
NSSE 2022

Multi-Year Report

North Carolina Central University

About Your Multi-Year Report

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

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	16%	+/- 7.3%	153	97	56	25%	+/- 5.5%	241	185	56
2015										
2016										
2017										
2018	15%	+/- 5.1%	312	185	127	17%	+/- 6.2%	209	146	63
2019										
2020										
2021										
2022	18%	+/- 5.5%	265	128	137	20%	+/- 6.3%	194	122	72

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, Learning with Tech	No	No	Yes
2015							
2016							
2017							
2018	Email	Census	No	Transferable Skills, Inclusiv & Cult Div	No	No	Yes
2019							
2020							
2021							
2022	Email	Census	Yes	Academic Advising, Inclusiv & Cult Div	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.

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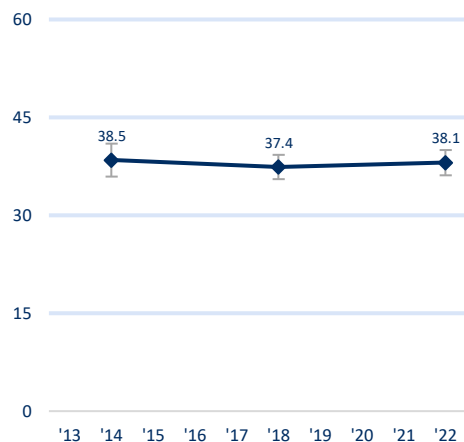
Engagement Results by Theme

North Carolina Central University

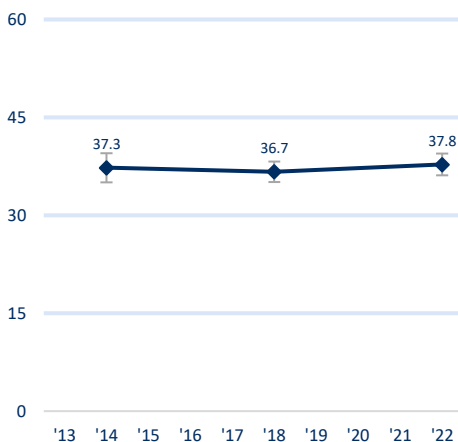
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: First-year students

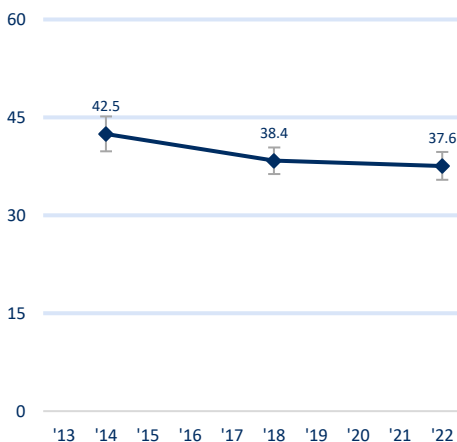
Higher-Order Learning



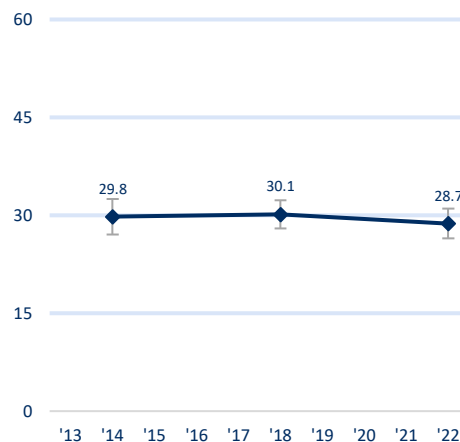
Reflective & Integrative Learning



Learning Strategies

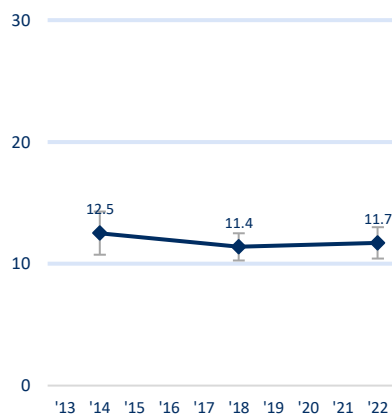


Quantitative Reasoning

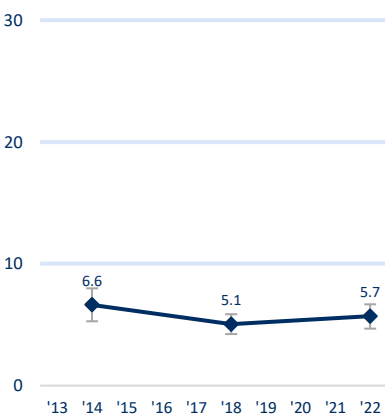


Academic Challenge (additional items): First-year students

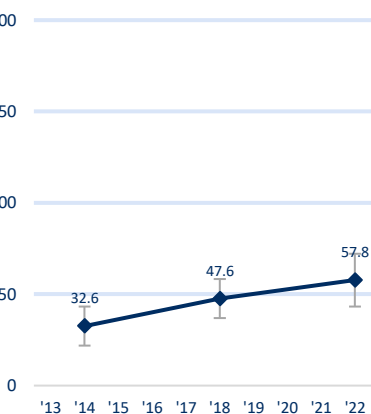
Preparing for Class (hrs/wk)



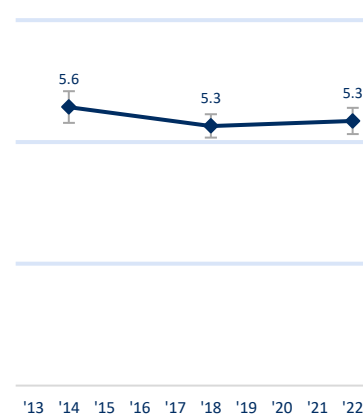
Course Reading (hrs/wk)^a



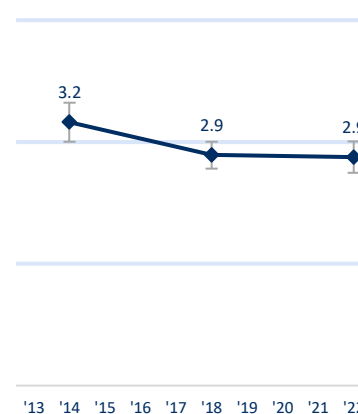
Assigned Writing (pages)^a



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").

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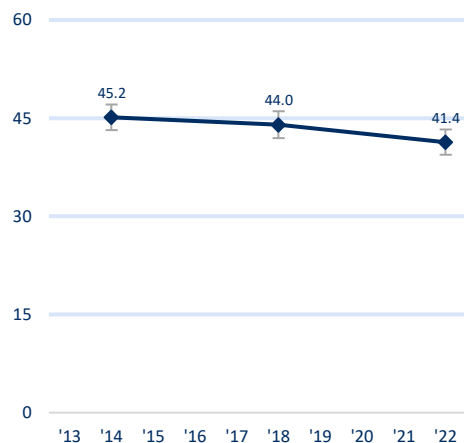
Engagement Results by Theme

North Carolina Central University

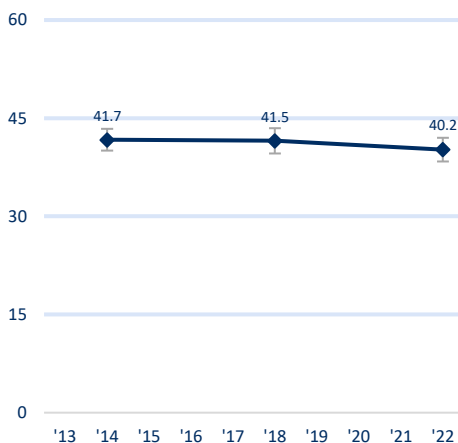
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Academic Challenge: Seniors

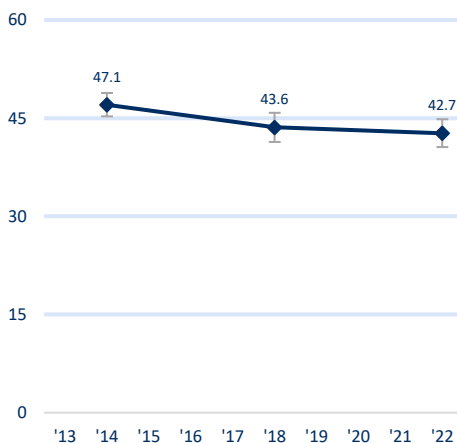
Higher-Order Learning



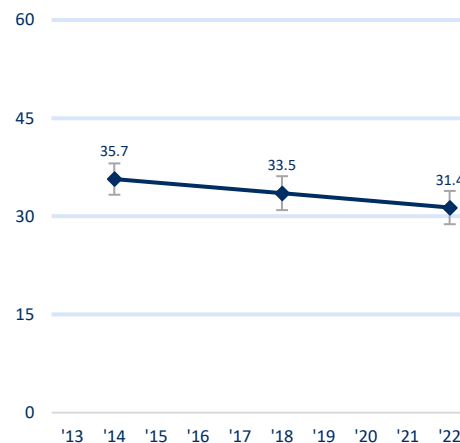
Reflective & Integrative Learning



Learning Strategies

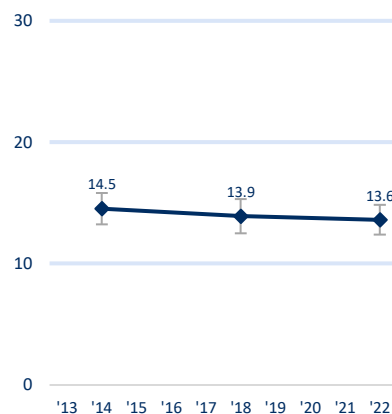


Quantitative Reasoning

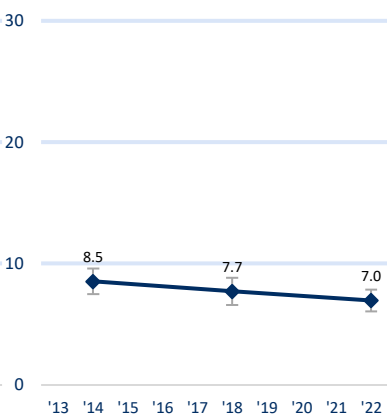


Academic Challenge (additional items): Seniors

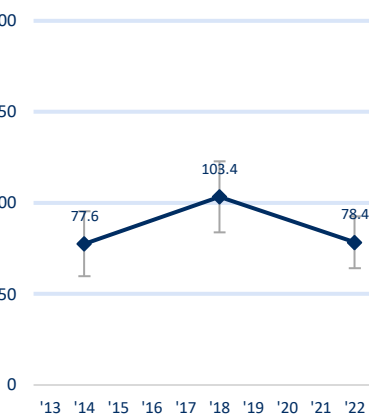
Preparing for Class (hrs/wk)



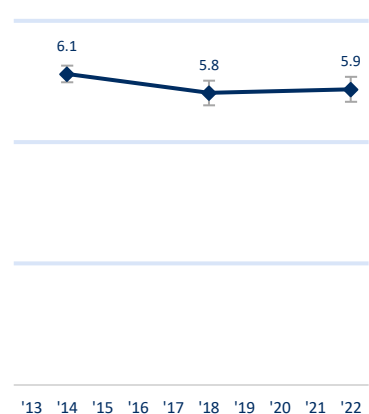
Course Reading (hrs/wk)^a



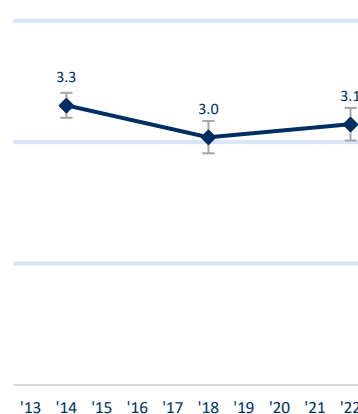
Assigned Writing (pages)^a



Course Challenge^b



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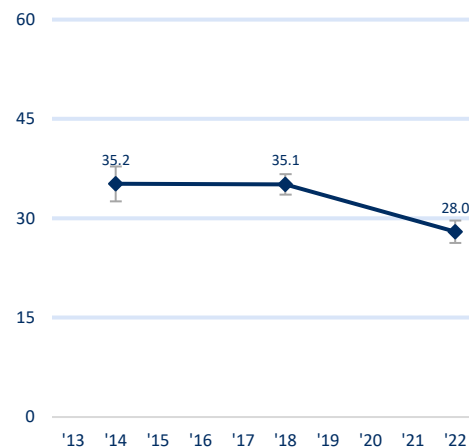
Engagement Results by Theme

North Carolina Central University

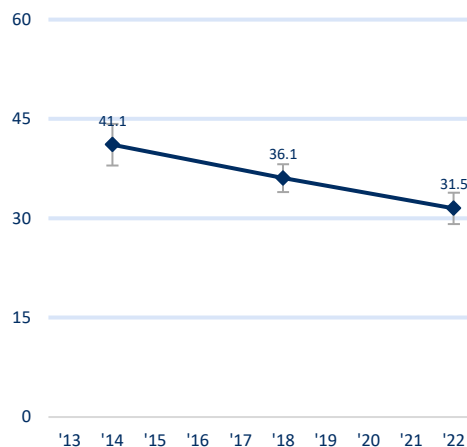
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

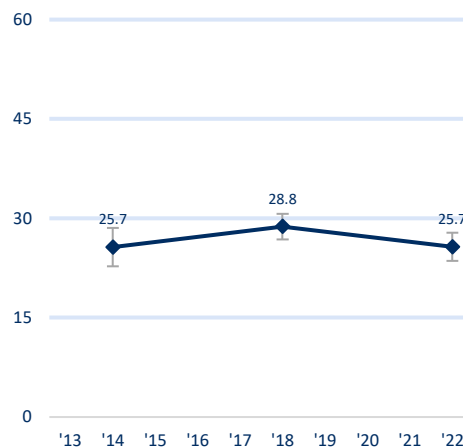


Discussions with Diverse Others

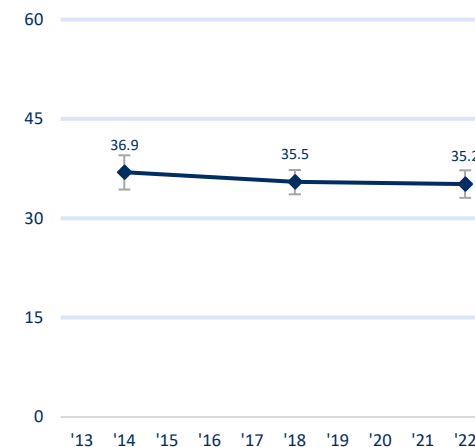


Experiences with Faculty: First-year students

Student-Faculty Interaction

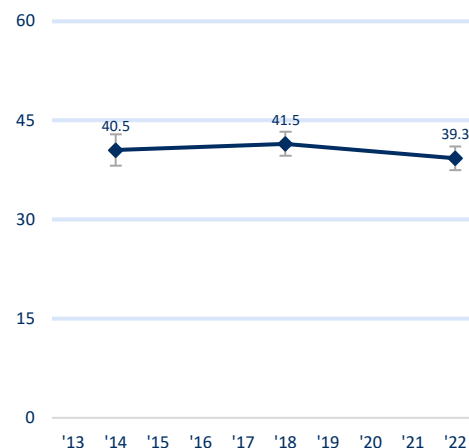


Effective Teaching Practices

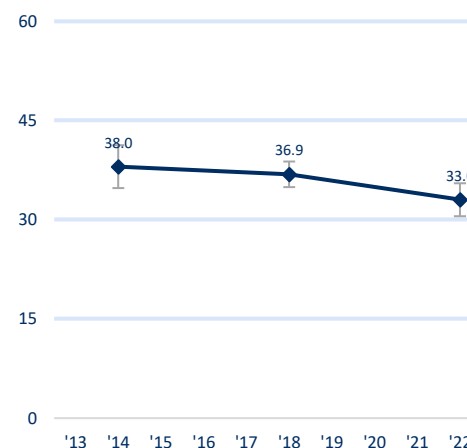


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



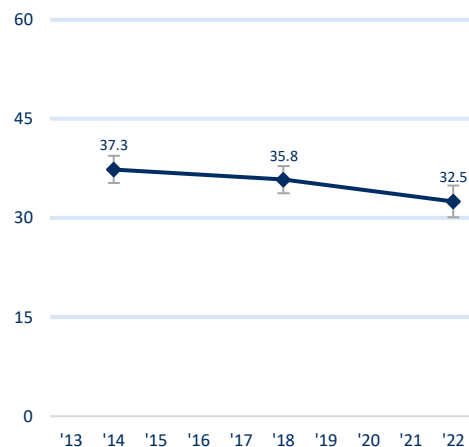
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Engagement Results by Theme

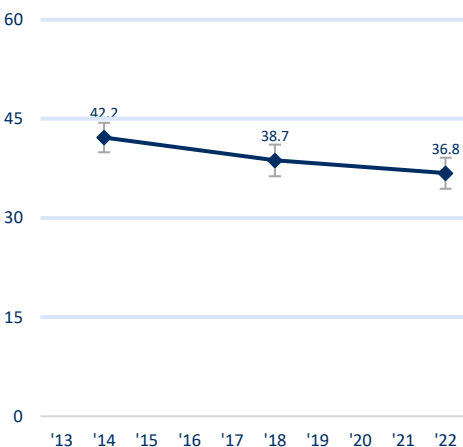
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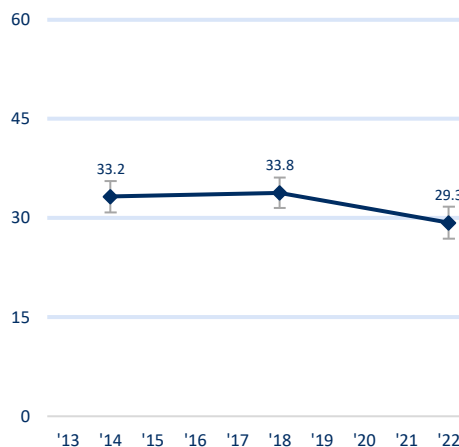
Collaborative Learning



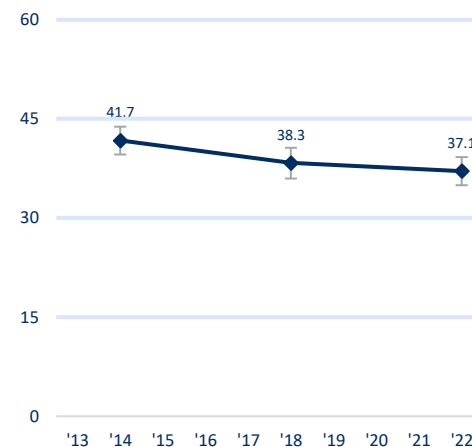
Discussions with Diverse Others



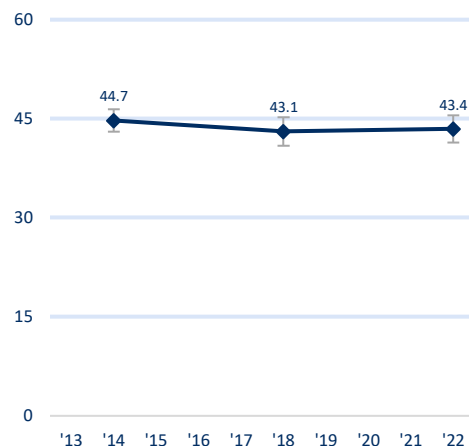
Student-Faculty Interaction



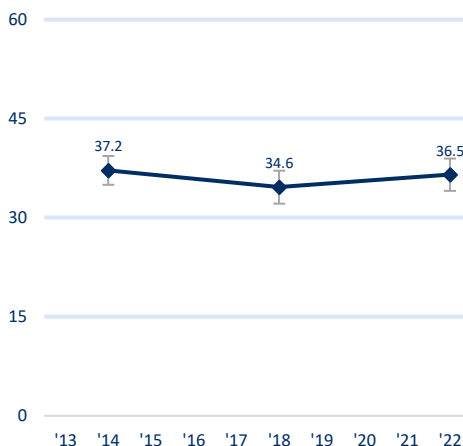
Effective Teaching Practices



Quality of Interactions



Supportive Environment



NSSE 2022 Multi-Year Report

High-Impact Practices

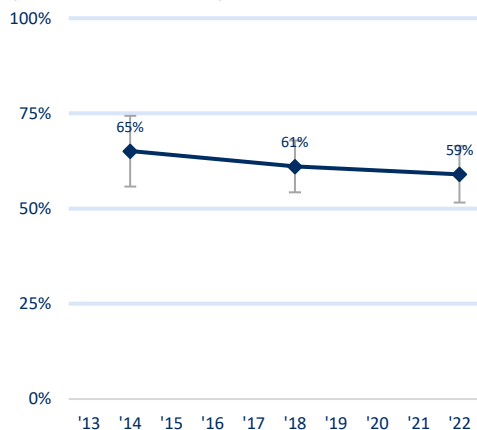
North Carolina Central University

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

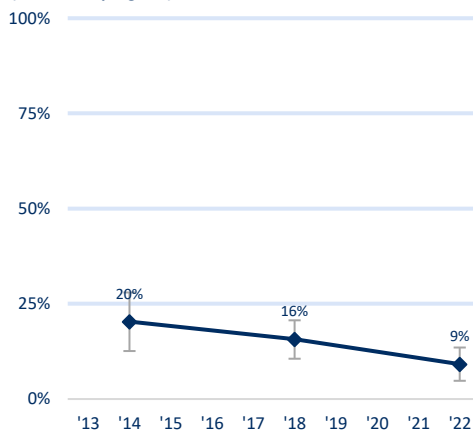
Service-Learning

(Some, most, or all courses)



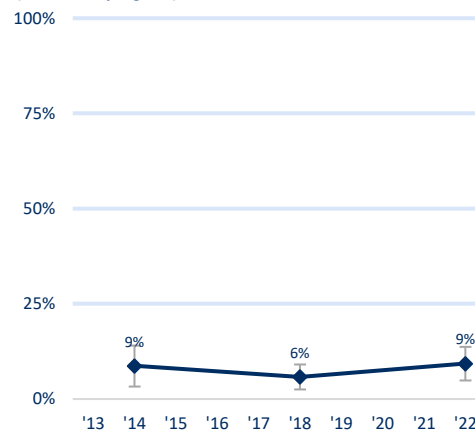
Learning Community

(Done or in progress)



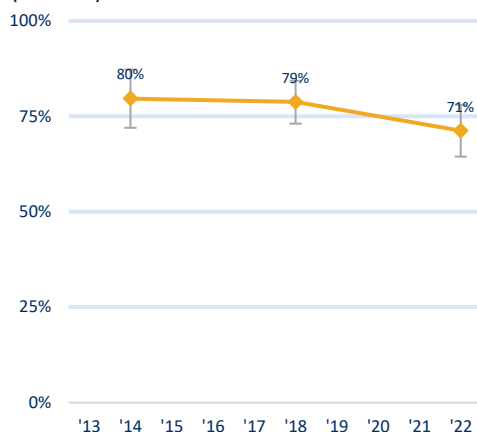
Research with Faculty

(Done or in progress)



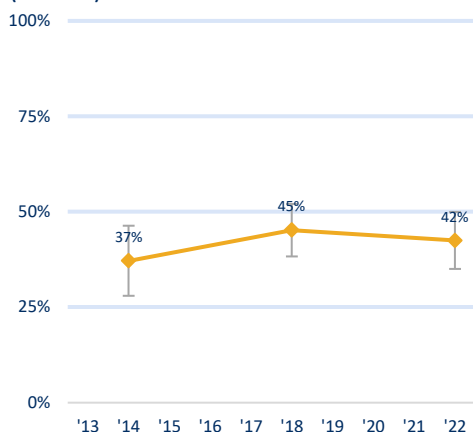
Internship/Field Experience

(Plan to do)



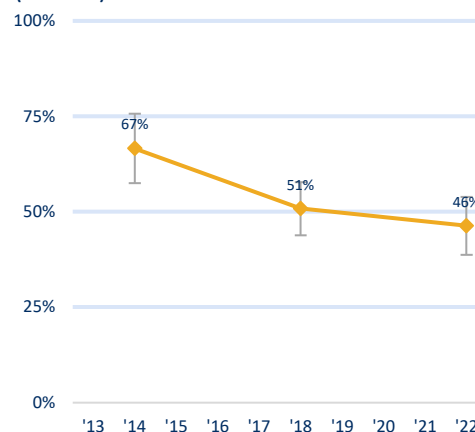
Study Abroad

(Plan to do)



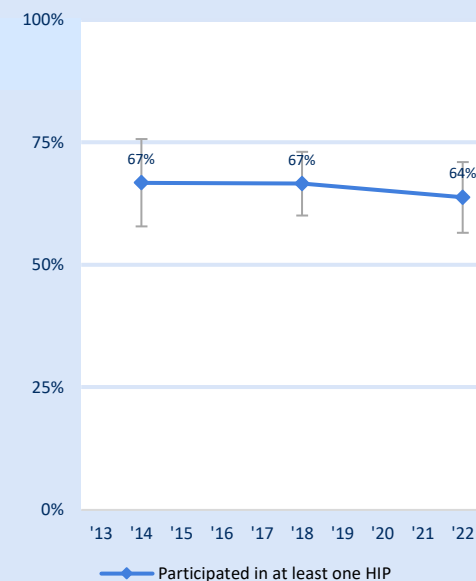
Culminating Senior Experience

(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.

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High-Impact Practices

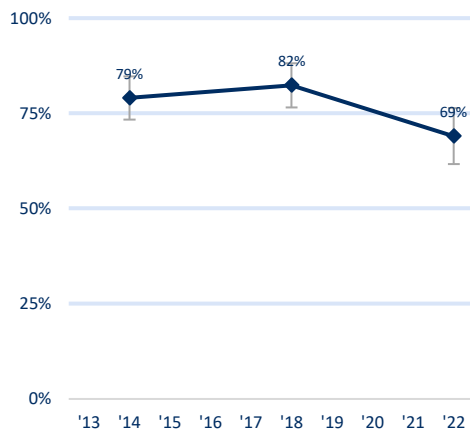
North Carolina Central University

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

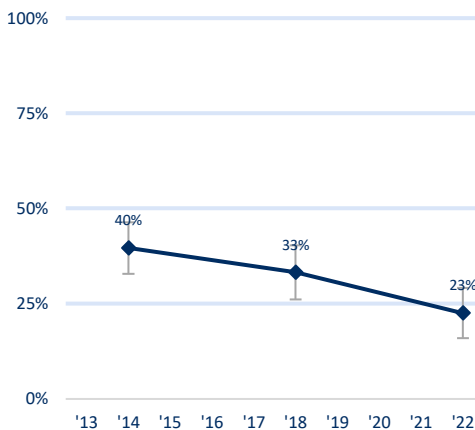
Service-Learning

(Some, most, or all courses)



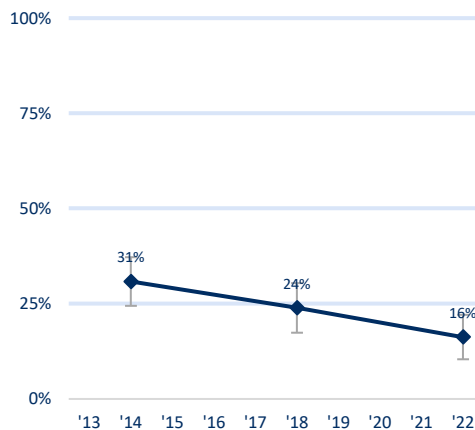
Learning Community

(Done or in progress)



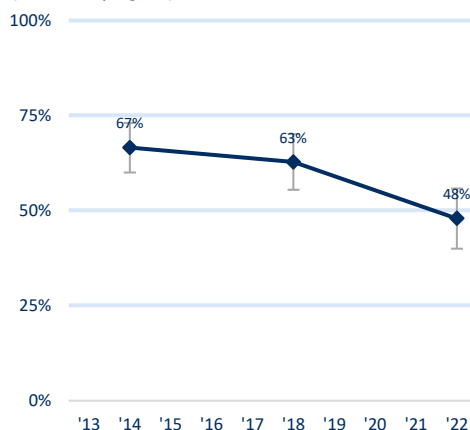
Research with Faculty

(Done or in progress)



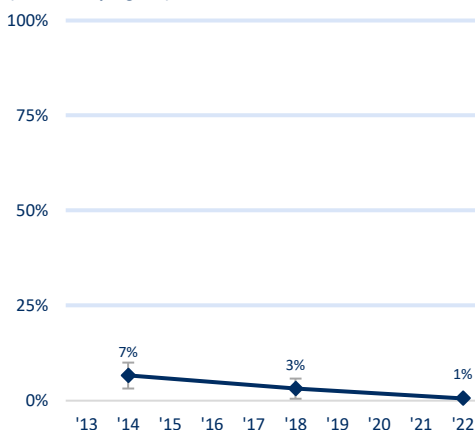
Internship/Field Experience

(Done or in progress)



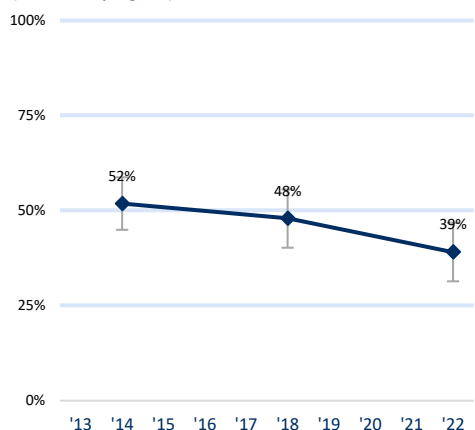
Study Abroad

(Done or in progress)



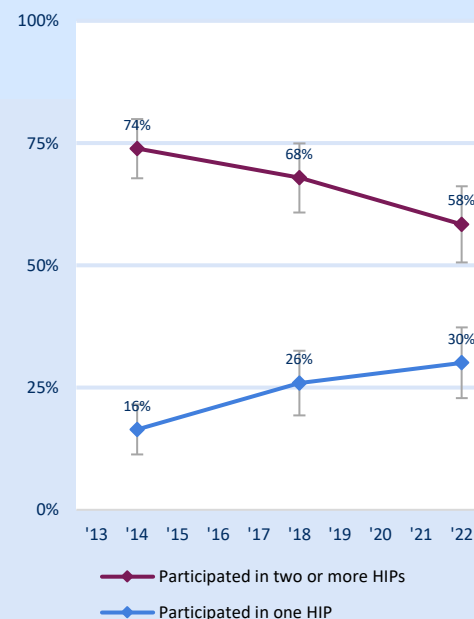
Culminating Senior Experience

(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.

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Detailed Statistics: Engagement Indicators and Additional Items

North Carolina Central University

First-year students												Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22			'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Academic Challenge																							
Higher-Order Learning	Mean	38.5			37.4			38.1			45.2			44.0			41.4						
	n	118			238			192			212			177			170						
	SD	14.1			14.7			13.7			14.5			13.9			12.9						
	SE	1.30			.95			.99			1.00			1.04			.99						
	CI upper bound	41.0			39.3			40.0			47.1			46.1			43.3						
	CI lower bound	35.9			35.5			36.1			43.2			42.0			39.4						
Reflective & Integrative Learning	Mean	37.3			36.7			37.8			41.7			41.5			40.2						
	n	128			272			219			223			190			180						
	SD	12.9			13.1			12.6			12.6			13.6			12.4						
	SE	1.13			.79			.85			.85			.99			.92						
	CI upper bound	39.5			38.2			39.5			43.4			43.5			42.0						
	CI lower bound	35.1			35.1			36.1			40.0			39.6			38.4						
Learning Strategies	Mean	42.5			38.4			37.6			47.1			43.6			42.7						
	n	103			209			170			195			168			154						
	SD	13.8			14.8			14.1			12.7			14.7			13.4						
	SE	1.36			1.03			1.08			.91			1.14			1.08						
	CI upper bound	45.1			40.4			39.7			48.8			45.9			44.8						
	CI lower bound	39.8			36.3			35.4			45.3			41.4			40.6						
Quantitative Reasoning	Mean	29.8			30.1			28.7			35.7			33.5			31.4						
	n	128			220			176			216			168			159						
	SD	15.7			16.4			15.3			18.0			17.2			16.4						
	SE	1.39			1.10			1.15			1.23			1.33			1.30						
	CI upper bound	32.5			32.3			31.0			38.1			36.2			33.9						
	CI lower bound	27.1			28.0			26.5			33.3			30.9			28.8						
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	12.5			11.4			11.7			14.5			13.9			13.6						
	n	99			193			164			188			161			153						
	SD	9.0			7.9			8.4			9.0			9.1			7.7						
	SE	.91			.57			.66			.66			.72			.63						
	CI upper bound	14.3			12.5			13.0			15.8			15.3			14.8						
	CI lower bound	10.7			10.3			10.4			13.2			12.5			12.4						
Course Reading Est. hrs per week calculated from two items.	Mean	6.6			5.1			5.7			8.5			7.7			7.0						
	n	98			186			162			182			158			152						
	SD	6.8			5.6			6.4			7.3			7.2			5.6						
	SE	.69			.41			.50			.54			.57			.46						
	CI upper bound	8.0			5.9			6.7			9.6			8.8			7.9						
	CI lower bound	5.3			4.2			4.7			7.5			6.6			6.1						

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).

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Detailed Statistics: Engagement Indicators and Additional Items

North Carolina Central University

First-year students											Seniors												
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22			'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Academic Challenge (additional items, continued)																							
Assigned Writing	Mean		32.6				47.6				57.8			77.6				103.4					78.4
Estimated number of	n		92				219				178			181				170					155
pages calculated from	SD		52.1				80.9				98.0			122.8				129.4					90.9
three survey questions.	SE		5.43				5.47				7.34			9.12				9.94					7.29
	CI upper bound		43.3				58.4				72.2			95.5				122.9					92.7
	CI lower bound		22.0				36.9				43.4			59.7				83.9					64.1
Course Challenge	Mean		5.6				5.3				5.3			6.1				5.8					5.9
Extent to which courses	n		107				211				172			203				165					153
challenged students to	SD		1.4				1.4				1.4			1.0				1.3					1.3
do best work (1="Not	SE		.13				.10				.11			.07				.10					.11
at all" to 7="Very	CI upper bound		5.8				5.5				5.6			6.3				6.0					6.1
much").	CI lower bound		5.3				5.1				5.1			6.0				5.6					5.7
Academic	Mean		3.2				2.9				2.9			3.3				3.0					3.1
Emphasis	n		97				195				166			191				163					153
Perceived inst'l emphasis	SD		0.8				0.8				0.9			0.7				0.9					0.9
on spending significant	SE		.08				.06				.07			.05				.07					.07
time studying and on	CI upper bound		3.3				3.0				3.0			3.4				3.2					3.3
academic work (1 =	CI lower bound		3.0				2.8				2.7			3.2				2.9					3.0
"Very little" to 4 = "Very																							
much").																							
Learning with Peers																							
Collaborative	Mean		35.2				35.1				28.0			37.3				35.8					32.5
Learning	n		127				295				247			227				196					185
	SD		15.2				13.6				13.6			15.8				14.6					16.5
	SE		1.35				.79				.86			1.05				1.04					1.22
	CI upper bound		37.9				36.7				29.6			39.4				37.8					34.9
	CI lower bound		32.6				33.6				26.3			35.3				33.8					30.1
Discussions with	Mean		41.1				36.1				31.5			42.2				38.7					36.8
Diverse Others	n		107				216				176			197				174					156
	SD		16.6				15.7				16.0			15.9				16.0					14.9
	SE		1.61				1.07				1.21			1.13				1.21					1.19
	CI upper bound		44.3				38.2				33.9			44.4				41.1					39.1
	CI lower bound		38.0				34.0				29.2			39.9				36.3					34.4

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 2022 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

North Carolina Central University

		First-year students										Seniors									
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Experiences with Faculty																					
Student-Faculty Interaction	Mean	25.7			28.8			25.7			33.2			33.8			29.3				
	n	122			252			210			213			181			176				
	SD	16.3			15.8			15.7			17.8			15.8			16.4				
	SE	1.47			.99			1.08			1.22			1.17			1.23				
	CI upper bound	28.5			30.7			27.8			35.6			36.1			31.7				
	CI lower bound	22.8			26.8			23.6			30.8			31.5			26.9				
Effective Teaching Practices	Mean	36.9			35.5			35.2			41.7			38.3			37.1				
	n	129			232			193			220			177			171				
	SD	15.1			14.3			14.8			15.8			15.7			14.2				
	SE	1.33			.94			1.06			1.07			1.18			1.08				
	CI upper bound	39.5			37.3			37.3			43.8			40.6			39.2				
	CI lower bound	34.3			33.6			33.1			39.6			36.0			35.0				
Campus Environment																					
Quality of Interactions	Mean	40.5			41.5			39.3			44.7			43.1			43.4				
	n	104			192			158			198			163			135				
	SD	12.4			12.9			11.5			12.2			14.0			12.2				
	SE	1.21			.93			.91			.87			1.10			1.05				
	CI upper bound	42.9			43.3			41.1			46.4			45.2			45.5				
	CI lower bound	38.1			39.6			37.5			43.0			40.9			41.4				
Supportive Environment	Mean	38.0			36.9			33.0			37.2			34.6			36.5				
	n	97			195			164			190			162			151				
	SD	16.3			13.8			16.2			15.3			16.1			15.4				
	SE	1.66			.99			1.27			1.11			1.27			1.26				
	CI upper bound	41.3			38.8			35.5			39.3			37.1			39.0				
	CI lower bound	34.8			34.9			30.5			35.0			32.1			34.1				

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 2022 Multi-Year Report

Detailed Statistics: High-Impact Practices

North Carolina Central University

First-year students											Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Service-Learning ^a	%		65				61				59			79				82				69
	<i>n</i>		102				196				169			200				167				153
	<i>SE</i>		4.7				3.5				3.8			2.9				3.0				3.7
	<i>CI upper bound (%)</i>		74				68				66			85				88				76
	<i>CI lower bound (%)</i>		56				54				52			73				77				62
Learning Community ^a	%		20				16				9			40				33				23
	<i>n</i>		105				201				169			202				169				154
	<i>SE</i>		3.9				2.6				2.2			3.5				3.6				3.4
	<i>CI upper bound (%)</i>		28				21				14			46				40				29
	<i>CI lower bound (%)</i>		13				11				5			33				26				16
Research with Faculty ^a	%		9				6				9			31				24				16
	<i>n</i>		106				199				166			202				166				154
	<i>SE</i>		2.8				1.7				2.3			3.3				3.3				3.0
	<i>CI upper bound (%)</i>		14				9				14			37				30				22
	<i>CI lower bound (%)</i>		3				3				5			24				17				10
Internship or Field Experience ^b	%		80				79				71			67				63				48
	<i>n</i>		107				206				171			202				169				154
	<i>SE</i>		3.9				2.9				3.5			3.3				3.7				4.0
	<i>CI upper bound (%)</i>		87				84				78			73				70				56
	<i>CI lower bound (%)</i>		72				73				64			60				55				40
Study Abroad ^b	%		37				45				42			7				3				1
	<i>n</i>		107				202				170			203				167				154
	<i>SE</i>		4.7				3.5				3.8			1.7				1.3				0.6
	<i>CI upper bound (%)</i>		46				52				50			10				6				2
	<i>CI lower bound (%)</i>		28				38				35			3				0				0
Culminating Senior Experience ^b	%		67				51				46			52				48				39
	<i>n</i>		105				199				168			203				163				154
	<i>SE</i>		4.6				3.6				3.9			3.5				3.9				3.9
	<i>CI upper bound (%)</i>		76				58				54			59				56				47
	<i>CI lower bound (%)</i>		58				44				39			45				40				31
Overall HIP Participation ^c																						
Participated in one HIP	%		46				54				55			16				26				30
	<i>n</i>		107				202				170			204				169				155
	<i>SE</i>		4.8				3.5				3.8			2.6				3.4				3.7
	<i>CI upper bound (%)</i>		55				61				62			22				33				37
	<i>CI lower bound (%)</i>		36				47				47			11				19				23
Participated in two or more HIPs	%		21				12				9			74				68				58
	<i>n</i>		107				202				170			204				169				155
	<i>SE</i>		4.0				2.3				2.2			3.1				3.6				4.0
	<i>CI upper bound (%)</i>		29				17				13			80				75				66
	<i>CI lower bound (%)</i>		13				8				5			68				61				51

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.