
NSSE 2020
Multi-Year Report
Ferris 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, 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 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	32%	+/- 5.1%	254	212	42	32%	+/- 2.9%	764	659	105
2015										
2016	20%	+/- 7.3%	143	105	38	22%	+/- 3.5%	617	511	106
2017										
2018	28%	+/- 6.4%	170	135	35	22%	+/- 3.3%	694	590	104
2019										
2020	20%	+/- 7.5%	136	102	34	16%	+/- 3.7%	596	508	88

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	Academic Advising, Transferable Skills	No	No	Yes
2015							
2016	Email	Census	Yes	Learning with Tech, Information Literacy	No	No	No
2017							
2018	Email	Census	Yes	Transferable Skills, FY Experiences / Sr Transitions	No	No	No
2019							
2020	Email	Census	Yes	Academic Advising, Transferable Skills	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 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.

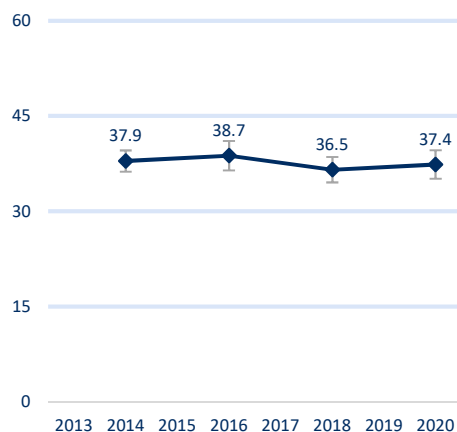
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

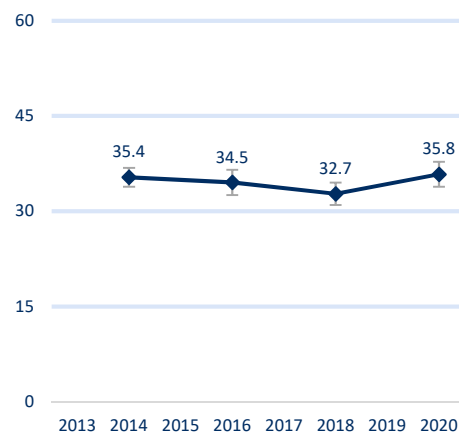
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

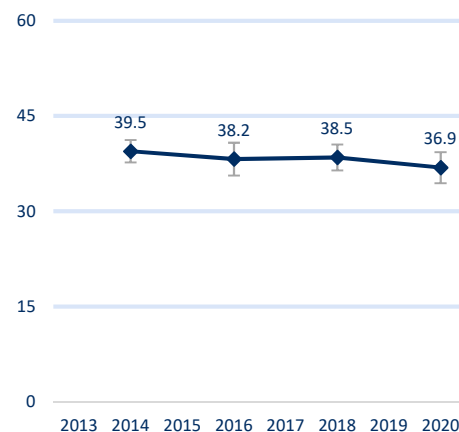
Higher-Order Learning



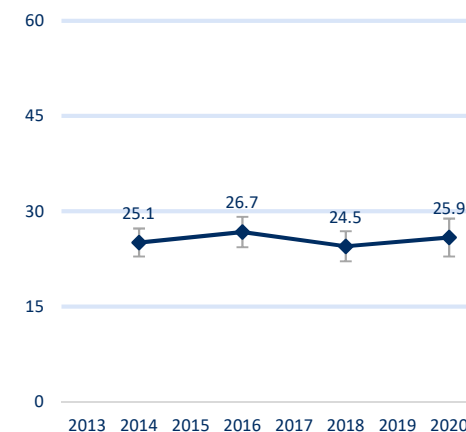
Reflective & Integrative Learning



Learning Strategies

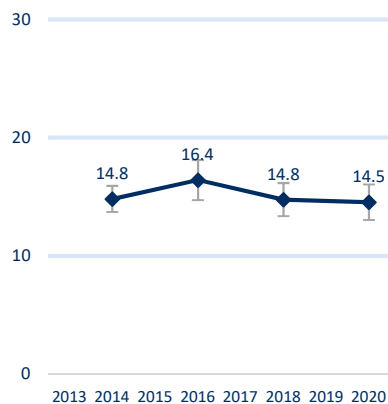


Quantitative Reasoning

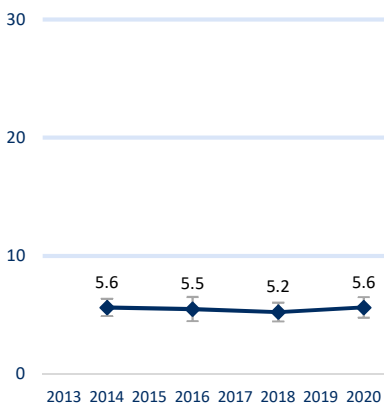


Academic Challenge (additional items): First-year students

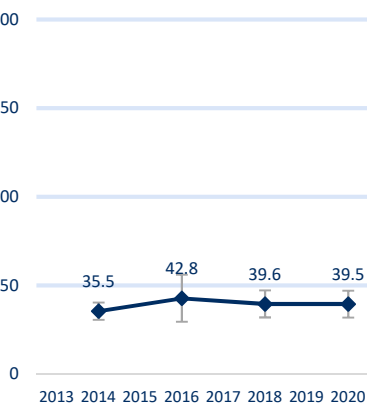
Preparing for Class (hrs/wk)



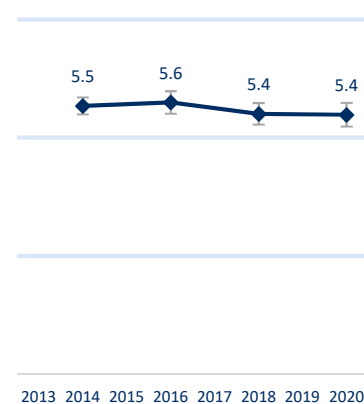
Course Reading (hrs/wk)^a



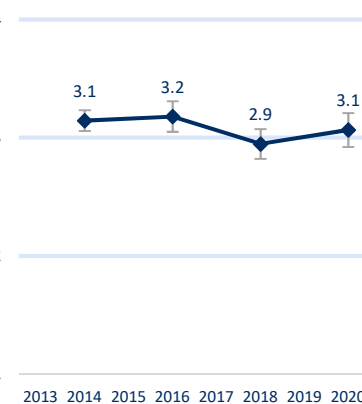
Assigned Writing (pages)^a



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").

NSSE 2020 Multi-Year Report

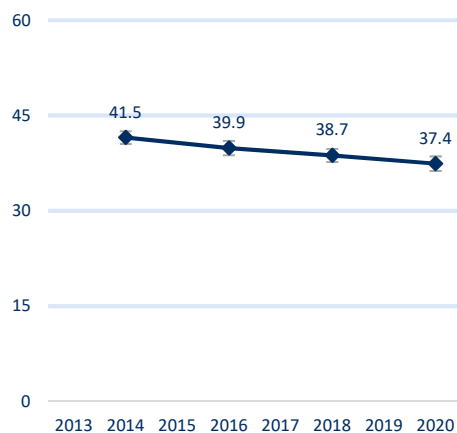
Engagement Results by Theme

Ferris State University

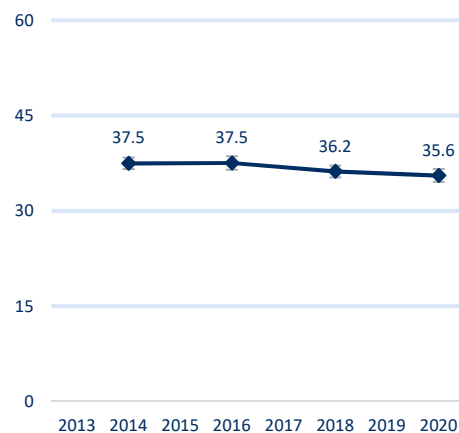
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

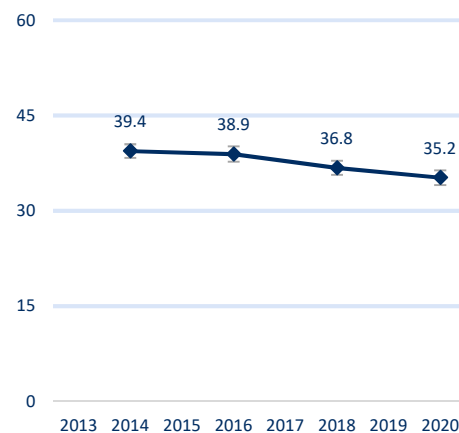
Higher-Order Learning



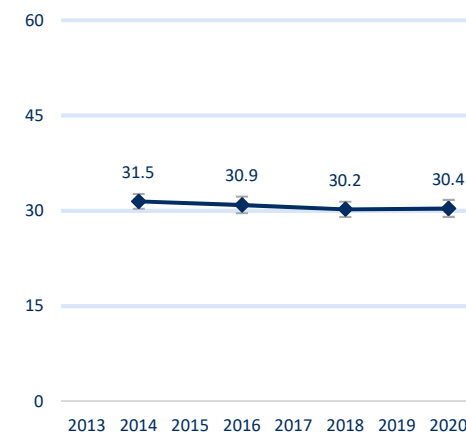
Reflective & Integrative Learning



Learning Strategies

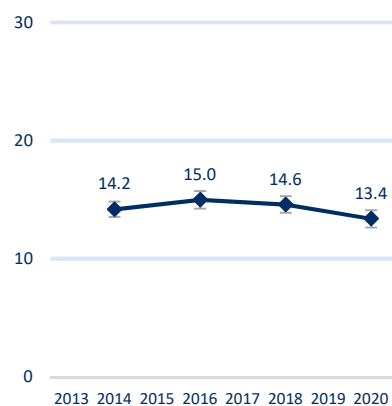


Quantitative Reasoning

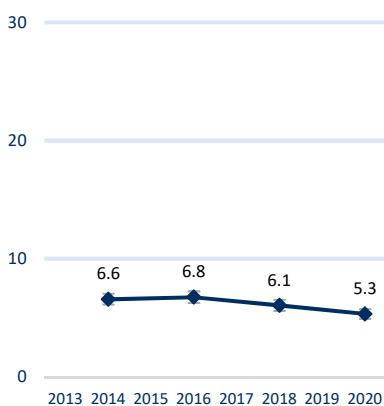


Academic Challenge (additional items): Seniors

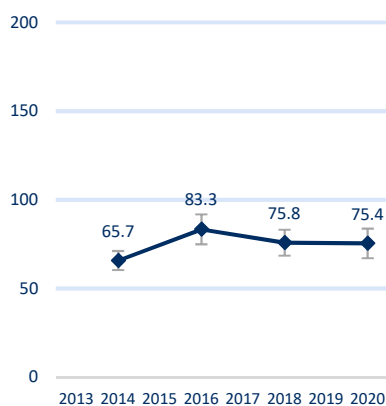
Preparing for Class (hrs/wk)



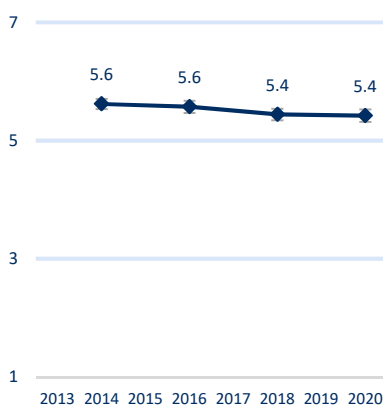
Course Reading (hrs/wk)^a



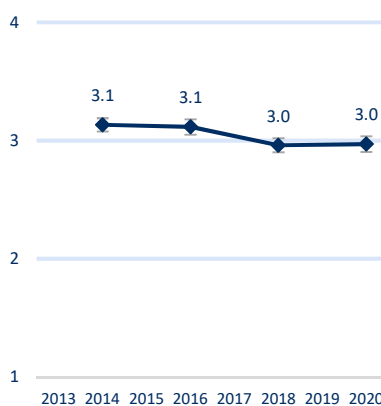
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

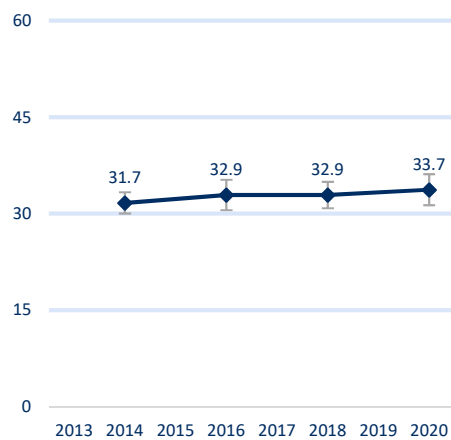
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

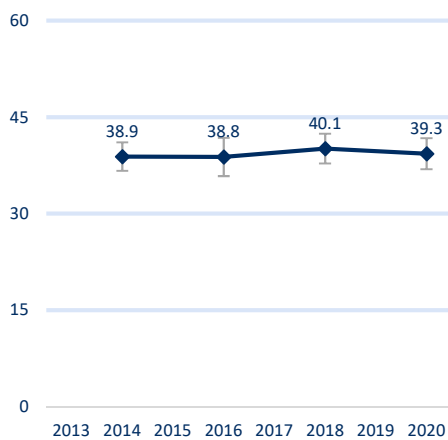
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

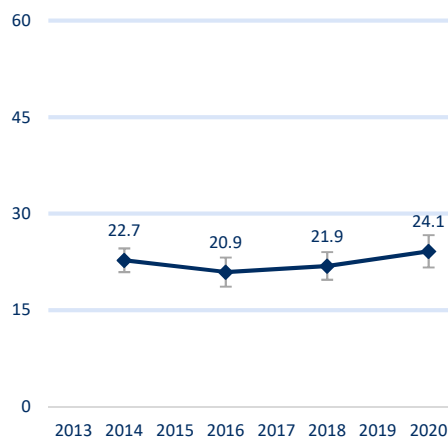


Discussions with Diverse Others

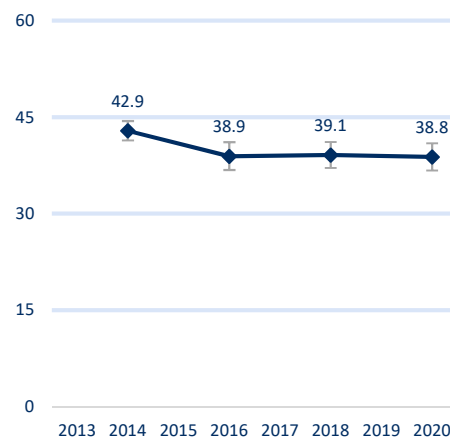


Experiences with Faculty: First-year students

Student-Faculty Interaction

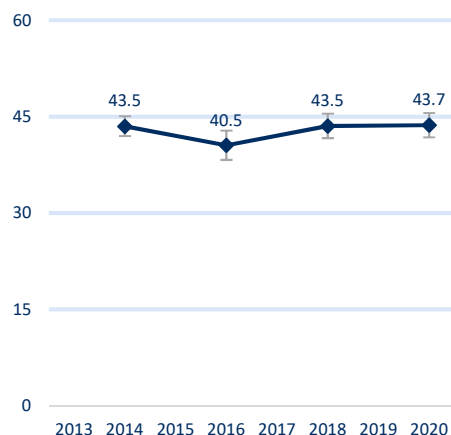


Effective Teaching Practices

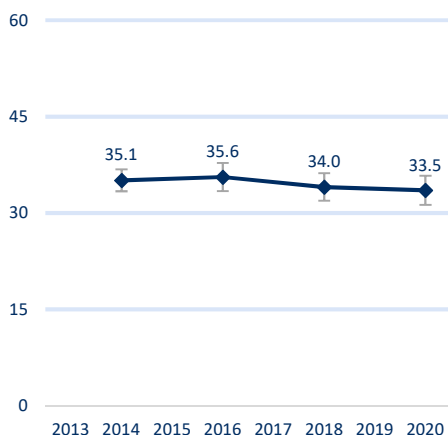


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2020 Multi-Year Report

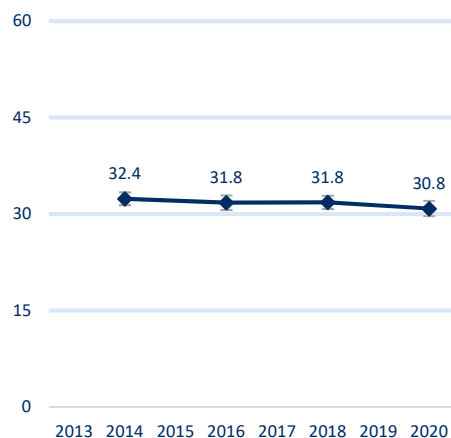
Engagement Results by Theme

Ferris State University

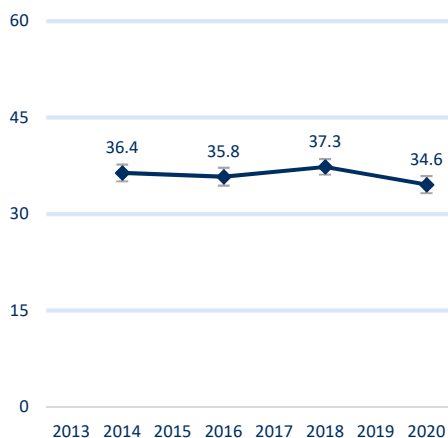
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

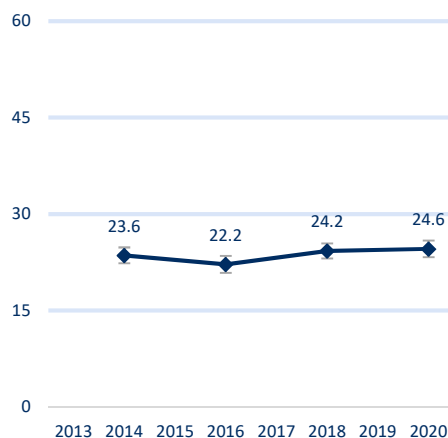


Discussions with Diverse Others

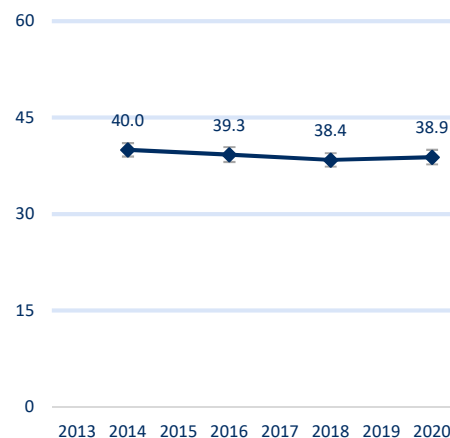


Experiences with Faculty: Seniors

Student-Faculty Interaction

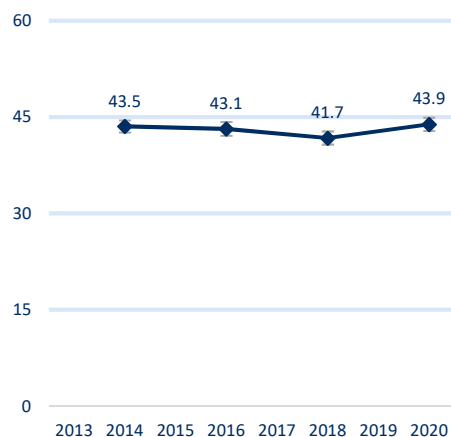


Effective Teaching Practices

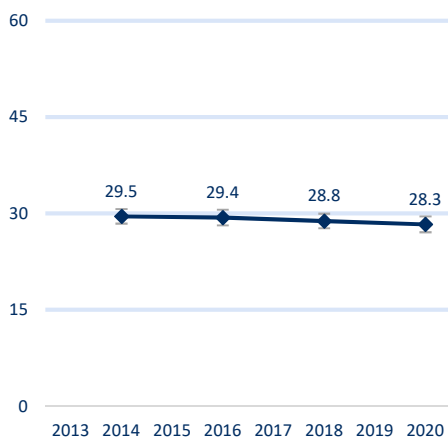


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

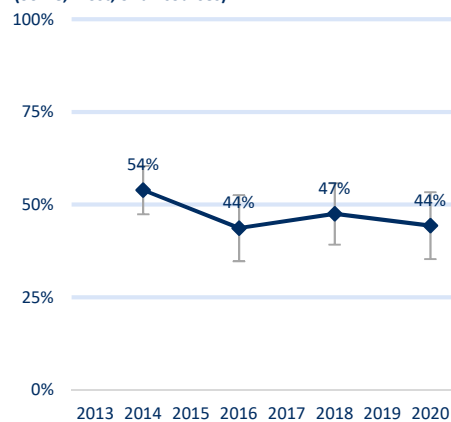


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

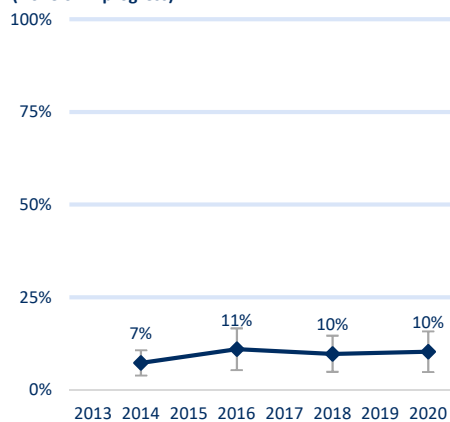
Service-Learning

(Some, most, or all courses)



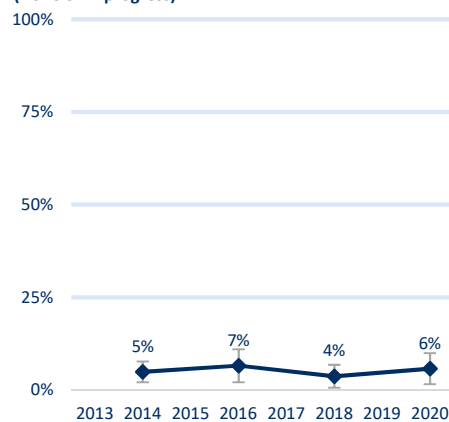
Learning Community

(Done or in progress)



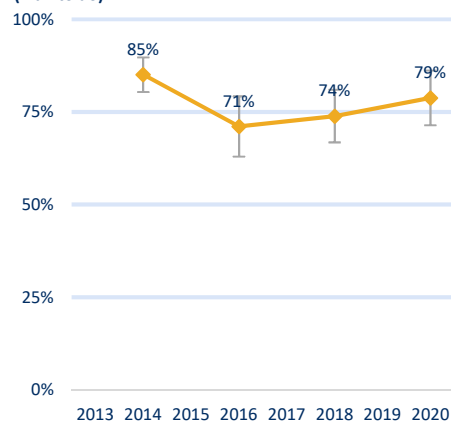
Research with Faculty

(Done or in progress)



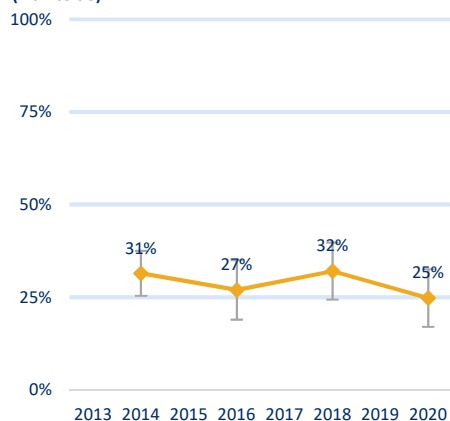
Internship/Field Experience

(Plan to do)



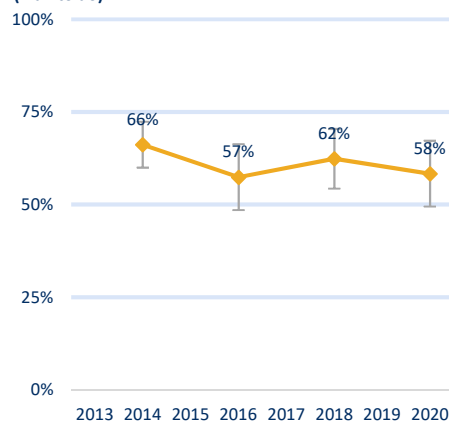
Study Abroad

(Plan to do)



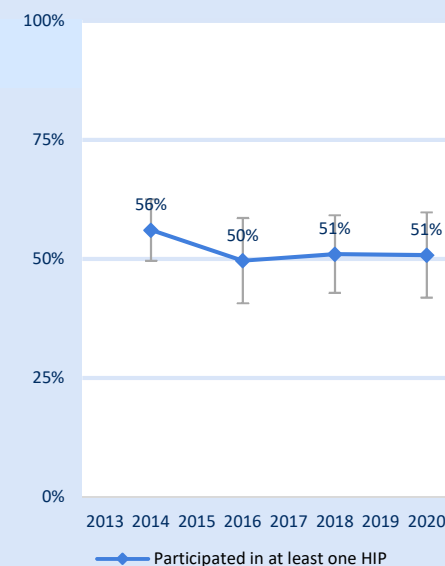
Culminating Senior Experience

(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.

NSSE 2020 Multi-Year Report

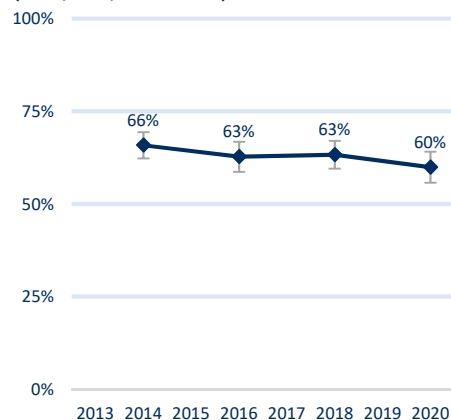
High-Impact Practices Ferris State University

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

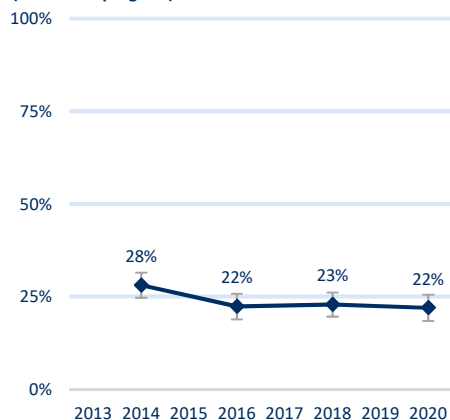
Service-Learning

(Some, most, or all courses)



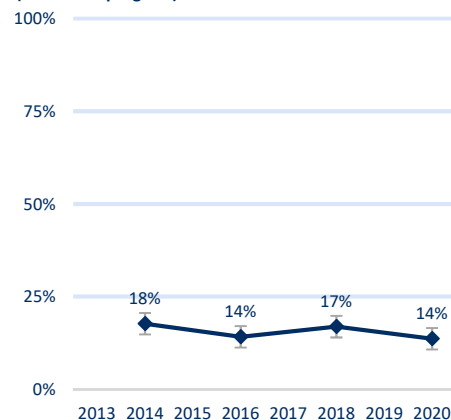
Learning Community

(Done or in progress)



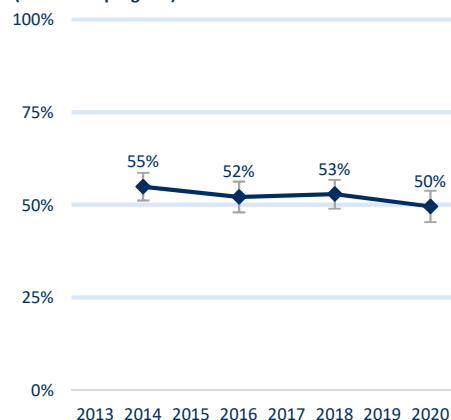
Research with Faculty

(Done or in progress)



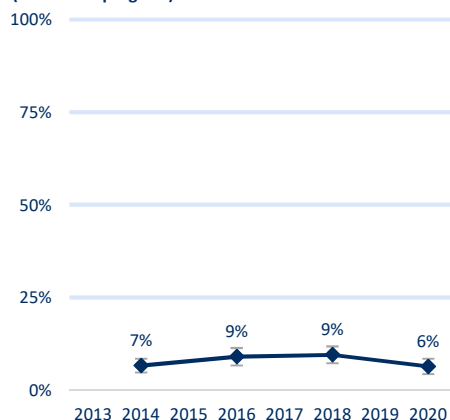
Internship/Field Experience

(Done or in progress)



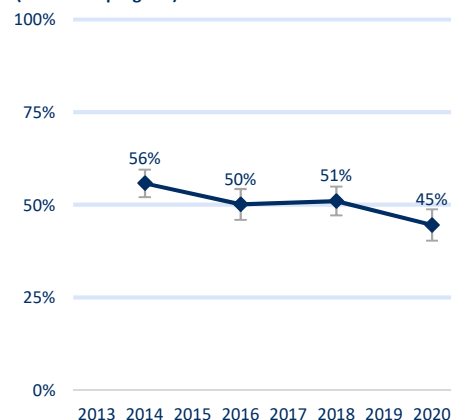
Study Abroad

(Done or in progress)



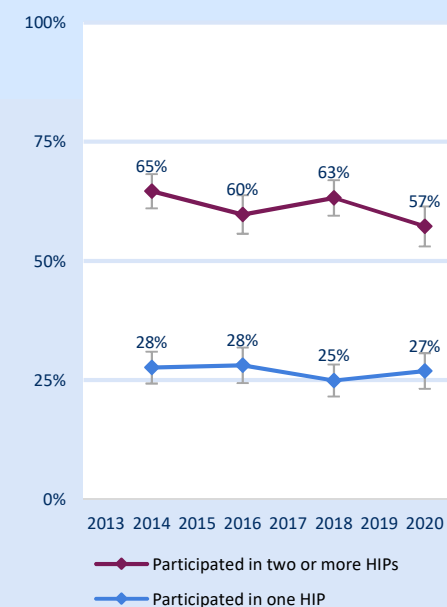
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Ferris 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	Mean		37.9		38.7		36.5		37.4		41.5		39.9		38.7		37.4
	n		233		128		152		124		705		563		644		550
	SD		13.1		13.4		12.6		12.7		13.5		13.8		13.5		13.7
	SE		.86		1.18		1.02		1.14		.51		.58		.53		.58
	CI upper bound		39.6		41.1		38.5		39.6		42.5		41.0		39.8		38.6
	CI lower bound		36.2		36.4		34.5		35.1		40.5		38.7		37.7		36.3
Reflective & Integrative Learning	Mean		35.4		34.5		32.7		35.8		37.5		37.5		36.2		35.6
	n		239		135		162		126		730		583		665		571
	SD		11.7		11.9		11.4		11.2		12.5		12.9		12.3		12.3
	SE		.76		1.02		.90		1.00		.46		.53		.48		.51
	CI upper bound		36.8		36.5		34.5		37.8		38.4		38.6		37.1		36.6
	CI lower bound		33.9		32.5		31.0		33.8		36.6		36.5		35.3		34.6
Learning Strategies	Mean		39.5		38.2		38.5		36.9		39.4		38.9		36.8		35.2
	n		222		120		148		118		670		551		636		530
	SD		13.4		14.5		12.6		13.6		14.2		14.6		14.1		13.8
	SE		.90		1.32		1.04		1.25		.55		.62		.56		.60
	CI upper bound		41.2		40.8		40.5		39.3		40.5		40.2		37.9		36.4
	CI lower bound		37.7		35.6		36.4		34.4		38.3		37.7		35.7		34.1
Quantitative Reasoning	Mean		25.1		26.7		24.5		25.9		31.5		30.9		30.2		30.4
	n		239		128		148		121		711		579		638		537
	SD		17.3		13.9		14.8		16.7		15.9		16.0		15.6		15.8
	SE		1.12		1.22		1.21		1.52		.60		.67		.62		.68
	CI upper bound		27.3		29.1		26.8		28.8		32.7		32.2		31.4		31.7
	CI lower bound		22.9		24.3		22.1		22.9		30.3		29.6		29.0		29.1
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean		14.8		16.4		14.8		14.5		14.2		15.0		14.6		13.4
	n		217		111		140		115		661		529		618		525
	SD		8.3		9.2		8.5		8.2		8.6		8.8		8.8		8.5
	SE		.56		.87		.72		.77		.34		.38		.36		.37
	CI upper bound		15.9		18.1		16.2		16.0		14.8		15.7		15.3		14.1
	CI lower bound		13.7		14.7		13.4		13.0		13.5		14.2		13.9		12.7
Course Reading Estimated hours per week calculated from two survey questions.	Mean		5.6		5.5		5.2		5.6		6.6		6.8		6.1		5.3
	n		217		111		140		113		651		524		613		524
	SD		5.4		5.5		4.8		4.8		6.0		5.8		6.0		4.9
	SE		.37		.52		.41		.45		.24		.25		.24		.21
	CI upper bound		6.4		6.5		6.0		6.5		7.0		7.3		6.5		5.8
	CI lower bound		4.9		4.5		4.4		4.8		6.1		6.3		5.6		4.9

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

NSSE 2020 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Ferris State University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean		35.5		42.8		39.6		39.5		65.7		83.3		75.8		75.4
	n		206		116		149		118		623		527		634		535
	Estimated number of pages calculated from three survey questions.	SD	35.8		72.9		47.3		41.9		68.7		98.7		93.1		98.3
	SE	2.50		6.77		3.88		3.86		2.75		4.30		3.70		4.25	
	CI upper bound	40.4		56.0		47.2		47.1		71.1		91.7		83.0		83.7	
	CI lower bound	30.6		29.5		32.0		31.9		60.3		74.9		68.5		67.1	
Course Challenge	Mean		5.5		5.6		5.4		5.4		5.6		5.6		5.4		5.4
	n		226		121		148		120		682		561		631		537
	Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	SD	1.1		1.1		1.1		1.1		1.2		1.2		1.3		1.2
	SE	.07		.10		.09		.10		.04		.05		.05		.05	
	CI upper bound	5.7		5.8		5.6		5.6		5.7		5.7		5.5		5.5	
	CI lower bound	5.4		5.4		5.2		5.2		5.5		5.5		5.3		5.3	
Academic Emphasis	Mean		3.1		3.2		2.9		3.1		3.1		3.1		3.0		3.0
	n		217		114		141		116		667		535		628		533
	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").	SD	0.7		0.7		0.8		0.8		0.7		0.8		0.8		0.8
	SE	.04		.07		.06		.07		.03		.03		.03		.03	
	CI upper bound	3.2		3.3		3.1		3.2		3.2		3.2		3.0		3.0	
	CI lower bound	3.1		3.0		2.8		2.9		3.1		3.0		2.9		2.9	
Learning with Peers																	
Collaborative Learning	Mean		31.7		32.9		32.9		33.7		32.4		31.8		31.8		30.8
	n		243		137		165		135		734		592		676		590
	SD	13.2		14.2		13.5		14.3		13.8		14.1		13.6		14.8	
	SE	.85		1.21		1.05		1.23		.51		.58		.52		.61	
	CI upper bound	33.3		35.3		34.9		36.1		33.4		32.9		32.8		32.0	
	CI lower bound	30.0		30.5		30.8		31.3		31.4		30.6		30.8		29.7	
Discussions with Diverse Others	Mean		38.9		38.8		40.1		39.3		36.4		35.8		37.3		34.6
	n		225		121		148		120		678		550		633		538
	SD	16.9		16.7		14.4		13.5		17.3		16.7		15.5		15.7	
	SE	1.13		1.52		1.19		1.23		.66		.71		.62		.68	
	CI upper bound	41.1		41.8		42.4		41.7		37.7		37.2		38.5		35.9	
	CI lower bound	36.7		35.8		37.8		36.9		35.1		34.4		36.1		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: Engagement Indicators and Additional Items

Ferris State University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	Mean		22.7		20.9		21.9		24.1		23.6		22.2		24.2		24.6
	n		239		134		154		125		716		573		656		560
	SD		14.5		13.3		13.6		14.4		16.7		16.1		15.3		15.7
	SE		.94		1.15		1.10		1.29		.63		.67		.60		.66
	CI upper bound		24.6		23.2		24.0		26.7		24.8		23.5		25.4		25.9
	CI lower bound		20.9		18.7		19.7		21.6		22.4		20.8		23.1		23.3
Effective Teaching Practices	Mean		42.9		38.9		39.1		38.8		40.0		39.3		38.4		38.9
	n		242		131		151		122		726		579		651		552
	SD		12.0		12.7		12.7		11.9		14.4		14.3		13.7		13.6
	SE		.77		1.10		1.03		1.08		.53		.59		.54		.58
	CI upper bound		44.4		41.1		41.1		40.9		41.0		40.4		39.5		40.0
	CI lower bound		41.4		36.8		37.1		36.7		38.9		38.1		37.4		37.7
Campus Environment																	
Quality of Interactions	Mean		43.5		40.5		43.5		43.7		43.5		43.1		41.7		43.9
	n		219		114		136		112		606		496		575		469
	SD		11.6		12.4		11.3		10.2		11.7		12.2		12.5		11.3
	SE		.79		1.16		.97		.97		.48		.55		.52		.52
	CI upper bound		45.0		42.8		45.4		45.6		44.5		44.2		42.8		44.9
	CI lower bound		42.0		38.3		41.6		41.8		42.6		42.1		40.7		42.8
Supportive Environment	Mean		35.1		35.6		34.0		33.5		29.5		29.4		28.8		28.3
	n		217		112		141		116		655		526		615		522
	SD		12.8		11.9		13.0		12.4		14.6		14.4		14.3		14.2
	SE		.87		1.12		1.09		1.15		.57		.63		.58		.62
	CI upper bound		36.8		37.8		36.2		35.8		30.7		30.6		30.0		29.5
	CI lower bound		33.4		33.4		31.9		31.3		28.4		28.1		27.7		27.1

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

NSSE 2020 Multi-Year Report

Detailed Statistics: High-Impact Practices

Ferris State University

First-year students										Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning ^a	%		54		44		47		44		66		63		63		60
	n		225		120		140		117		685		554		632		531
	SE		3.3		4.6		4.2		4.6		1.8		2.1		1.9		2.1
	CI upper bound (%)		60		53		56		53		69		67		67		64
	CI lower bound (%)		47		35		39		35		62		59		59		56
Learning Community ^a	%		7		11		10		10		28		22		23		22
	n		225		120		143		120		683		558		635		529
	SE		1.7		2.9		2.5		2.8		1.7		1.8		1.7		1.8
	CI upper bound (%)		11		17		15		16		31		26		26		26
	CI lower bound (%)		4		5		5		5		25		19		20		18
Research with Faculty ^a	%		5		7		4		6		18		14		17		14
	n		225		120		142		120		683		555		632		534
	SE		1.4		2.3		1.6		2.1		1.5		1.5		1.5		1.5
	CI upper bound (%)		8		11		7		10		21		17		20		17
	CI lower bound (%)		2		2		1		2		15		11		14		11
Internship or Field Experience ^b	%		85		71		74		79		55		52		53		50
	n		226		120		148		120		687		559		636		537
	SE		2.4		4.1		3.6		3.8		1.9		2.1		2.0		2.2
	(First-year results: Plan to do) CI upper bound (%)		90		79		81		86		59		56		57		54
	CI lower bound (%)		80		63		67		71		51		48		49		45
Study Abroad ^b	%		31		27		32		25		7		9		9		6
	n		226		119		142		120		683		559		635		534
	SE		3.1		4.1		3.9		4.0		0.9		1.2		1.2		1.1
	CI upper bound (%)		38		35		40		33		8		11		12		8
	CI lower bound (%)		25		19		24		17		5		7		7		4
Culminating Senior Experience ^b	%		66		57		62		58		56		50		51		45
	n		226		120		140		120		684		556		635		534
	SE		3.2		4.5		4.1		4.5		1.9		2.1		2.0		2.2
	(First-year results: Plan to do) CI upper bound (%)		72		66		70		67		60		54		55		49
	CI lower bound (%)		60		49		54		49		52		46		47		40
Overall HIP Participation ^c																	
Participated in one HIP	%		47		40		42		43		28		28		25		27
	n		226		120		144		120		689		562		638		537
	SE		3.3		4.5		4.1		4.5		1.7		1.9		1.7		1.9
	CI upper bound (%)		54		49		51		52		31		32		28		31
	CI lower bound (%)		41		31		34		34		24		24		22		23
Participated in two or more HIPs	%		9		10		9		8		65		60		63		57
	n		226		120		144		120		689		562		638		537
	SE		1.9		2.7		2.3		2.5		1.8		2.1		1.9		2.1
	CI upper bound (%)		12		15		13		13		68		64		67		61
	CI lower bound (%)		5		4		4		3		61		56		59		53

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

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.