NSSE

national survey of student engagement

NSSE 2019
Multi-Year Report

Marymount 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 number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* nsse.indiana.edu/links/webinar

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

Report sections

Administration Summaries (p. 3)   A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.

Engagement Results by Theme (pp. 4-7)   Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.

High-Impact Practices (pp. 8-9)   Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who *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.

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Administration Summaries
Marymount University

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	18%	+/- 10.3%	74	46	28	28%	+/- 5.5%	232	184	48
2014										
2015										
2016										
2017	38%	+/- 5.9%	168	130	38	39%	+/- 5.1%	230	193	37
2018										
2019	39%	+/- 6.2%	150	126	24	34%	+/- 6.2%	167	149	18
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Census	No	Academic Advising, Catholic Colleges & Universities	No	No	No
2014							
2015							
2016							
2017	Email	Census	Yes	Global Learning, Catholic Colleges & Universities	No	No	No
2018							
2019	Email	Census	Yes	Civic Engagement, Catholic Colleges & Universities	No	No	No
2020							

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.
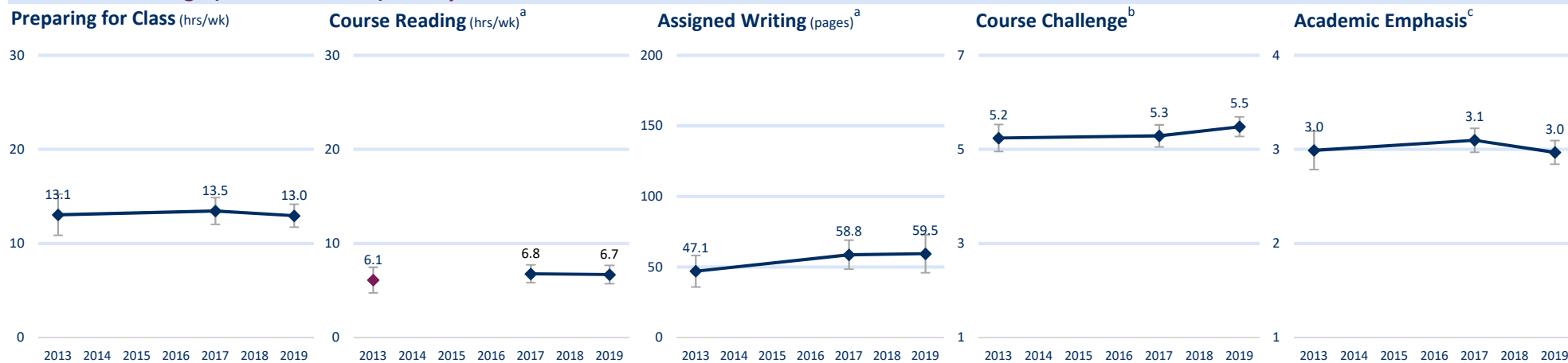
a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

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

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

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

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

40.1, 39.2, 41.1 (2013–2019)

Reflective & Integrative Learning

34.4, 35.7, 36.4 (2013–2019)

Learning Strategies

42.3, 38.8, 39.2 (2013–2019)

Quantitative Reasoning

24.9, 25.7, 27.2 (2013–2019)
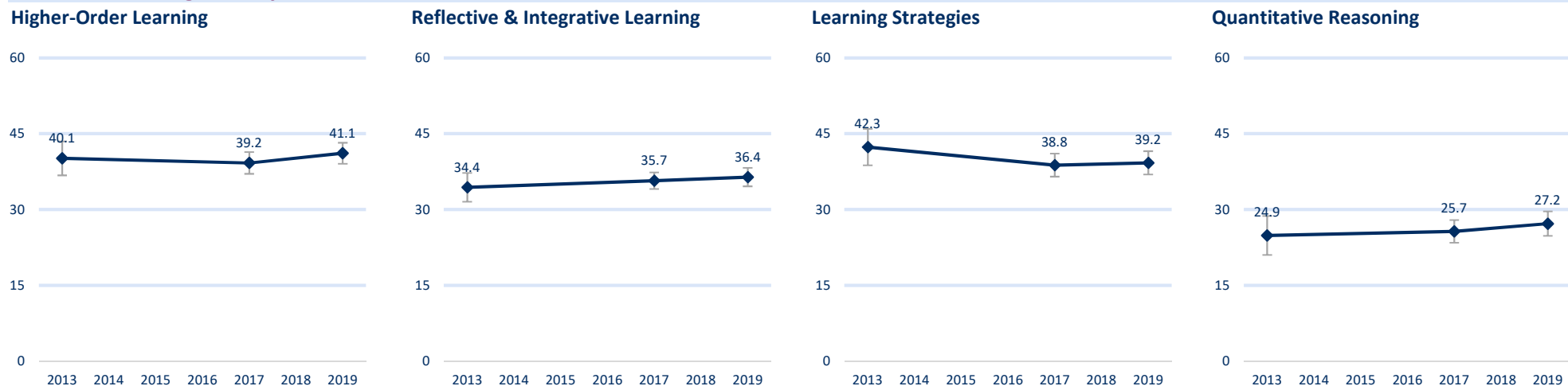
Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

13.1, 13.5, 13.0 (2013–2019)

Course Reading (hrs/wk)[a]

6.1, 6.8, 6.7 (2013–2019)

Assigned Writing (pages)[a]

47.1, 58.8, 59.5 (2013–2019)

Course Challenge[b]

5.2, 5.3, 5.5 (2013–2019)

Academic Emphasis[c]

3.0, 3.1, 3.0 (2013–2019)

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
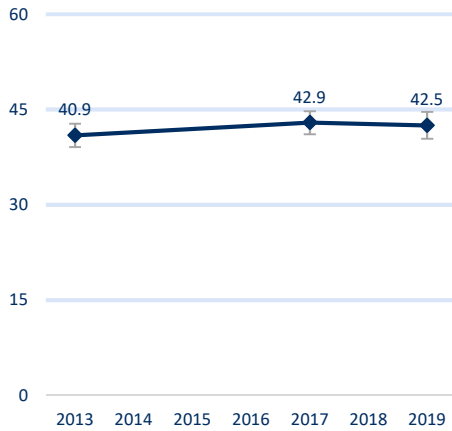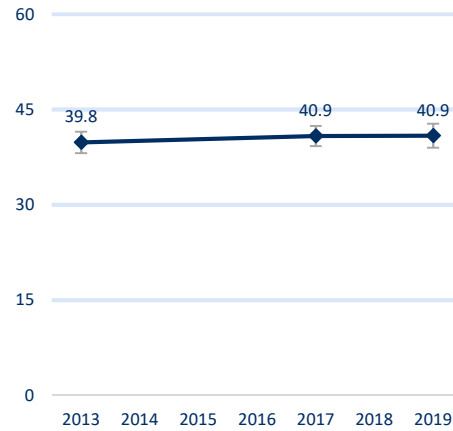
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.
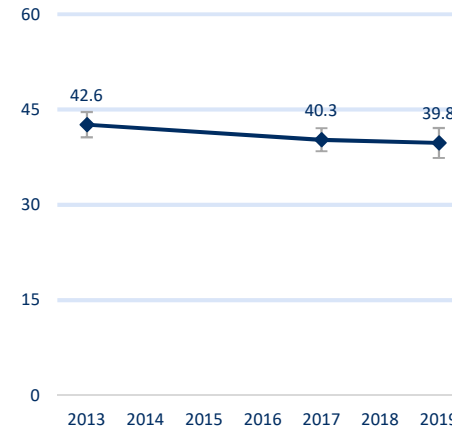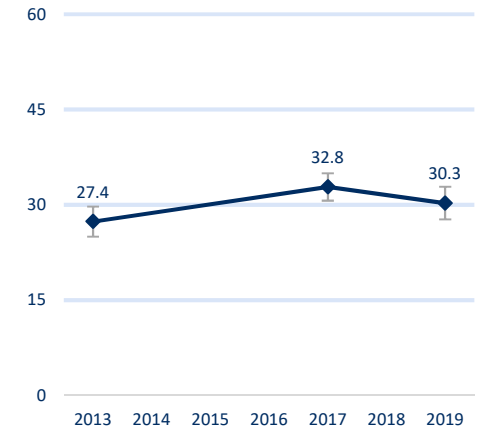
Academic Challenge: Seniors

Higher-Order Learning

Values: 2013: 40.9, 2017: 42.9, 2019: 42.5

Reflective & Integrative Learning

Values: 2013: 39.8, 2017: 40.9, 2019: 40.9

Learning Strategies

Values: 2013: 42.6, 2017: 40.3, 2019: 39.8

Quantitative Reasoning

Values: 2013: 27.4, 2017: 32.8, 2019: 30.3

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)

Values: 2013: 14.6, 2017: 14.5, 2019: 15.2

Course Reading (hrs/wk)[a]

Values: 2013: 7.4, 2017: 6.9, 2019: 7.5

Assigned Writing (pages)[a]

Values: 2013: 105.8, 2017: 102.3, 2019: 100.4

Course Challenge[b]

Values: 2013: 5.7, 2017: 5.6, 2019: 5.9

Academic Emphasis[c]

Values: 2013: 3.2, 2017: 3.2, 2019: 3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
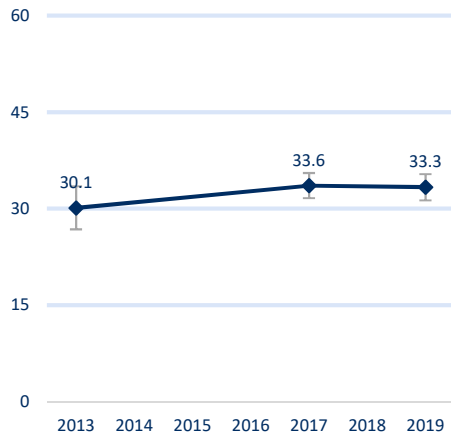
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

NSSE 2019 Multi-Year Report
Engagement Results by Theme
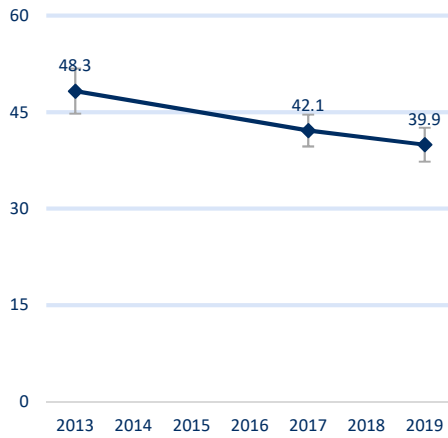## Marymount University

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
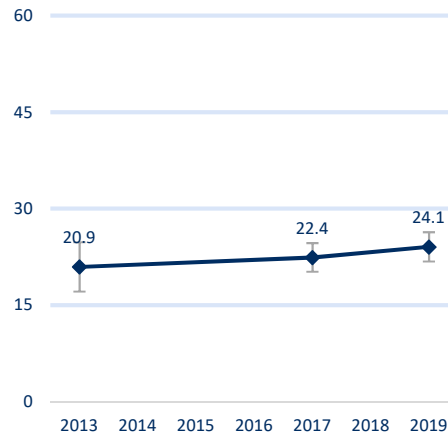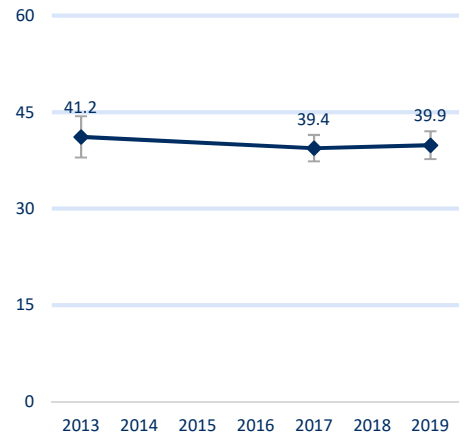
Collaborative Learning

- 30.1 (2013)
- 33.6 (2017)
- 33.3 (2019)

Discussions with Diverse Others

- 48.3 (2013)
- 42.1 (2017)
- 39.9 (2019)

Experiences with Faculty: First-year students

Student-Faculty Interaction

- 20.9 (2013)
- 22.4 (2017)
- 24.1 (2019)

Effective Teaching Practices

- 41.2 (2013)
- 39.4 (2017)
- 39.9 (2019)

Campus Environment: First-year students

Quality of Interactions
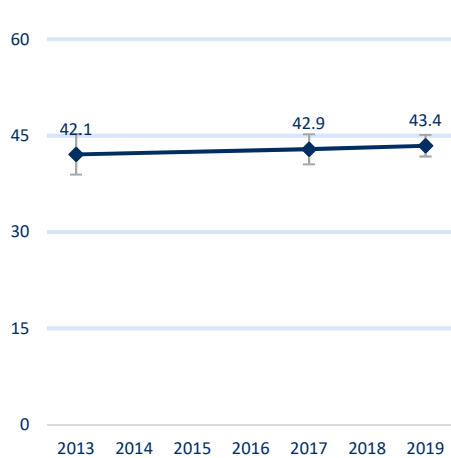
- 42.1 (2013)
- 42.9 (2017)
- 43.4 (2019)

Supportive Environment

- 38.5 (2013)
- 36.9 (2017)
- 37.1 (2019)

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Engagement Results by Theme
Marymount 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: Seniors

Collaborative Learning
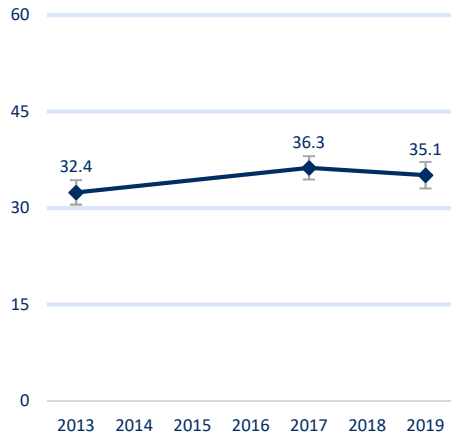
Discussions with Diverse Others
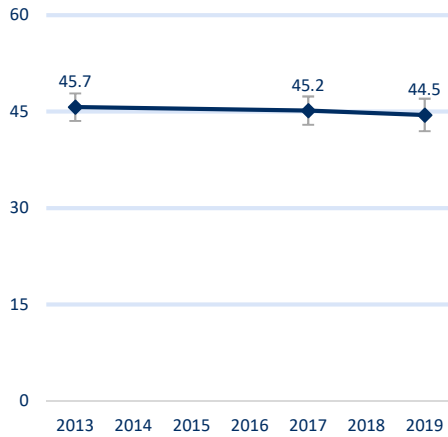
Experiences with Faculty: Seniors

Student-Faculty Interaction

Effective Teaching Practices

Campus Environment: Seniors

Quality of Interactions

Supportive Environment
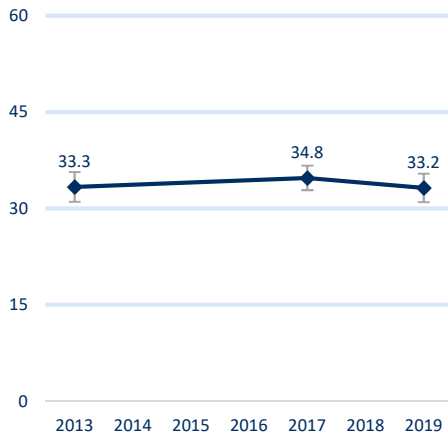
national survey of
student engagement

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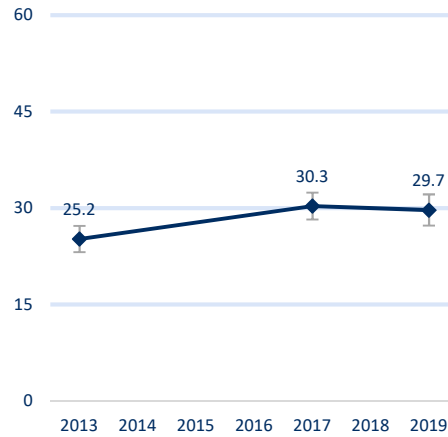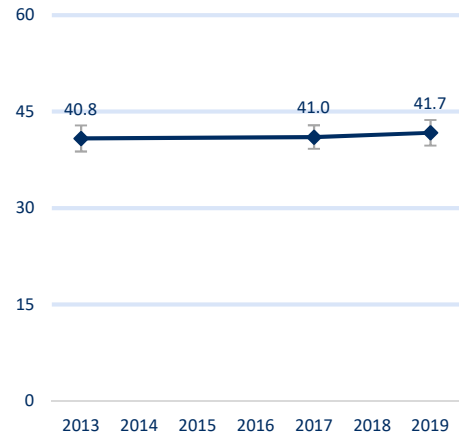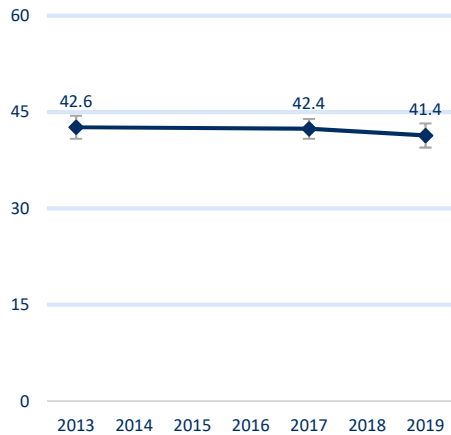icipate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

Service-Learning
(Some, most, or all courses)
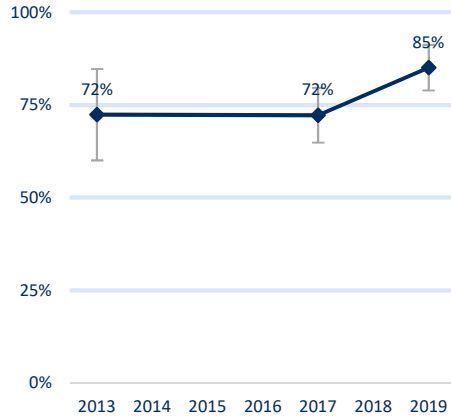
Learning Community
(Done or in progress)

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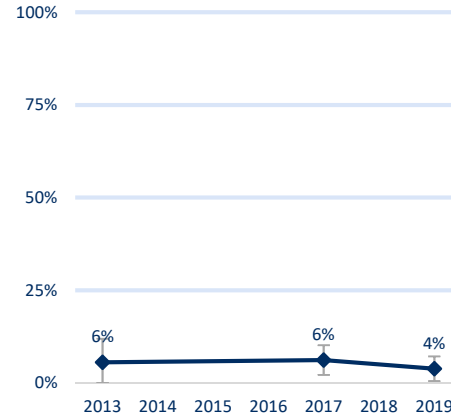
Internship/Field Experience
(Plan to do)
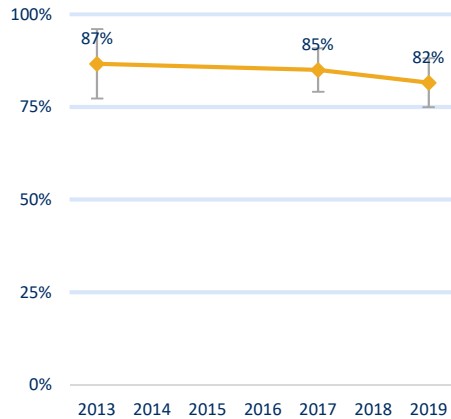
Study Abroad
(Plan to do)
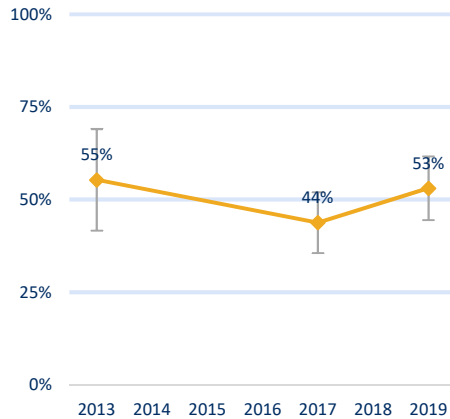
Culminating Senior Experience
(Plan to do)
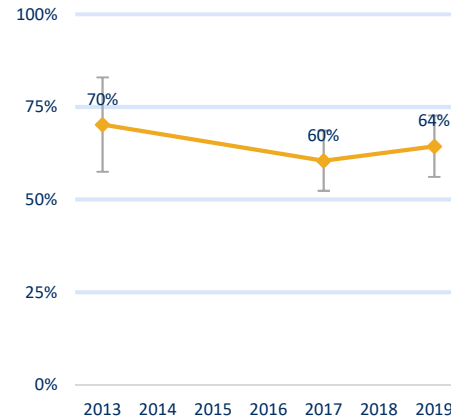
Overall first-year HIP participation

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.
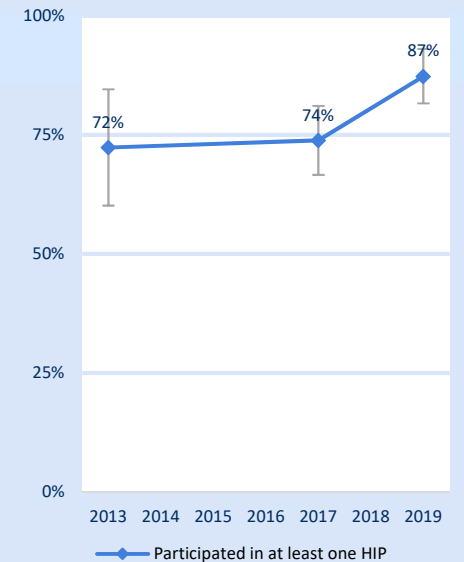
Participated in at least one HIP

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.

NSSE 2019 Multi-Year Report
High-Impact Practices
Marymount University

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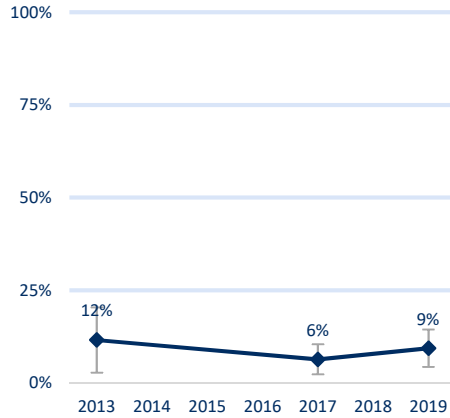
High-Impact Practices: Seniors

Service-Learning
(Some, most, or all courses)
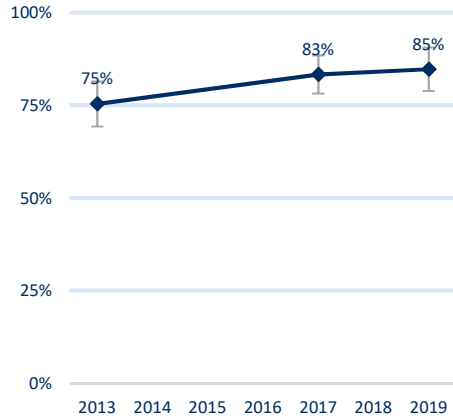
Learning Community
(Done or in progress)
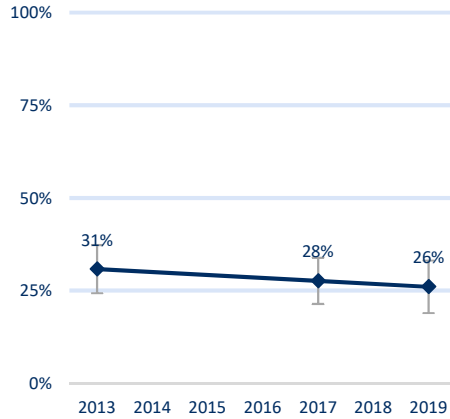
Research with Faculty
(Done or in progress)
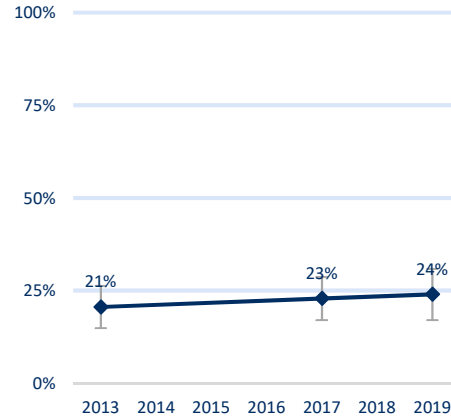
Internship/Field Experience
(Done or in progress)
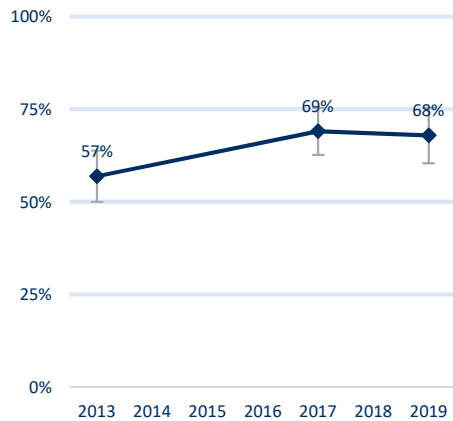
Study Abroad
(Done or in progress)
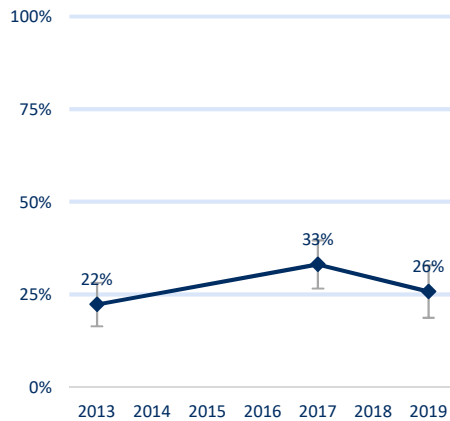
Culminating Senior Experience
(Done or in progress)
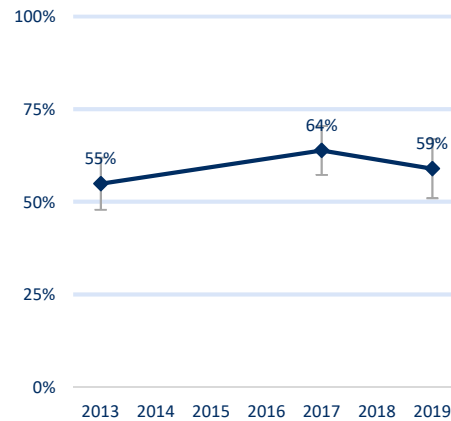
Overall senior HIP participation

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

— 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.

|		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge																	
Higher-Order Learning	Mean	40.1				39.2		41.1		40.9				42.9		42.5	
	n	55				156		135		209				221		152	
	SD	12.7				13.7		12.3		13.6				13.8		13.3	
	SE	1.72				1.10		1.06		.94				.93		1.08	
	CI upper bound	43.5				41.4		43.2		42.8				44.8		44.6	
	CI lower bound	36.8				37.1		39.1		39.1				41.1		40.4	
Reflective & Integrative Learning	Mean	34.4				35.7		36.4		39.8				40.9		40.9	
	n	65				165		142		217				225		157	
	SD	11.7				10.7		11.1		12.7				12.2		12.1	
	SE	1.46				.83		.93		.86				.81		.96	
	CI upper bound	37.2				37.3		38.2		41.5				42.4		42.8	
	CI lower bound	31.5				34.1		34.6		38.2				39.3		39.0	
Learning Strategies	Mean	42.3				38.8		39.2		42.6				40.3		39.8	
	n	53				140		133		195				201		148	
	SD	13.4				13.7		13.6		14.2				13.2		14.5	
	SE	1.84				1.16		1.18		1.01				.93		1.20	
	CI upper bound	46.0				41.0		41.5		44.6				42.1		42.1	
	CI lower bound	38.7				36.5		36.9		40.6				38.4		37.4	
Quantitative Reasoning	Mean	24.9				25.7		27.2		27.4				32.8		30.3	
	n	58				154		134		211				217		146	
	SD	15.0				14.1		14.2		17.5				16.2		15.9	
	SE	1.97				1.14		1.23		1.20				1.10		1.31	
	CI upper bound	28.7				27.9		29.6		29.7				35.0		32.9	
	CI lower bound	21.0				23.4		24.8		25.0				30.7		27.7	
Academic Challenge (additional items)																	
Preparing for Class (hours/week)	Mean	13.1				13.5		13.0		14.6				14.5		15.2	
	n	47				136		128		182				195		147	
	SD	7.7				8.5		7.1		9.1				8.5		8.6	
	SE	1.12				.73		.63		.67				.61		.71	
	CI upper bound	15.3				14.9		14.2		15.9				15.7		16.6	
	CI lower bound	10.9				12.0		11.7		13.3				13.3		13.8	
Course Reading Estimated hours per week calculated from two survey questions. Item wording changed in 2014; comparability between 2013 and later years is limited.	Mean	6.1				6.8		6.7		7.4				6.9		7.5	
	n	47				135		126		183				195		145	
	SD	4.8				5.7		5.6		6.6				6.3		6.2	
	SE	.70				.49		.49		.49				.45		.51	
	CI upper bound	7.5				7.7		7.7		8.4				7.8		8.6	
	CI lower bound	4.7				5.8		5.7		6.4				6.0		6.5	

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							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Academic Challenge (additional items, continued)																	
Assigned Writing	Mean	**47.1**				**58.8**		**59.5**		**105.8**				**102.3**		**100.4**	
Estimated number of pages	n	49				145		134		175				206		148	
calculated from three survey	SD	39.8				63.0		79.8		104.5				103.7		104.9	
questions.	SE	5.70				5.24		6.88		7.91				7.22		8.63	
	CI upper bound	58.3				69.0		73.0		121.3				116.5		117.3	
	CI lower bound	35.9				48.5		46.0		90.3				88.2		83.5	
Course Challenge	Mean	**5.2**				**5.3**		**5.5**		**5.7**				**5.6**		**5.9**	
Extent to which courses challenged	n	52				144		134		198				204		145	
students to do their best work (1 =	SD	1.1				1.4		1.2		1.2				1.2		1.0	
"Not at all" to 7 = "Very much").	SE	.15				.12		.11		.09				.09		.08	
	CI upper bound	5.5				5.5		5.7		5.8				5.8		6.1	
	CI lower bound	5.0				5.1		5.3		5.5				5.5		5.7	
Academic Emphasis	Mean	**3.0**				**3.1**		**3.0**		**3.2**				**3.2**		**3.0**	
Perceived institutional emphasis on	n	46				138		129		183				196		147	
spending significant time studying	SD	0.7				0.8		0.7		0.7				0.8		0.8	
and on academic work (1 = "Very	SE	.10				.06		.06		.05				.06		.07	
little," 2 = "Some," 3 = "Quite a bit,"	CI upper bound	3.2				3.2		3.1		3.3				3.3		3.1	
and 4 = "Very much").	CI lower bound	2.8				3.0		2.8		3.1				3.1		2.9	
Learning with Peers																	
Collaborative Learning	Mean	**30.1**				**33.6**		**33.3**		**32.4**				**36.3**		**35.1**	
	n	68				165		146		223				225		161	
	SD	14.0				12.8		12.6		14.5				13.9		13.3	
	SE	1.70				1.00		1.04		.97				.93		1.05	
	CI upper bound	33.5				35.5		35.4		34.3				38.1		37.2	
	CI lower bound	26.8				31.6		31.3		30.5				34.4		33.0	
Discussions with Diverse Others	Mean	**48.3**				**42.1**		**39.9**		**45.7**				**45.2**		**44.5**	
	n	51				145		135		195				200		149	
	SD	12.9				15.3		15.6		15.2				15.9		15.8	
	SE	1.80				1.26		1.34		1.09				1.12		1.29	
	CI upper bound	51.8				44.6		42.6		47.8				47.4		47.0	
	CI lower bound	44.7				39.7		37.3		43.6				43.0		41.9	

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 2019 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Items
Marymount University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Experiences with Faculty																	
Student-Faculty Interaction	Mean	20.9				22.4		24.1		25.2				30.3		29.7	
	n	59				159		136		206				217		156	
	SD	15.0				14.4		13.5		15.0				15.7		15.4	
	SE	1.95				1.14		1.16		1.04				1.07		1.24	
	CI upper bound	24.7				24.6		26.3		27.2				32.4		32.1	
	CI lower bound	17.1				20.2		21.8		23.1				28.2		27.3	
Effective Teaching Practices	Mean	41.2				39.4		39.9		40.8				41.0		41.7	
	n	58				159		138		213				221		151	
	SD	12.5				13.2		12.9		15.2				13.9		12.4	
	SE	1.64				1.05		1.10		1.04				.94		1.01	
	CI upper bound	44.4				41.5		42.0		42.9				42.9		43.7	
	CI lower bound	37.9				37.3		37.7		38.8				39.2		39.7	
Campus Environment																	
Quality of Interactions	Mean	42.1				42.9		43.4		42.6				42.4		41.4	
	n	50				134		129		192				199		144	
	SD	11.4				13.8		9.7		12.6				11.0		11.5	
	SE	1.61				1.19		.86		.91				.78		.96	
	CI upper bound	45.2				45.2		45.1		44.4				43.9		43.2	
	CI lower bound	38.9				40.5		41.7		40.9				40.9		39.5	
Supportive Environment	Mean	38.5				36.9		37.1		33.3				34.8		33.2	
	n	45				135		129		181				194		148	
	SD	12.5				14.7		12.9		15.9				13.5		13.7	
	SE	1.86				1.26		1.14		1.18				.97		1.13	
	CI upper bound	42.1				39.4		39.3		35.7				36.7		35.4	
	CI lower bound	34.8				34.5		34.8		31.0				32.9		31.0	

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 2019 Multi-Year Report
Detailed Statistics: High-Impact Practices
Marymount University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning[a]	%	72				72		85		75				83		85	
	n	52				141		130		195				201		146	
	SE	6.3				3.8		3.1		3.1				2.6		3.0	
	CI upper bound (%)	85				80		91		81				88		91	
	CI lower bound (%)	60				65		79		69				78		79	
Learning Community[a]	%	12				6		9		31				28		26	
	n	52				140		129		195				199		149	
	SE	4.5				2.1		2.6		3.3				3.2		3.6	
	CI upper bound (%)	20				10		14		37				34		33	
	CI lower bound (%)	3				2		4		24				21		19	
Research with Faculty[a]	%	6				6		4		21				23		24	
	n	52				140		130		194				200		148	
	SE	3.2				2.0		1.7		2.9				3.0		3.5	
	CI upper bound (%)	12				10		7		26				29		31	
	CI lower bound (%)	0				2		1		15				17		17	
Internship or Field Experience[b] (First-year results: Plan to do)	%	87				85		82		57				69		68	
	n	52				143		133		197				202		150	
	SE	4.8				3.0		3.4		3.5				3.3		3.8	
	CI upper bound (%)	96				91		88		64				75		75	
	CI lower bound (%)	77				79		75		50				63		60	
Study Abroad[b] (First-year results: Plan to do)	%	55				44		53		22				33		26	
	n	52				141		130		195				203		148	
	SE	7.0				4.2		4.4		3.0				3.3		3.6	
	CI upper bound (%)	69				52		62		28				40		33	
	CI lower bound (%)	42				36		44		16				27		19	
Culminating Senior Experience[b] (First-year results: Plan to do)	%	70				60		64		55				64		59	
	n	50				141		130		192				202		148	
	SE	6.5				4.1		4.2		3.6				3.4		4.1	
	CI upper bound (%)	83				69		73		62				70		67	
	CI lower bound (%)	57				52		56		48				57		51	
Overall HIP Participation[c]																	
Participated in one HIP	%	57				66		77		17				15		20	
	n	52				141		130		197				204		150	
	SE	7.0				4.0		3.7		2.7				2.5		3.3	
	CI upper bound (%)	71				74		84		23				20		26	
	CI lower bound (%)	44				58		69		12				10		13	
Participated in two or more HIPs	%	15				8		11		73				80		76	
	n	52				141		130		197				204		150	
	SE	5.0				2.3		2.7		3.2				2.8		3.5	
	CI upper bound (%)	25				12		16		79				86		82	
	CI lower bound (%)	5				3		5		67				75		69	

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.