NSSE 2017
Multi-Year Report

Grambling 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.

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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										
2014	10%	+/- 10.9%	73	40	33	12%	+/- 9.9%	87	62	25
2015										
2016										
2017	14%	+/- 6.7%	188	101	87	18%	+/- 8.1%	121	82	39
2018										
2019										
2020										

Administration Details by Participation Year

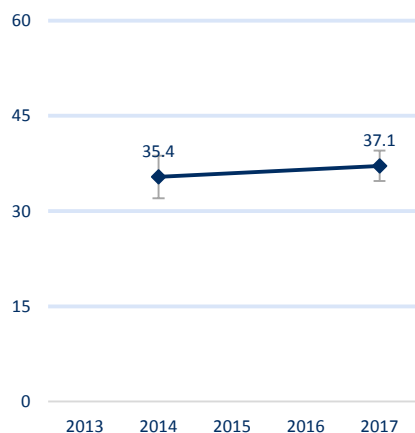| Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013							
2014	Email	Census	No	None	No	No	Yes
2015							
2016							
2017	Email	Census	No	Academic Advising	No	No	No
2018							
2019							
2020							

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.

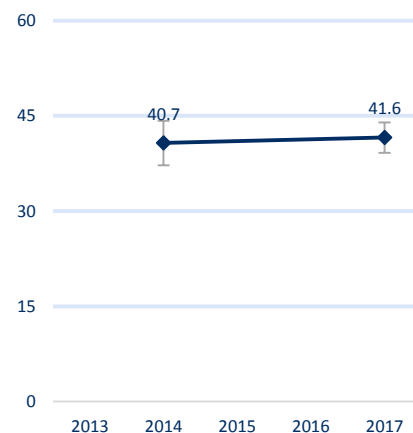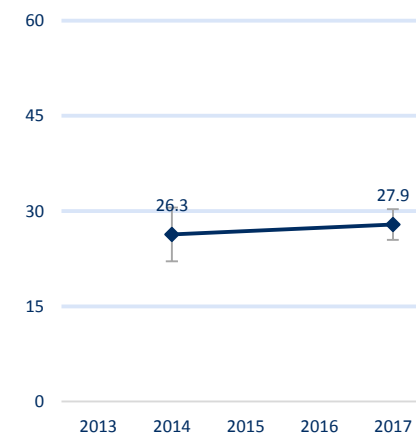## Academic Challenge: First-year students

Higher-Order Learning
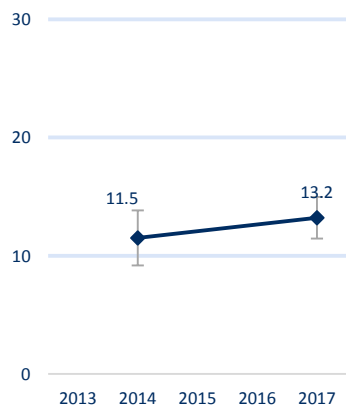

35.4   37.1

Reflective & Integrative Learning

34.2   32.2

Learning Strategies

40.7   41.6
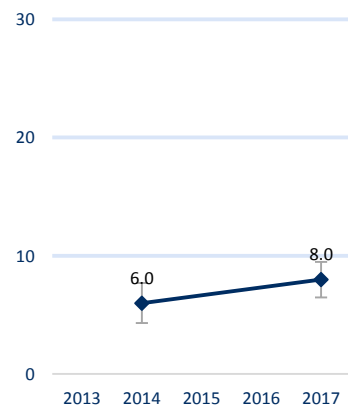
Quantitative Reasoning

26.3   27.9

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

11.5   13.2

Course Reading (hrs/wk)[a]

6.0   8.0

Assigned Writing (pages)[a]

37.3   94.9

Course Challenge[b]

5.5   5.7

Academic Emphasis[c]

3.1   2.9

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
## Grambling 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.
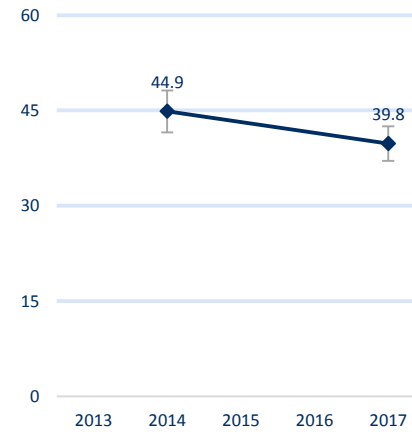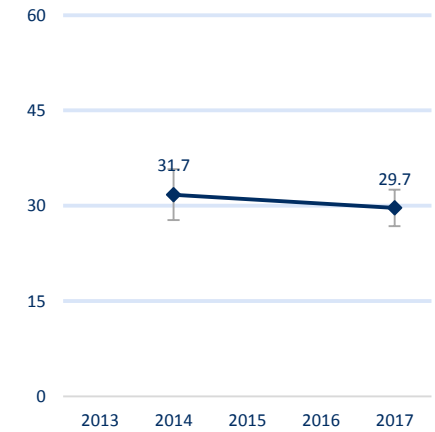
Academic Challenge: Seniors

Higher-Order Learning
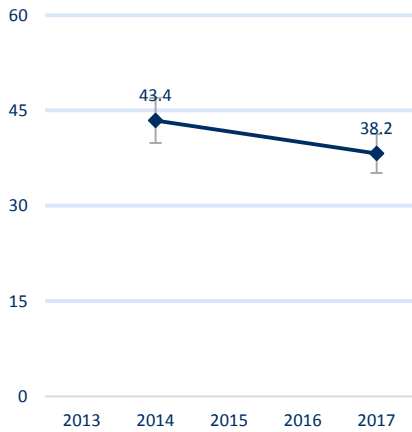
Reflective & Integrative Learning
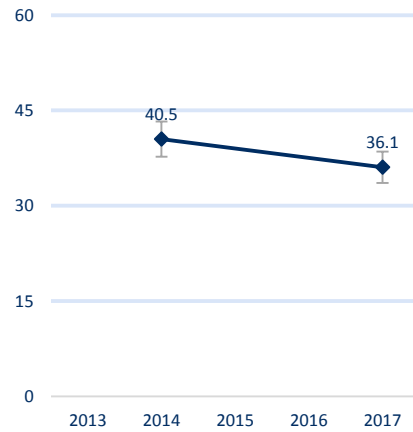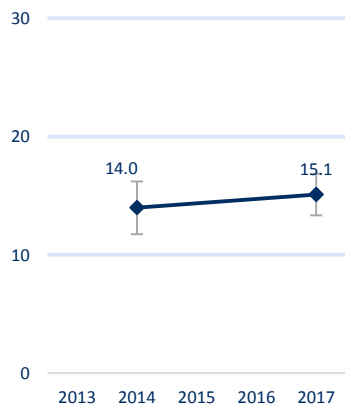

Learning Strategies

Quantitative Reasoning

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

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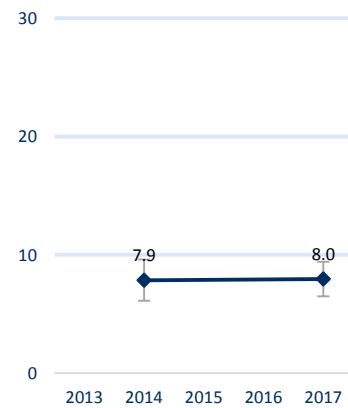
Assigned Writing (pages)[a]
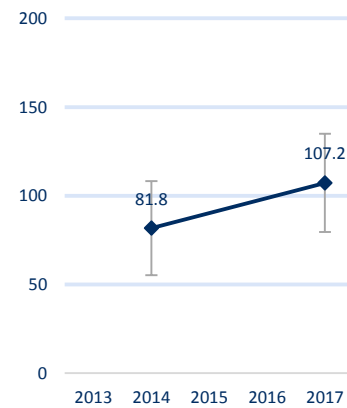
Course Challenge[b]
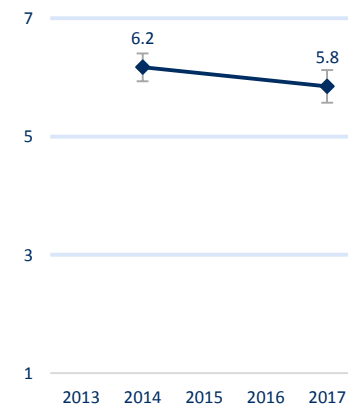
Academic Emphasis[c]
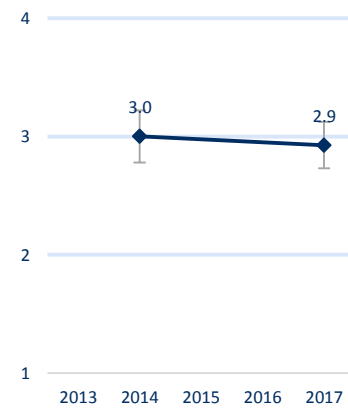
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying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

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
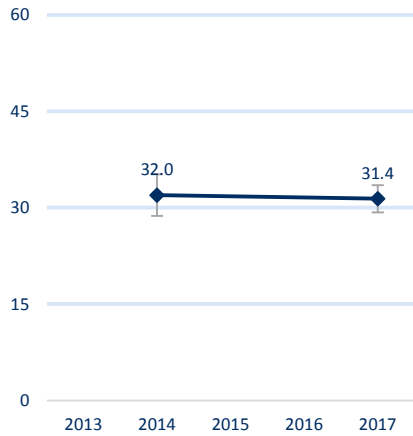
Discussions with Diverse Others
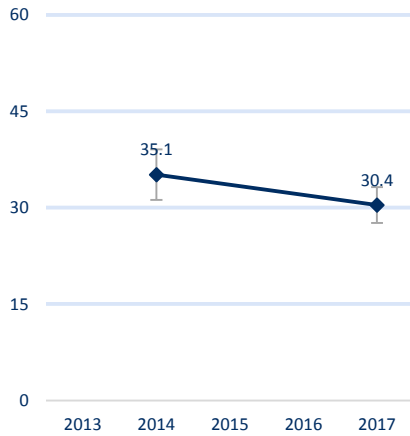
Experiences with Faculty: First-year students

Student-Faculty Interaction
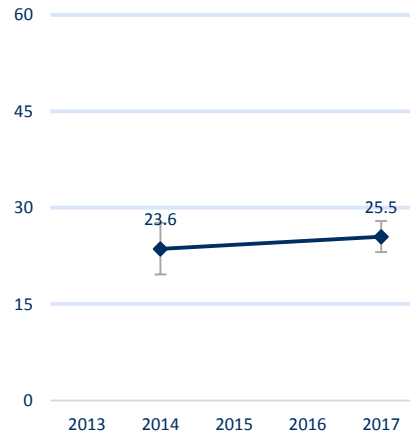
Effective Teaching Practices

Campus Environment: First-year students

Quality of Interactions
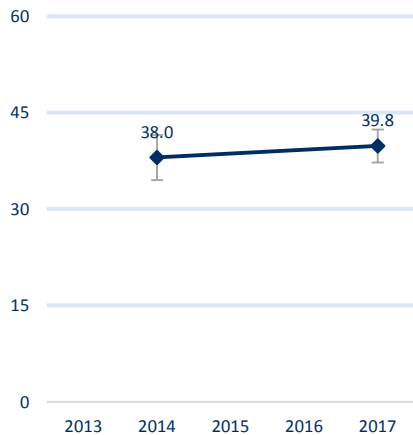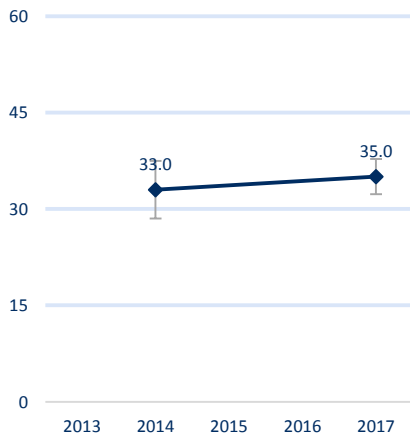
Supportive Environment

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Engagement Results by Theme
Grambling State University

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

Learning with Peers: Seniors

Collaborative Learning
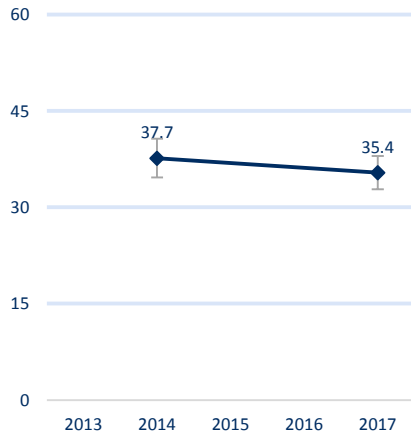
Discussions with Diverse Others
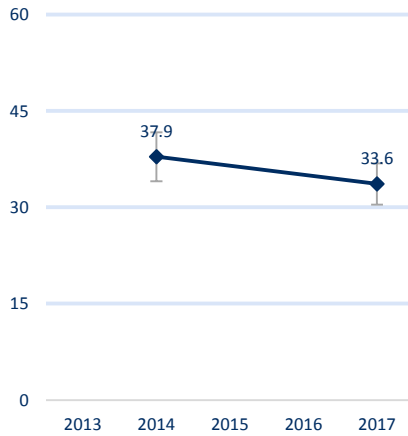
Experiences with Faculty: Seniors

Student-Faculty Interaction
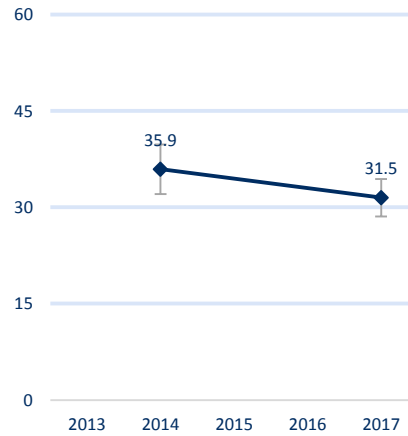
Effective Teaching Practices
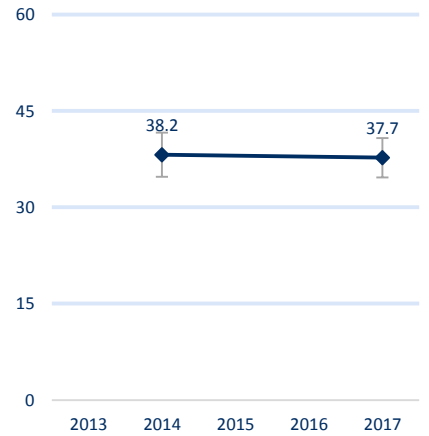
Campus Environment: Seniors

Quality of Interactions
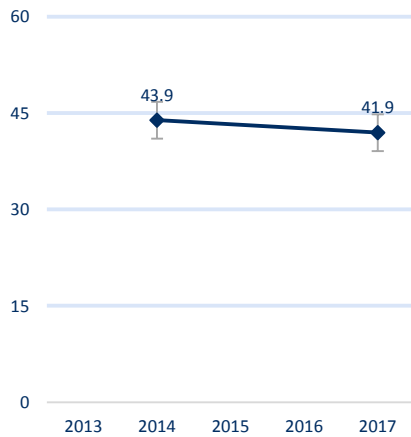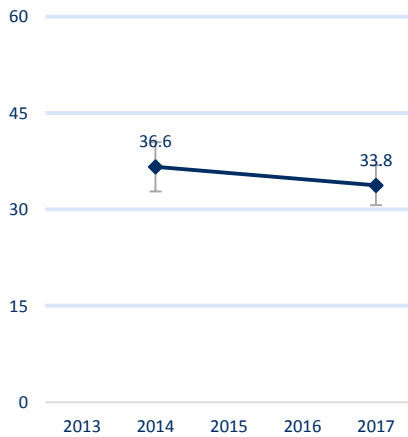
Supportive Environment

Due to their positive associations with student learning and retention, 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)
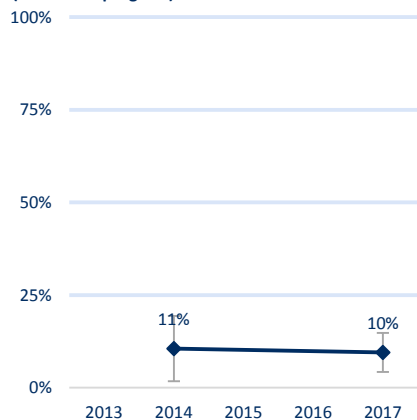
Service-Learning
(Some, most, or all courses)
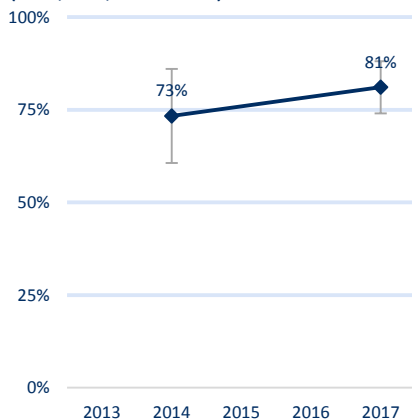
Research with Faculty
(Done or in progress)
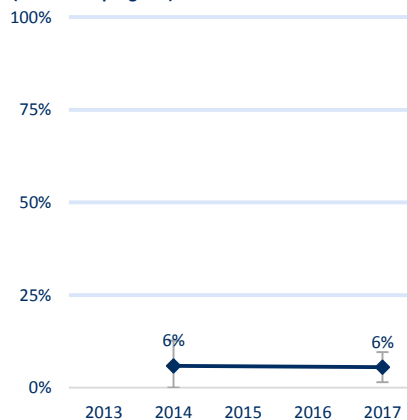
Internship/Field Experience
(Plan to do)
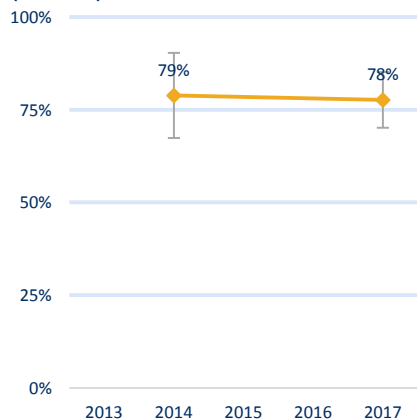
Study Abroad
(Plan to do)
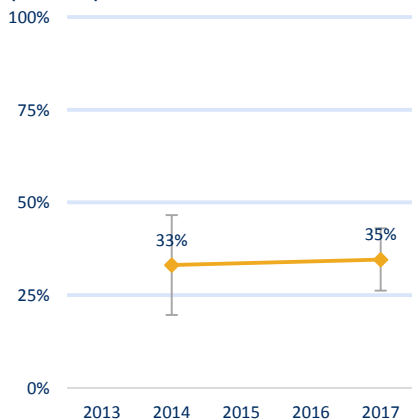
Culminating Senior Experience
(Plan to do)
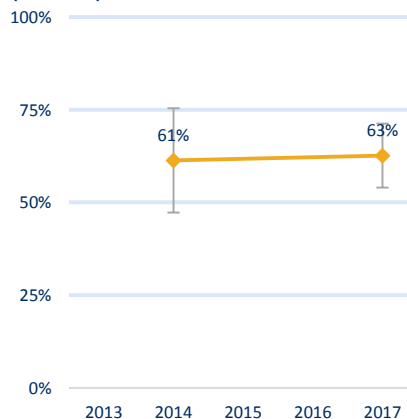
Overall first-year HIP participation

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.

Participated in two or more HIPs
Participated in one HIP

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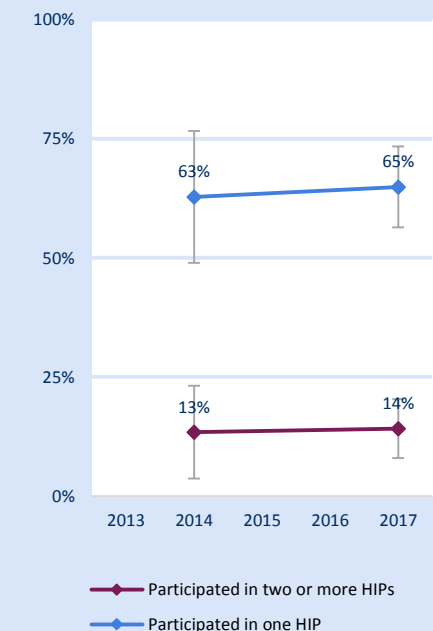
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

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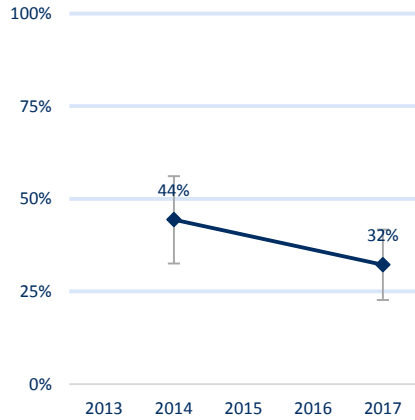
Service-Learning
(Some, most, or all courses)
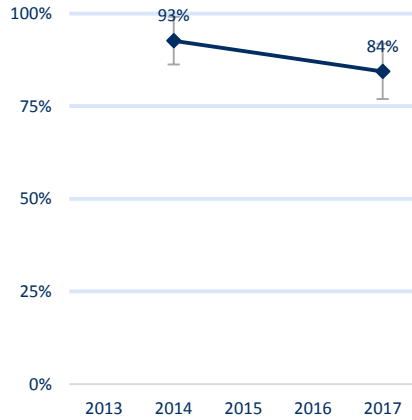
Research with Faculty
(Done or in progress)
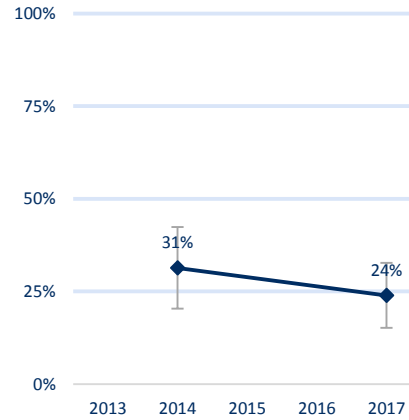
Internship/Field Experience
(Done or in progress)
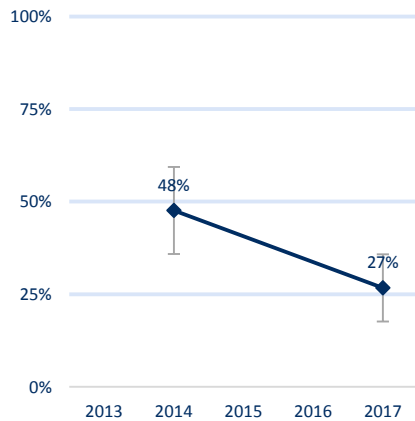
Study Abroad
(Done or in progress)
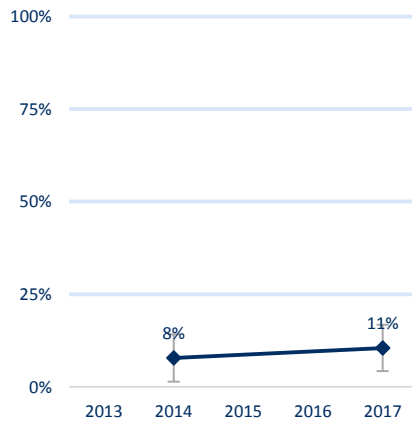
Culminating Senior Experience
(Done or in progress)
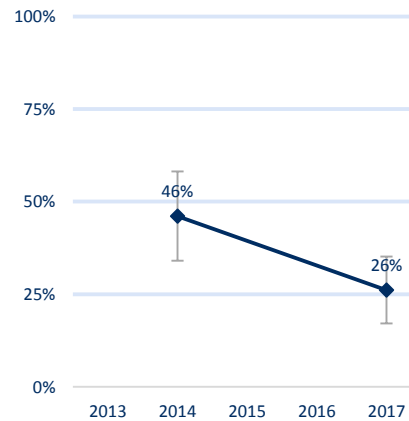
Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.

— Participated in two or more HIPs
— Participated in one HIP
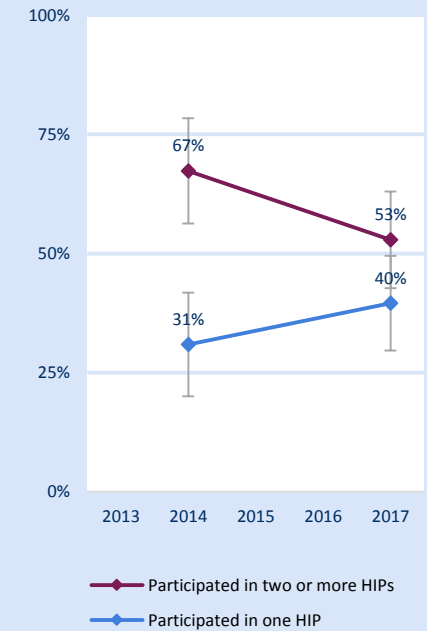
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Detailed Statistics: Engagement Indicators and Additional Items
Grambling State University

		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		**35.4**			**37.1**					**43.4**			**38.2**			
	n		52			153					77			99			
	SD		12.3			15.0					16.0			15.6			
	SE		1.71			1.21					1.82			1.57			
	CI upper bound		38.7			39.5					47.0			41.3			
	CI lower bound		32.0			34.7					39.9			35.1			
Reflective & Integrative Learning	Mean		**34.2**			**32.2**					**40.5**			**36.1**			
	n		59			168					81			107			
	SD		13.4			11.2					12.7			12.9			
	SE		1.74			.87					1.42			1.25			
	CI upper bound		37.6			33.9					43.3			38.5			
	CI lower bound		30.8			30.5					37.7			33.6			
Learning Strategies	Mean		**40.7**			**41.6**					**44.9**			**39.8**			
	n		47			117					63			91			
	SD		12.3			13.1					13.4			13.3			
	SE		1.79			1.22					1.68			1.39			
	CI upper bound		44.2			44.0					48.1			42.5			
	CI lower bound		37.2			39.2					41.6			37.0			
Quantitative Reasoning	Mean		**26.3**			**27.9**					**31.7**			**29.7**			
	n		53			148					78			104			
	SD		15.8			15.0					18.0			15.0			
	SE		2.16			1.23					2.04			1.47			
	CI upper bound		30.6			30.3					35.7			32.5			
	CI lower bound		22.1			25.5					27.7			26.8			
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean		**11.5**			**13.2**					**14.0**			**15.1**			
	n		42			108					62			84			
	SD		7.7			9.3					8.9			8.2			
	SE		1.19			.90					1.14			.90			
	CI upper bound		13.8			15.0					16.2			16.9			
	CI lower bound		9.2			11.5					11.8			13.3			
Course Reading Estimated hours per week calculated from two survey questions.	Mean		**6.0**			**8.0**					**7.9**			**8.0**			
	n		41			105					60			82			
	SD		5.6			7.8					6.9			6.7			
	SE		.87			.76					.89			.74			
	CI upper bound		7.7			9.5					9.6			9.4			
	CI lower bound		4.3			6.5					6.1			6.5			

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*		**37.3**			**94.9**					**81.8**			**107.2**			
Estimated number of pages	*n*		48			120					64			91			
calculated from three survey	*SD*		44.0			111.0					108.3			134.5			
questions.	*SE*		6.36			10.13					13.52			14.11			
	CI upper bound		49.7			114.7					108.3			134.9			
	CI lower bound		24.8			75.0					55.3			79.6			
Course Challenge	*Mean*		**5.5**			**5.7**					**6.2**			**5.8**			
Extent to which courses challenged	*n*		47			119					68			93			
students to do their best work (1 =	*SD*		1.2			1.4					1.0			1.4			
"Not at all" to 7 = "Very much").	*SE*		.17			.13					.12			.14			
	CI upper bound		5.9			5.9					6.4			6.1			
	CI lower bound		5.2			5.4					5.9			5.6			
Academic Emphasis	*Mean*		**3.1**			**2.9**					**3.0**			**2.9**			
Perceived institutional emphasis on	*n*		41			110					62			84			
spending significant time studying	*SD*		0.7			0.9					0.9			0.9			
and on academic work (1 = "Very	*SE*		.12			.08					.11			.10			
little," 2 = "Some," 3 = "Quite a bit,"	*CI upper bound*		3.3			3.1					3.2			3.1			
and 4 = "Very much").	*CI lower bound*		2.9			2.8					2.8			2.7			
Learning with Peers																	
Collaborative Learning	*Mean*		**32.0**			**31.4**					**37.7**			**35.4**			
	n		64			176					84			110			
	SD		13.2			14.3					14.1			13.9			
	SE		1.65			1.08					1.54			1.32			
	CI upper bound		35.2			33.5					40.7			38.0			
	CI lower bound		28.7			29.3					34.6			32.8			
Discussions with Diverse Others	*Mean*		**35.1**			**30.4**					**37.9**			**33.6**			
	n		47			121					68			92			
	SD		13.8			15.7					16.0			15.7			
	SE		2.00			1.42					1.94			1.64			
	CI upper bound		39.1			33.2					41.7			36.9			
	CI lower bound		31.2			27.6					34.1			30.4			

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
Experiences with Faculty																	
Student-Faculty Interaction	Mean		**23.6**			**25.5**					**35.9**			**31.5**			
	n		55			157					79			105			
	SD		15.2			15.5					17.5			15.2			
	SE		2.05			1.23					1.97			1.48			
	CI upper bound		27.6			27.9					39.8			34.4			
	CI lower bound		19.6			23.1					32.1			28.6			
Effective Teaching Practices	Mean		**32.6**			**34.3**					**38.2**			**37.7**			
	n		54			155					80			105			
	SD		14.8			15.7					15.7			16.0			
	SE		2.02			1.26					1.75			1.56			
	CI upper bound		36.6			36.7					41.6			40.8			
	CI lower bound		28.7			31.8					34.7			34.7			
Campus Environment																	
Quality of Interactions	Mean		**38.0**			**39.8**					**43.9**			**41.9**			
	n		47			118					67			92			
	SD		12.2			14.2					12.0			14.0			
	SE		1.78			1.31					1.46			1.46			
	CI upper bound		41.5			42.4					46.8			44.8			
	CI lower bound		34.5			37.2					41.0			39.1			
Supportive Environment	Mean		**33.0**			**35.0**					**36.6**			**33.8**			
	n		41			106					61			83			
	SD		14.5			14.3					15.3			14.5			
	SE		2.28			1.40					1.96			1.59			
	CI upper bound		37.5			37.8					40.5			36.9			
	CI lower bound		28.5			32.3					32.8			30.6			

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).

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		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Learning Community[a]	%		11			10					44			32			
	n		48			121					69			94			
	SE		4.5			2.7					6.0			4.8			
	CI upper bound (%)		19			15					56			42			
	CI lower bound (%)		2			4					33			23			
Service-Learning[a]	%		73			81					93			84			
	n		48			120					64			92			
	SE		6.5			3.6					3.3			3.8			
	CI upper bound (%)		86			88					99			92			
	CI lower bound (%)		61			74					86			77			
Research with Faculty[a]	%		6			6					31			24			
	n		46			122					69			92			
	SE		3.5			2.1					5.6			4.5			
	CI upper bound (%)		13			10					42			33			
	CI lower bound (%)		0			1					20			15			
Internship or Field Experience (First-year results: Plan to do)	%		79			78					48			27			
	n		49			120					70			93			
	SE		5.9			3.8					6.0			4.6			
	CI upper bound (%)		90			85					59			36			
	CI lower bound (%)		67			70					36			18			
Study Abroad (First-year results: Plan to do)	%		33			35					8			11			
	n		48			123					69			93			
	SE		6.9			4.3					3.2			3.2			
	CI upper bound (%)		47			43					14			17			
	CI lower bound (%)		20			26					1			4			
Culminating Senior Experience (First-year results: Plan to do)	%		61			63					46			26			
	n		47			121					67			92			
	SE		7.2			4.4					6.1			4.6			
	CI upper bound (%)		75			71					58			35			
	CI lower bound (%)		47			54					34			17			
Overall HIP Participation[b]																	
Participated in one HIP	%		63			65					31			40			
	n		48			123					70			94			
	SE		7.1			4.3					5.6			5.1			
	CI upper bound (%)		77			73					42			49			
	CI lower bound (%)		49			56					20			30			
Participated in two or more HIPs	%		13			14					67			53			
	n		48			123					70			94			
	SE		5.0			3.2					5.6			5.2			
	CI upper bound (%)		23			20					78			63			
	CI lower bound (%)		4			8					56			43			

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