


2019

NSSE 2019 Multi-Year Report

National Survey of Student Engagement

Follow this and additional works at: <https://digitalcommons.unomaha.edu/oienesse>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Higher Education Commons](#)

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

National Survey of Student Engagement, "NSSE 2019 Multi-Year Report" (2019). NSSE. 20.
<https://digitalcommons.unomaha.edu/oienesse/20>

This Report is brought to you for free and open access by the Surveys and Assessment at DigitalCommons@UNO. It has been accepted for inclusion in NSSE by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.



NSSE 2019
Multi-Year Report
University of Nebraska at Omaha

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*: nsse.indiana.edu/links/webinar

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

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	20%	+/- 3.7%	547	435	112	30%	+/- 3.1%	699	603	96
2014										
2015										
2016	23%	+/- 3.6%	556	418	138	26%	+/- 4.4%	374	314	60
2017										
2018										
2019	24%	+/- 3.9%	488	364	124	16%	+/- 5.7%	245	198	47
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	Yes	Academic Advising	No	No	No
2014							
2015							
2016	Email	Census	Yes	Academic Advising, Civic Engagement	No	No	No
2017							
2018							
2019	Email	Census	Yes	Transferable Skills, Civic Engagement	No	No	No
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* reports.

NSSE 2019 Multi-Year Report

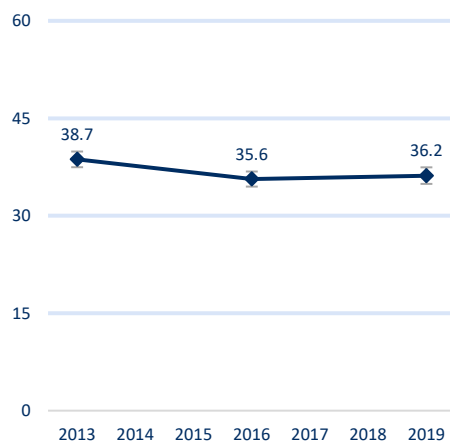
Engagement Results by Theme

University of Nebraska at Omaha

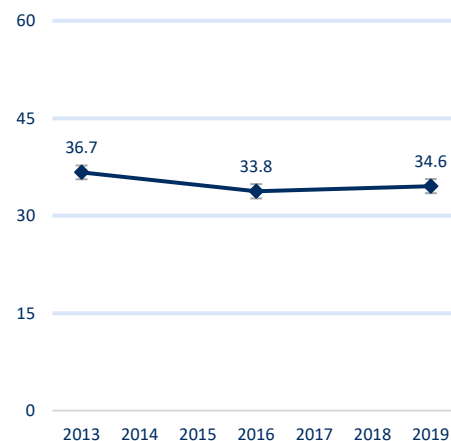
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

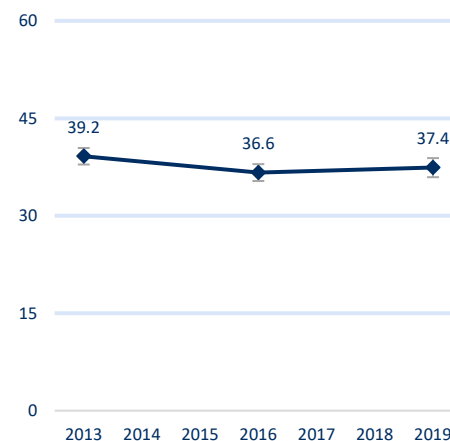
Higher-Order Learning



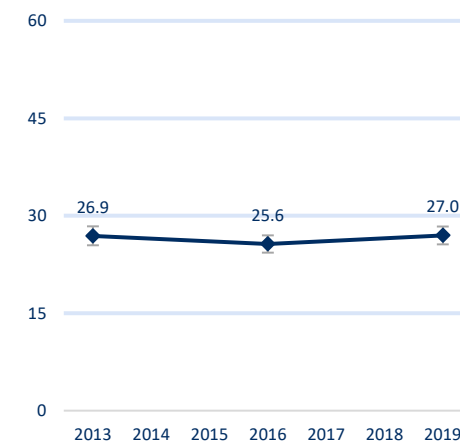
Reflective & Integrative Learning



Learning Strategies

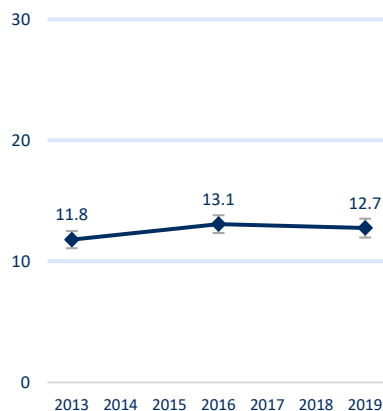


Quantitative Reasoning

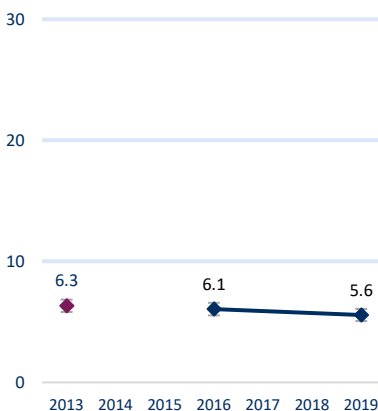


Academic Challenge (additional items): First-year students

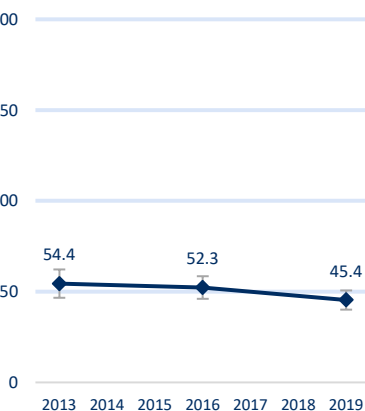
Preparing for Class (hrs/wk)



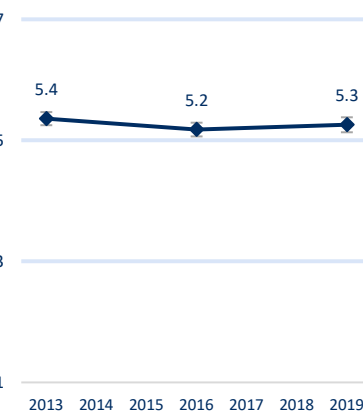
Course Reading (hrs/wk)^a



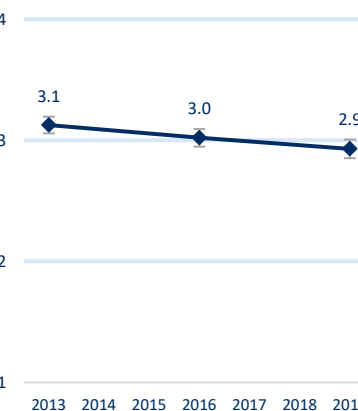
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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 2019 Multi-Year Report

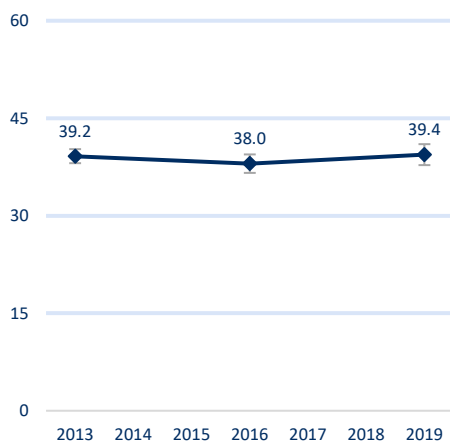
Engagement Results by Theme

University of Nebraska at Omaha

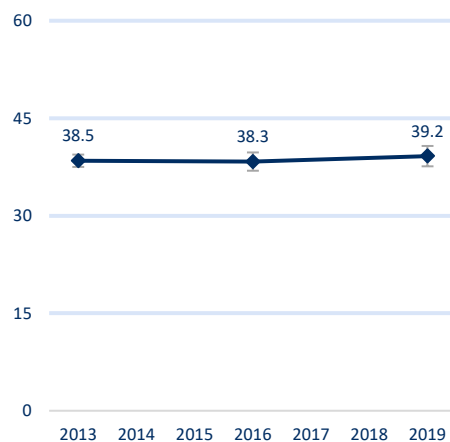
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

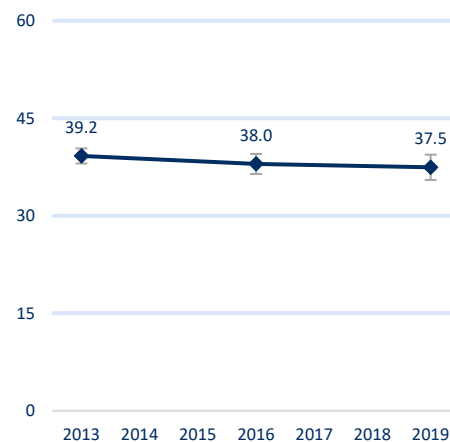
Higher-Order Learning



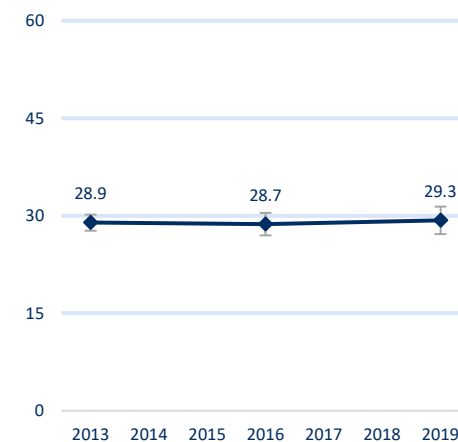
Reflective & Integrative Learning



Learning Strategies

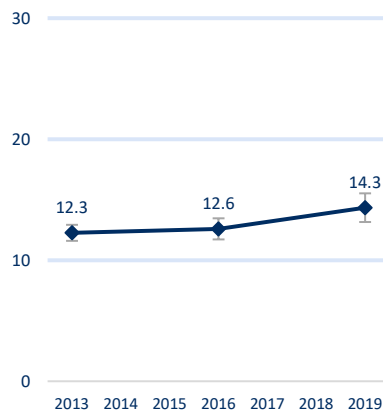


Quantitative Reasoning

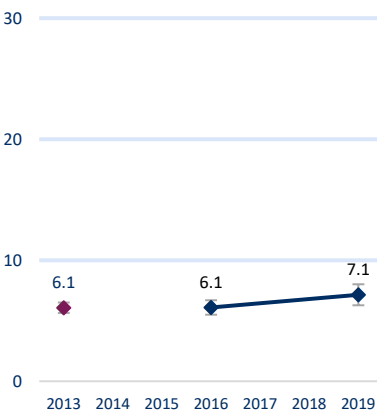


Academic Challenge (additional items): Seniors

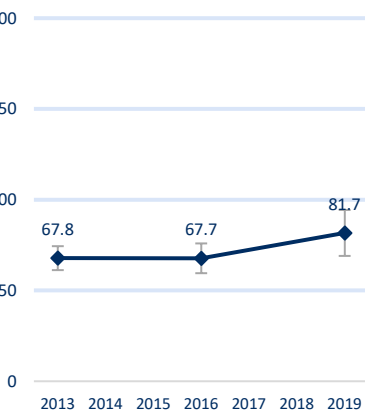
Preparing for Class (hrs/wk)



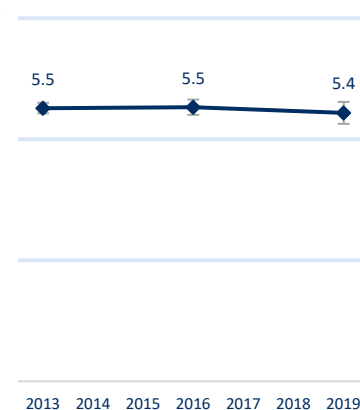
Course Reading (hrs/wk)^a



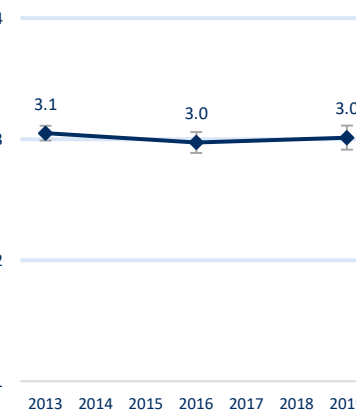
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

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 2019 Multi-Year Report

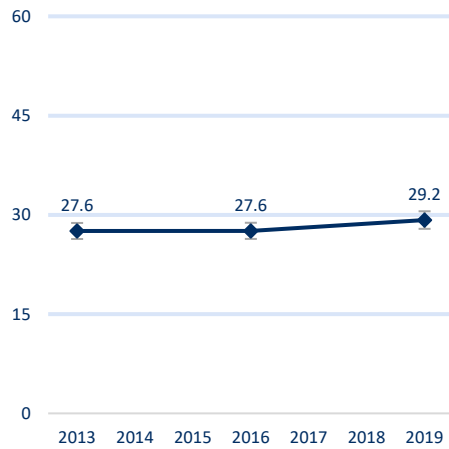
Engagement Results by Theme

University of Nebraska at Omaha

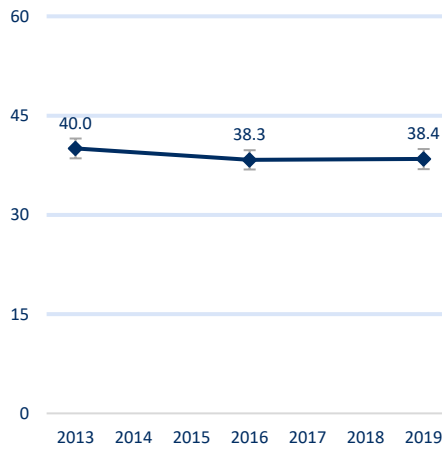
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

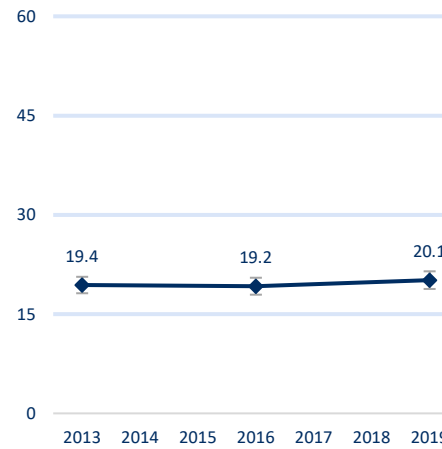


Discussions with Diverse Others

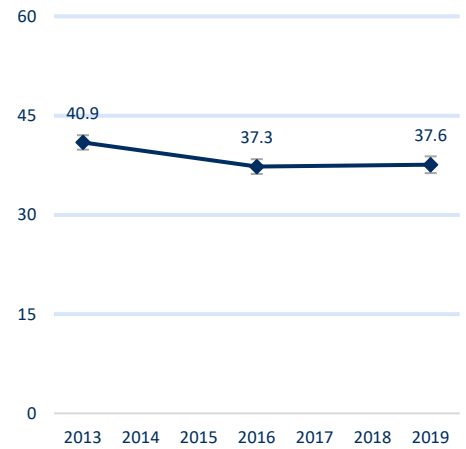


Experiences with Faculty: First-year students

Student-Faculty Interaction

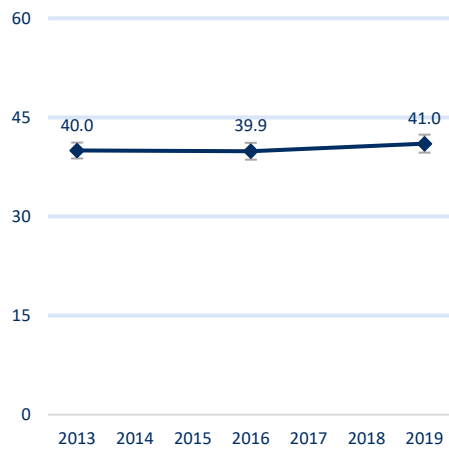


Effective Teaching Practices

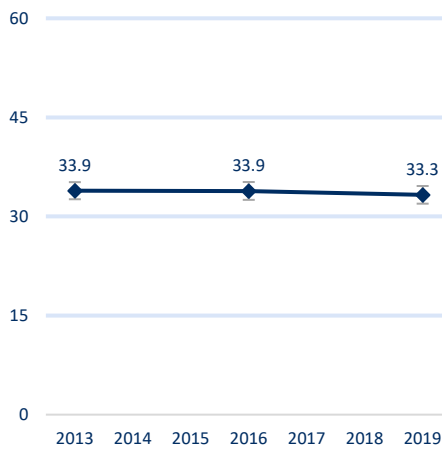


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



NSSE 2019 Multi-Year Report

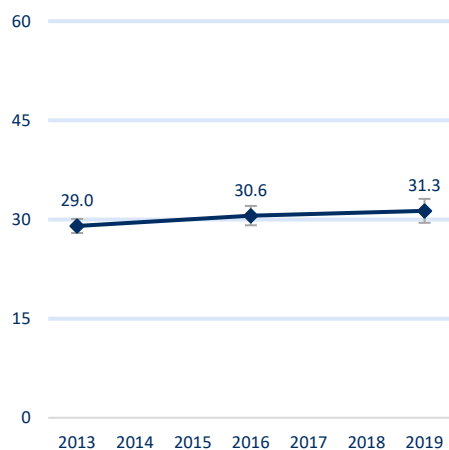
Engagement Results by Theme

University of Nebraska at Omaha

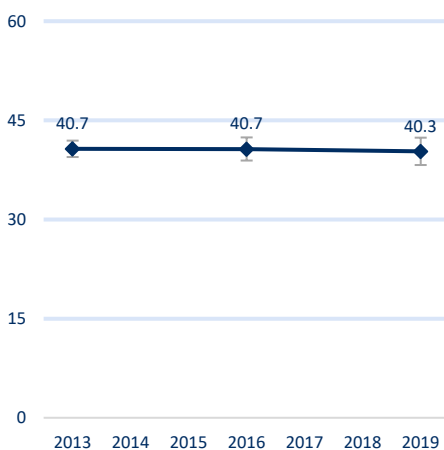
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

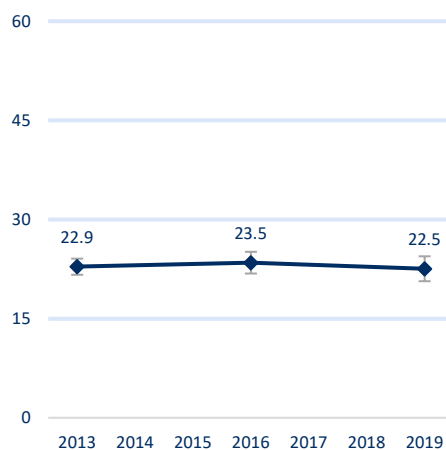


Discussions with Diverse Others

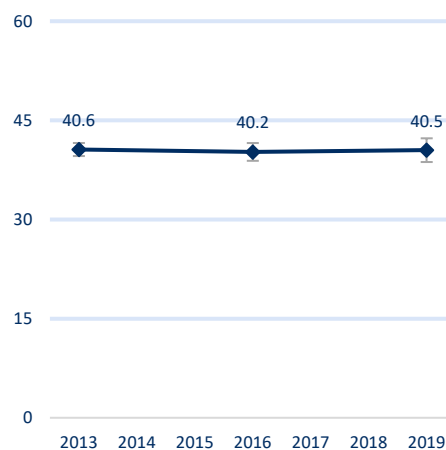


Experiences with Faculty: Seniors

Student-Faculty Interaction

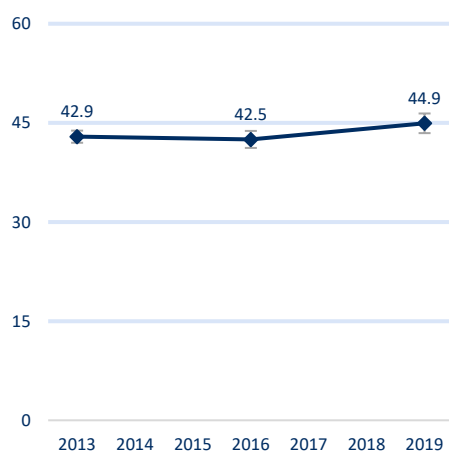


Effective Teaching Practices

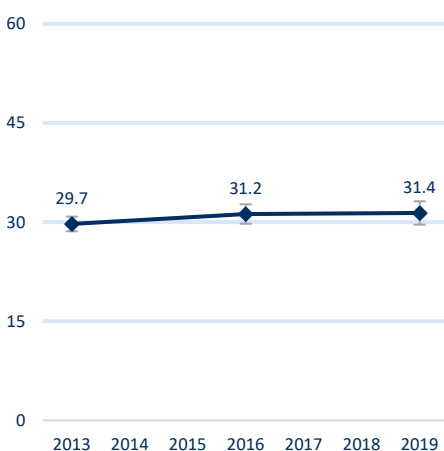


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

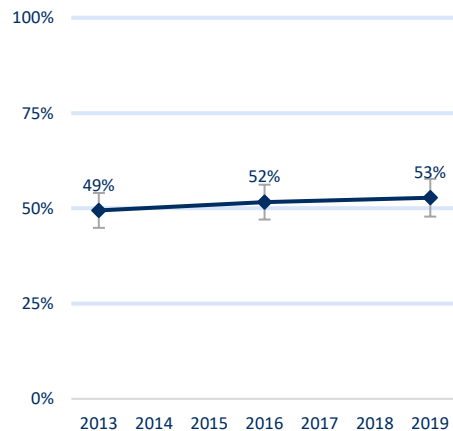


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

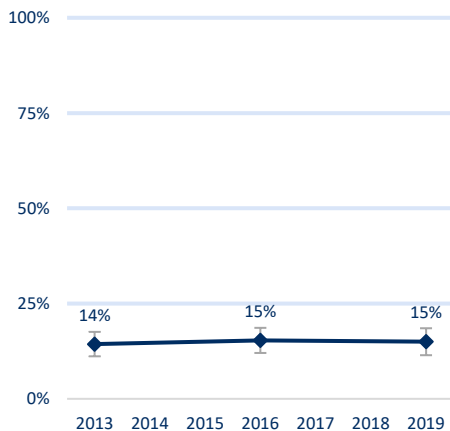
Service-Learning

(Some, most, or all courses)



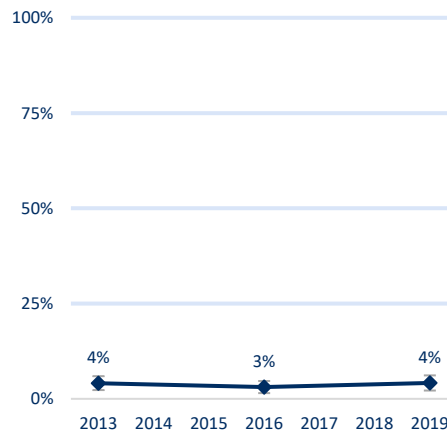
Learning Community

(Done or in progress)



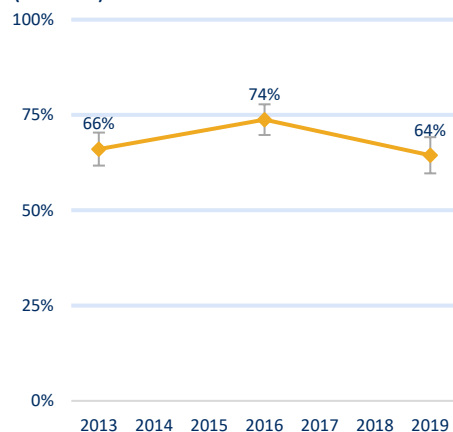
Research with Faculty

(Done or in progress)



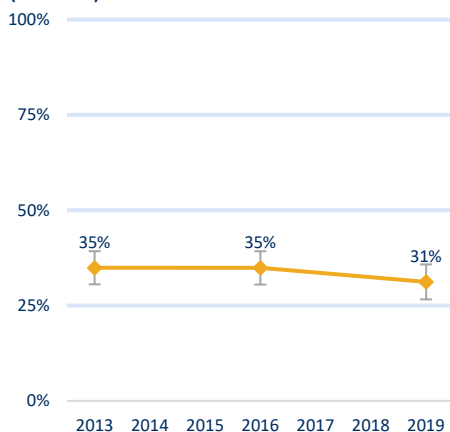
Internship/Field Experience

(Plan to do)



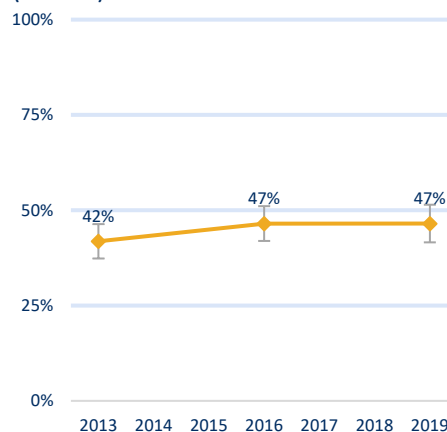
Study Abroad

(Plan to do)



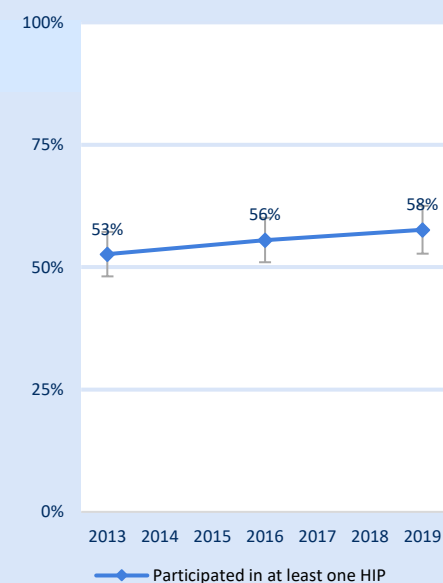
Culminating Senior Experience

(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.



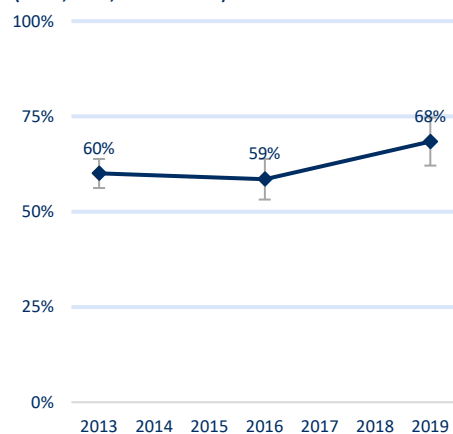
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

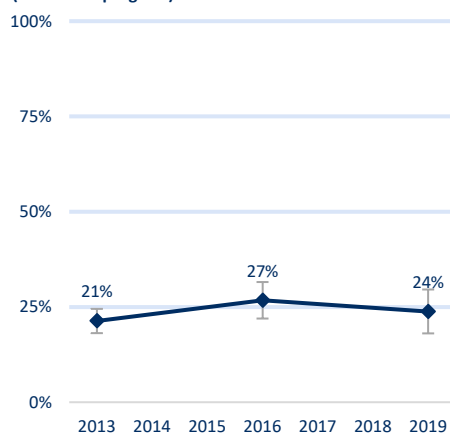
Service-Learning

(Some, most, or all courses)



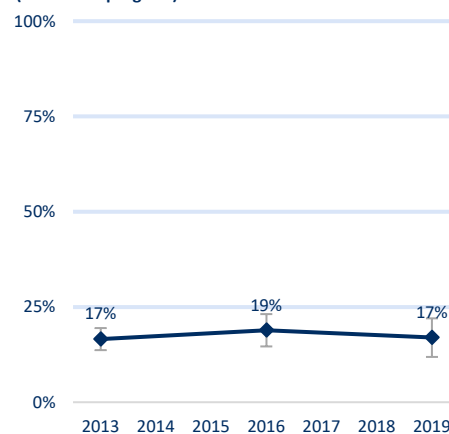
Learning Community

(Done or in progress)



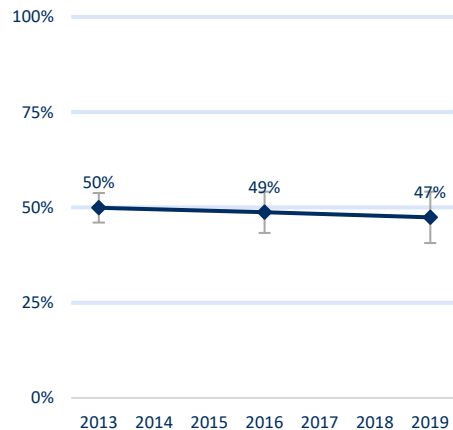
Research with Faculty

(Done or in progress)



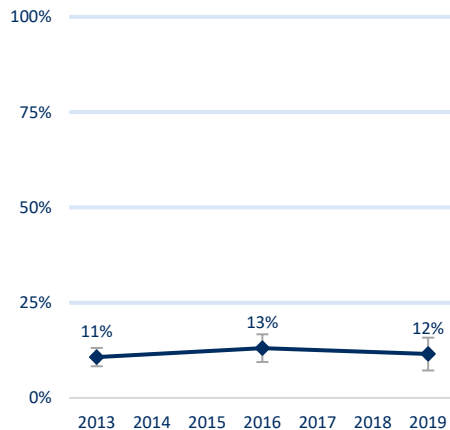
Internship/Field Experience

(Done or in progress)



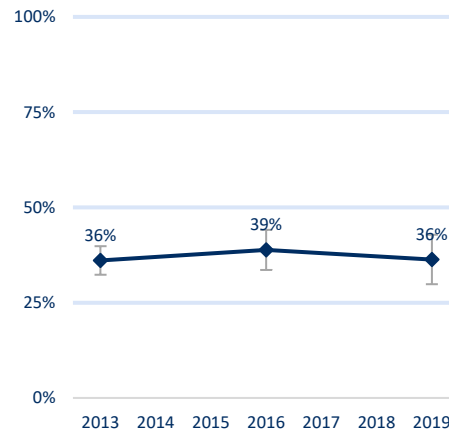
Study Abroad

(Done or in progress)



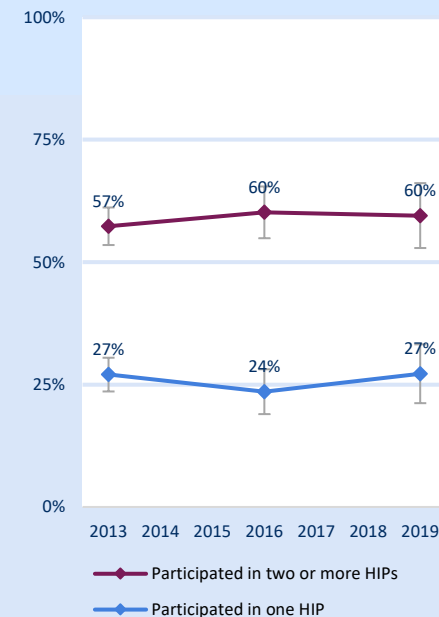
Culminating Senior Experience

(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 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Nebraska at Omaha

		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	38.7			35.6			36.2		39.2			38.0			39.4	
	n	488			516			415		654			356			224	
	SD	13.6			13.4			13.3		14.1			13.7			12.3	
	SE	.62			.59			.65		.55			.72			.82	
	CI upper bound	39.9			36.8			37.5		40.2			39.4			41.0	
	CI lower bound	37.5			34.5			34.9		38.1			36.6			37.8	
Reflective & Integrative Learning	Mean	36.7			33.8			34.6		38.5			38.3			39.2	
	n	502			528			444		671			356			235	
	SD	12.1			12.9			11.7		12.5			13.5			12.3	
	SE	.54			.56			.55		.48			.72			.80	
	CI upper bound	37.7			34.9			35.6		39.4			39.7			40.7	
	CI lower bound	35.6			32.7			33.5		37.5			36.9			37.6	
Learning Strategies	Mean	39.2			36.6			37.4		39.2			38.0			37.5	
	n	459			458			393		635			325			210	
	SD	13.9			14.1			14.9		14.9			14.1			14.4	
	SE	.65			.66			.75		.59			.78			.99	
	CI upper bound	40.4			37.9			38.9		40.4			39.5			39.4	
	CI lower bound	37.9			35.3			35.9		38.0			36.4			35.5	
Quantitative Reasoning	Mean	26.9			25.6			27.0		28.9			28.7			29.3	
	n	494			510			398		666			351			215	
	SD	16.5			15.3			14.0		16.3			16.5			15.8	
	SE	.74			.68			.70		.63			.88			1.08	
	CI upper bound	28.4			27.0			28.3		30.2			30.4			31.4	
	CI lower bound	25.5			24.3			25.6		27.7			27.0			27.2	
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean	11.8			13.1			12.7		12.3			12.6			14.3	
	n	432			431			380		610			315			205	
	SD	7.5			7.8			7.8		8.3			7.9			8.7	
	SE	.36			.37			.40		.34			.44			.60	
	CI upper bound	12.5			13.8			13.5		12.9			13.5			15.5	
	CI lower bound	11.1			12.3			12.0		11.6			11.7			13.2	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean	6.3			6.1			5.6		6.1			6.1			7.1	
	n	434			429			373		607			314			202	
	SD	5.4			5.5			4.9		5.4			5.4			6.3	
	SE	.26			.27			.25		.22			.30			.44	
	CI upper bound	6.8			6.6			6.1		6.5			6.7			8.0	
	CI lower bound	5.8			5.5			5.1		5.6			5.5			6.3	

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Nebraska at Omaha

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
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).																	
Academic Challenge (additional items, continued)																	
Assigned Writing Estimated number of pages calculated from three survey questions.	Mean	54.4			52.3			45.4		67.8			67.7			81.7	
	n	434			453			398		593			316			214	
	SD	82.9			67.5			53.8		81.9			74.4			94.5	
	SE	3.98			3.17			2.70		3.36			4.18			6.46	
	CI upper bound	62.2			58.5			50.7		74.4			75.9			94.4	
	CI lower bound	46.6			46.0			40.1		61.2			59.5			69.0	
Course Challenge Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	Mean	5.4			5.2			5.3		5.5			5.5			5.4	
	n	461			463			396		638			329			209	
	SD	1.2			1.2			1.3		1.1			1.2			1.3	
	SE	.06			.06			.06		.04			.06			.09	
	CI upper bound	5.5			5.3			5.4		5.6			5.7			5.6	
	CI lower bound	5.3			5.1			5.1		5.4			5.4			5.3	
Academic Emphasis 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").	Mean	3.1			3.0			2.9		3.1			3.0			3.0	
	n	437			438			388		610			320			210	
	SD	0.7			0.8			0.8		0.8			0.8			0.7	
	SE	.04			.04			.04		.03			.04			.05	
	CI upper bound	3.2			3.1			3.0		3.1			3.1			3.1	
	CI lower bound	3.1			2.9			2.9		3.0			2.9			2.9	
Learning with Peers																	
Collaborative Learning	Mean	27.6			27.6			29.2		29.0			30.6			31.3	
	n	509			542			474		675			361			238	
	SD	13.9			14.5			14.7		14.1			14.2			14.3	
	SE	.62			.62			.68		.54			.75			.92	
	CI upper bound	28.8			28.8			30.5		30.1			32.0			33.1	
	CI lower bound	26.4			26.4			27.9		28.0			29.1			29.5	
Discussions with Diverse Others	Mean	40.0			38.3			38.4		40.7			40.7			40.3	
	n	461			462			391		634			333			214	
	SD	16.4			16.0			15.3		15.9			16.3			15.4	
	SE	.76			.74			.78		.63			.89			1.06	
	CI upper bound	41.5			39.8			39.9		41.9			42.4			42.4	
	CI lower bound	38.5			36.9			36.9		39.5			38.9			38.2	

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Nebraska at Omaha

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
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).																	
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	Mean	19.4			19.2			20.1		22.9			23.5			22.5	
	n	490			513			425		662			351			233	
	SD	14.0			14.8			14.0		16.0			15.7			14.7	
	SE	.63			.65			.68		.62			.84			.96	
	CI upper bound	20.6			20.5			21.5		24.1			25.1			24.4	
	CI lower bound	18.2			17.9			18.8		21.6			21.8			20.7	
Effective Teaching Practices	Mean	40.9			37.3			37.6		40.6			40.2			40.5	
	n	500			516			409		670			356			218	
	SD	12.5			12.9			13.1		13.0			12.9			13.5	
	SE	.56			.57			.65		.50			.69			.92	
	CI upper bound	42.0			38.4			38.8		41.6			41.6			42.3	
	CI lower bound	39.9			36.2			36.3		39.6			38.9			38.7	
<i>Campus Environment</i>																	
Quality of Interactions	Mean	40.0			39.9			41.0		42.9			42.5			44.9	
	n	437			429			355		604			317			189	
	SD	12.8			13.5			13.1		11.5			11.7			10.4	
	SE	.61			.65			.70		.47			.66			.76	
	CI upper bound	41.2			41.1			42.4		43.8			43.8			46.4	
	CI lower bound	38.8			38.6			39.7		42.0			41.2			43.4	
Supportive Environment	Mean	33.9			33.9			33.3		29.7			31.2			31.4	
	n	436			425			380		608			316			208	
	SD	13.8			14.2			13.3		14.0			13.3			13.0	
	SE	.66			.69			.68		.57			.75			.90	
	CI upper bound	35.2			35.2			34.6		30.8			32.7			33.1	
	CI lower bound	32.6			32.5			31.9		28.6			29.7			29.6	
Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).																	

NSSE 2019 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

University of Nebraska at Omaha

First-year students

2013 2014 2015 2016 2017 2018 2019 2020

Seniors

2013 2014 2015 2016 2017 2018 2019 2020

NSSE 2019 Multi-Year Report

Detailed Statistics: High-Impact Practices

University of Nebraska at Omaha

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning ^a	%	49			52			53		60			59			68	
	<i>n</i>	460			459			392		635			329			209	
	<i>SE</i>	2.3			2.3			2.5		1.9			2.7			3.2	
	<i>CI upper bound (%)</i>	54			56			58		64			64			75	
	<i>CI lower bound (%)</i>	45			47			48		56			53			62	
Learning Community ^a	%	14			15			15		21			27			24	
	<i>n</i>	461			460			392		637			329			211	
	<i>SE</i>	1.6			1.7			1.8		1.6			2.4			2.9	
	<i>CI upper bound (%)</i>	18			19			19		24			32			30	
	<i>CI lower bound (%)</i>	11			12			11		18			22			18	
Research with Faculty ^a	%	4			3			4		17			19			17	
	<i>n</i>	458			459			390		634			328			212	
	<i>SE</i>	0.9			0.8			1.0		1.5			2.2			2.6	
	<i>CI upper bound (%)</i>	6			5			6		19			23			22	
	<i>CI lower bound (%)</i>	2			2			2		14			15			12	
Internship or Field Experience ^b	%	66			74			64		50			49			47	
	<i>n</i>	460			461			392		640			329			212	
	<i>SE</i>	2.2			2.1			2.4		2.0			2.8			3.4	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>	70			78			69		54			54			54	
	<i>CI lower bound (%)</i>	62			70			60		46			43			41	
Study Abroad ^b	%	35			35			31		11			13			12	
	<i>n</i>	463			457			393		635			330			212	
	<i>SE</i>	2.2			2.2			2.3		1.2			1.9			2.2	
	<i>CI upper bound (%)</i>	39			39			36		13			17			16	
	<i>CI lower bound (%)</i>	31			31			27		8			9			7	
Culminating Senior Experience ^b	%	42			47			47		36			39			36	
	<i>n</i>	460			460			393		632			330			212	
	<i>SE</i>	2.3			2.3			2.5		1.9			2.7			3.3	
	(First-year results: Plan to do) <i>CI upper bound (%)</i>	46			51			51		40			44			43	
	<i>CI lower bound (%)</i>	37			42			42		32			34			30	
Overall HIP Participation ^c																	
Participated in one HIP	%	40			42			45		27			24			27	
	<i>n</i>	464			461			393		640			331			212	
	<i>SE</i>	2.3			2.3			2.5		1.8			2.3			3.1	
	<i>CI upper bound (%)</i>	44			47			50		30			28			33	
	<i>CI lower bound (%)</i>	35			38			40		24			19			21	
Participated in two or more HIPs	%	13			13			13		57			60			60	
	<i>n</i>	464			461			393		640			331			212	
	<i>SE</i>	1.6			1.6			1.7		2.0			2.7			3.4	
	<i>CI upper bound (%)</i>	16			16			16		61			65			66	
	<i>CI lower bound (%)</i>	10			10			10		53			55			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.

