



NSSE 2023

Multi-Year Report

University of North Carolina at Pembroke

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

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										
2014	17%	+/- 6.2%	204	166	38	25%	+/- 5.9%	210	179	31
2015										
2016										
2017	24%	+/- 5.6%	236	168	68	26%	+/- 5.5%	239	200	39
2018										
2019										
2020	25%	+/- 5.4%	246	150	96	26%	+/- 4.9%	295	228	67
2021										
2022										
2023	20%	+/- 7.9%	122	72	50	21%	+/- 5.1%	290	220	70

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	No	No	No
2015							
2016							
2017	Email	Census	No	Writing Experiences, FY Experiences / Sr Transitions	No	No	No
2018							
2019							
2020	Email	Census	No	Civic Engagement, Writing Experiences	No	No	No
2021							
2022							
2023	Email	Census	No	Inclusiv. & Cultural Div., HIP Quality	No	No	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

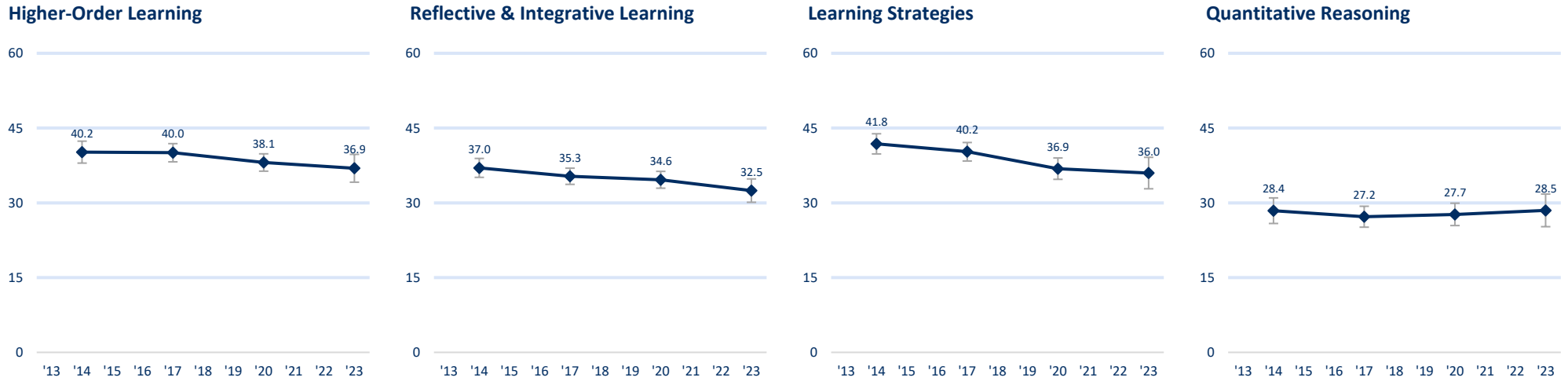
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

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

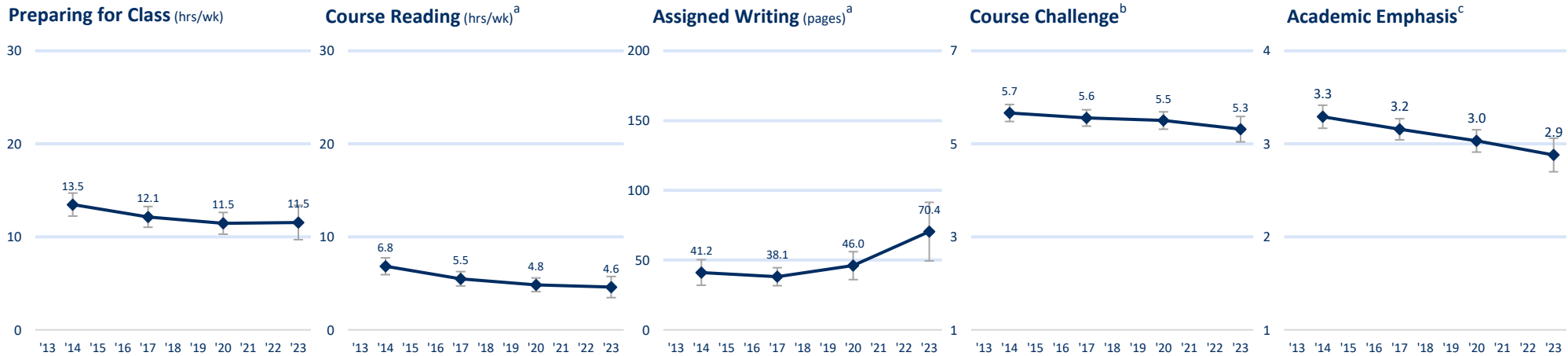
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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



Academic Challenge (additional items): First-year students



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

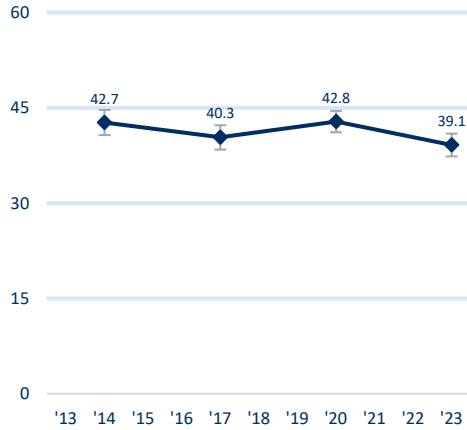
Engagement Results by Theme

University of North Carolina at Pembroke

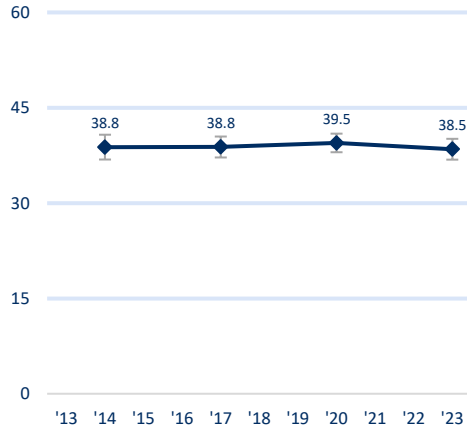
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Academic Challenge: Seniors

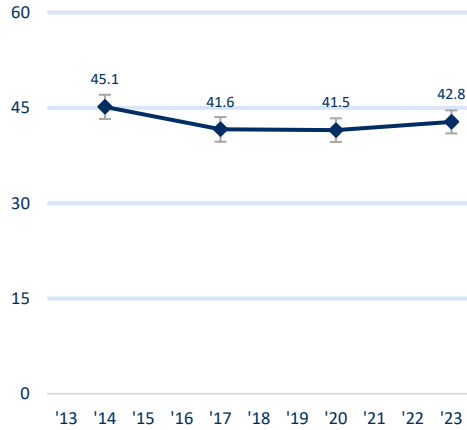
Higher-Order Learning



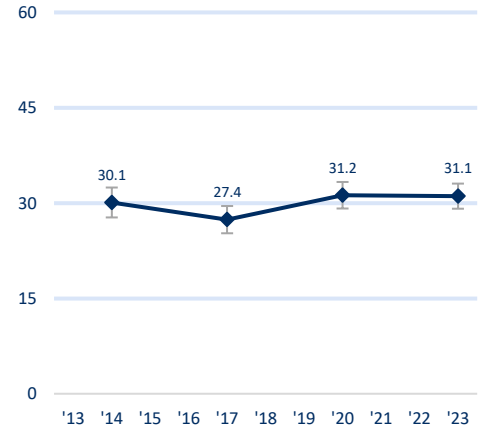
Reflective & Integrative Learning



Learning Strategies

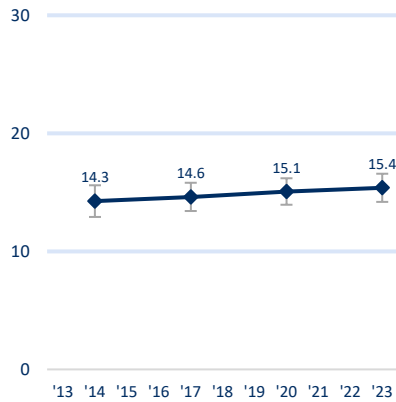


Quantitative Reasoning

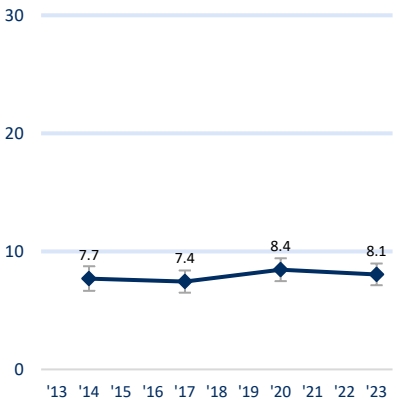


Academic Challenge (additional items): Seniors

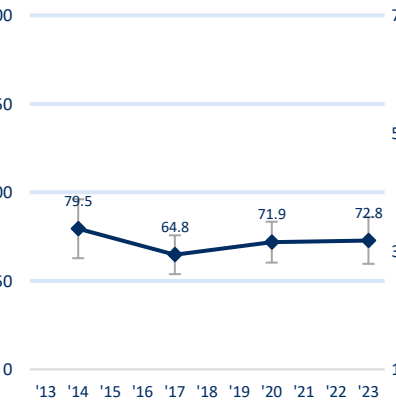
Preparing for Class (hrs/wk)



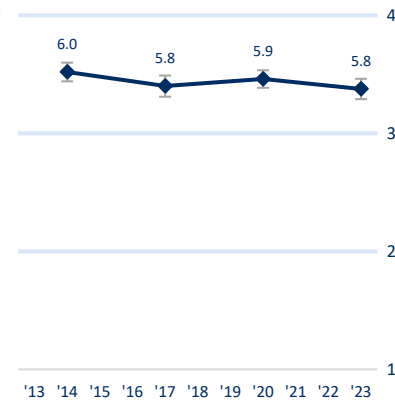
Course Reading (hrs/wk)^a



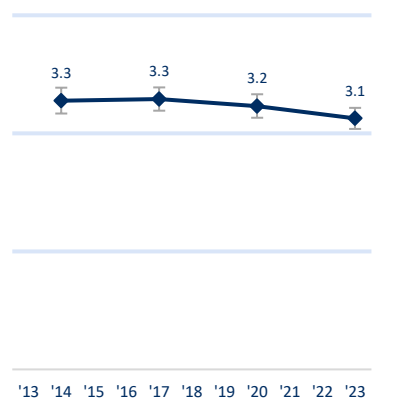
Assigned Writing (pages)^a



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").

NSSE 2023 Multi-Year Report

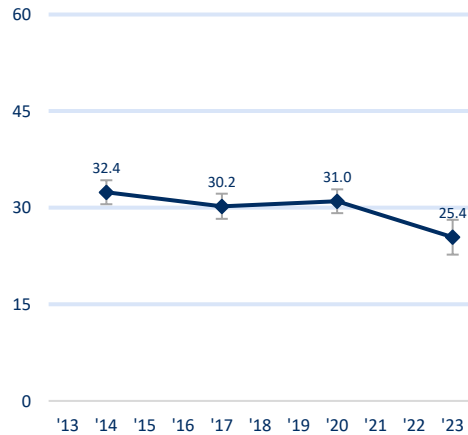
Engagement Results by Theme

University of North Carolina at Pembroke

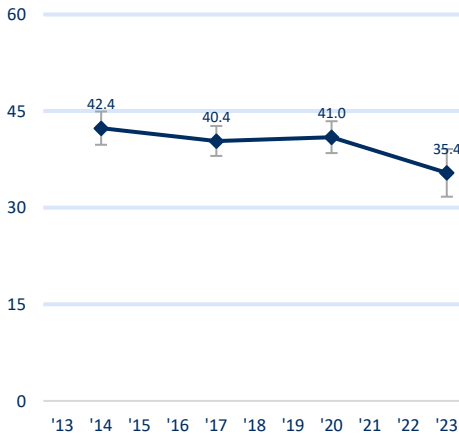
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

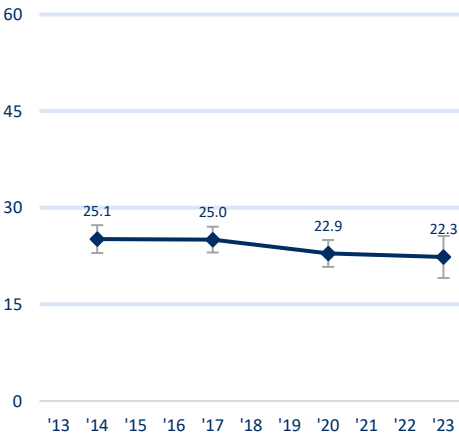


Discussions with Diverse Others

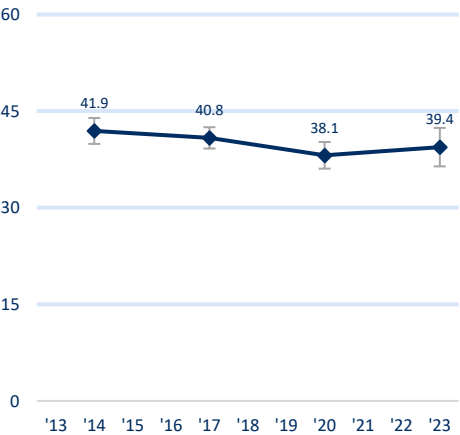


Experiences with Faculty: First-year students

Student-Faculty Interaction

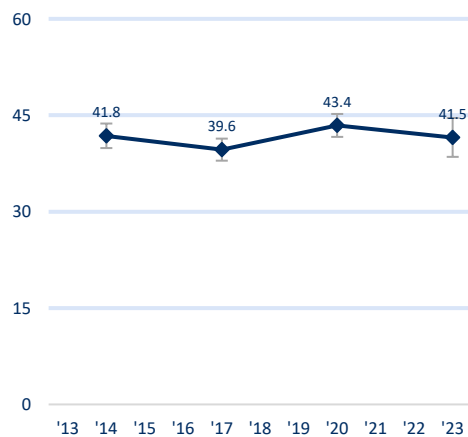


Effective Teaching Practices

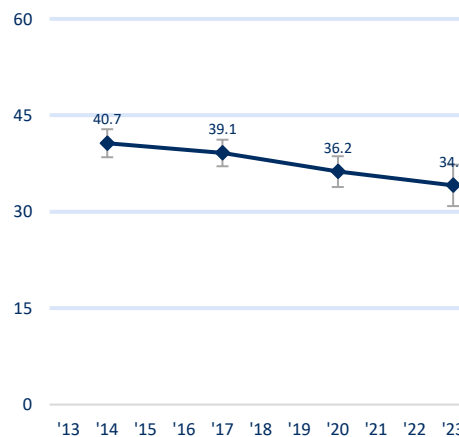


Campus Environment: First-year students

Quality of Interactions



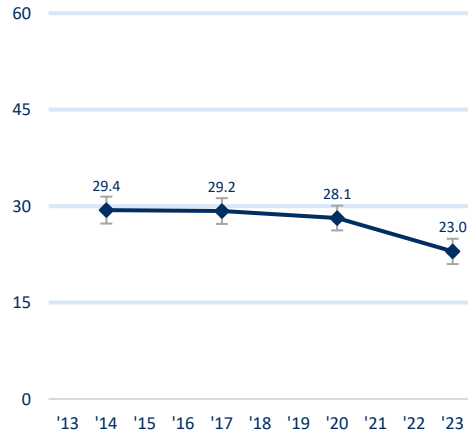
Supportive Environment



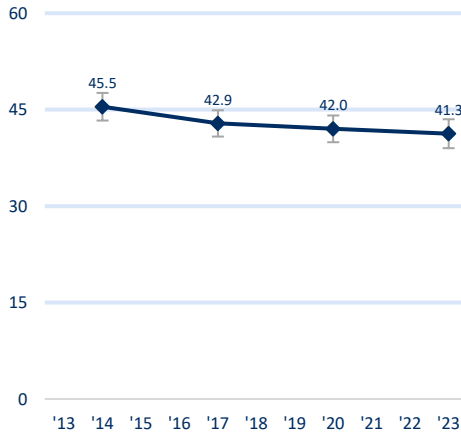
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

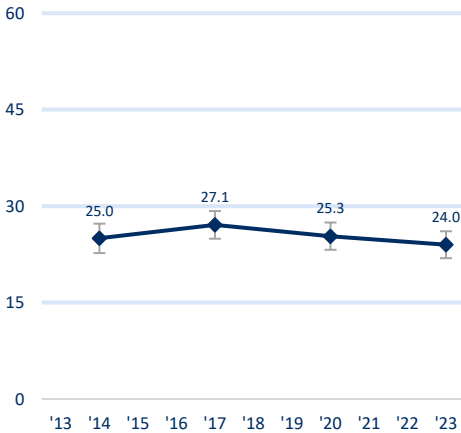


Discussions with Diverse Others

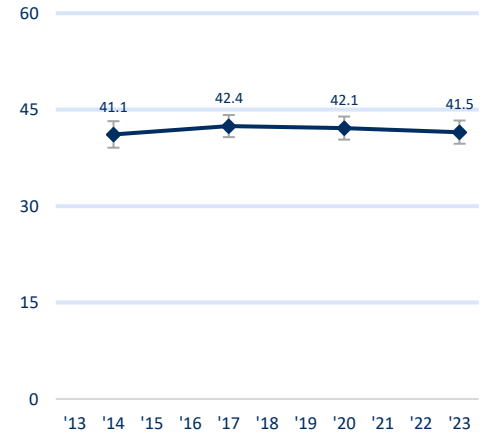


Experiences with Faculty: Seniors

Student-Faculty Interaction

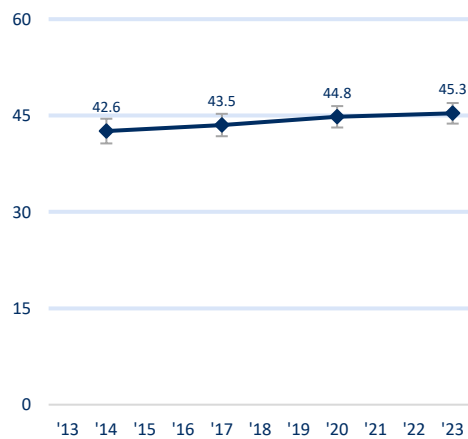


Effective Teaching Practices

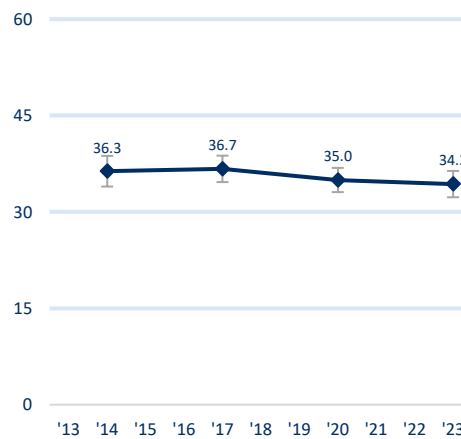


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

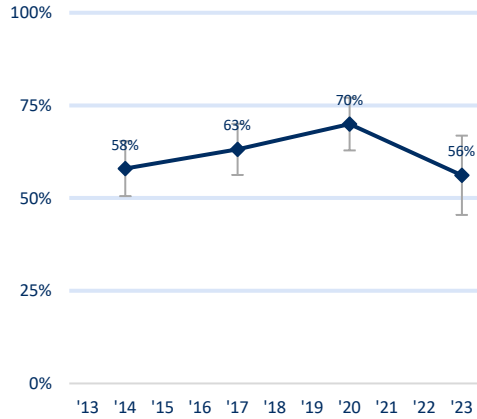


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

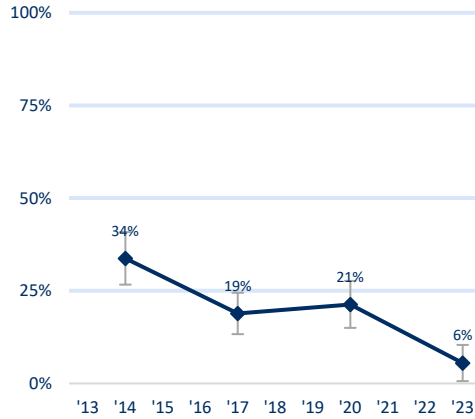
Service-Learning

(Some, most, or all courses)



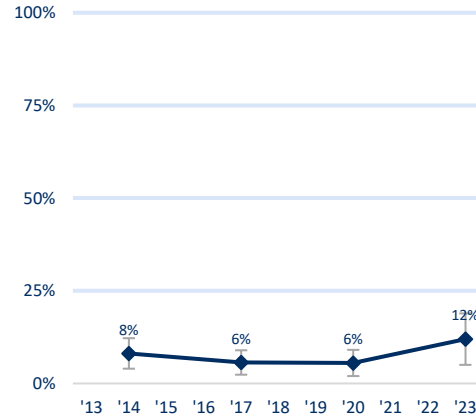
Learning Community

(Done or in progress)



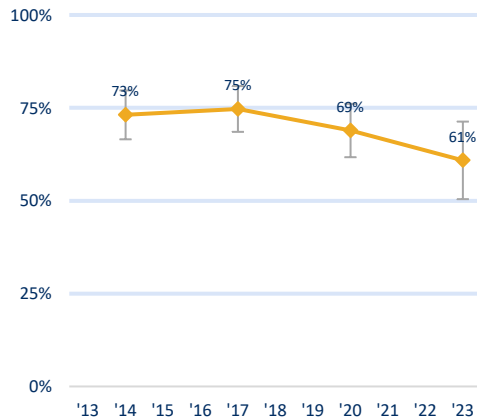
Research with Faculty

(Done or in progress)



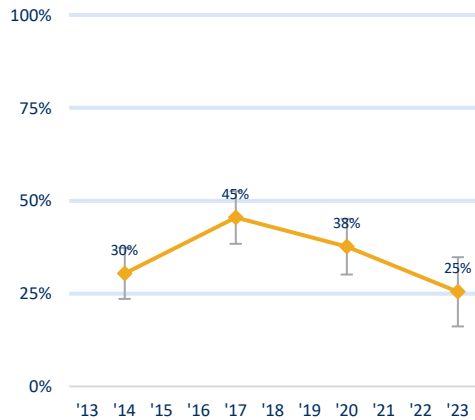
Internship/Field Experience

(Plan to do)



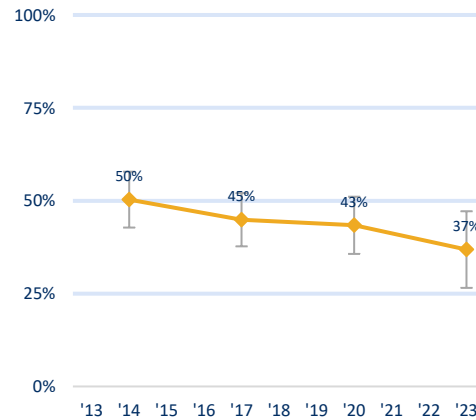
Study Abroad

(Plan to do)



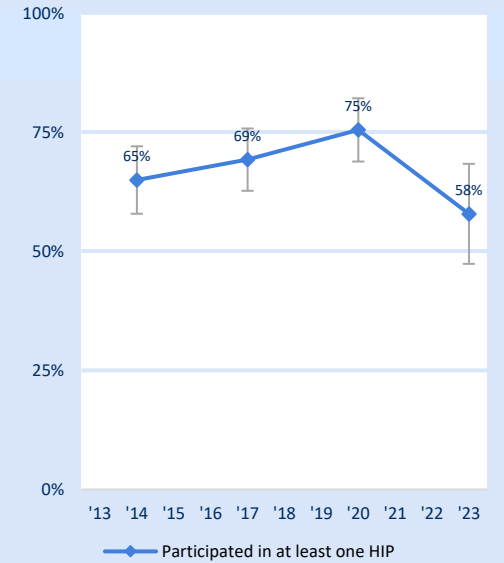
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.



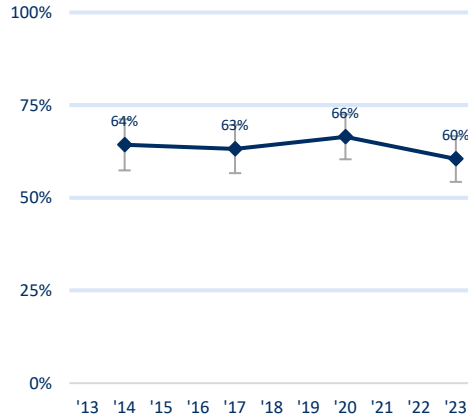
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

High-Impact Practices: Seniors

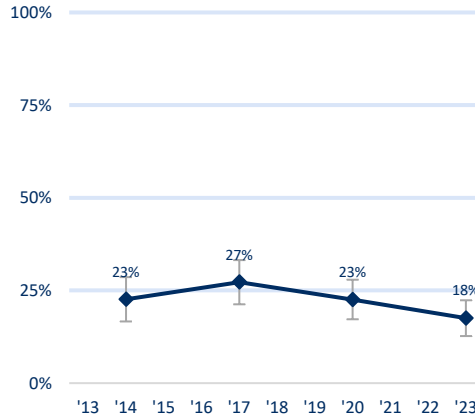
Service-Learning

(Some, most, or all courses)



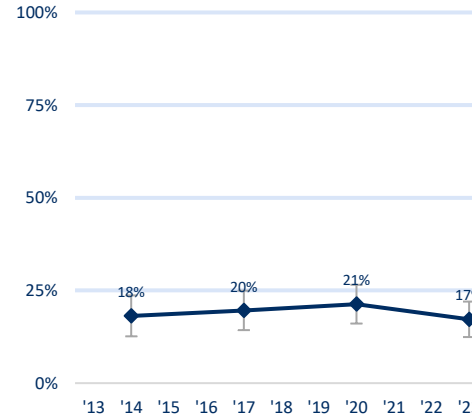
Learning Community

(Done or in progress)



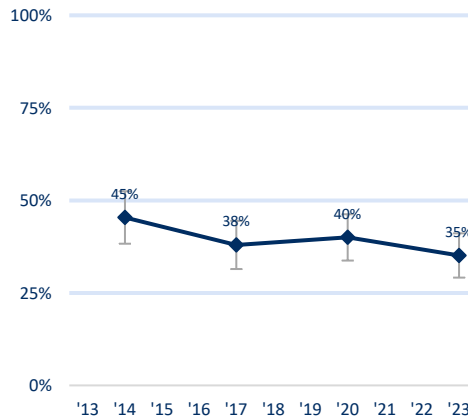
Research with Faculty

(Done or in progress)



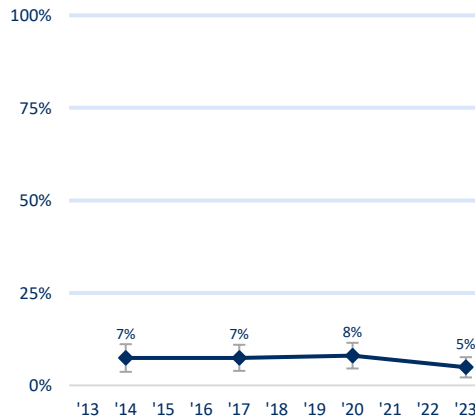
Internship/Field Experience

(Done or in progress)



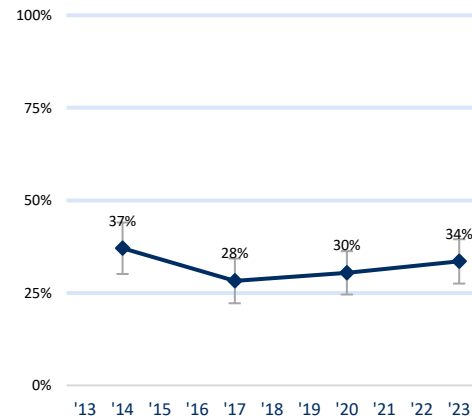
Study Abroad

(Done or in progress)



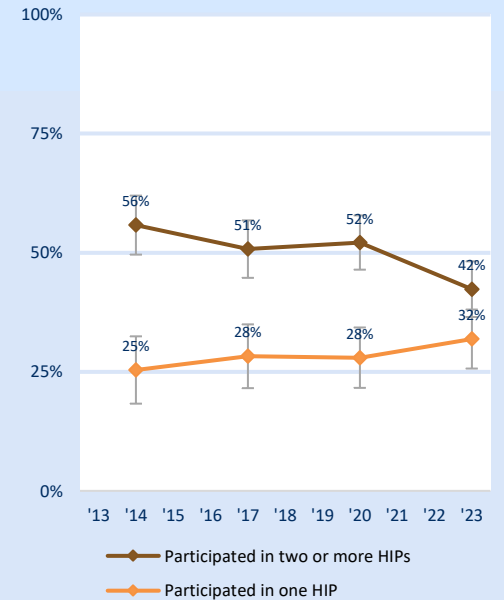
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

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



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

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of North Carolina at Pembroke

		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
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean		40.2		40.0				38.1		36.9		42.7		40.3				42.8		39.1		
	n		183		214				181		95		197		228				243		254		
	SD		15.2		13.6				11.9		13.9		14.2		14.7				13.4		14.6		
	SE		1.12		.93				.89		1.42		1.01		.98				.86		.91		
	CI up bnd		42.4		41.9				39.8		39.7		44.7		42.2				44.5		40.9		
	CI low bnd		38.0		38.2				36.4		34.1		40.7		38.4				41.1		37.3		
Reflective & Integrative Learning	Mean		37.0		35.3				34.6		32.5		38.8		38.8				39.5		38.5		
	n		186		224				203		105		200		234				269		268		
	SD		13.2		12.4				12.3		12.3		14.1		12.8				12.2		13.7		
	SE		.97		.83				.86		1.19		.99		.84				.75		.84		
	CI up bnd		38.9		37.0				36.3		34.8		40.8		40.5				40.9		40.1		
	CI low bnd		35.1		33.7				32.9		30.1		36.9		37.2				38.0		36.8		
Learning Strategies	Mean		41.8		40.2				36.9		36.0		45.1		41.6				41.5		42.8		
	n		172		194				163		85		188		213				236		246		
	SD		13.5		13.2				14.0		14.9		13.3		14.4				14.6		14.5		
	SE		1.03		.95				1.09		1.61		.97		.99				.95		.92		
	CI up bnd		43.9		42.1				39.0		39.1		47.0		43.5				43.3		44.6		
	CI low bnd		39.8		38.4				34.7		32.8		43.2		39.7				39.6		41.0		
Quantitative Reasoning	Mean		28.4		27.2				27.7		28.5		30.1		27.4				31.2		31.1		
	n		186		211				168		89		200		225				240		247		
	SD		17.9		15.5				14.9		15.8		17.0		16.4				16.5		15.8		
	SE		1.31		1.07				1.14		1.67		1.20		1.09				1.06		1.01		
	CI up bnd		31.0		29.3				29.9		31.8		32.4		29.5				33.3		33.1		
	CI low bnd		25.9		25.1				25.4		25.2		27.7		25.3				29.1		29.1		
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean		13.5		12.1				11.5		11.5		14.3		14.6				15.1		15.4		
	n		168		170				156		79		176		198				227		233		
	SD		8.2		7.4				7.4		8.4		9.1		8.6				8.6		9.3		
	SE		.63		.57				.60		.94		.68		.61				.57		.61		
	CI up bnd		14.7		13.3				12.6		13.4		15.6		15.8				16.2		16.6		
	CI low bnd		12.2		11.0				10.3		9.7		12.9		13.4				14.0		14.2		
Course Reading Est. hrs per week calculated from two items.	Mean		6.8		5.5				4.8		4.6		7.7		7.4				8.4		8.1		
	n		164		170				155		78		174		198				222		231		
	SD		5.9		5.1				4.6		5.1		7.0		6.8				7.4		7.1		
	SE		.46		.39				.37		.58		.53		.48				.49		.47		
	CI up bnd		7.7		6.3				5.6		5.7		8.7		8.4				9.4		9.0		
	CI low bnd		5.9		4.7				4.1		3.5		6.7		6.5				7.5		7.1		

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

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

University of North Carolina at Pembroke

		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
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	41.2			38.1				46.0			70.4	79.5			64.8			71.9			72.8	
Estimated number of pages calculated from three survey questions.	<i>n</i>	164			194				166			91	166			212			238			243	
	<i>SD</i>	59.9			46.0				65.7			102.0	109.3			81.5			91.0			105.0	
	<i>SE</i>	4.67			3.30				5.10			10.72	8.49			5.59			5.90			6.73	
	<i>CI up bnd</i>	50.3			44.6				56.0			91.4	96.1			75.7			83.4			86.0	
	<i>CI low bnd</i>	32.0			31.7				36.0			49.4	62.8			53.8			60.3			59.6	
Course Challenge	<i>Mean</i>	5.7			5.6				5.5			5.3	6.0			5.8			5.9			5.8	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	173			192				161			86	188			215			239			245	
	<i>SD</i>	1.2			1.2				1.2			1.3	1.1			1.3			1.2			1.4	
	<i>SE</i>	.09			.09				.10			.14	.08			.09			.08			.09	
	<i>CI up bnd</i>	5.8			5.7				5.7			5.6	6.2			6.0			6.1			5.9	
	<i>CI low bnd</i>	5.5			5.4				5.3			5.0	5.9			5.6			5.8			5.6	
Academic Emphasis	<i>Mean</i>	3.3			3.2				3.0			2.9	3.3			3.3			3.2			3.1	
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	168			172				157			84	178			199			230			238	
	<i>SD</i>	0.8			0.8				0.8			0.8	0.7			0.7			0.8			0.7	
	<i>SE</i>	.06			.06				.06			.09	.06			.05			.05			.05	
	<i>CI up bnd</i>	3.4			3.3				3.2			3.1	3.4			3.4			3.3			3.2	
	<i>CI low bnd</i>	3.2			3.0				2.9			2.7	3.2			3.2			3.1			3.0	
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	32.4			30.2				31.0			25.4	29.4			29.2			28.1			23.0	
	<i>n</i>	193			230				232			120	200			232			278			283	
	<i>SD</i>	13.2			15.1				14.4			15.1	15.1			15.6			16.4			16.9	
	<i>SE</i>	.95			1.00				.94			1.38	1.07			1.02			.98			1.00	
	<i>CI up bnd</i>	34.3			32.2				32.9			28.1	31.5			31.2			30.1			24.9	
	<i>CI low bnd</i>	30.5			28.3				29.2			22.7	27.3			27.2			26.2			21.0	
Discussions with Diverse Others	<i>Mean</i>	42.4			40.4				41.0			35.4	45.5			42.9			42.0			41.3	
	<i>n</i>	175			194				165			88	187			215			238			247	
	<i>SD</i>	17.4			16.5				16.2			17.7	15.0			15.3			16.3			18.1	
	<i>SE</i>	1.32			1.19				1.26			1.89	1.10			1.04			1.06			1.15	
	<i>CI up bnd</i>	44.9			42.7				43.4			39.1	47.6			44.9			44.1			43.5	
	<i>CI low bnd</i>	39.8			38.0				38.5			31.7	43.3			40.8			39.9			39.0	

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

University of North Carolina at Pembroke

		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
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>		25.1		25.0			22.9			22.3		25.0			27.1			25.3			24.0	
	<i>n</i>		182		220			194			101		199			230			258			260	
	<i>SD</i>		14.9		15.1			14.8			16.7		16.4			16.7			17.4			17.2	
	<i>SE</i>		1.10		1.02			1.06			1.66		1.17			1.10			1.08			1.07	
	<i>CI up bnd</i>		27.3		27.0			25.0			25.6		27.3			29.2			27.4			26.1	
	<i>CI low bnd</i>		23.0		23.0			20.8			19.1		22.7			24.9			23.2			21.9	
Effective Teaching Practices	<i>Mean</i>		41.9		40.8			38.1			39.4		41.1			42.4			42.1			41.5	
	<i>n</i>		187		217			177			96		199			232			250			255	
	<i>SD</i>		14.0		12.4			14.1			14.9		14.9			13.4			14.5			14.7	
	<i>SE</i>		1.03		.84			1.06			1.52		1.05			.88			.92			.92	
	<i>CI up bnd</i>		43.9		42.5			40.2			42.4		43.2			44.2			43.9			43.3	
	<i>CI low bnd</i>		39.9		39.2			36.1			36.4		39.1			40.7			40.3			39.7	
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>		41.8		39.6			43.4			41.5		42.6			43.5			44.8			45.3	
	<i>n</i>		171		183			157			82		184			201			209			207	
	<i>SD</i>		12.8		11.8			11.4			14.0		13.3			12.6			12.3			11.8	
	<i>SE</i>		.97		.87			.91			1.54		.98			.89			.85			.82	
	<i>CI up bnd</i>		43.7		41.4			45.2			44.6		44.5			45.3			46.5			47.0	
	<i>CI low bnd</i>		39.9		37.9			41.6			38.5		40.7			41.8			43.1			43.7	
Supportive Environment	<i>Mean</i>		40.7		39.1			36.2			34.1		36.3			36.7			35.0			34.3	
	<i>n</i>		166		172			154			83		177			199			229			231	
	<i>SD</i>		14.3		13.8			15.2			14.9		16.2			14.8			14.6			15.9	
	<i>SE</i>		1.11		1.05			1.22			1.64		1.22			1.05			.96			1.04	
	<i>CI up bnd</i>		42.8		41.2			38.6			37.3		38.7			38.8			36.9			36.4	
	<i>CI low bnd</i>		38.5		37.1			33.8			30.9		33.9			34.6			33.1			32.3	

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).

		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	%		58			63			70		56		64			63			66		60		
	<i>n</i>		172			189			161		84		186			212			235		240		
	<i>SE</i>		3.8			3.5			3.6		5.5		3.5			3.3			3.1		3.2		
	<i>CI up bnd</i>		65			70			77		67		71			70			72		67		
	<i>CI low bnd</i>		51			56			63		45		57			57			60		54		
Learning Community^a	%		34			19			21		6		23			27			23		18		
	<i>n</i>		172			190			162		85		189			215			237		239		
	<i>SE</i>		3.6			2.8			3.2		2.5		3.1			3.0			2.7		2.5		
	<i>CI up bnd</i>		41			24			28		10		29			33			28		22		
	<i>CI low bnd</i>		27			13			15		1		17			21			17		13		
Research with Faculty^a	%		8			6			6		12		18			20			21		17		
	<i>n</i>		170			190			162		85		188			215			237		240		
	<i>SE</i>		2.1			1.7			1.8		3.5		2.8			2.7			2.7		2.4		
	<i>CI up bnd</i>		12			9			9		19		24			25			27		22		
	<i>CI low bnd</i>		4			2			2		5		13			14			16		12		
Internship or Field Experience^b	%		73			75			69		61		45			38			40		35		
	<i>n</i>		175			192			161		85		191			215			236		245		
	<i>SE</i>		3.4			3.1			3.7		5.3		3.6			3.3			3.2		3.1		
	(First-year results: Plan to do)	<i>CI up bnd</i>		80			81			76		71		52			44			46		41	
	<i>CI low bnd</i>		67			69			62		50		38			31			34		29		
Study Abroad^b	%		30			45			38		25		7			7			8		5		
	<i>n</i>		173			191			162		85		189			214			237		239		
	<i>SE</i>		3.5			3.6			3.8		4.8		1.9			1.8			1.8		1.4		
	(First-year results: Plan to do)	<i>CI up bnd</i>		37			53			45		35		11			11			12		8	
	<i>CI low bnd</i>		24			38			30		16		4			4			5		2		
Culminating Senior Experience^b	%		50			45			43		37		37			28			30		34		
	<i>n</i>		171			186			160		85		186			214			238		239		
	<i>SE</i>		3.8			3.7			3.9		5.3		3.6			3.1			3.0		3.1		
	(First-year results: Plan to do)	<i>CI up bnd</i>		58			52			51		47		44			34			36		39	
	<i>CI low bnd</i>		43			38			36		27		30			22			25		28		
Overall HIP Participation^c																							
Participated in one HIP	%		37			55			56		44		25			28			28		32		
	<i>n</i>		175			191			162		85		191			215			240		245		
	<i>SE</i>		3.7			3.6			3.9		5.4		3.2			3.1			2.9		3.0		
	<i>CI up bnd</i>		44			62			64		55		32			34			34		38		
	<i>CI low bnd</i>		30			47			49		33		19			22			22		26		
Participated in two or more HIPs	%		28			15			19		14		56			51			52		42		
	<i>n</i>		175			191			162		85		191			215			240		245		
	<i>SE</i>		3.4			2.6			3.1		3.8		3.6			3.4			3.2		3.2		
	<i>CI up bnd</i>		35			20			25		21		63			57			58		49		
	<i>CI low bnd</i>		22			10			13		7		49			44			46		36		

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.