plan to do)



Study Abroad (Plan to do)

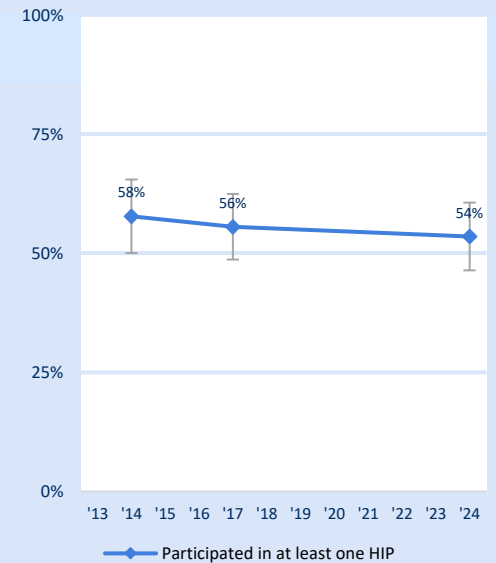


Culminating Senior Experience (Plan to do)



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.

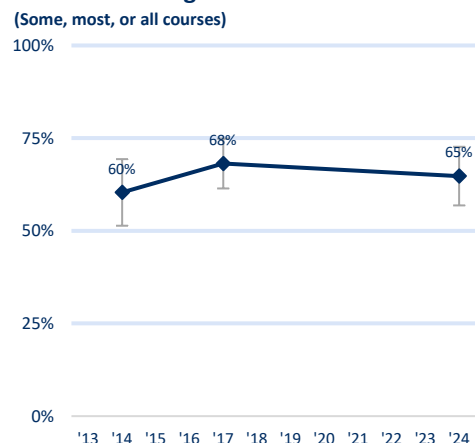


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

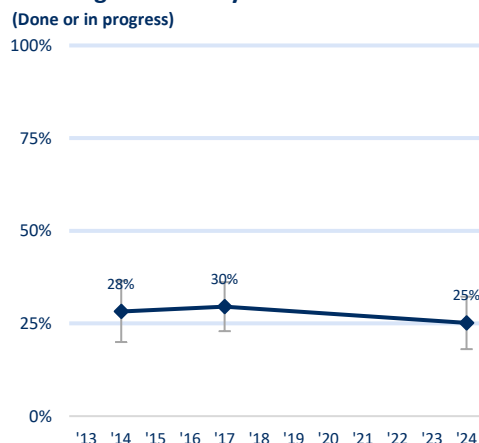
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

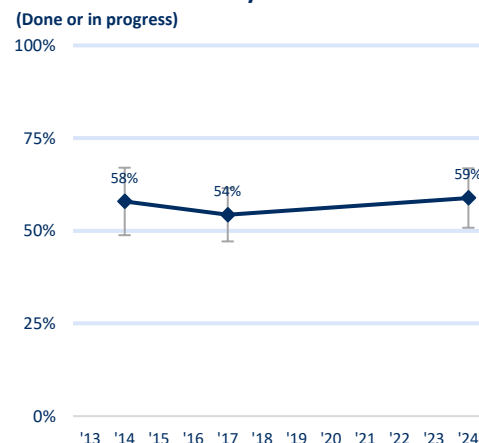
Service-Learning (Some, most, or all courses)



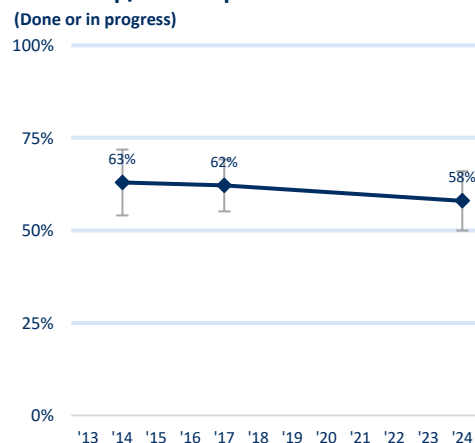
Learning Community (Done or in progress)



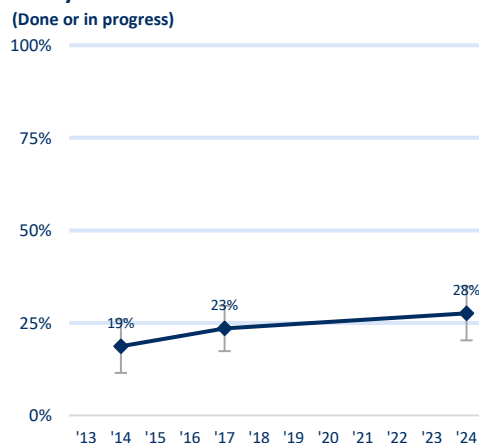
Research with Faculty (Done or in progress)



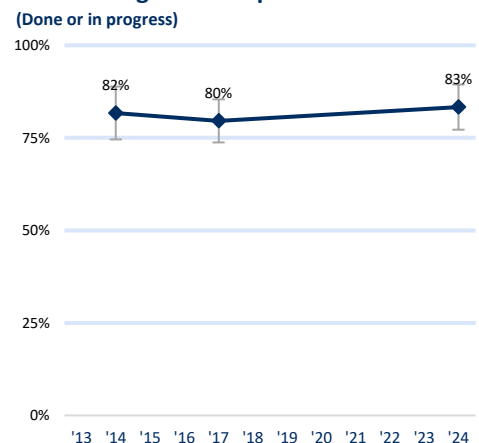
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

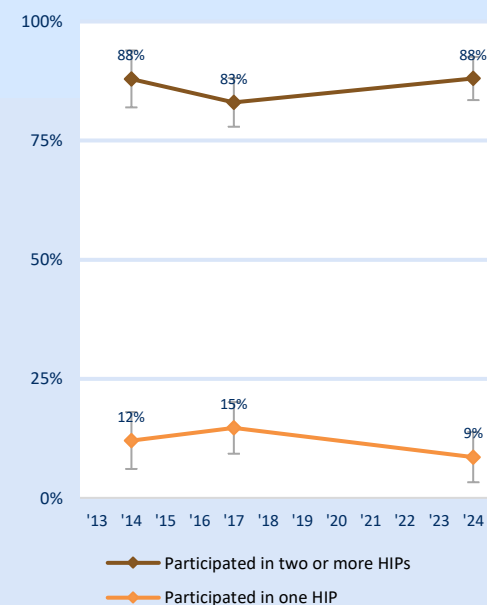


Culminating Senior Experience (Done or in progress)



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 Challenge Items

Stetson University

First-year students													Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Academic Challenge																										
Higher-Order Learning	Mean		42.6			38.9							39.8		45.8			40.6								41.9
	n		169			227							197		113			192								154
	SD		13.8			13.6							13.8		12.4			12.9								12.6
	SE		1.06			.90							.98		1.17			.93								1.01
	CI up bnd		44.6			40.7							41.7		48.1			42.4								43.9
	CI low bnd		40.5			37.2							37.8		43.5			38.8								39.9
Reflective & Integrative Learning	Mean		37.7			37.4							36.9		41.4			39.5								41.5
	n		173			233							206		122			200								160
	SD		13.1			11.7							12.9		13.3			12.3								12.0
	SE		.99			.77							.90		1.20			.87								.95
	CI up bnd		39.6			38.9							38.7		43.8			41.2								43.4
	CI low bnd		35.7			35.8							35.1		39.1			37.8								39.7
Learning Strategies	Mean		41.6			38.8							40.0		40.6			37.5								39.1
	n		155			203							189		114			185								147
	SD		13.6			13.5							14.2		13.2			14.6								14.6
	SE		1.09			.95							1.03		1.24			1.07								1.21
	CI up bnd		43.7			40.7							42.0		43.0			39.6								41.4
	CI low bnd		39.4			37.0							38.0		38.2			35.3								36.7
Quantitative Reasoning	Mean		25.8			27.3							28.2		33.2			31.6								32.7
	n		165			227							191		118			191								147
	SD		16.7			15.5							16.9		18.0			17.2								19.0
	SE		1.30			1.03							1.23		1.65			1.25								1.57
	CI up bnd		28.3			29.3							30.6		36.4			34.0								35.7
	CI low bnd		23.2			25.3							25.8		29.9			29.1								29.6
Academic Challenge (additional items)																										
Preparing for Class (hours/week)	Mean		14.9			14.8							15.1		16.1			14.3								15.0
	n		147			190							188		105			180								138
	SD		8.7			8.4							8.9		8.8			7.9								9.0
	SE		.71			.61							.65		.86			.59								.77
	CI up bnd		16.3			16.0							16.4		17.8			15.5								16.5
	CI low bnd		13.5			13.6							13.8		14.4			13.2								13.5
Course Reading	Mean		8.2			7.9							6.6		8.7			6.8								6.7
	Est. hrs per week																									
	calculated from two items.																									
	n		145			190							186		104			180								137
	SD		6.4			6.7							5.4		6.4			5.8								6.0
	SE		.53			.48							.40		.63			.43								.52
	CI up bnd		9.2			8.9							7.4		10.0			7.6								7.7
	CI low bnd		7.2			7.0							5.8		7.5			5.9								5.7

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

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Stetson University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	
Academic Challenge (additional items, continued)																											
Assigned Writing	Mean		69.1			51.9							73.3		104.9				91.2							71.6	
	n		145			202							193		103				187							148	
Est. no. of pages calculated from three survey questions.	SD		72.3			58.5							90.1		95.6				78.2							77.8	
	SE		6.00			4.12							6.49		9.41				5.72							6.39	
	CI up bnd		80.8			60.0							86.0		123.4				102.4							84.1	
	CI low bnd		57.3			43.8							60.6		86.5				80.0							59.1	
Course Challenge	Mean		5.8			5.6							5.5		5.9				5.4							5.5	
	n		157			201							192		114				185							147	
Extent courses challenged students to do best work (1="Not at all" to 7="Very much").	SD		1.0			1.2							1.1		1.0				1.3							1.1	
	SE		.08			.09							.08		.09				.09							.09	
	CI up bnd		5.9			5.8							5.6		6.0				5.6							5.7	
	CI low bnd		5.6			5.4							5.3		5.7				5.3							5.3	
Academic Emphasis	Mean		3.3			3.1							3.0		3.4				3.2							3.0	
	n		147			190							188		107				181							141	
Perceived inst. emphasis on spending time studying and on acad. work (1 = "Very little" to 4 = "Very much").	SD		0.8			0.7							0.8		0.7				0.7							0.7	
	SE		.06			.05							.06		.07				.05							.06	
	CI up bnd		3.5			3.2							3.1		3.5				3.3							3.2	
	CI low bnd		3.2			3.0							2.9		3.3				3.1							2.9	
Learning with Peers																											
Collaborative Learning	Mean		31.3			32.0							29.3		32.8				35.5							33.5	
	n		178			235							213		124				199							170	
	SD		13.4			13.2							12.2		13.9				13.3							13.3	
	SE		1.01			.86							.84		1.25				.94							1.02	
	CI up bnd		33.2			33.7							31.0		35.3				37.3							35.5	
	CI low bnd		29.3			30.3							27.7		30.4				33.6							31.5	
Discussions with Diverse Others	Mean		46.0			44.8							44.2		47.5				45.2							45.6	
	n		158			204							190		114				185							144	
	SD		15.1			13.4							14.2		13.9				13.3							14.2	
	SE		1.20			.94							1.03		1.30				.98							1.18	
	CI up bnd		48.3			46.7							46.2		50.0				47.1							47.9	
	CI low bnd		43.6			43.0							42.2		44.9				43.3							43.2	

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).

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Stetson University

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Experiences with Faculty																									
Student-Faculty Interaction	Mean		21.1			22.3							28.5		32.8			30.4							33.6
	n		169			226							202		118			196							154
	SD		15.7			14.5							14.1		16.5			14.2							15.3
	SE		1.21			.96							.99		1.52			1.01							1.23
	CI up bnd		23.4			24.2							30.4		35.8			32.3							36.0
	CI low bnd		18.7			20.4							26.5		29.8			28.4							31.1
Effective Teaching Practices																									
Effective Teaching Practices	Mean		43.0			39.9							43.1		42.5			41.6							44.1
	n		169			229							197		119			195							152
	SD		12.6			13.2							13.1		13.3			12.4							11.4
	SE		.97			.87							.93		1.22			.88							.93
	CI up bnd		44.9			41.7							44.9		44.9			43.4							45.9
	CI low bnd		41.1			38.2							41.3		40.1			39.9							42.3
Campus Environment																									
Quality of Interactions	Mean		42.4			42.4							45.2		42.4			40.1							41.9
	n		154			195							185		111			184							140
	SD		10.7			11.8							10.4		10.2			11.2							11.1
	SE		.86			.85							.77		.97			.83							.94
	CI up bnd		44.0			44.1							46.7		44.3			41.8							43.7
	CI low bnd		40.7			40.8							43.7		40.5			38.5							40.1
Supportive Environment																									
Supportive Environment	Mean		43.6			40.0							40.2		39.3			39.5							36.5
	n		147			189							187		108			180							141
	SD		11.4			13.3							12.9		13.6			12.5							13.5
	SE		.94			.96							.95		1.31			.93							1.13
	CI up bnd		45.5			41.9							42.0		41.8			41.3							38.8
	CI low bnd		41.8			38.1							38.3		36.7			37.7							34.3

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 2024 Multi-Year Report

Detailed Statistics: High-Impact Practices

Stetson University

First-year students														Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	
Service-Learning ^a	%		54			53							52		60				68						65		
	<i>n</i>		157			198							188		115				185						141		
	<i>SE</i>		4.0			3.6							3.7		4.6				3.4						4.0		
	<i>CI up bnd</i>		62			60							59		69				75						73		
	<i>CI low bnd</i>		46			46							45		51				61						57		
Learning Community ^a	%		11			8							12		28				30						25		
	<i>n</i>		156			200							189		115				184						146		
	<i>SE</i>		2.5			1.9							2.3		4.2				3.4						3.6		
	<i>CI up bnd</i>		16			11							16		37				36						32		
	<i>CI low bnd</i>		6			4							7		20				23						18		
Research with Faculty ^a	%		5			2							6		58				54						59		
	<i>n</i>		153			200							188		114				185						146		
	<i>SE</i>		1.8			0.9							1.7		4.6				3.7						4.1		
	<i>CI up bnd</i>		9			3							10		67				62						67		
	<i>CI low bnd</i>		2			0							3		49				47						51		
Internship or Field Experience ^b	%		68			73							76		63				62						58		
	<i>n</i>		156			200							189		114				185						147		
	<i>SE</i>		3.8			3.1							3.1		4.5				3.6						4.1		
	<i>CI up bnd</i>		75			79							82		72				69						66		
	<i>CI low bnd</i>		60			67							70		54				55						50		
Study Abroad ^b	%		46			47							45		19				23						28		
	<i>n</i>		156			200							188		113				185						145		
	<i>SE</i>		4.0			3.5							3.6		3.7				3.1						3.7		
	<i>CI up bnd</i>		54			54							52		26				30						35		
	<i>CI low bnd</i>		38			40							38		11				17						20		
Culminating Senior Experience ^b	%		70			74							69		82				80						83		
	<i>n</i>		155			200							188		113				185						144		
	<i>SE</i>		3.7			3.1							3.4		3.6				3.0						3.1		
	<i>CI up bnd</i>		78			80							76		89				85						89		
	<i>CI low bnd</i>		63			68							63		75				74						77		
Overall HIP Participation ^c																											
Participated in one HIP	%		47			49							41		12				15						9		
	<i>n</i>		157			200							189		115				185						147		
	<i>SE</i>		4.0			3.5							3.6		3.1				2.6						2.3		
	<i>CI up bnd</i>		55			56							48		18				20						13		
	<i>CI low bnd</i>		39			42							34		6				10						4		
Participated in two or more HIPs	%		11			6							12		88				83						88		
	<i>n</i>		157			200							189		115				185						147		
	<i>SE</i>		2.5			1.7							2.4		3.1				2.8						2.7		
	<i>CI up bnd</i>		15			10							17		94				88						93		
	<i>CI low bnd</i>		6			3							8		82				78						83		

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.