NSSE 2023

Multi-Year Report

State University of New York at Cortland

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 *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, 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.

NSSE 2023 Multi-Year Report

Administration Summaries
State University of New York at Cortland

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	11%	+/- 8.3%	126	90	36	23%	+/- 4.1%	436	347	89
2015										
2016										
2017	18%	+/- 5.3%	277	211	66	24%	+/- 4.1%	441	349	92
2018										
2019										
2020	27%	+/- 4.7%	315	193	122	28%	+/- 3.5%	576	407	169
2021										
2022										
2023	16%	+/- 6.4%	198	122	76	15%	+/- 5.1%	318	250	68

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	No
2015							
2016							
2017	Email	Census	Yes	None	No	No	No
2018							
2019							
2020	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	Yes
2021							
2022							
2023	Email	Census	Yes	Academic Advising, Writing Experiences	No	No	Yes

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.
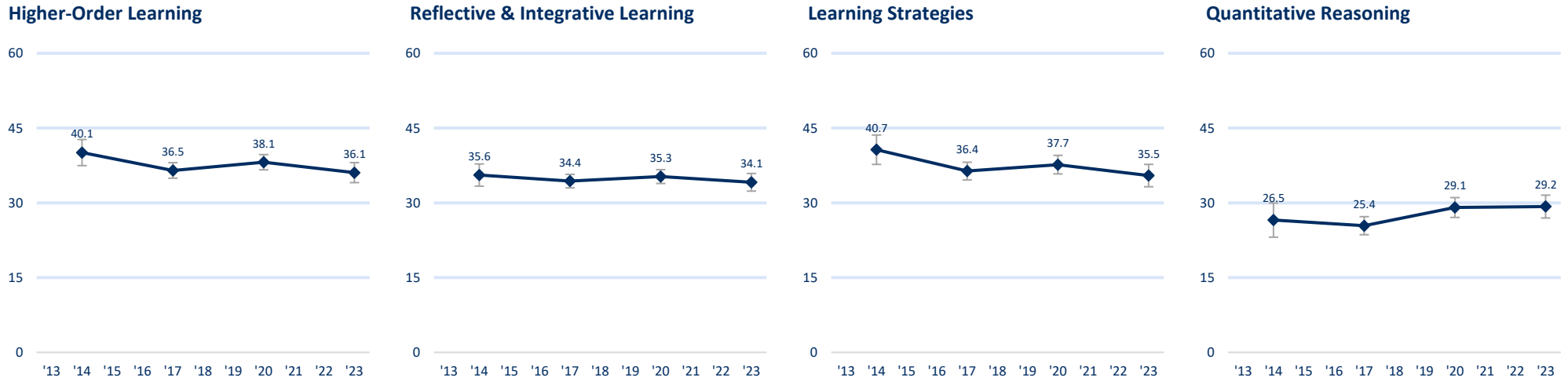
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.
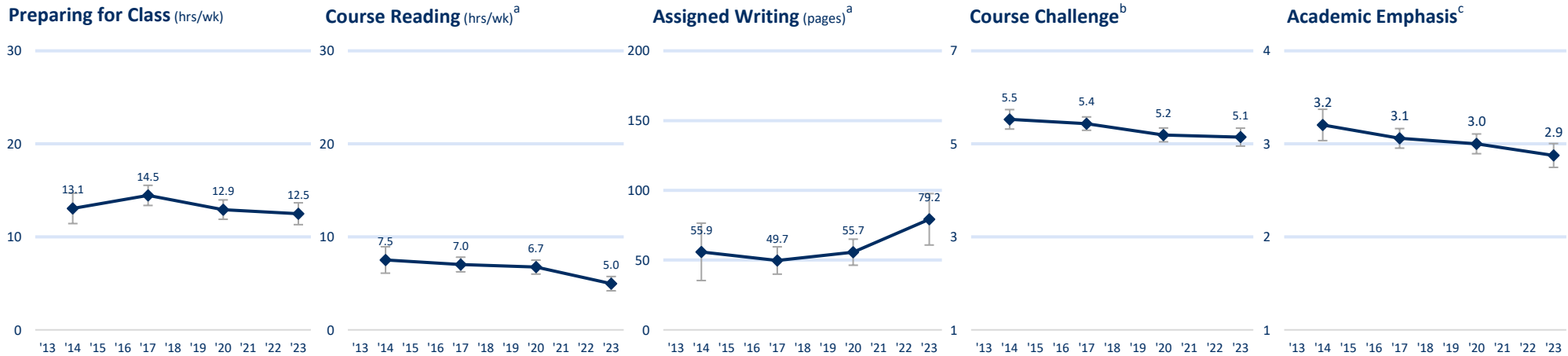
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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
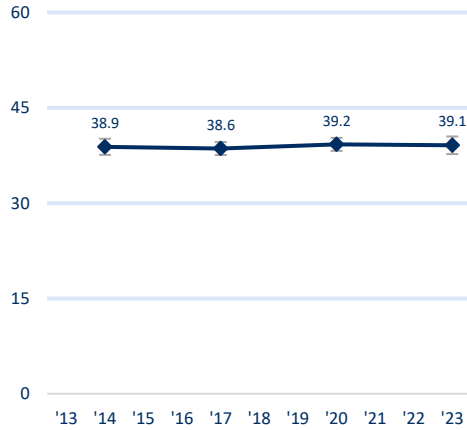
Learning Strategies

Quantitative Reasoning

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

Course Reading (hrs/wk)[a]
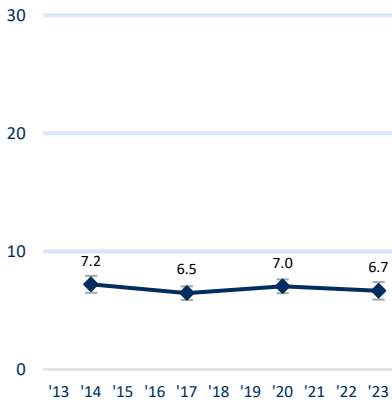
Assigned Writing (pages)[a]
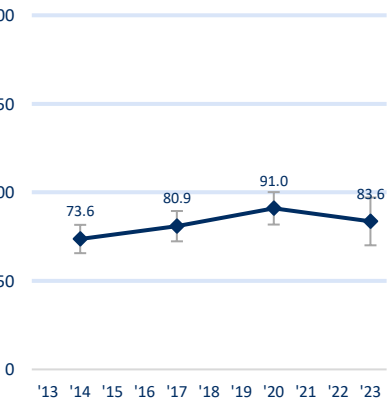
Course Challenge[b]
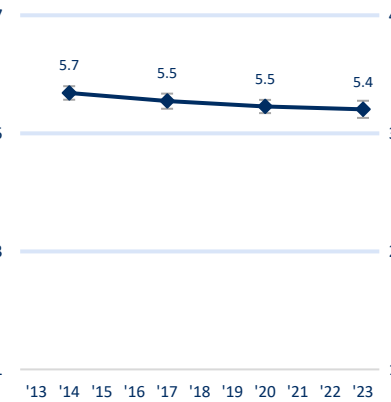
Academic Emphasis[c]
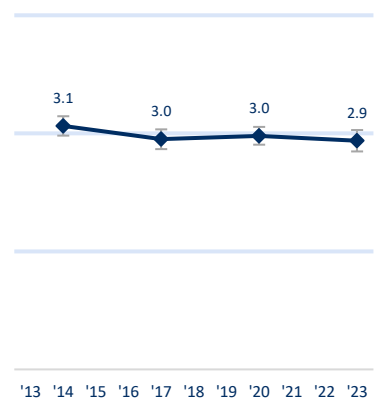
a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
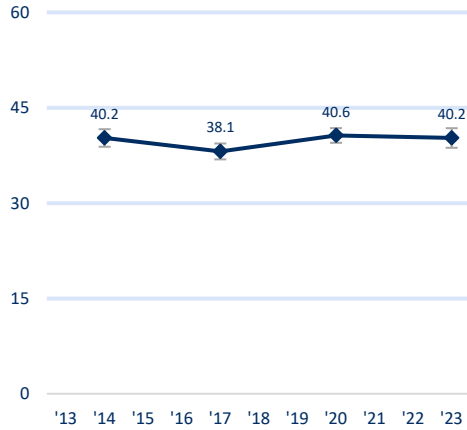
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
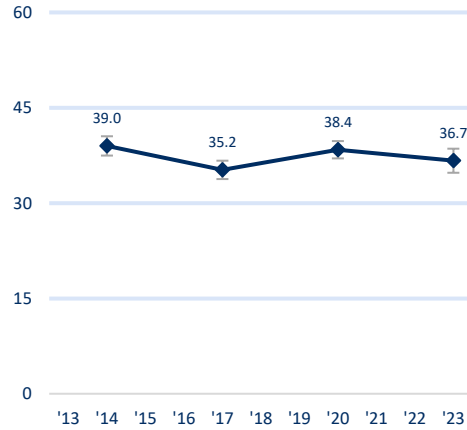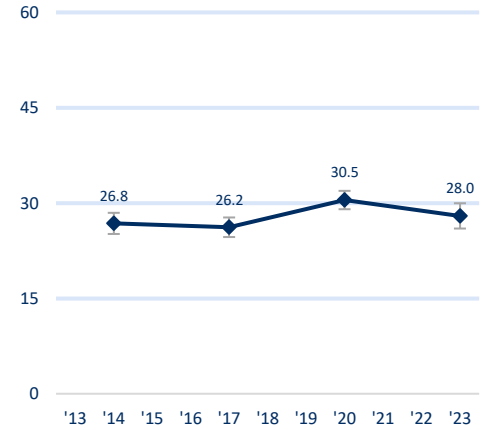
Academic Challenge: Seniors

Higher-Order Learning

Values: 40.2 ('14), 38.1 ('17), 40.6 ('20), 40.2 ('23)

Reflective & Integrative Learning

Values: 38.9 ('14), 38.6 ('17), 39.2 ('20), 39.1 ('23)

Learning Strategies

Values: 39.0 ('14), 35.2 ('17), 38.4 ('20), 36.7 ('23)

Quantitative Reasoning

Values: 26.8 ('14), 26.2 ('17), 30.5 ('20), 28.0 ('23)

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Values: 14.6 ('14), 13.5 ('17), 14.2 ('20), 15.0 ('23)

Course Reading (hrs/wk)[a]

Values: 7.2 ('14), 6.5 ('17), 7.0 ('20), 6.7 ('23)

Assigned Writing (pages)[a]

Values: 73.6 ('14), 80.9 ('17), 91.0 ('20), 83.6 ('23)

Course Challenge[b]

Values: 5.7 ('14), 5.5 ('17), 5.5 ('20), 5.4 ('23)

Academic Emphasis[c]

Values: 3.1 ('14), 3.0 ('17), 3.0 ('20), 2.9 ('23)

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 2023 Multi-Year Report
Engagement Results by Theme
State University of New York at Cortland

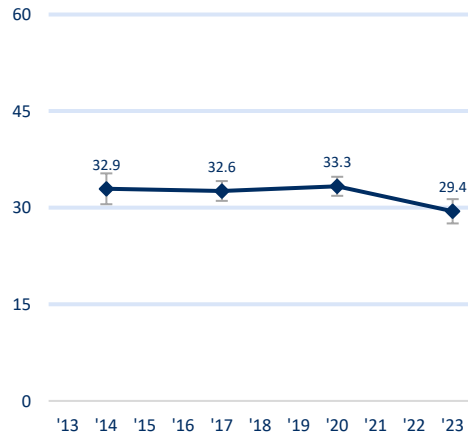Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

Values by year: 32.9, 32.6, 33.3, 29.4

Discussions with Diverse Others

Values by year: 40.5, 39.2, 41.2, 37.1

Experiences with Faculty: First-year students

Student-Faculty Interaction

Values by year: 19.8, 21.8, 22.2, 23.8

Effective Teaching Practices

Values by year: 42.8, 37.7, 37.2, 35.6

Campus Environment: First-year students

Quality of Interactions

Values by year: 43.0, 42.1, 43.8, 42.0

Supportive Environment

Values by year: 40.1, 39.9, 37.9, 35.6

NSSE 2023 Multi-Year Report
Engagement Results by Theme
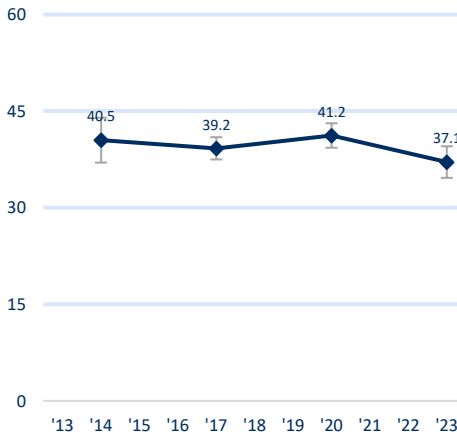## State University of New York at Cortland

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
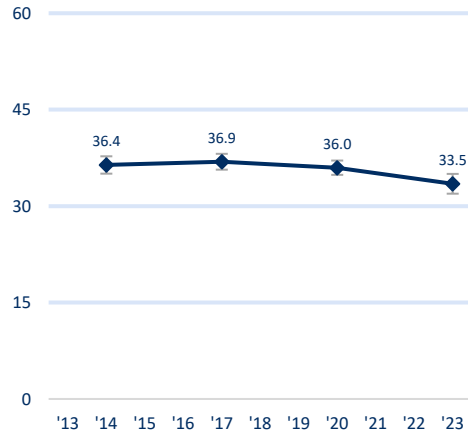
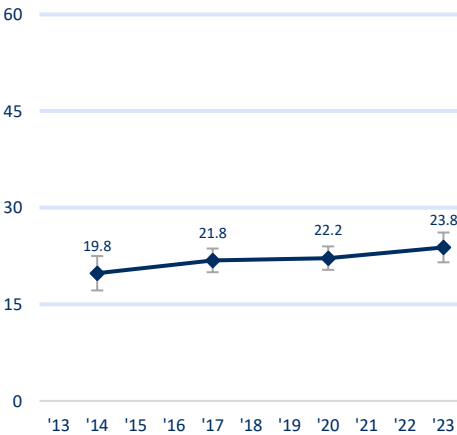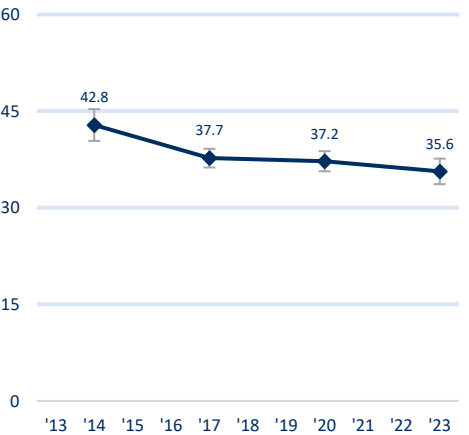
Discussions with Diverse Others
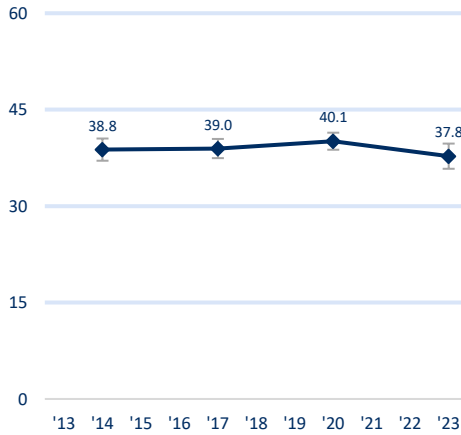
Experiences with Faculty: Seniors

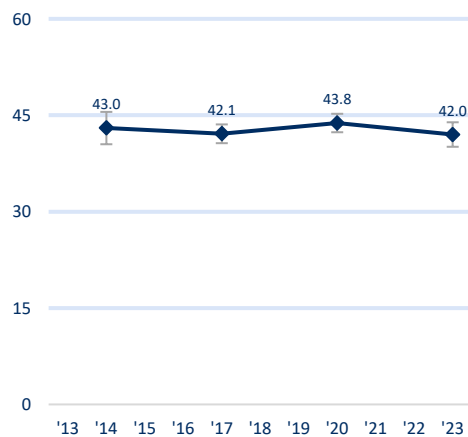**Student-Faculty Interaction**
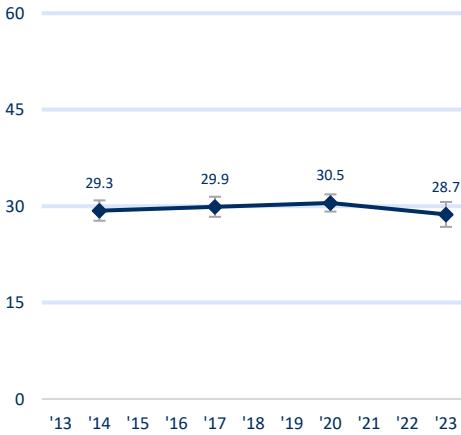
Effective Teaching Practices
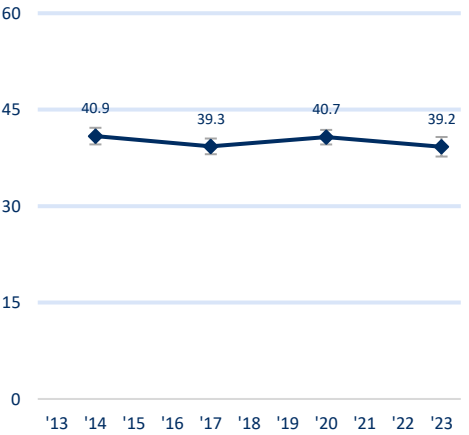
Campus Environment: Seniors

Quality of Interactions
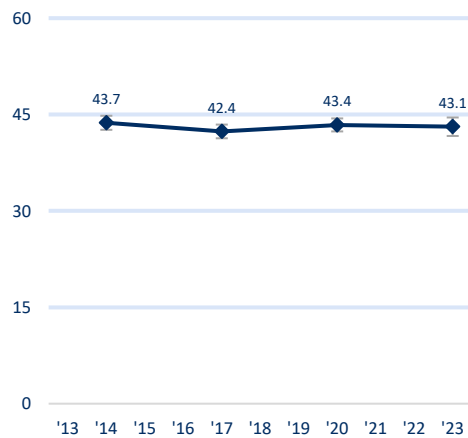
Supportive Environment
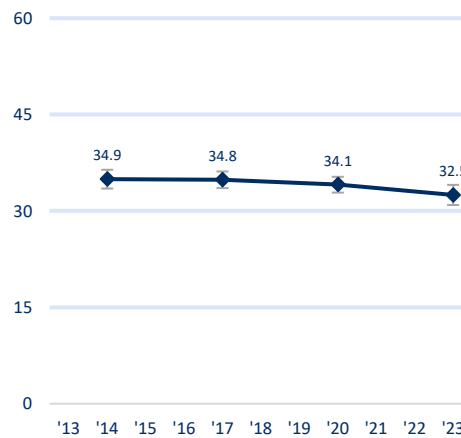
NSSE 2023 Multi-Year Report

High-Impact Practices
State University of New York at Cortland

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)
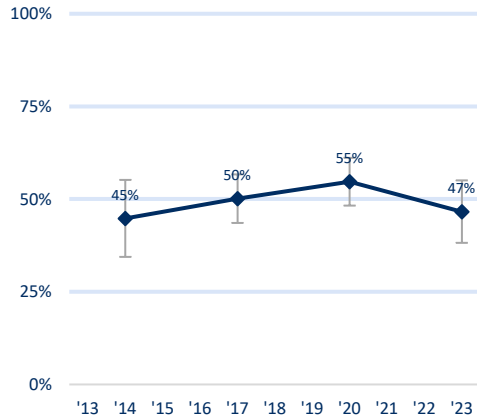
Learning Community
(Done or in progress)
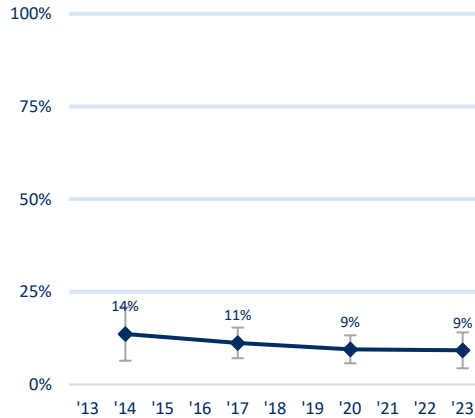
Research with Faculty
(Done or in progress)
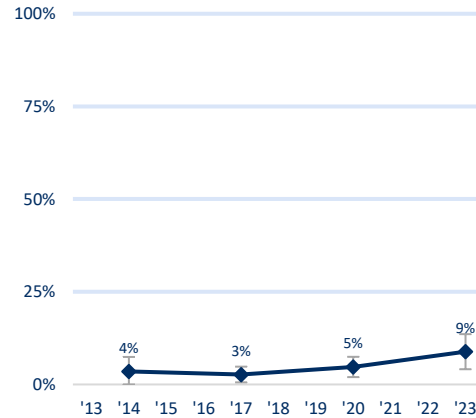
Internship/Field Experience
(Plan to do)
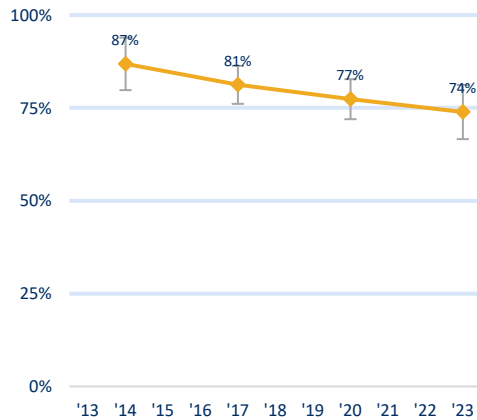
Study Abroad
(Plan to do)
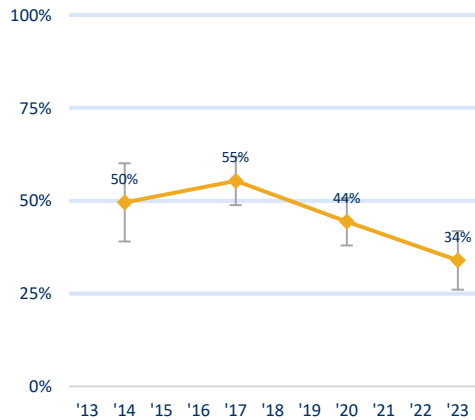
Culminating Senior Experience
(Plan to do)
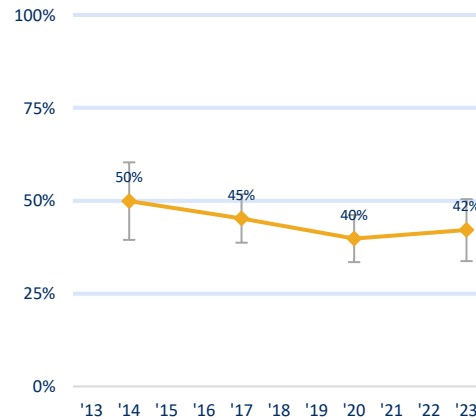
Overall first-year HIP participation

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.
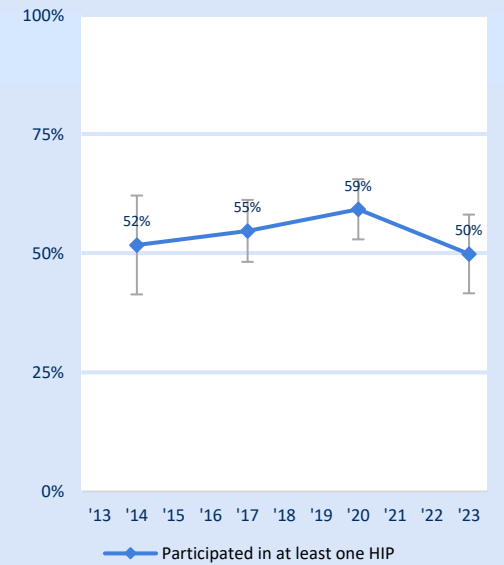
— Participated in at least one HIP

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)
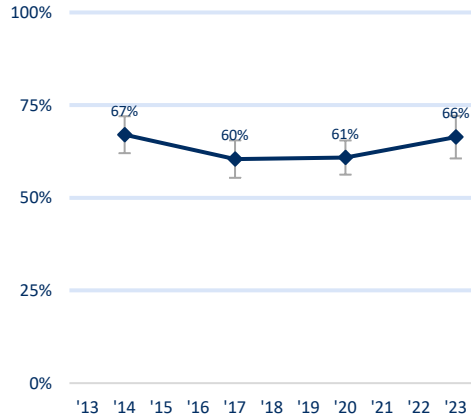
Learning Community
(Done or in progress)
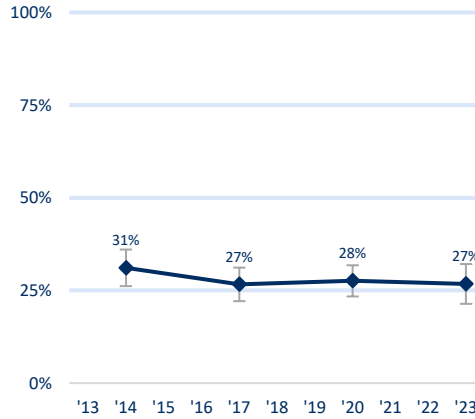
Research with Faculty
(Done or in progress)
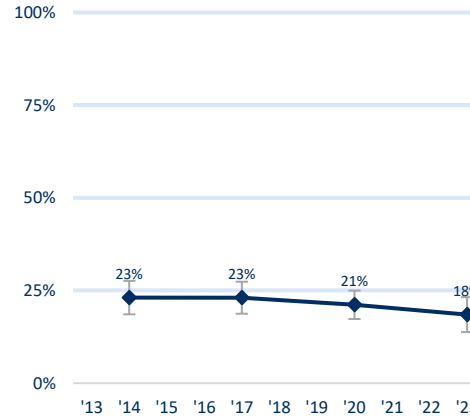
Internship/Field Experience
(Done or in progress)
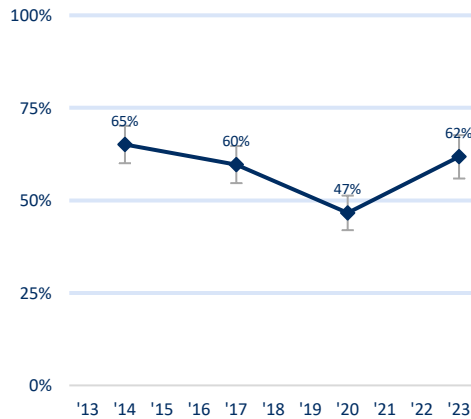
Study Abroad
(Done or in progress)
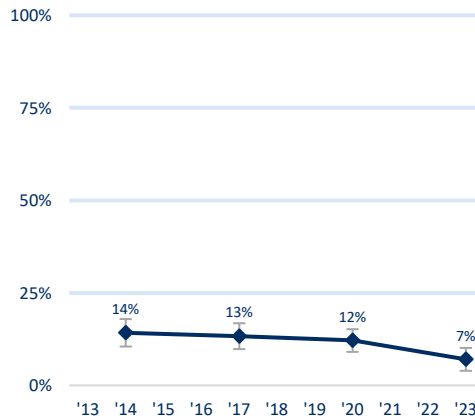
Culminating Senior Experience
(Done or in progress)
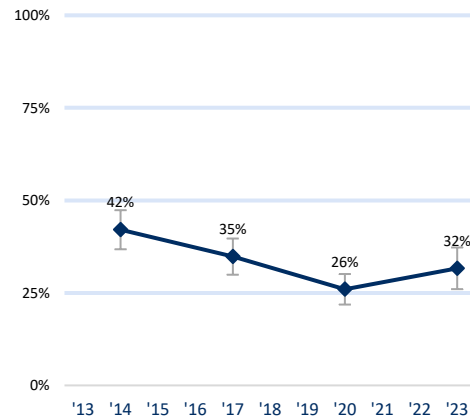
Overall senior HIP participation

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.
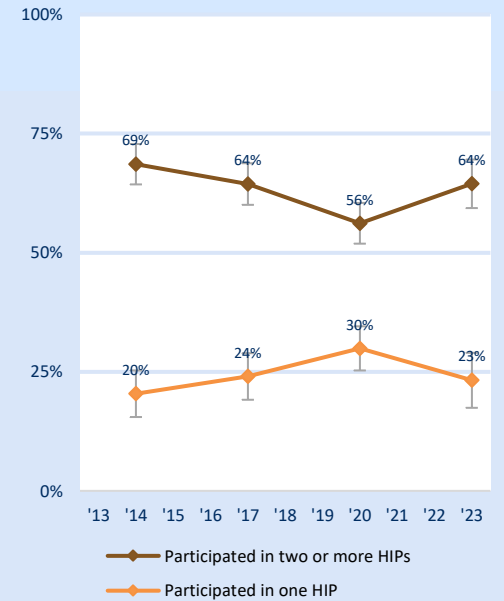
- Participated in two or more HIPs
- Participated in one HIP

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 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
State University of New York at Cortland

|		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge																							
Higher-Order Learning	Mean		**40.1**			**36.5**			**38.1**			**36.1**		**40.2**			**38.1**			**40.6**			**40.2**
	n		104			251			252			156		362			409			477			281
	SD		13.6			12.6			12.4			12.8		13.4			12.9			12.8			13.2
	SE		1.34			.80			.78			1.02		.71			.64			.59			.79
	CI up bnd		42.7			38.1			39.7			38.1		41.6			39.4			41.8			41.8
	CI low bnd		37.5			34.9			36.6			34.0		38.9			36.9			39.5			38.7
Reflective & Integrative Learning	Mean		**35.6**			**34.4**			**35.3**			**34.1**		**38.9**			**38.6**			**39.2**			**39.1**
	n		110			260			278			172		393			420			518			297
	SD		11.9			11.1			11.8			11.8		12.8			10.6			11.9			12.1
	SE		1.14			.69			.71			.90		.65			.52			.52			.71
	CI up bnd		37.8			35.7			36.7			35.9		40.1			39.6			40.3			40.5
	CI low bnd		33.3			33.0			33.9			32.4		37.6			37.6			38.2			37.7
Learning Strategies	Mean		**40.7**			**36.4**			**37.7**			**35.5**		**39.0**			**35.2**			**38.4**			**36.7**
	n		89			225			236			142		338			368			440			264
	SD		14.1			13.6			14.6			13.6		14.3			14.2			14.5			15.7
	SE		1.50			.91			.95			1.15		.78			.74			.69			.97
	CI up bnd		43.6			38.1			39.5			37.7		40.5			36.7			39.8			38.6
	CI low bnd		37.7			34.6			35.8			33.2		37.5			33.8			37.0			34.8
Quantitative Reasoning	Mean		**26.5**			**25.4**			**29.1**			**29.2**		**26.8**			**26.2**			**30.5**			**28.0**
	n		100			249			237			142		370			404			457			269
	SD		17.5			14.6			15.6			13.9		16.3			15.8			15.8			16.6
	SE		1.75			.92			1.02			1.17		.85			.79			.74			1.01
	CI up bnd		30.0			27.2			31.1			31.5		28.5			27.7			31.9			30.0
	CI low bnd		23.1			23.6			27.1			27.0		25.1			24.7			29.0			26.0
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean		**13.1**			**14.5**			**12.9**			**12.5**		**14.6**			**13.5**			**14.2**			**15.0**
	n		82			215			219			131		316			353			420			259
	SD		7.6			8.1			7.9			6.9		8.5			8.0			8.2			8.8
	SE		.83			.55			.53			.60		.48			.42			.40			.54
	CI up bnd		14.7			15.5			14.0			13.7		15.5			14.3			15.0			16.1
	CI low bnd		11.4			13.4			11.9			11.3		13.7			12.7			13.4			14.0
Course Reading Est. hrs per week calculated from two items.	Mean		**7.5**			**7.0**			**6.7**			**5.0**		**7.2**			**6.5**			**7.0**			**6.7**
	n		80			213			214			131		313			348			416			257
	SD		6.5			5.9			5.6			4.5		6.5			5.5			6.1			6.0
	SE		.72			.40			.38			.39		.37			.29			.30			.38
	CI up bnd		8.9			7.8			7.5			5.7		7.9			7.0			7.6			7.4
	CI low bnd		6.1			6.2			6.0			4.2		6.5			5.9			6.5			5.9

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).

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23

Academic Challenge (additional items, continued)

		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Assigned Writing Estimated number of pages calculated from three survey questions.	Mean		55.9			49.7			55.7			79.2		73.6			80.9			91.0			83.6
	n		84			229			242			144		308			375			456			265
	SD		96.3			75.7			74.1			112.7		71.5			84.6			100.0			112.1
	SE		10.49			5.00			4.76			9.40		4.08			4.37			4.68			6.89
	CI up bnd		76.5			59.5			65.0			97.7		81.6			89.5			100.1			97.1
	CI low bnd		35.4			39.9			46.3			60.8		65.7			72.3			81.8			70.1
Course Challenge Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean		5.5			5.4			5.2			5.1		5.7			5.5			5.5			5.4
	n		88			226			235			141		345			369			442			264
	SD		1.0			1.1			1.2			1.2		1.1			1.3			1.2			1.2
	SE		.11			.07			.08			.10		.06			.07			.06			.07
	CI up bnd		5.7			5.6			5.3			5.3		5.8			5.7			5.6			5.6
	CI low bnd		5.3			5.3			5.0			5.0		5.6			5.4			5.3			5.3
Academic Emphasis Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	Mean		3.2			3.1			3.0			2.9		3.1			3.0			3.0			2.9
	n		83			221			222			133		316			356			430			261
	SD		0.8			0.8			0.8			0.8		0.7			0.8			0.8			0.7
	SE		.09			.05			.05			.07		.04			.04			.04			.05
	CI up bnd		3.4			3.2			3.1			3.0		3.1			3.0			3.1			3.0
	CI low bnd		3.0			3.0			2.9			2.7		3.0			2.9			2.9			2.8

Learning with Peers

		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Collaborative Learning	Mean		32.9			32.6			33.3			29.4		36.4			36.9			36.0			33.5
	n		116			267			305			195		402			429			554			314
	SD		13.1			12.8			13.2			13.4		13.8			13.0			13.3			13.9
	SE		1.22			.78			.75			.96		.69			.63			.57			.79
	CI up bnd		35.3			34.1			34.8			31.3		37.7			38.1			37.1			35.0
	CI low bnd		30.5			31.1			31.8			27.6		35.0			35.7			34.9			31.9
Discussions with Diverse Others	Mean		40.5			39.2			41.2			37.1		38.8			39.0			40.1			37.8
	n		89			229			238			143		335			373			451			265
	SD		16.8			13.3			15.0			15.0		16.1			14.7			14.4			16.3
	SE		1.77			.88			.97			1.25		.88			.76			.68			1.00
	CI up bnd		44.0			40.9			43.1			39.5		40.5			40.4			41.4			39.7
	CI low bnd		37.0			37.5			39.3			34.6		37.1			37.5			38.8			35.8

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 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
State University of New York at Cortland

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	Mean		**19.8**			**21.8**			**22.2**			**23.8**		**29.3**			**29.9**			**30.5**			**28.7**
	n		106			251			257			166		380			413			504			283
	SD		14.0			14.9			14.9			15.2		15.8			16.2			15.3			16.6
	SE		1.36			.94			.93			1.18		.81			.80			.68			.99
	CI up bnd		22.5			23.7			24.0			26.1		30.9			31.5			31.8			30.6
	CI low bnd		17.2			20.0			20.4			21.5		27.7			28.3			29.1			26.8
Effective Teaching Practices	Mean		**42.8**			**37.7**			**37.2**			**35.6**		**40.9**			**39.3**			**40.7**			**39.2**
	n		106			250			251			157		379			410			478			280
	SD		13.0			11.7			12.7			12.7		12.8			12.6			12.6			13.0
	SE		1.26			.74			.80			1.01		.66			.62			.58			.78
	CI up bnd		45.3			39.1			38.8			37.6		42.2			40.5			41.9			40.7
	CI low bnd		40.4			36.2			35.6			33.7		39.6			38.1			39.6			37.7
Campus Environment																							
Quality of Interactions	Mean		**43.0**			**42.1**			**43.8**			**42.0**		**43.7**			**42.4**			**43.4**			**43.1**
	n		88			222			223			128		342			359			422			247
	SD		12.0			11.1			10.9			11.0		10.3			10.3			10.6			11.5
	SE		1.28			.74			.73			.97		.56			.54			.52			.73
	CI up bnd		45.5			43.6			45.2			43.9		44.8			43.4			44.4			44.5
	CI low bnd		40.5			40.7			42.4			40.1		42.6			41.3			42.4			41.7
Supportive Environment	Mean		**40.1**			**39.9**			**37.9**			**35.6**		**34.9**			**34.8**			**34.1**			**32.5**
	n		83			216			218			133		315			355			422			261
	SD		14.1			12.0			12.5			11.7		13.2			12.4			12.9			13.0
	SE		1.54			.82			.85			1.01		.75			.66			.63			.80
	CI up bnd		43.1			41.5			39.5			37.6		36.4			36.1			35.3			34.1
	CI low bnd		37.0			38.3			36.2			33.6		33.5			33.6			32.8			30.9

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 2023 Multi-Year Report
Detailed Statistics: High-Impact Practices
State University of New York at Cortland

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%		45			50			55			47		67			60			61			66
	n		89			225			230			136		343			361			431			261
	SE		5.3			3.3			3.3			4.3		2.5			2.6			2.4			2.9
	CI up bnd		55			57			61			55		72			65			65			72
	CI low bnd		34			44			48			38		62			55			56			61
Learning Community[a]	%		14			11			9			9		31			27			28			27
	n		88			225			233			138		339			367			435			262
	SE		3.7			2.1			1.9			2.5		2.5			2.3			2.1			2.7
	CI up bnd		21			15			13			14		36			31			32			32
	CI low bnd		6			7			6			4		26			22			23			21
Research with Faculty[a]	%		4			3			5			9		23			23			21			18
	n		87			226			233			139		336			366			436			263
	SE		2.0			1.1			1.4			2.4		2.3			2.2			2.0			2.4
	CI up bnd		7			5			7			14		28			27			25			23
	CI low bnd		0			1			2			4		19			19			17			14
Internship or Field Experience[b] (First-year results: Plan to do)	%		87			81			77			74		65			60			47			62
	n		89			226			233			140		344			369			440			265
	SE		3.6			2.6			2.8			3.7		2.6			2.6			2.4			3.0
	CI up bnd		94			86			83			81		70			65			51			68
	CI low bnd		80			76			72			67		60			55			42			56
Study Abroad[b] (First-year results: Plan to do)	%		50			55			44			34		14			13			12			7
	n		88			224			233			139		340			364			435			264
	SE		5.4			3.3			3.3			4.0		1.9			1.8			1.6			1.6
	CI up bnd		60			62			51			42		18			17			15			10
	CI low bnd		39			49			38			26		10			10			9			4
Culminating Senior Experience[b] (First-year results: Plan to do)	%		50			45			40			42		42			35			26			32
	n		89			224			230			136		337			365			434			264
	SE		5.3			3.3			3.2			4.3		2.7			2.5			2.1			2.9
	CI up bnd		60			52			46			50		47			40			30			37
	CI low bnd		39			39			33			34		37			30			22			26
Overall HIP Participation[c]																							
Participated in one HIP	%		42			47			51			39		20			24			30			23
	n		89			226			233			141		347			369			441			265
	SE		5.3			3.3			3.3			4.1		2.2			2.2			2.2			2.6
	CI up bnd		52			53			57			47		25			28			34			28
	CI low bnd		31			40			45			31		16			20			26			18
Participated in two or more HIPs	%		10			8			8			11		69			64			56			64
	n		89			226			233			141		347			369			441			265
	SE		3.2			1.8			1.8			2.6		2.5			2.5			2.4			2.9
	CI up bnd		16			12			12			16		73			69			61			70
	CI low bnd		4			5			5			6		64			60			52			59

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 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.