
NSSE 2024
Multi-Year Report
Memorial University of Newfoundland

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	20%	+/- 3.9%	505	342	163	28%	+/- 3.5%	568	434	134
2015										
2016										
2017	21%	+/- 4.0%	466	346	120	23%	+/- 4.0%	464	367	97
2018										
2019										
2020	41%	+/- 2.3%	1,060	774	286	33%	+/- 3.2%	645	506	139
2021										
2022										
2023										
2024	21%	+/- 3.8%	521	322	199	18%	+/- 4.9%	334	245	89

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	Academic Advising, Information Literacy	No	No	No
2015							
2016							
2017	Email	Census	Yes	FY Experiences / Sr Transitions	No	No	No
2018							
2019							
2020	Email	Census	Yes	FY Experiences / Sr Transitions	No	No	No
2021							
2022							
2023							
2024	Email	Census	Yes	FY Experiences & Sr Transitions, Mental Health & Well-Being	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.

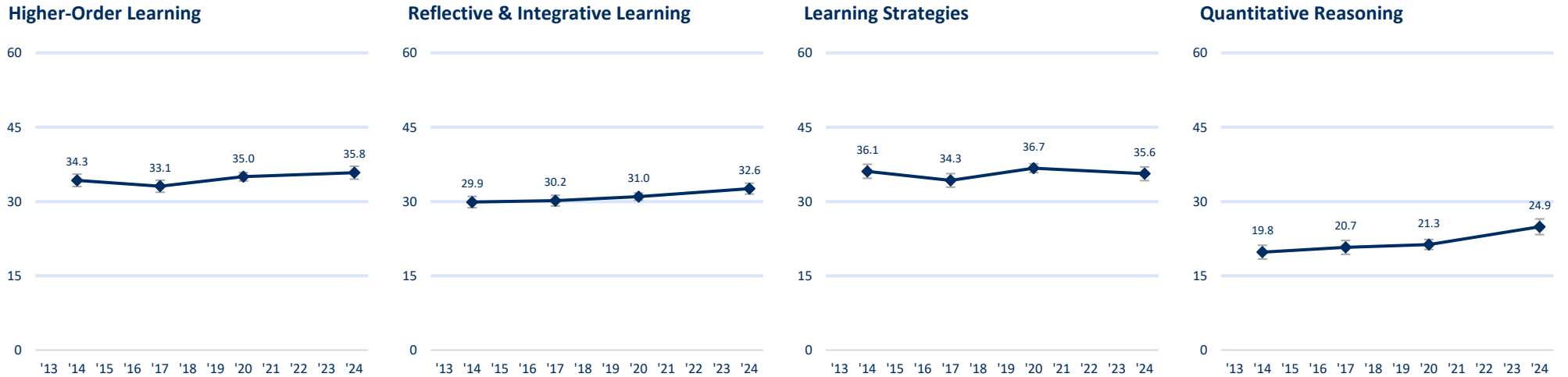
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.

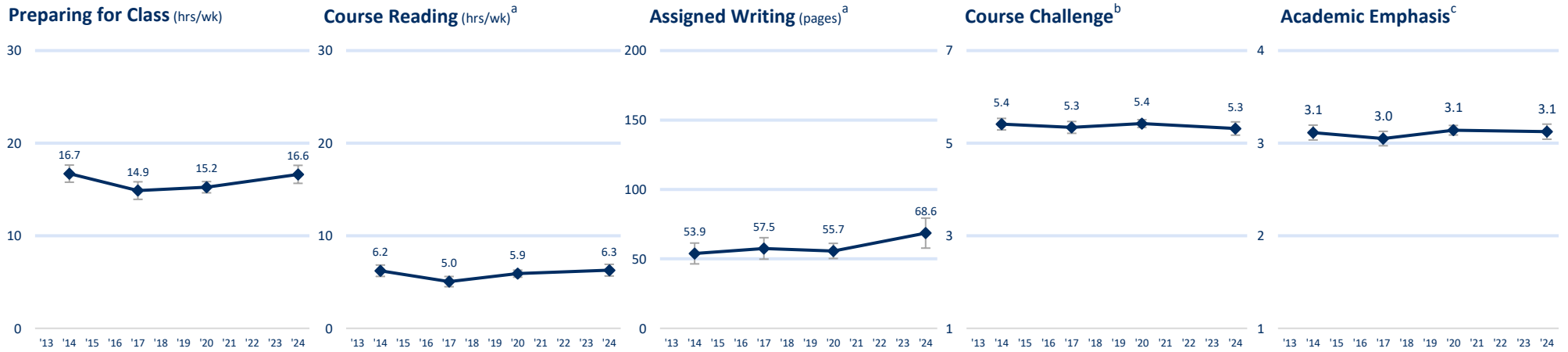
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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.

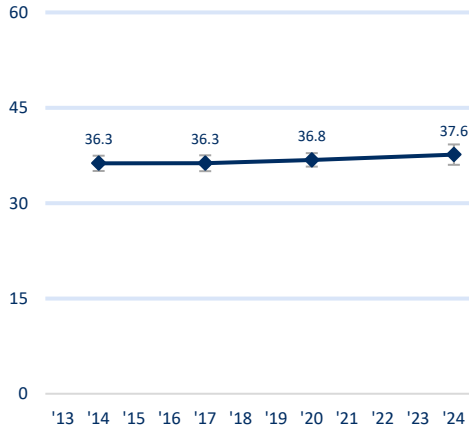
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

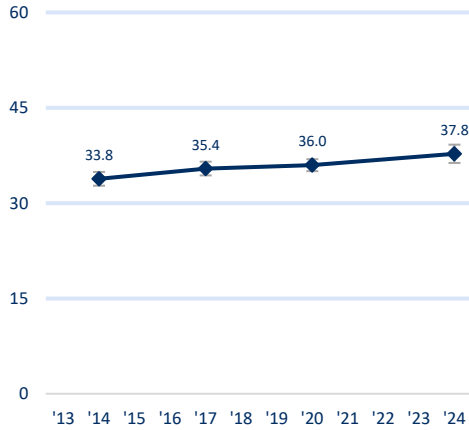
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

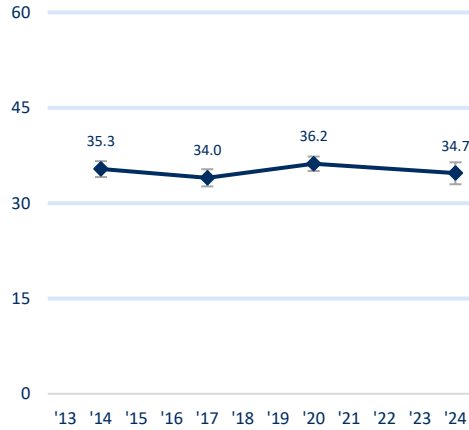
Higher-Order Learning



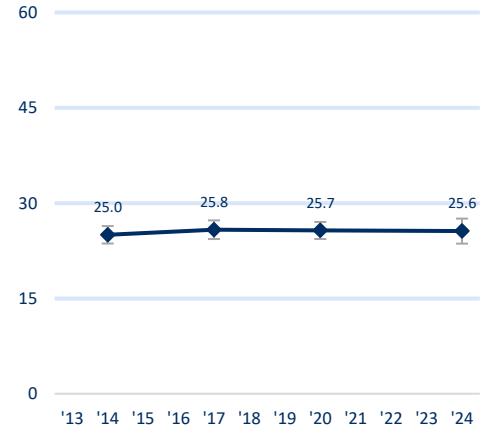
Reflective & Integrative Learning



Learning Strategies

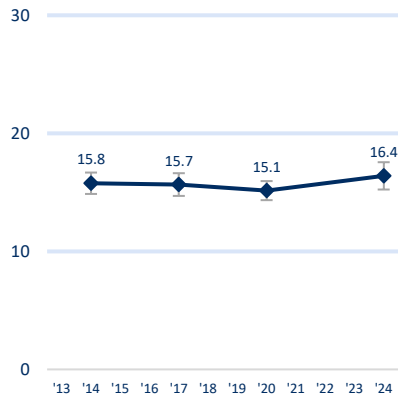


Quantitative Reasoning

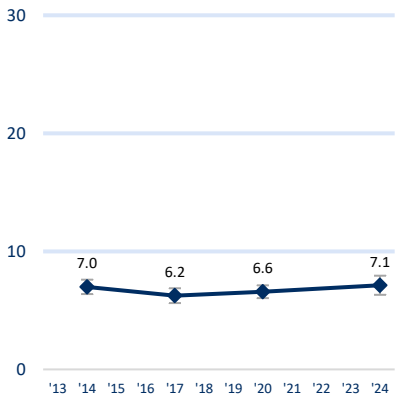


Academic Challenge (additional items): Seniors

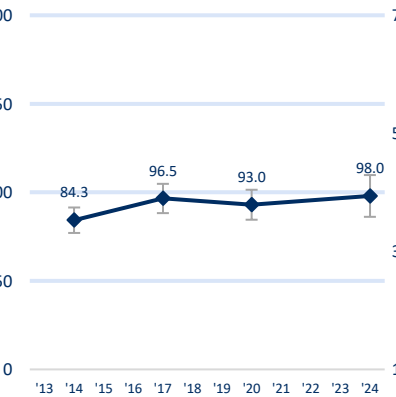
Preparing for Class (hrs/wk)



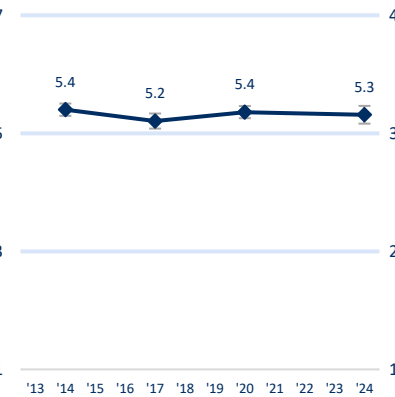
Course Reading (hrs/wk)^a



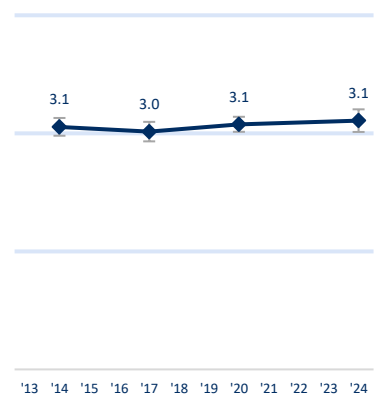
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

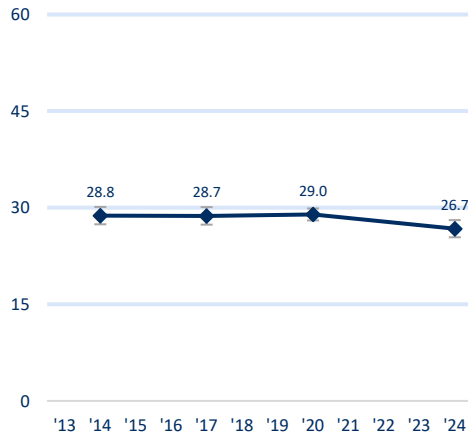
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

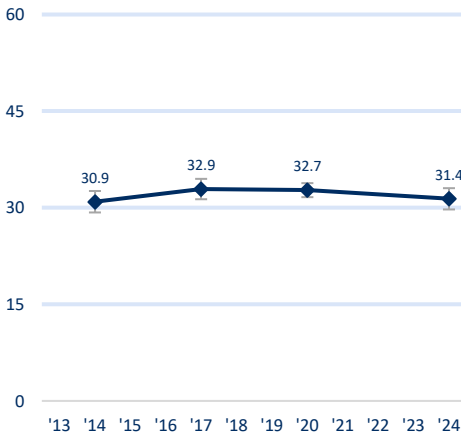
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

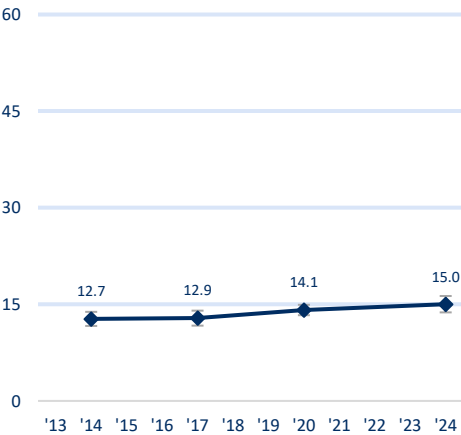


Discussions with Diverse Others

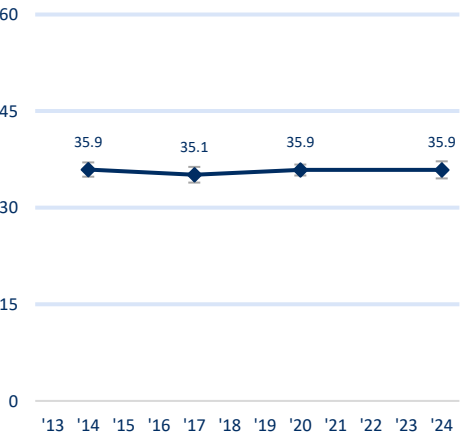


Experiences with Faculty: First-year students

Student-Faculty Interaction

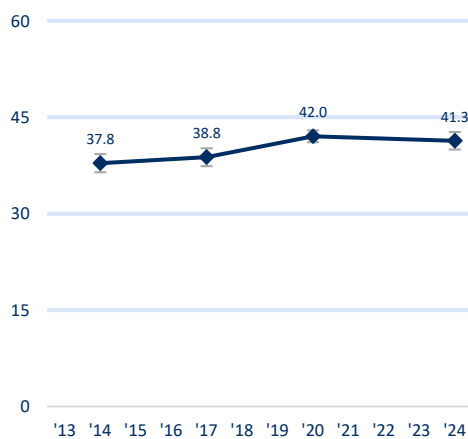


Effective Teaching Practices

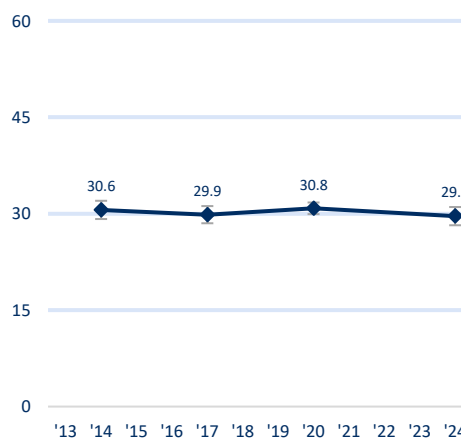


Campus Environment: First-year students

Quality of Interactions



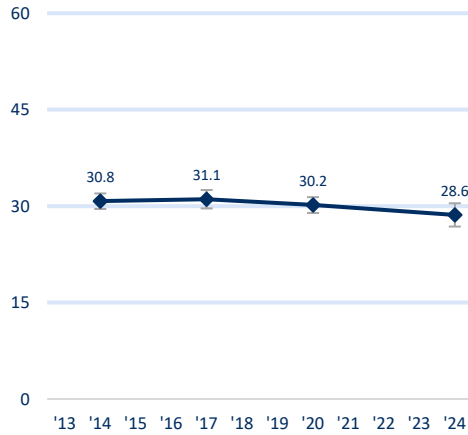
Supportive Environment



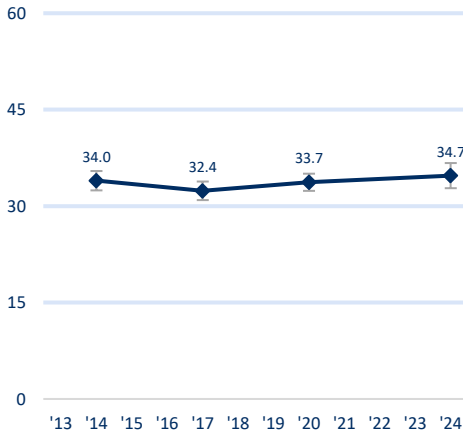
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

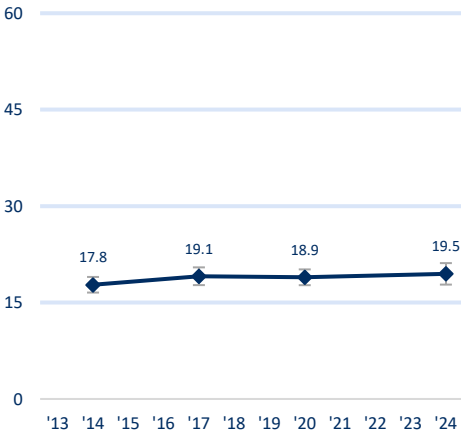


Discussions with Diverse Others

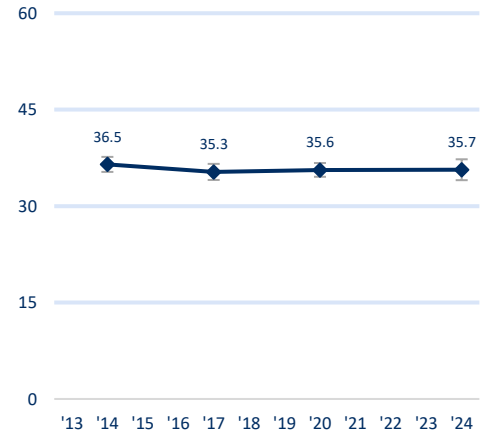


Experiences with Faculty: Seniors

Student-Faculty Interaction

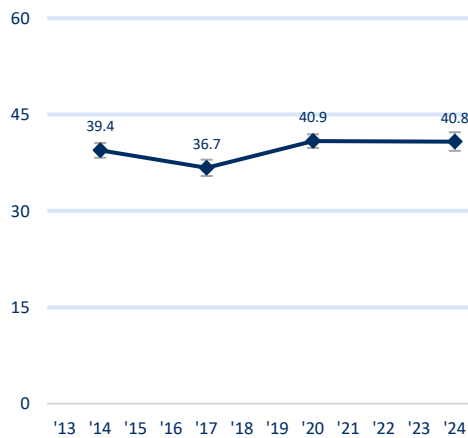


Effective Teaching Practices

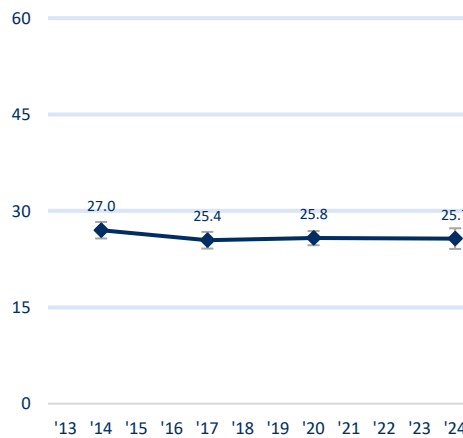


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

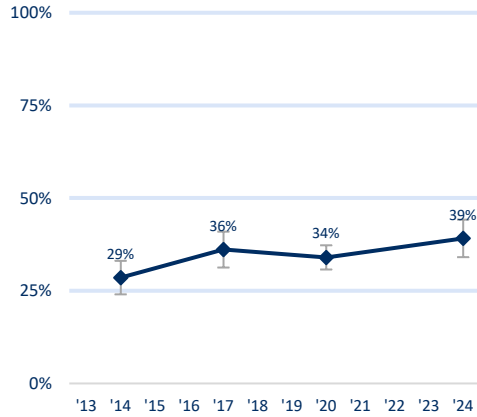


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

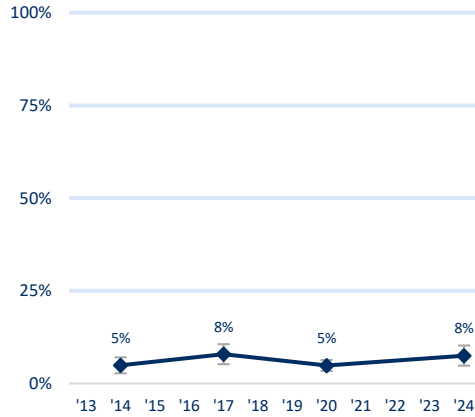
Service-Learning

(Some, most, or all courses)



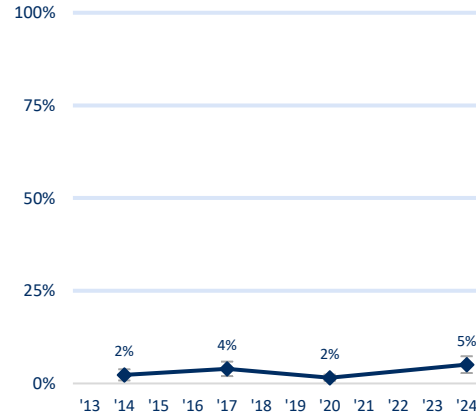
Learning Community

(Done or in progress)



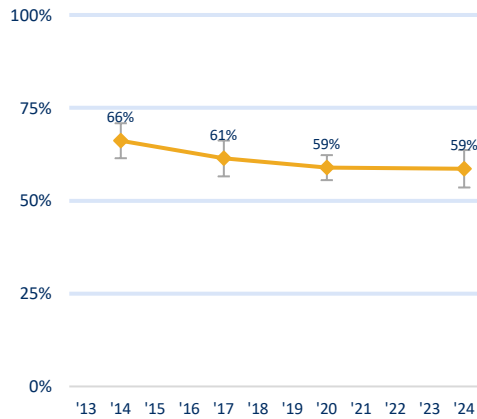
Research with Faculty

(Done or in progress)



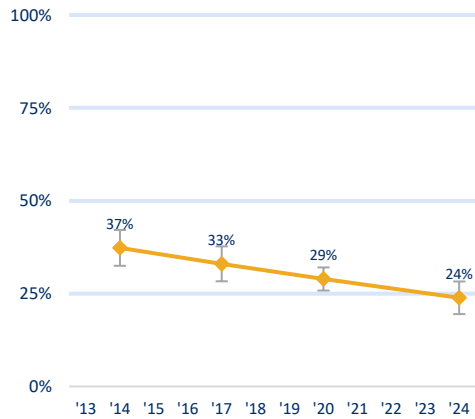
Internship/Field Experience

(Plan to do)



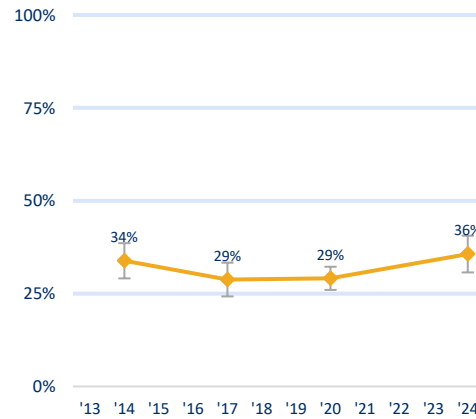
Study Abroad

(Plan to do)



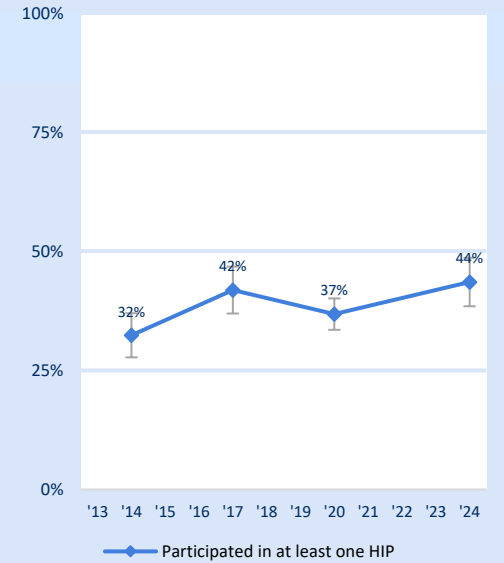
Culminating Senior Experience

(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.



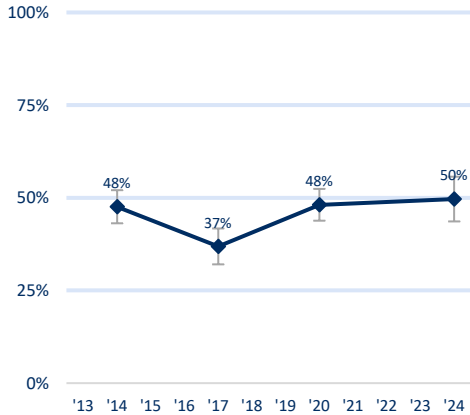
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

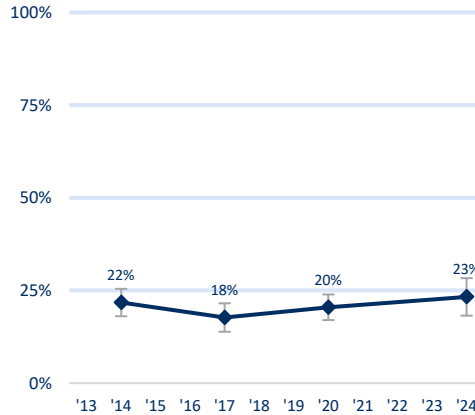
Service-Learning

(Some, most, or all courses)



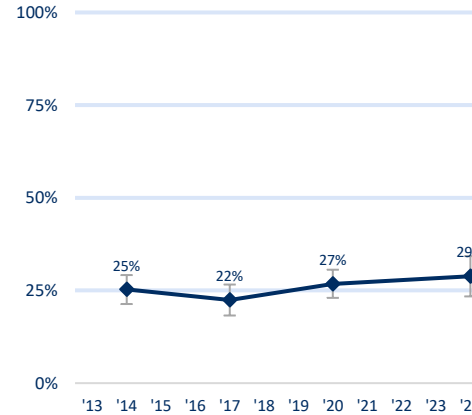
Learning Community

(Done or in progress)



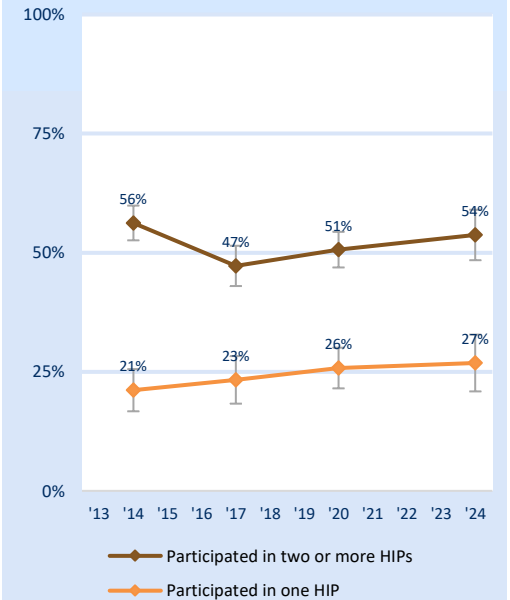
Research with Faculty

(Done or in progress)



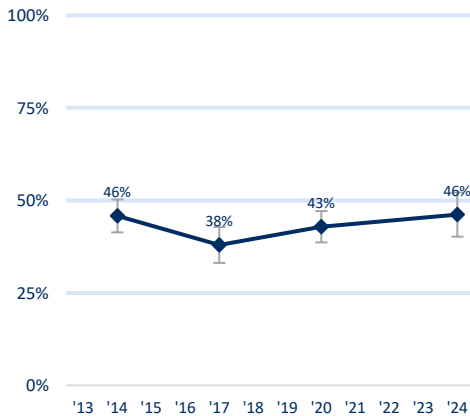
Overall senior HIP participation

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.



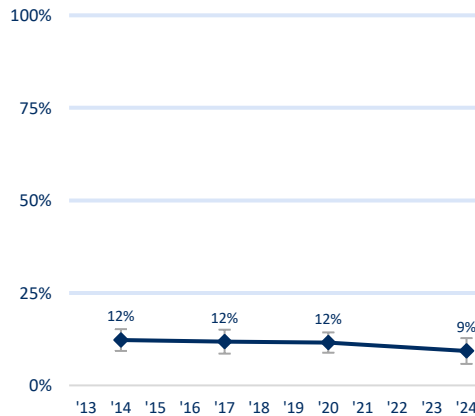
Internship/Field Experience

(Done or in progress)



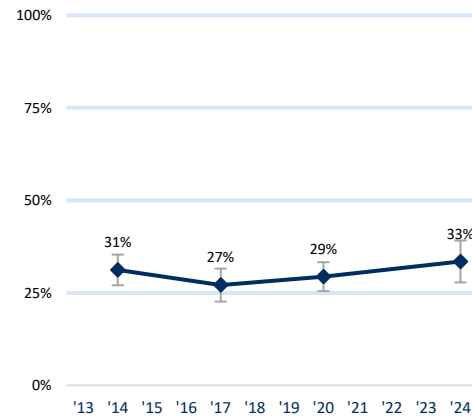
Study Abroad

(Done or in progress)



Culminating Senior Experience

(Done or in progress)



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.

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Memorial University of Newfoundland

		First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Academic Challenge</i>																									
Higher-Order Learning	Mean		34.3			33.1			35.0			35.8		36.3			36.3			36.8			37.6		
	n		442			435			877			405		516			432			556			285		
	SD		13.4			13.0			12.9			13.4		13.9			13.3			12.7			13.8		
	SE		.64			.62			.43			.66		.61			.64			.54			.82		
	CI up bnd		35.5			34.3			35.9			37.1		37.5			37.5			37.9			39.2		
	CI low bnd		33.0			31.9			34.1			34.5		35.1			35.0			35.7			36.0		
Reflective & Integrative Learning	Mean		29.9			30.2			31.0			32.6		33.8			35.4			36.0			37.8		
	n		457			443			957			458		530			444			589			310		
	SD		12.4			11.7			11.4			11.9		12.7			11.6			11.6			12.9		
	SE		.58			.55			.37			.56		.55			.55			.48			.73		
	CI up bnd		31.0			31.3			31.7			33.7		34.9			36.5			36.9			39.2		
	CI low bnd		28.8			29.1			30.3			31.5		32.7			34.4			35.0			36.3		
Learning Strategies	Mean		36.1			34.3			36.7			35.6		35.3			34.0			36.2			34.7		
	n		386			390			824			366		476			386			524			271		
	SD		14.1			13.7			13.1			13.5		13.9			13.5			13.2			14.5		
	SE		.72			.70			.46			.71		.64			.69			.58			.88		
	CI up bnd		37.5			35.6			37.6			37.0		36.6			35.3			37.3			36.4		
	CI low bnd		34.7			32.9			35.8			34.2		34.1			32.6			35.1			33.0		
Quantitative Reasoning	Mean		19.8			20.7			21.3			24.9		25.0			25.8			25.7			25.6		
	n		444			430			844			374		521			431			536			274		
	SD		14.9			14.7			14.9			15.7		16.0			15.5			15.8			16.6		
	SE		.71			.71			.51			.81		.70			.75			.68			1.01		
	CI up bnd		21.2			22.1			22.3			26.5		26.4			27.3			27.0			27.6		
	CI low bnd		18.4			19.3			20.3			23.3		23.6			24.3			24.3			23.6		
<i>Academic Challenge (additional items)</i>																									
Preparing for Class (hours/week)	Mean		16.7			14.9			15.2			16.6		15.8			15.7			15.1			16.4		
	n		348			350			790			341		427			366			508			254		
	SD		8.8			9.1			8.7			9.1		9.5			9.4			9.3			9.4		
	SE		.47			.48			.31			.50		.46			.49			.41			.59		
	CI up bnd		17.6			15.8			15.8			17.6		16.7			16.6			16.0			17.6		
	CI low bnd		15.8			13.9			14.6			15.7		14.9			14.7			14.3			15.2		
Course Reading <small>Est. hrs per week calculated from two items.</small>	Mean		6.2			5.0			5.9			6.3		7.0			6.2			6.6			7.1		
	n		341			347			784			340		421			363			506			252		
	SD		5.8			5.2			5.4			5.9		6.4			6.1			6.2			6.6		
	SE		.31			.28			.19			.32		.31			.32			.28			.41		
	CI up bnd		6.8			5.6			6.3			6.9		7.6			6.9			7.1			7.9		
	CI low bnd		5.6			4.5			5.5			5.7		6.4			5.6			6.0			6.3		

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 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Memorial University of Newfoundland

		First-year students											Seniors																																																
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24																																				
<i>Academic Challenge (additional items, continued)</i>																																																													
Assigned Writing	<i>Mean</i>	53.9				57.5							55.7											68.6									84.3									96.5									93.0									98.0	
	<i>n</i>	348				395							835												367									431									394									519									274
	<i>SD</i>	71.4				78.2							80.4												105.6									76.2									83.8									98.4									99.6
	<i>SE</i>	3.83				3.94							2.78												5.51									3.67									4.22									4.32									6.02
	<i>CI up bnd</i>	61.4				65.3							61.2												79.4									91.4									104.8									101.5									109.8
	<i>CI low bnd</i>	46.4				49.8							50.3												57.8									77.1									88.3									84.5									86.2
Course Challenge	<i>Mean</i>	5.4				5.3							5.4												5.3									5.4									5.2									5.4									5.3
	<i>n</i>	389				396							826												368									479									388									528									267
	<i>SD</i>	1.3				1.3							1.2												1.4									1.2									1.3									1.3									
	<i>SE</i>	.06				.06							.04												.07									.05									.07									.08									
	<i>CI up bnd</i>	5.5				5.5							5.5												5.5									5.5									5.3									5.5									
	<i>CI low bnd</i>	5.3				5.2							5.3												5.2									5.3									5.1									5.3									
Academic Emphasis	<i>Mean</i>	3.1				3.0							3.1												3.1									3.1									3.0									3.1									
	<i>n</i>	350				361							806												349									437									378									516									259
	<i>SD</i>	0.8				0.8							0.7												0.8									0.8									0.8									0.8									
	<i>SE</i>	.04				.04							.03												.04									.04									.04									.05									
	<i>CI up bnd</i>	3.2				3.1							3.2												3.2									3.1									3.1									3.1									
	<i>CI low bnd</i>	3.0				3.0							3.0												3.0									3.0									2.9									3.0									
<i>Learning with Peers</i>																																																													
Collaborative Learning	<i>Mean</i>	28.8				28.7							29.0												26.7									30.8									31.1									30.2									28.6
	<i>n</i>	475				458							1,024												498									542									452									624									
	<i>SD</i>	15.0				14.9							15.2												15.2									14.4									15.5									15.7									
	<i>SE</i>	.69				.70							.48												.68									.62									.73									.63									
	<i>CI up bnd</i>	30.1				30.1							29.9												28.1									32.0									32.5									31.4									
	<i>CI low bnd</i>	27.4				27.4							28.0												25.4									29.6									29.6									28.9									
Discussions with Diverse Others	<i>Mean</i>	30.9				32.9							32.7												31.4									34.0									32.4									33.7									34.7
	<i>n</i>	384				394							835												370									473									390									531									268
	<i>SD</i>	16.7				16.0							16.1												16.2									16.7									14.6									15.7									
	<i>SE</i>	.85				.81							.56												.84									.77									.74									.68									
	<i>CI up bnd</i>	32.6				34.5							33.8												33.0									35.5									33.8									35.0									
	<i>CI low bnd</i>	29.3				31.3							31.6												29.7									32.4									30.9									32.4									

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

NSSE 2024 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Memorial University of Newfoundland

		First-year students										Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
<i>Experiences with Faculty</i>																									
Student-Faculty Interaction	<i>Mean</i>		12.7			12.9			14.1			15.0		17.8			19.1		18.9			19.5			
	<i>n</i>		455			435			914			431		517			439		572			295			
	<i>SD</i>		11.9			12.4			12.5			13.5		14.1			14.7		15.0			14.6			
	<i>SE</i>		.56			.59			.41			.65		.62			.70		.63			.85			
	<i>CI up bnd</i>		13.8			14.0			14.9			16.3		19.0			20.5		20.2			21.1			
<i>CI low bnd</i>		11.6			11.7			13.3			13.7		16.5			17.7		17.7			17.8				
<hr/>																									
Effective Teaching Practices	<i>Mean</i>		35.9			35.1			35.9			35.9		36.5			35.3		35.6			35.7			
	<i>n</i>		453			438			872			400		525			436		557			291			
	<i>SD</i>		12.0			13.0			12.8			13.6		13.6			13.3		12.9			14.1			
	<i>SE</i>		.57			.62			.43			.68		.60			.64		.55			.83			
	<i>CI up bnd</i>		37.0			36.3			36.7			37.2		37.7			36.6		36.7			37.3			
<i>CI low bnd</i>		34.8			33.9			35.0			34.5		35.3			34.1		34.6			34.0				
<hr/>																									
<i>Campus Environment</i>																									
Quality of Interactions	<i>Mean</i>		37.8			38.8			42.0			41.3		39.4			36.7		40.9			40.8			
	<i>n</i>		339			306			629			298		402			332		441			234			
	<i>SD</i>		13.3			12.5			11.9			12.0		11.7			11.8		11.4			11.3			
	<i>SE</i>		.72			.71			.47			.70		.59			.65		.54			.74			
	<i>CI up bnd</i>		39.3			40.2			43.0			42.7		40.6			38.0		41.9			42.3			
<i>CI low bnd</i>		36.4			37.4			41.1			40.0		38.3			35.4		39.8			39.4				
<hr/>																									
Supportive Environment	<i>Mean</i>		30.6			29.9			30.8			29.6		27.0			25.4		25.8			25.7			
	<i>n</i>		349			353			795			341		426			372		512			257			
	<i>SD</i>		13.5			12.8			13.0			13.4		13.5			12.8		12.7			13.2			
	<i>SE</i>		.72			.68			.46			.72		.65			.66		.56			.82			
	<i>CI up bnd</i>		32.0			31.2			31.7			31.0		28.3			26.7		26.9			27.3			
<i>CI low bnd</i>		29.2			28.5			29.9			28.2		25.7			24.1		24.7			24.1				

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).

		First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'24
Service-Learning^a	%		29			36			34			39		48			37		48			50			
	n		385			380			810			358		481			383		522			265			
	SE		2.3			2.5			1.7			2.6		2.3			2.5		2.2			3.1			
	CI up bnd		33			41			37			44		52			42		52			56			
	CI low bnd		24			31			31			34		43			32		44			44			
Learning Community^a	%		5			8			5			8		22			18		20			23			
	n		387			383			818			364		479			381		523			269			
	SE		1.1			1.4			0.8			1.4		1.9			2.0		1.8			2.6			
	CI up bnd		7			11			6			10		25			22		24			28			
	CI low bnd		3			5			3			5		18			14		17			18			
Research with Faculty^a	%		2			4			2			5		25			22		27			29			
	n		384			385			819			363		476			384		523			267			
	SE		0.8			1.0			0.4			1.2		2.0			2.1		1.9			2.8			
	CI up bnd		4			6			2			7		29			27		31			34			
	CI low bnd		1			2			1			3		21			18		23			23			
Internship or Field Experience^b (First-year results: Plan to do)	%		66			61			59			59		46			38		43			46			
	n		390			393			821			368		483			385		527			270			
	SE		2.4			2.5			1.7			2.6		2.3			2.5		2.2			3.0			
	CI up bnd		71			66			62			64		50			43		47			52			
	CI low bnd		61			57			56			54		41			33		39			40			
Study Abroad^b (First-year results: Plan to do)	%		37			33			29			24		12			12		12			9			
	n		387			385			816			363		476			384		522			267			
	SE		2.5			2.4			1.6			2.2		1.5			1.6		1.4			1.8			
	CI up bnd		42			38			32			28		15			15		14			13			
	CI low bnd		32			28			26			19		9			9		9			6			
Culminating Senior Experience^b (First-year results: Plan to do)	%		34			29			29			36		31			27		29			33			
	n		384			383			816			362		479			383		523			267			
	SE		2.4			2.3			1.6			2.5		2.1			2.3		2.0			2.9			
	CI up bnd		39			33			32			41		35			32		33			39			
	CI low bnd		29			24			26			31		27			23		25			28			
Overall HIP Participation^c																									
Participated in one HIP	%		30			37			34			37		21			23		26			27			
	n		392			386			820			365		483			385		528			270			
	SE		2.3			2.5			1.7			2.5		1.9			2.2		1.9			2.7			
	CI up bnd		34			42			37			42		25			28		30			32			
	CI low bnd		25			32			30			32		17			19		22			22			
Participated in two or more HIPs	%		3			5			3			7		56			47		51			54			
	n		392			386			820			365		483			385		528			270			
	SE		0.8			1.1			0.6			1.3		2.3			2.5		2.2			3.0			
	CI up bnd		4			7			4			9		61			52		55			60			
	CI low bnd		1			3			2			4		52			42		46			48			

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.