



NSSE 2023

Multi-Year Report

New Mexico Highlands 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

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	15%	+/- 11.3%	64	57	7	28%	+/- 6.0%	193	181	12
2015										
2016	18%	+/- 12.2%	53	44	9	24%	+/- 6.5%	174	149	25
2017										
2018										
2019	26%	+/- 10.9%	60	53	7	31%	+/- 6.5%	160	148	12
2020										
2021										
2022										
2023	13%	+/- 15.9%	33	16	17	20%	+/- 7.5%	137	102	35

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	None	No	No	No
2015							
2016	Email	Census	Yes	Academic Advising, FY Experiences / Sr Transitions	No	No	Yes
2017							
2018							
2019	Email	Census	Yes	Academic Advising	No	No	No
2020							
2021							
2022							
2023	Email	Census	No	Online Learning	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.

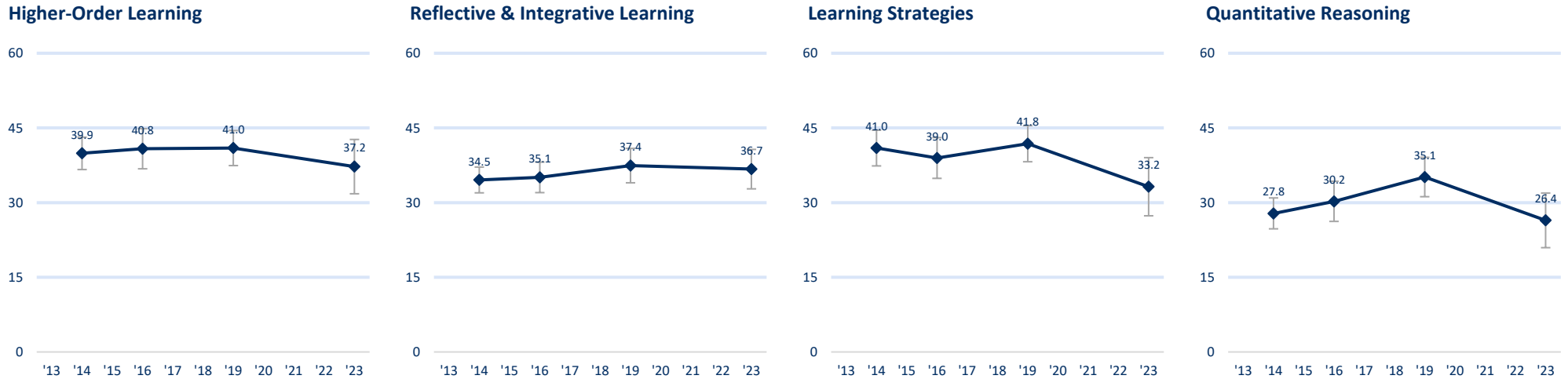
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%)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

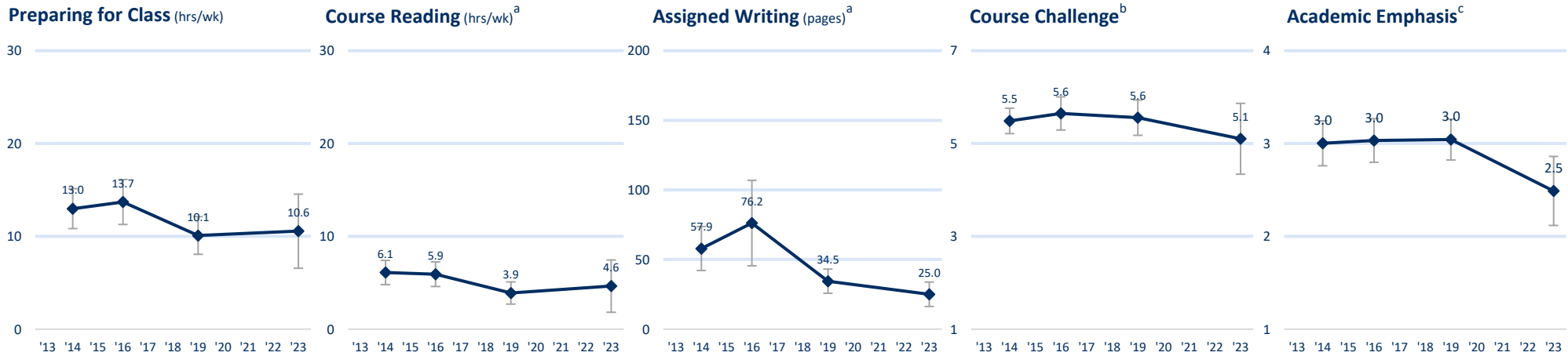
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

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").

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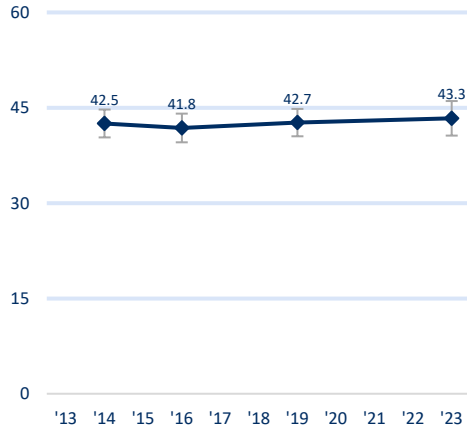
Engagement Results by Theme

New Mexico Highlands University

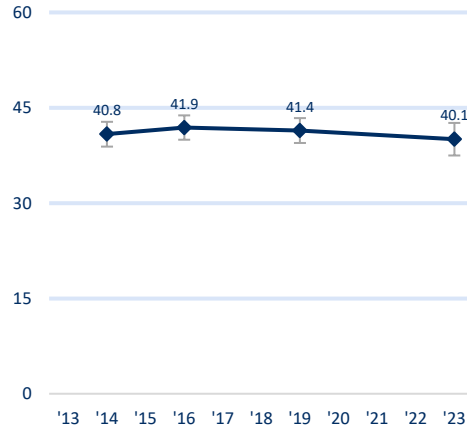
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each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

Academic Challenge: Seniors

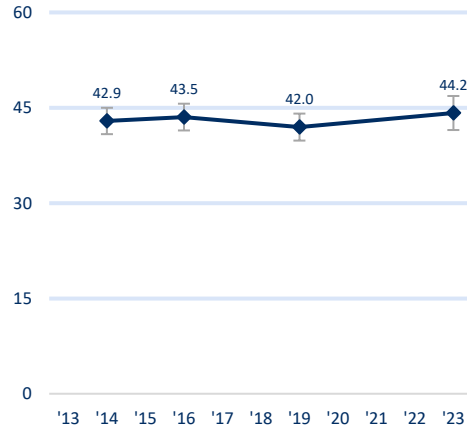
Higher-Order Learning



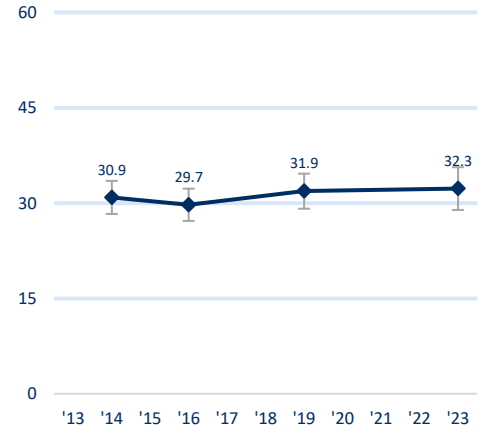
Reflective & Integrative Learning



Learning Strategies

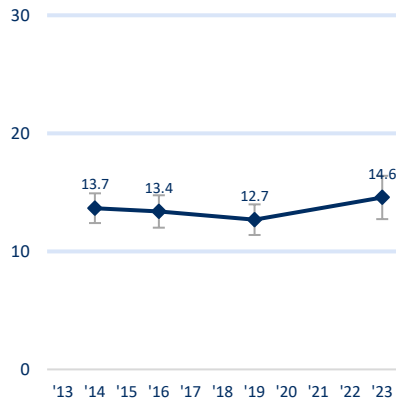


Quantitative Reasoning

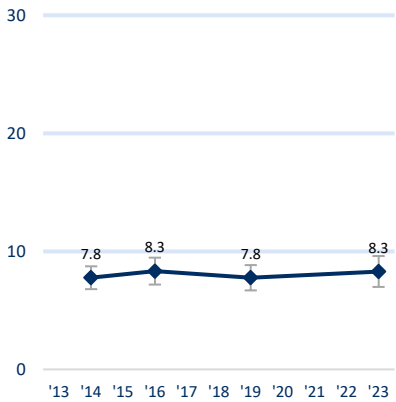


Academic Challenge (additional items): Seniors

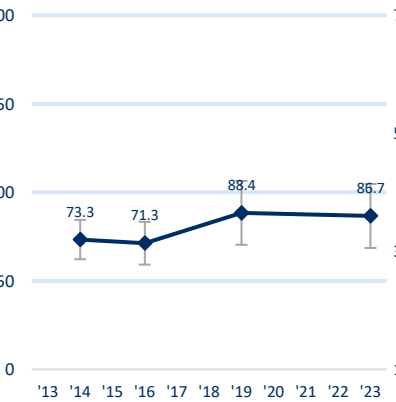
Preparing for Class (hrs/wk)



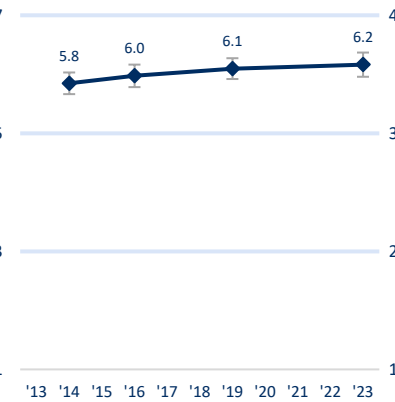
Course Reading (hrs/wk)^a



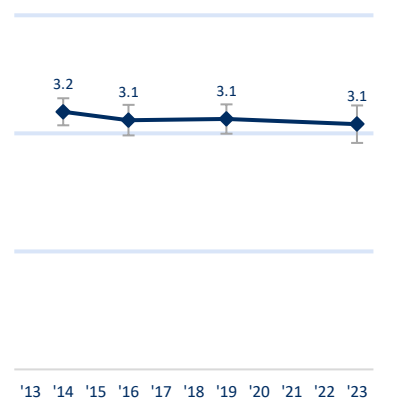
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



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

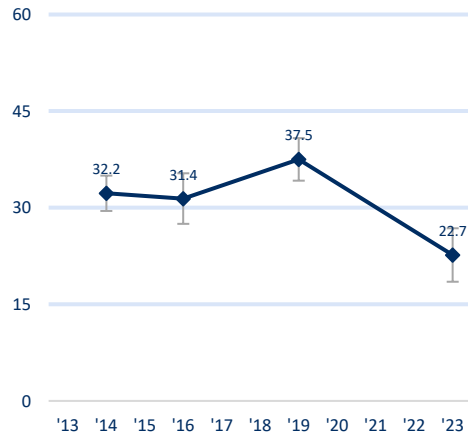
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

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").

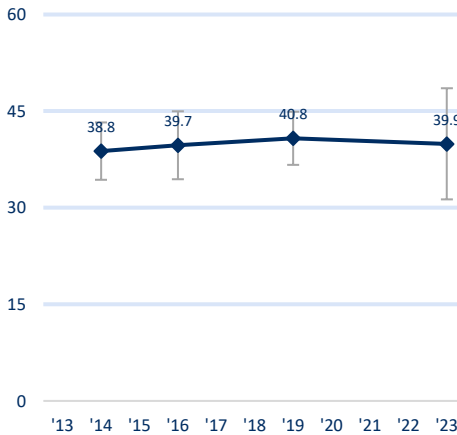
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

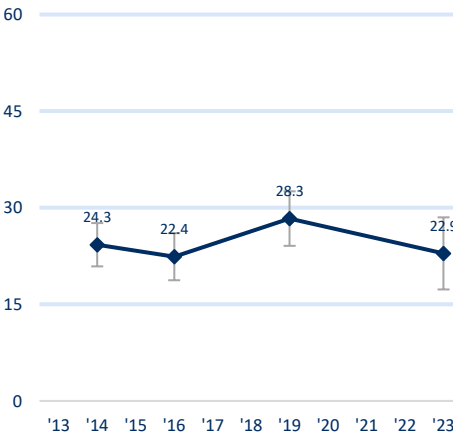


Discussions with Diverse Others

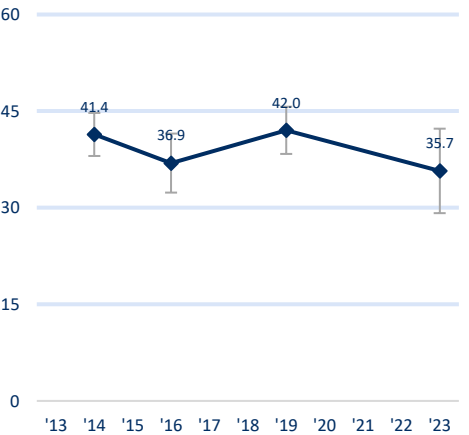


Experiences with Faculty: First-year students

Student-Faculty Interaction

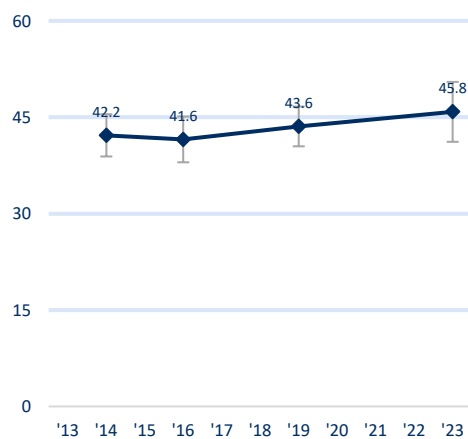


Effective Teaching Practices

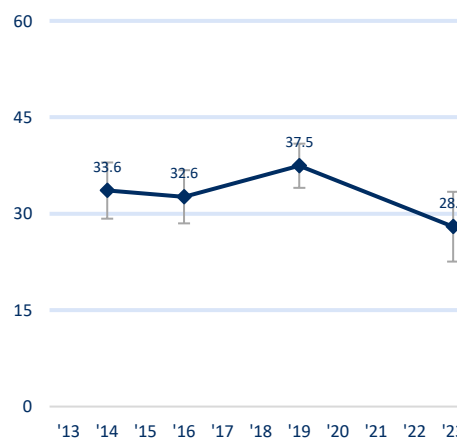


Campus Environment: First-year students

Quality of Interactions



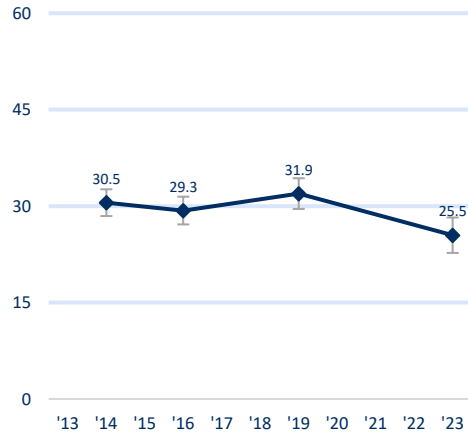
Supportive Environment



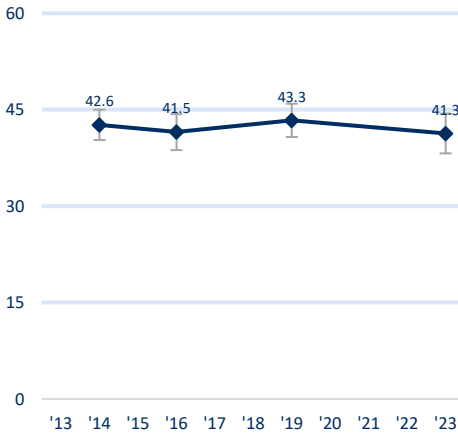
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

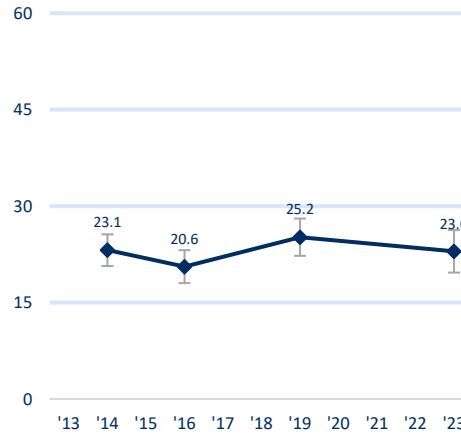


Discussions with Diverse Others

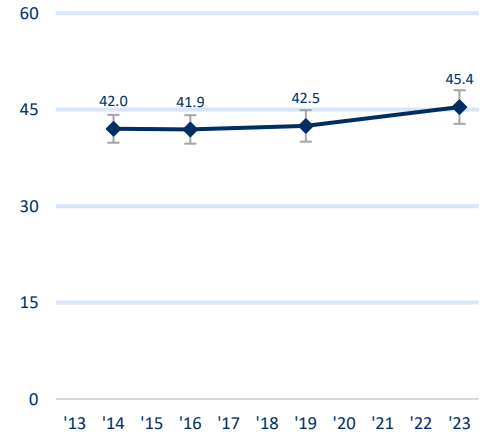


Experiences with Faculty: Seniors

Student-Faculty Interaction

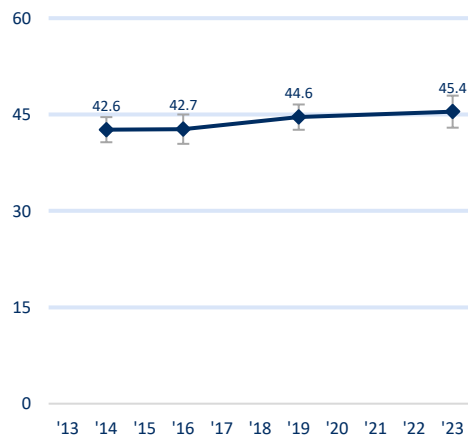


Effective Teaching Practices

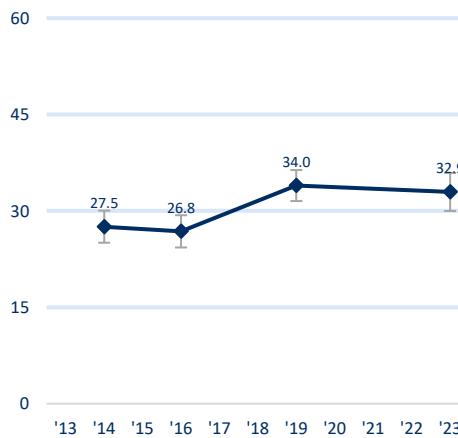


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

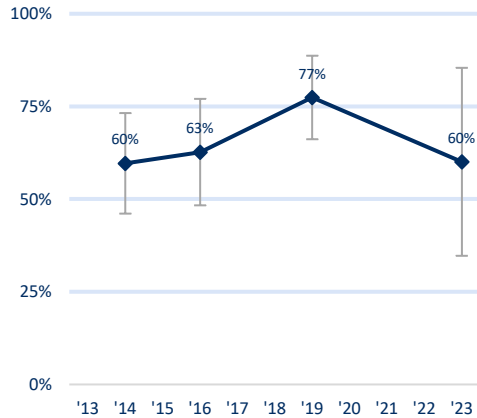


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

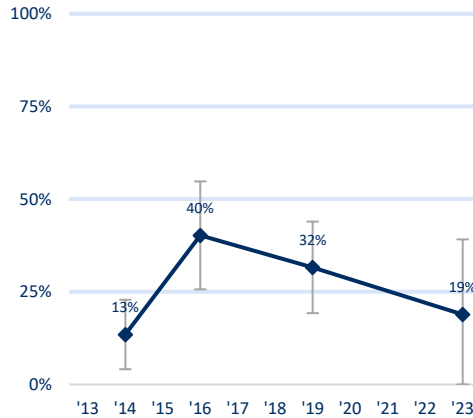
Service-Learning

(Some, most, or all courses)



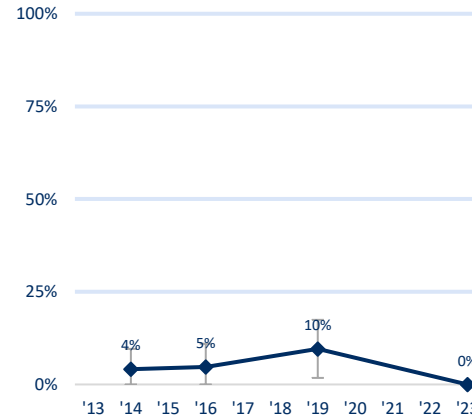
Learning Community

(Done or in progress)



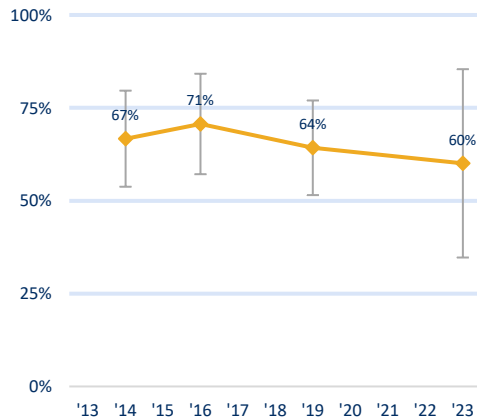
Research with Faculty

(Done or in progress)



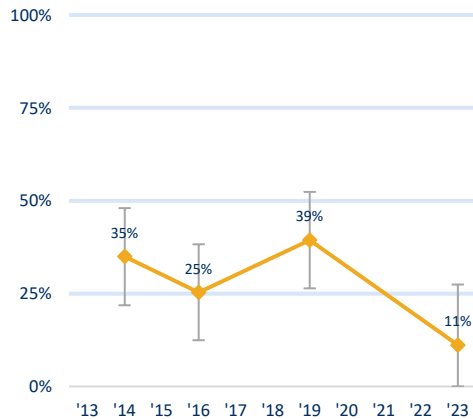
Internship/Field Experience

(Plan to do)



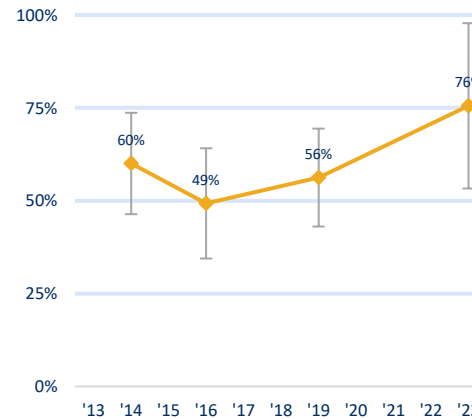
Study Abroad

(Plan to do)



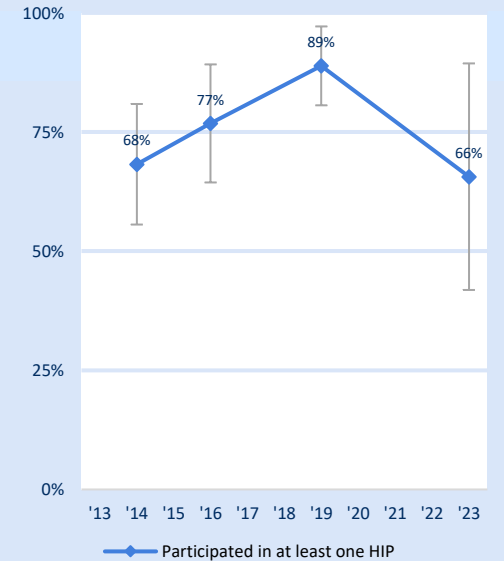
Culminating Senior Experience

(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.



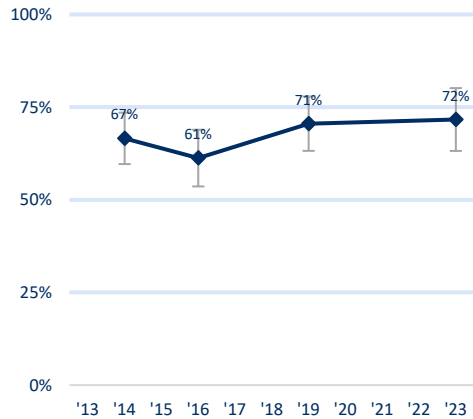
NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

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

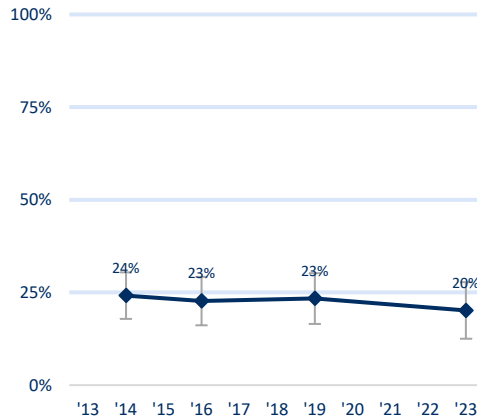
Service-Learning

(Some, most, or all courses)



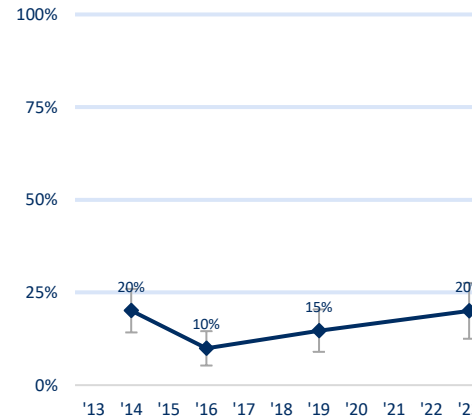
Learning Community

(Done or in progress)



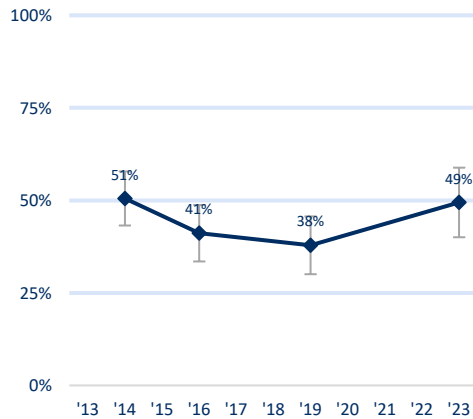
Research with Faculty

(Done or in progress)



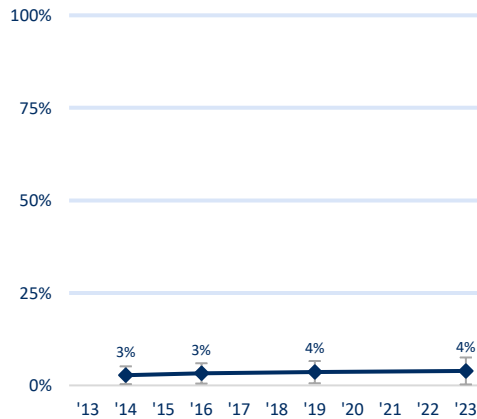
Internship/Field Experience

(Done or in progress)



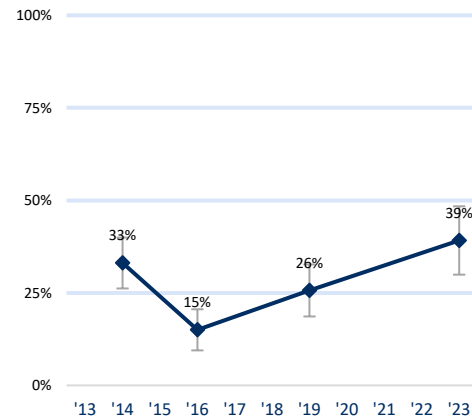
Study Abroad

(Done or in progress)



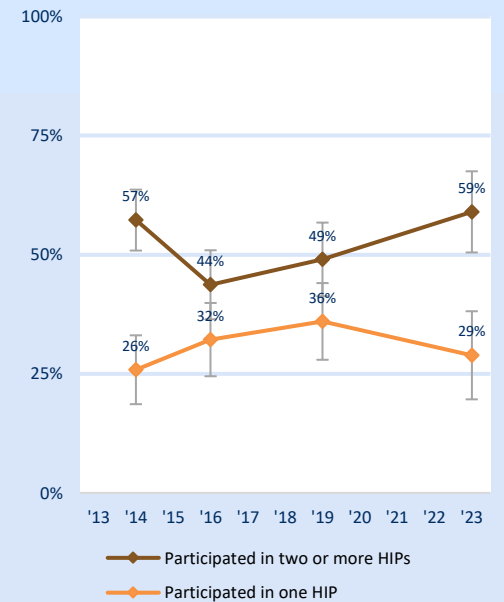
Culminating Senior Experience

(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 Challenge Items

New Mexico Highlands University

		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		39.9		40.8			41.0			37.2		42.5		41.8			42.7			43.3		
	n		53		44			54			19		180		166			150			125		
	SD		12.1		13.7			13.2			12.1		15.0		14.8			13.5			15.5		
	SE		1.66		2.06			1.79			2.78		1.12		1.15			1.10			1.39		
	CI up bnd		43.1		44.9			44.5			42.7		44.7		44.1			44.8			46.1		
	CI low bnd		36.6		36.8			37.4			31.8		40.3		39.6			40.5			40.6		
Reflective & Integrative Learning	Mean		34.5		35.1			37.4			36.7		40.8		41.9			41.4			40.1		
	n		57		49			55			28		186		171			154			134		
	SD		10.0		10.9			13.1			10.6		13.6		12.8			12.4			15.1		
	SE		1.32		1.57			1.76			2.02		1.00		.98			1.00			1.31		
	CI up bnd		37.1		38.1			40.9			40.7		42.8		43.8			43.4			42.6		
	CI low bnd		32.0		32.0			34.0			32.8		38.9		40.0			39.5			37.5		
Learning Strategies	Mean		41.0		39.0			41.8			33.2		42.9		43.5			42.0			44.2		
	n		51		45			55			15		175		158			149			108		
	SD		13.0		13.9			13.8			11.7		14.0		13.5			13.2			14.2		
	SE		1.83		2.09			1.85			2.98		1.06		1.07			1.08			1.37		
	CI up bnd		44.5		43.1			45.5			39.0		45.0		45.6			44.1			46.9		
	CI low bnd		37.4		34.9			38.2			27.3		40.8		41.4			39.8			41.5		
Quantitative Reasoning	Mean		27.8		30.2			35.1			26.4		30.9		29.7			31.9			32.3		
	n		56		47			55			13		184		166			150			117		
	SD		11.9		14.1			15.0			10.2		18.0		16.7			17.2			18.6		
	SE		1.58		2.05			2.02			2.80		1.33		1.30			1.41			1.72		
	CI up bnd		30.9		34.3			39.1			31.9		33.5		32.3			34.6			35.6		
	CI low bnd		24.7		26.2			31.2			20.9		28.3		27.2			29.1			28.9		
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean		13.0		13.7			10.1			10.6		13.7		13.4			12.7			14.6		
	n		51		44			54			15		176		150			149			107		
	SD		7.8		8.2			7.6			8.0		8.5		8.6			8.1			9.7		
	SE		1.10		1.24			1.04			2.04		.64		.70			.66			.94		
	CI up bnd		15.1		16.1			12.1			14.5		14.9		14.8			14.0			16.4		
	CI low bnd		10.8		11.3			8.1			6.6		12.4		12.0			11.4			12.7		
Course Reading Est. hrs per week calculated from two items.	Mean		6.1		5.9			3.9			4.6		7.8		8.3			7.8			8.3		
	n		50		43			54			15		174		150			148			106		
	SD		4.7		4.4			4.5			5.6		6.5		7.1			6.7			6.9		
	SE		.66		.68			.61			1.44		.49		.58			.55			.67		
	CI up bnd		7.4		7.2			5.1			7.5		8.7		9.5			8.8			9.6		
	CI low bnd		4.8		4.6			2.7			1.8		6.8		7.2			6.7			7.0		

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).

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

New Mexico Highlands University

		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>	57.9			76.2			34.5			25.0		73.3		71.3			88.4			86.7		
Estimated number of pages calculated from three survey questions.	<i>n</i>	51			41			55			15		153		147			147			115		
	<i>SD</i>	57.4			100.5			32.8			17.5		70.2		74.8			111.5			98.9		
	<i>SE</i>	8.06			15.66			4.43			4.48		5.68		6.17			9.20			9.22		
	<i>CI up bnd</i>	73.7			106.9			43.1			33.8		84.5		83.4			106.4			104.7		
	<i>CI low bnd</i>	42.1			45.5			25.8			16.3		62.2		59.2			70.4			68.6		
Course Challenge	<i>Mean</i>	5.5			5.6			5.6			5.1		5.8		6.0			6.1			6.2		
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	52			45			55			15		181		162			149			111		
	<i>SD</i>	1.0			1.2			1.4			1.5		1.3		1.2			1.1			1.1		
	<i>SE</i>	.14			.18			.19			.39		.09		.10			.09			.10		
	<i>CI up bnd</i>	5.8			6.0			5.9			5.9		6.0		6.2			6.3			6.4		
	<i>CI low bnd</i>	5.2			5.3			5.2			4.3		5.7		5.8			5.9			6.0		
Academic Emphasis	<i>Mean</i>	3.0			3.0			3.0			2.5		3.2		3.1			3.1			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>	52			44			54			15		178		151			149			109		
	<i>SD</i>	0.9			0.8			0.8			0.7		0.8		0.8			0.8			0.8		
	<i>SE</i>	.12			.12			.11			.19		.06		.07			.06			.08		
	<i>CI up bnd</i>	3.2			3.3			3.3			2.9		3.3		3.2			3.2			3.2		
	<i>CI low bnd</i>	2.8			2.8			2.8			2.1		3.1		3.0			3.0			2.9		
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	32.2			31.4			37.5			22.7		30.5		29.3			31.9			25.5		
	<i>n</i>	60			50			60			30		181		170			156			133		
	<i>SD</i>	10.8			14.1			13.1			11.6		14.3		14.4			15.2			16.2		
	<i>SE</i>	1.40			2.00			1.69			2.12		1.06		1.10			1.22			1.41		
	<i>CI up bnd</i>	35.0			35.3			40.8			26.8		32.6		31.5			34.3			28.2		
	<i>CI low bnd</i>	29.5			27.5			34.2			18.5		28.5		27.2			29.6			22.7		
Discussions with Diverse Others	<i>Mean</i>	38.8			39.7			40.8			39.9		42.6		41.5			43.3			41.3		
	<i>n</i>	51			48			55			15		176		160			149			112		
	<i>SD</i>	16.3			18.6			15.7			17.2		16.0		18.1			16.1			16.7		
	<i>SE</i>	2.27			2.69			2.10			4.40		1.21		1.43			1.32			1.58		
	<i>CI up bnd</i>	43.2			45.0			44.9			48.6		45.0		44.3			45.9			44.4		
	<i>CI low bnd</i>	34.3			34.4			36.7			31.3		40.3		38.7			40.7			38.2		

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

New Mexico Highlands University

		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>		24.3		22.4		28.3				22.9		23.1		20.6			25.2			23.0		
	<i>n</i>		56		48		55				24		179		168			151			127		
	<i>SD</i>		12.9		12.9		16.1				13.9		16.8		16.9			18.2			19.0		
	<i>SE</i>		1.72		1.86		2.16				2.86		1.26		1.31			1.48			1.69		
	<i>CI up bnd</i>		27.6		26.0		32.5				28.5		25.6		23.2			28.1			26.3		
<i>CI low bnd</i>		20.9		18.7		24.1				17.3		20.7		18.0			22.3			19.7			
<hr/>																							
Effective Teaching Practices	<i>Mean</i>		41.4		36.9		42.0				35.7		42.0		41.9			42.5			45.4		
	<i>n</i>		56		49		55				18		184		170			152			121		
	<i>SD</i>		12.8		16.3		13.9				14.2		15.0		14.7			15.4			14.7		
	<i>SE</i>		1.70		2.34		1.87				3.35		1.11		1.13			1.25			1.33		
	<i>CI up bnd</i>		44.7		41.5		45.7				42.3		44.2		44.1			44.9			48.0		
<i>CI low bnd</i>		38.0		32.3		38.3				29.2		39.9		39.7			40.0			42.8			
<hr/>																							
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>		42.2		41.6		43.6				45.8		42.6		42.7			44.6			45.4		
	<i>n</i>		49		45		55				15		172		152			143			106		
	<i>SD</i>		11.8		12.1		11.8				9.3		13.1		14.4			12.0			13.1		
	<i>SE</i>		1.68		1.82		1.58				2.38		1.00		1.17			1.00			1.27		
	<i>CI up bnd</i>		45.5		45.1		46.7				50.5		44.6		45.0			46.6			47.9		
<i>CI low bnd</i>		38.9		38.0		40.5				41.2		40.7		40.4			42.6			43.0			
<hr/>																							
Supportive Environment	<i>Mean</i>		33.6		32.6		37.5				28.0		27.5		26.8			34.0			32.9		
	<i>n</i>		51		44		54				15		176		153			149			109		
	<i>SD</i>		15.9		14.0		12.9				10.8		16.9		15.8			15.0			15.7		
	<i>SE</i>		2.23		2.11		1.75				2.77		1.28		1.28			1.23			1.50		
	<i>CI up bnd</i>		38.0		36.8		40.9				33.4		30.1		29.3			36.4			35.9		
<i>CI low bnd</i>		29.2		28.5		34.0				22.6		25.0		24.3			31.5			30.0			

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).

		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	%		60		63			77				60		67		61			71				72
	n		51		45			54				15		179		157			149				110
	SE		6.9		7.3			5.7				12.9		3.5		3.9			3.7				4.3
	CI up bnd		73		77			89				85		74		69			78				80
	CI low bnd		46		48			66				35		60		54			63				63
Learning Community^a	%		13		40			32				19		24		23			23				20
	n		52		45			55				15		180		159			148				107
	SE		4.8		7.4			6.3				10.3		3.2		3.3			3.5				3.9
	CI up bnd		23		55			44				39		30		29			30				28
	CI low bnd		4		26			19				0		18		16			17				13
Research with Faculty^a	%		4		5			10				0		20		10			15				20
	n		51		45			55				15		180		161			148				110
	SE		2.8		3.2			4.0				0.0		3.0		2.4			2.9				3.8
	CI up bnd		10		11			17				0		26		15			20				28
	CI low bnd		0		0			2				0		14		5			9				13
Internship or Field Experience^b	%		67		71			64				60		51		41			38				49
	n		52		45			55				15		181		161			149				110
	SE		6.6		6.9			6.5				12.9		3.7		3.9			4.0				4.8
	CI up bnd		80		84			77				85		58		49			46				59
	CI low bnd		54		57			52				35		43		33			30				40
Study Abroad^b	%		35		25			39				11		3		3			4				4
	n		52		45			55				15		179		161			148				110
	SE		6.7		6.6			6.6				8.3		1.2		1.4			1.5				1.9
	CI up bnd		48		38			52				27		5		6			7				8
	CI low bnd		22		12			26				0		0		0			1				0
Culminating Senior Experience^b	%		60		49			56				76		33		15			26				39
	n		50		45			55				15		181		160			149				108
	SE		7.0		7.6			6.7				11.4		3.5		2.8			3.6				4.7
	CI up bnd		74		64			69				98		40		21			33				48
	CI low bnd		46		34			43				53		26		9			19				30
Overall HIP Participation^c																							
Participated in one HIP	%		60		49			65				52		26		32			36				29
	n		52		45			55				15		181		161			149				110
	SE		6.8		7.6			6.5				13.2		3.3		3.7			3.9				4.3
	CI up bnd		74		64			78				78		32		39			44				37
	CI low bnd		47		34			53				26		19		25			28				20
Participated in two or more HIPs	%		8		28			24				13		57		44			49				59
	n		52		45			55				15		181		161			149				110
	SE		3.8		6.8			5.8				9.0		3.7		3.9			4.1				4.7
	CI up bnd		15		41			35				31		64		51			57				68
	CI low bnd		1		15			12				0		50		36			41				50

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.