

National Survey of Student Engagement

Mount Mercy University 2016

Executive Summary

The findings from this year's National Survey of Student Engagement (NSSE) show Mount Mercy University is continuing to provide a sound academic environment in which students are both challenged and supported. Highlights from this year's survey include:

- Mount Mercy freshmen's engagement in Collaborative Learning was significantly higher than at the Plains Private Benchmarking institutions.
- Mount Mercy seniors report significantly less engagement in Discussions with Diverse Others than the Plains Private benchmarking group.
- Mount Mercy freshmen and seniors evaluate their overall educational experience at Mount Mercy somewhat lower than how students in the Plains Private benchmarking group rated their experiences. MMU Seniors (87%) Plains Private (88%) MMU Seniors in 2012 (90%); MMU Freshmen (81%) Plains Private (88%) MMU Freshmen in 2012 (93%) rated their experiences as good to excellent.
- 79% of the freshmen and 83% of the seniors would "Definitely" or "Probably" come to Mount Mercy again".

About the Survey

The Provost, Executive Director of Institutional Research and Data, and the Director of Assessment oversaw the administration of this year's NSSE survey. The survey was completed by students on-line. There were several email reminders sent to students, along with campus posters, faculty and student media announcements, and opportunities for prizes. The response rate for freshmen (FY) was 55% and the response rate for seniors (SR) was 50%. In both instances, response rates were up from the previous year. The average U.S. institutional response rates for web-only surveys were 31% and 33% respectively. The survey sample for freshmen was 206 with 114 responding and for seniors was 564 with 281 responding.

Comparison Schools

- **Plains Private** – 51 private institutions in the same geographic region and sector (private)
- **Carnegie Class** – 109 private institutions across the country sharing our Carnegie Classification
- **NSSE 2012** – 865 institutions; all other current-year U. S. NSSE participant institutions

Engagement Indicators

To help guide institutional improvement efforts, NSSE groups items and their responses into ten Engagement Indicators, which are organized into four broad themes:

Theme 1 Academic Challenge – Higher Order Learning, Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning

Theme 2 Learning with Peers – Collaborative Learning, Discussions with Diverse Others

Theme 3 Experiences with Faculty – Student-Faculty Interaction, Effective Teaching Practices

Theme 4 Campus Environment – Quality of Interactions, Supportive Environment

Theme 1 - Academic Challenge

Mount Mercy first-year students (FY) and seniors (SR) both reported no significant difference in level of engagement in the four categories under Theme 1 Academic Challenge, with one exception – FY students (33.9 mean) were significantly lower than the Plains Private group with (36.6 mean) in the category of Reflective & Integrative Learning.

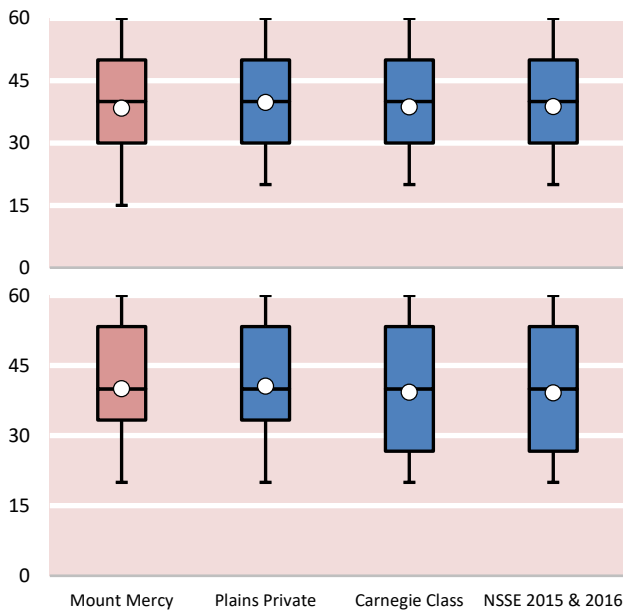
Mean Comparisons – First Year

Engagement Indicator	Mount Mercy Mean	Your <i>first-year students</i> compared with					
		Plains Private		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	39.8	-.11	38.7	-.03	38.8	-.03
Reflective & Integrative Learning	33.9	36.6 *	.22	35.6	.14	35.6	.14
Learning Strategies	40.1	40.6	-.04	39.4	.05	39.2	.06
Quantitative Reasoning	29.1	28.0	.07	27.8	.08	28.0	.07

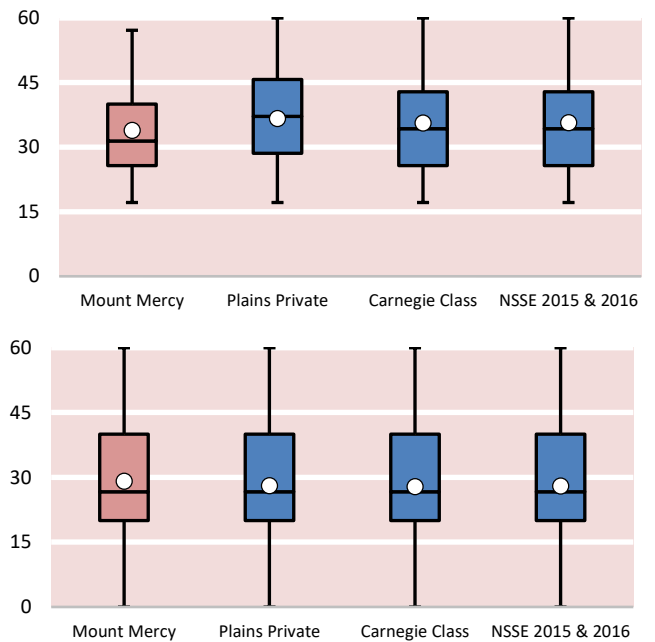
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions – First Year

Higher-Order Learning



Reflective & Integrative Learning



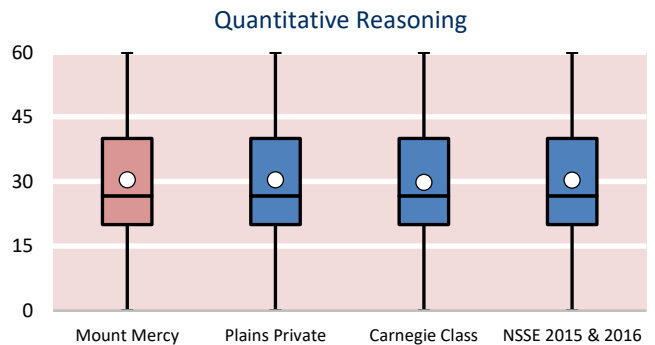
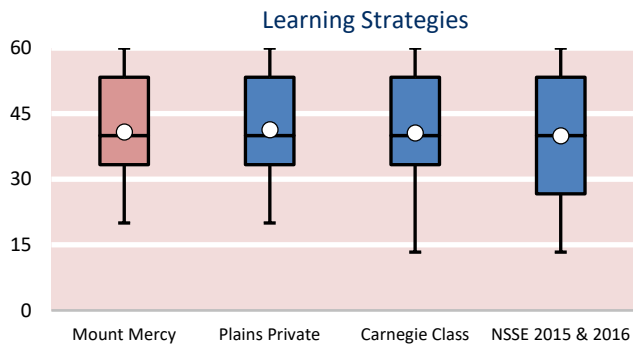
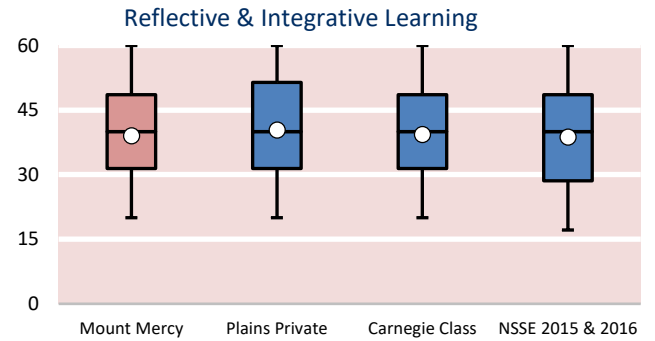
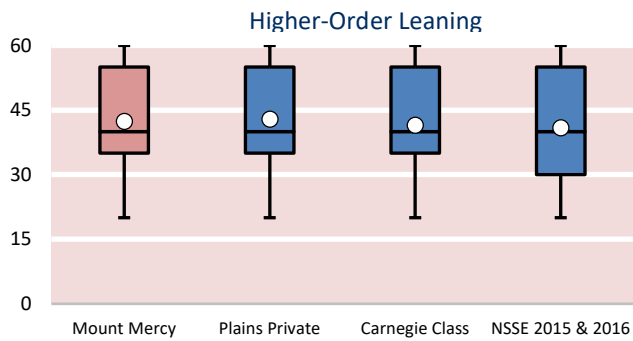
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes

Mean Comparisons - Seniors

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		Plains Private		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.4	42.9	.04	41.5	.07	40.9	.11
Reflective & Integrative Learning	39.0	40.4	.10	39.3	.02	38.7	.03
Learning Strategies	40.7	41.3	.04	40.6	.01	39.9	.06
Quantitative Reasoning	30.4	30.4	.00	29.8	.03	30.3	.00

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions - Seniors



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes

Theme 2 – Learning with Peers

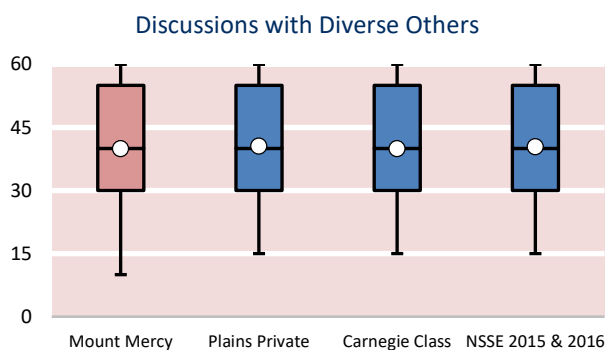
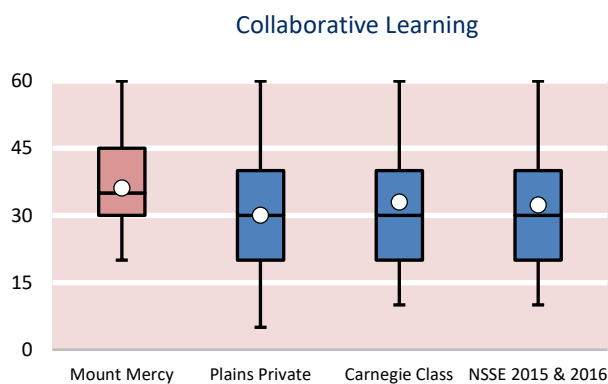
Both MMU FY and SR's scored significantly higher in Collaborative Learning, FY (36.1) Plains Private (30.0) and SR (32.0) Plains Private (26.6) than the benchmarking group. However, MMU SR's scored significantly lower SR (36.9) Plains Private (40.3) than the benchmarking group in Discussions with Diverse Others.

Mean Comparisons - FY

Engagement Indicator	Mount Mercy Mean	Your <i>first-year students</i> compared with					
		Plains Private		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.1	30.0 **	.39	33.0 *	.23	32.3 *	.26
Discussions with Diverse Others	39.9	40.5	-.04	39.9	.00	40.4	-.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions - FY

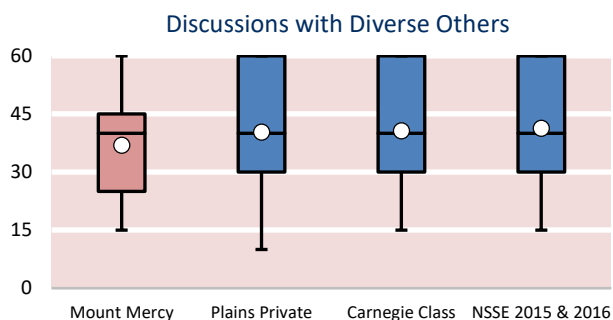
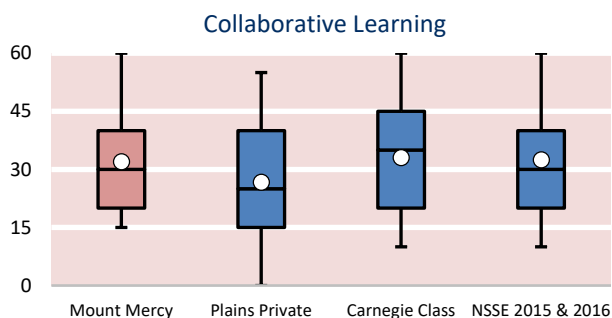


Mean Comparisons - SR

Engagement Indicator	Mount Mercy Mean	Your <i>seniors</i> compared with					
		Plains Private		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	26.6 ***	.32	33.0	-.07	32.4	.03
Discussions with Diverse Others	36.9	40.3 ***	-.20	40.6 ***	-.23	41.3 ***	.27

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions - SR



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes

Theme 3 – Experiences with Faculty

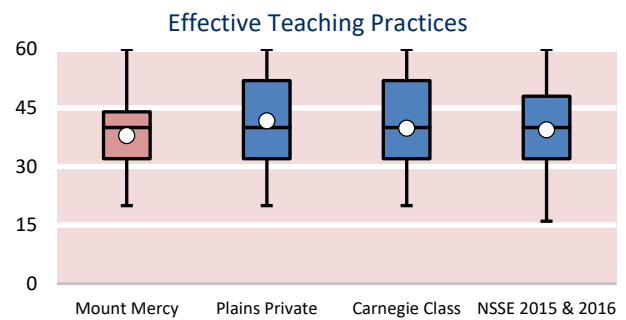
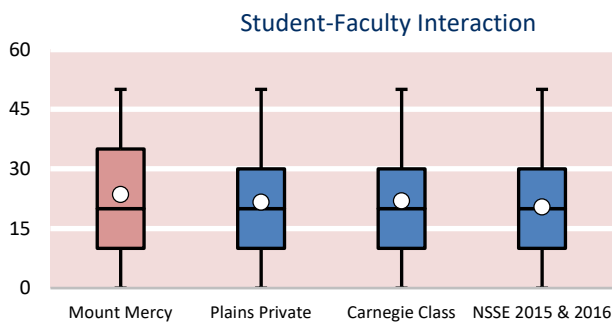
Mount Mercy first-year students (FY) and seniors (SR) both reported no significant difference in level of engagement in the two categories under Theme 3 Experiences with Faculty, with one exception – FY students (37.9 mean) were significantly lower than the Plains Private group with (41.7 mean) in the category of Effective Teaching Practices.

Mean Comparisons - FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		Plains Private		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.6	21.7	.13	21.9	.12	20.5	0.14*
Effective Teaching Practices	37.9	41.7	-.10*	39.8	-.05	39.4	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions - FY

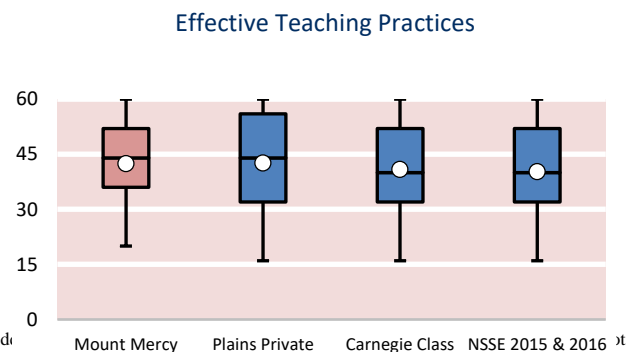
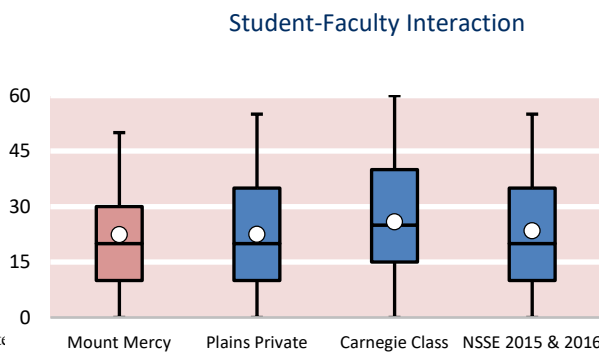


Mean Comparisons - SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		Plains Private		Carnegie Class		NSSE 2015 & 2016	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	22.5	-.01	25.9	-.12**	23.5	-.01
Effective Teaching Practices	42.5	42.7	-.01	40.9	.02*	40.3	.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions - SR



Note: The top of the box represents the 75th percentile, the bottom of the box represents the 25th percentile, the horizontal line inside the box represents the 50th percentile (median), and the white circle represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Theme 4 – Campus Environment

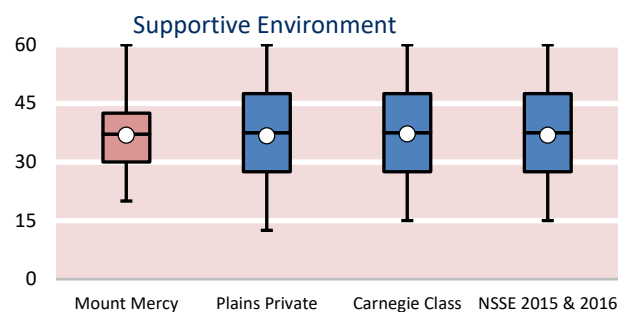
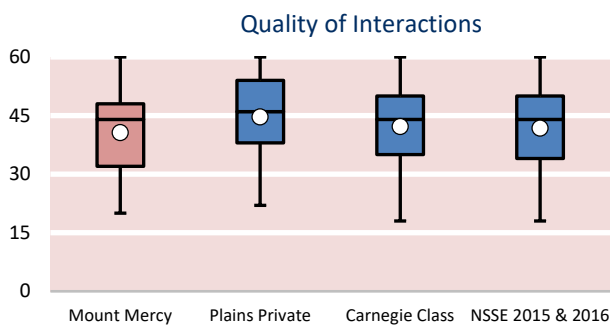
Mount Mercy first-year students (FY) and seniors (SR) both reported no significant difference in level of engagement in the two categories under Theme 4 Campus Environment, with one exception – FY students (40.6 mean) were significantly lower than the Plains Private group with (44.6 mean) in the category of Quality of Interactions.

Mean Comparisons - FY

Engagement Indicator	Mount Mercy		Your <i>first-year</i> students compared with					
	Mean	Effect size	Plains Private		Carnegie Class		NSSE 2015 & 2016	
			Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.6	-.33	44.6 ***	-.33	42.2	-.13	41.8	-.09
Supportive Environment	36.9	.01	36.7	.01	37.2	.03	36.8	.00

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions - FY

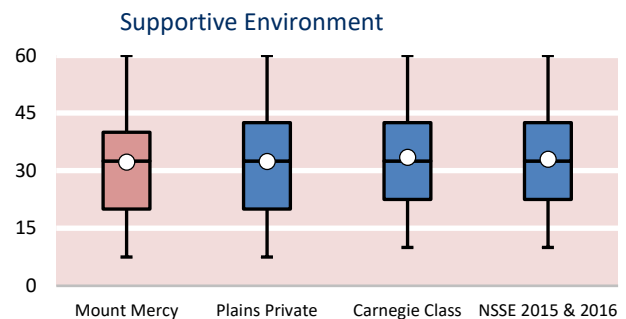
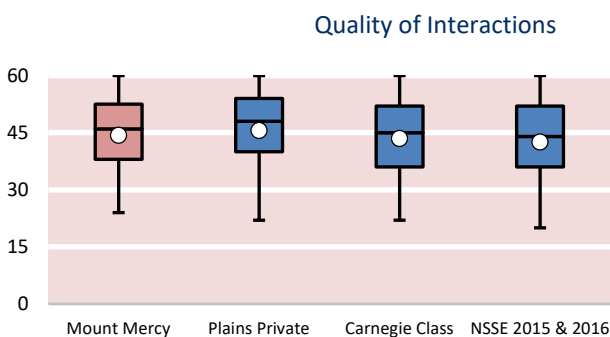


Mean Comparisons - SR

Engagement Indicator	Mount Mercy		Your <i>seniors</i> compared with					
	Mean	Effect size	Plains Private		Carnegie Class		NSSE 2015 & 2016	
			Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.4	.11	45.6	.11	43.5	.07	42.6 *	.15
Supportive Environment	32.2	.01	32.3	.01	33.4	.09	32.9	.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions - SR



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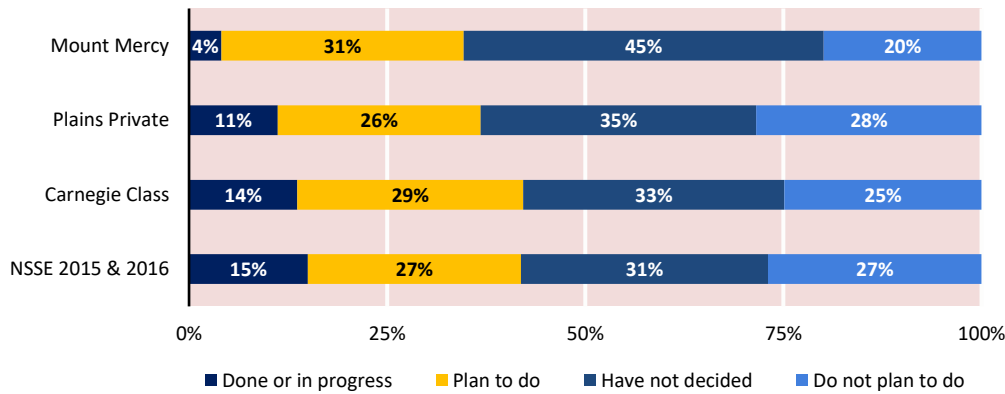
Information from NSSE on High Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the

classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should 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, 2007). NSSE asks students about their participation in the six HIPs. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

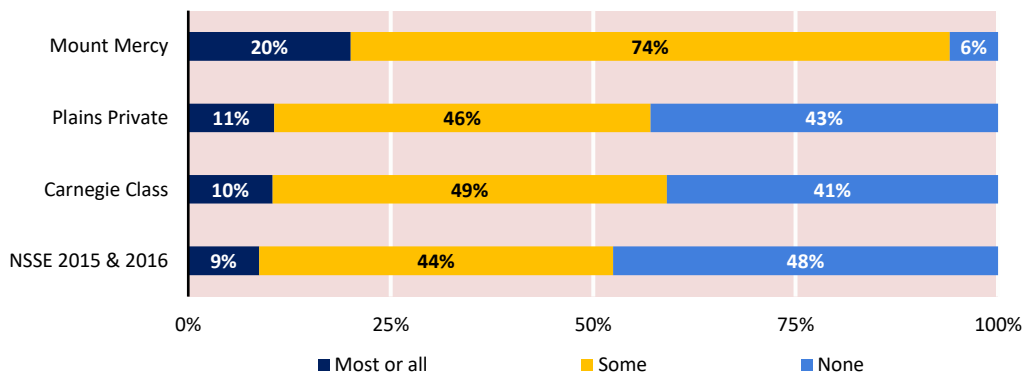
Learning Community – First Year Students

Which of the following have you done or do you plan to do before graduation – participate in a learning community or some other formal program where groups of students take two or more classes together.



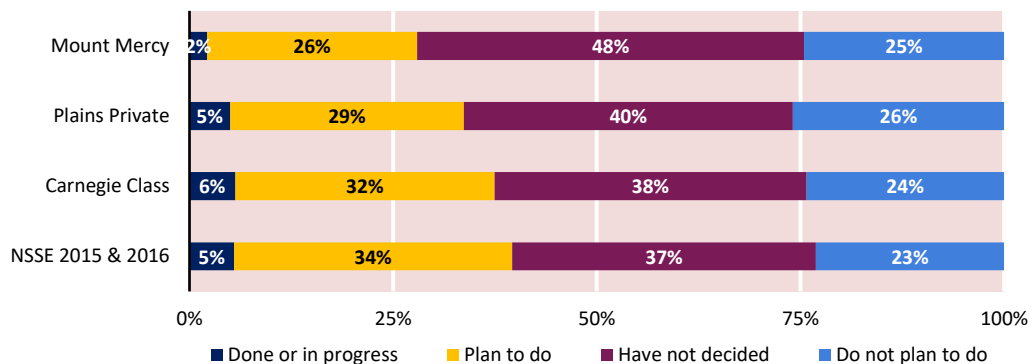
Service Learning – First Year Students

About how many of your courses at this institution have included a community-based project (service-learning)?



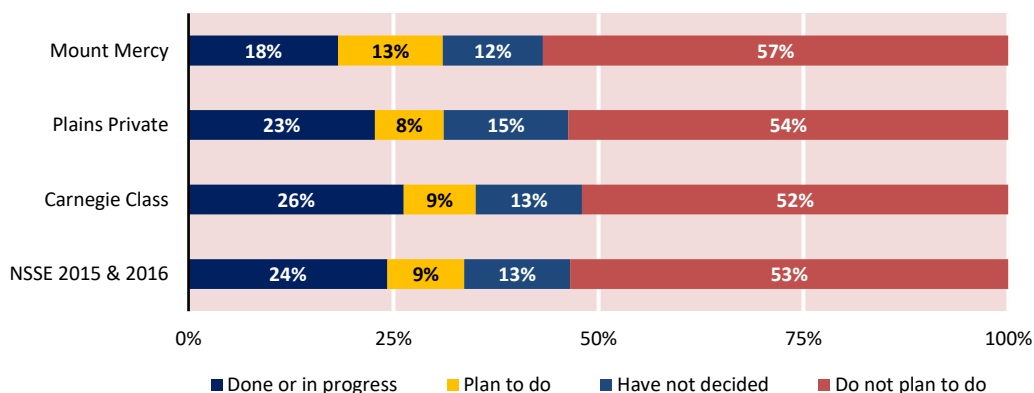
Research with a Faculty Member – First Year Students

Which of the following have you done or do you plan to do before you graduate – work with a faculty member on a research project.



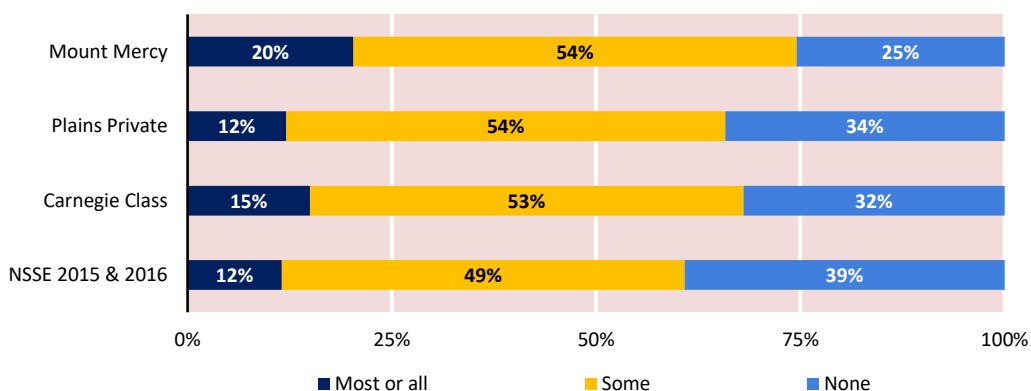
Learning Community – Senior Students

Which of the following have you done or do you plan to do before graduation – participate in a learning community or some other formal program where groups of students take two or more classes together.



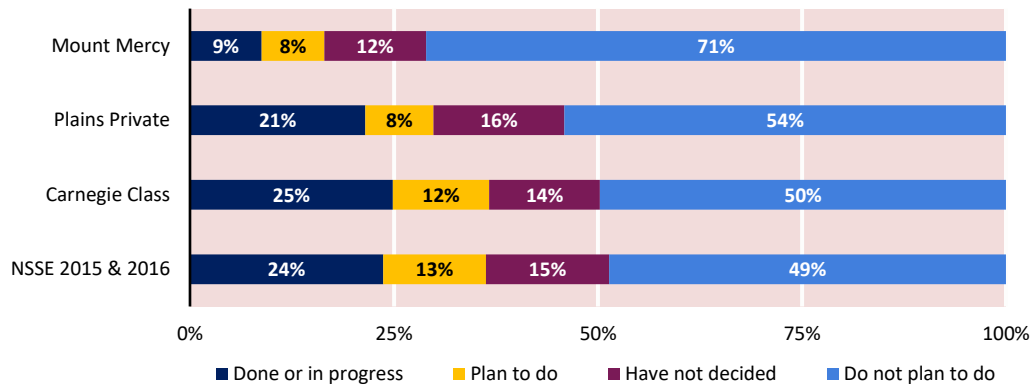
Service Learning – Senior Students

About how many of your courses at this institution have included a community-based project (service-learning)?



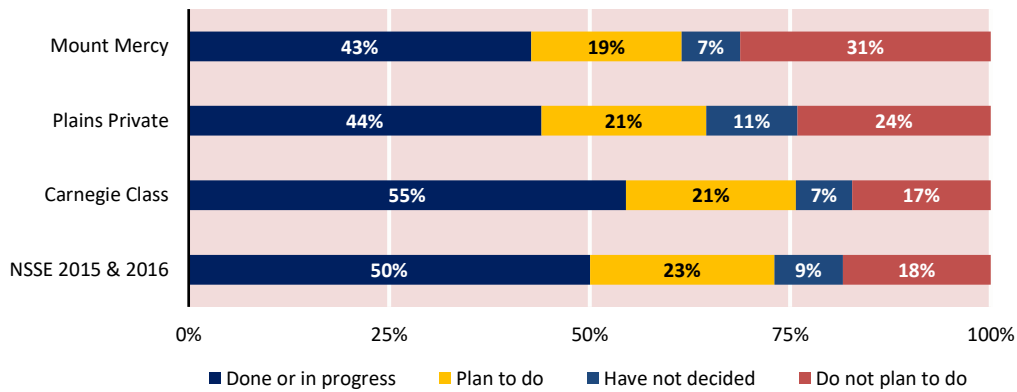
Research with a Faculty Member – Senior Students

Which of the following have you done or do you plan to do before you graduate – work with a faculty member on a research project.



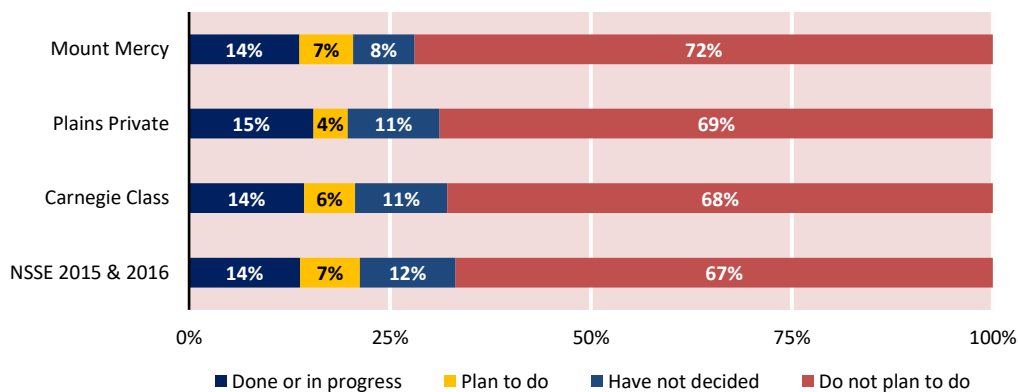
Internship or Field Experience – Senior Students

Which of the following have you done or do you plan to do before graduation – participate in an internship, co-op, field experience, student teaching or clinical placement.



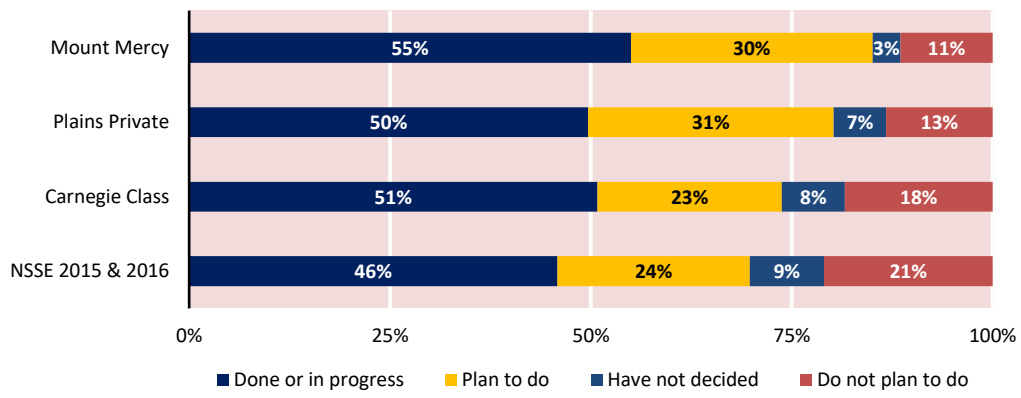
Study Abroad – Senior Students

Which of the following have you done or do you plan to do before graduation – participate in a study abroad program.



Culminating Senior Experience – Senior Students

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)



This section contains comparisons between question results on the NSSE 2012 survey and the NSSE 2016 survey. Many of the questions have changed and no comparison was available. (Mean scores) Red font indicates the mean score dropped – green font indicates the mean score rose (.1 or greater change). *Scoring was based on: 1 Never, 2 Sometimes, 3 Often, 4 Very Often.*

Theme 1 - Academic Challenge

Higher Order Learning

During the course of the school year, how much of your coursework emphasized the following?

- Applying facts, theories, or methods to practical problems or new situations: 2012 FY 3.16 – 2016 FY 3.00; 2012 SR 3.28 – 2016 SR 3.20
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts: 2012 FY 3.17 – 2016 FY 2.90; 2012 SR 3.35 – 2016 SR 3.10
- Evaluating a point of view, decision, or information source: 2012 FY 3.04 – 2016 FY 2.90; 2012 SR 3.13 – 2016 SR 3.10
- Forming a new idea or understanding from various pieces of information: 2012 FY 2.95 – 2016 FY 2.90; 2012 SR 3.11 – 2016 SR 3.10

Reflective & Integrative Learning

- Combined ideas from different course when completing assignments: 2012 FY 2.65 – 2016 FY 2.50; 2012 SR 2.92 – 2016 SR 2.90
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments: 2012 FY 2.62 – 2016 FY 2.60; 2012 SR 2.98 – 2016 SR 2.80
- Tried to better understand someone else's view by imagining how an issue looks from his or her perspective: 2012 FY 2.79 – 2016 FY 2.80; 2012 SR 2.86 – 2016 SR 3.00
- Learned something that changed the way you understand an issue or concept: 2012 FY 2.97 – 2016 FY 2.70; 2012 SR 2.83 – 2016 SR 3.00

Learning Strategies – no direct comparisons.

Quantitative Reasoning – no direct comparisons.

Theme 2 – Learning with Peers

Collaborative Learning

- Worked with other students on course projects or assignments: 2012 FY 2.55 – 2016 FY 2.80; 2012 SR 2.76 – 2016 SR 2.80

Discussions with Diverse Others

Had discussions with...

- People from a race or ethnicity other than your own: 2012 FY 2.27 – 2016 FY 3.00; 2012 SR 2.30 – 2016 SR 2.80
- People with religious beliefs other than your own: 2012 FY 2.61 – 2016 FY 2.90; 2012 SR 2.43 – 2016 SR 2.80
- People with political views other than your own: 2012 FY 2.61 – 2016 FY 3.10; 2012 SR 2.43 – 2016 SR 2.90

Theme 3 – Experiences with Faculty

Student-Faculty Interaction

- a. Talked about career plans with a faculty member: 2012 FY 2.57 – 2016 FY 2.30; 2012 SR 2.35 – 2016 SR 2.30
- b. Worked w/faculty on activities other than coursework (committees, student groups, etc.): 2012 FY 1.73 – 2016 FY 2.00; 2012 SR 1.81 – 2016 SR 1.80
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class: 2012 FY 2.02 – 2016 FY 2.10; 2012 SR 2.05 – 2016 SR 2.10
- d. Discussed your academic performance with a faculty member: 2012 FY 2.60 – 2016 FY 2.30; 2012 SR 2.79 – 2016 SR 2.20

Effective Teaching Practices

How much instructors have.....

- a. Provided prompt and detailed feedback on tests or completed assignments: 2012 FY 2.80 – 2016 FY 2.70; 2012 SR 2.92 – 2016 SR 3.10

Theme 4 – Campus Environment

Responses were scores of 1 Unfriendly, unsupportive, alienation to 7 friendly, supportive, sense of belonging.

Quality of Interactions

- a. With students: 2012 FY 5.66 – 2016 FY 5.60; 2012 SR 5.83 – 2016 SR 5.70
- b. With faculty: 2012 FY 5.53 – 2016 FY 5.00; 2012 SR 5.76 – 2016 SR 5.80
- c. With student services staff (career services, student activities, housing, etc.): 2012 FY 5.15 – 2016 FY 4.80; 2012 SR 5.11 – 2016 SR 5.10
- d. With other administrative staff and offices (registrar, financial aid, etc.): 2012 FY 5.15 – 2016 FY 4.90; 2012 SR 5.11 – 2016 SR 5.10

Supportive Environment

How much does the institution emphasize....

- a. Providing support to help students succeed academically: 2012 FY 3.35 – 2016 FY 3.10; 2012 SR 3.10 – 2016 SR 3.00
- b. Encouraging contact among students from different backgrounds(social, race, ethnicity, etc.): 2012 FY 2.57 – 2016 FY 2.90; 2012 SR 2.48 – 2016 SR 2.60
- c. Providing opportunities to be involved socially: 2012 FY 2.58 – 2016 FY 2.80; 2012 SR 2.19 – 2016 SR 2.80
- d. Helping you manage your non-academic responsibilities (work, family, etc.): 2012 FY 2.30- 2016 FY 2.30; 2012 SR 2.06 – 2016 SR 2.20
- e. Attending campus activities and events (performing arts, athletic events, etc.) 2012 FY 3.11 – 2016 FY 2.80; 2012 SR 2.58 – 2016 SR 2.40

Time Usage comparisons between NSSE 2012 and NSSE 2016

About how many hours do you spend in a typical week doing the following...

- a. Preparing for class: 2012 FY 11-15 hrs – 2016 FY 11-15 hrs; 2012 SR 11-15 hrs – 2016 SR 11-15 hrs
- b. Participating in co-curricular activities: 2012 FY 1-5 hrs – 2016 FY 6-12 hrs; 2012 SR 1-5 hrs – 2016 SR 1-5 hrs
- c. Working for pay on campus: 2012 FY 1-5 hrs – 2016 FY 4-8 hrs; 2012 SR 1-5 hrs – 2016 SR 1-5 hrs
- d. Working for pay off campus: 2012 FY 4-8 hrs – 2016 FY 4-8 hrs; 2012 SR 14-17 hrs – 2016 SR 16-20 hrs
- e. Relaxing and socializing: 2012 FY 9-12 hrs – 2016 FY 9-12 hrs; 2012 SR 6-10 hrs – 2016 SR 6-10 hrs
- f. Providing care for dependents living with you: 2012 FY 0-2 hrs – 2016 FY 0-2 hrs; 2012 SR 4-8 hrs – 2016 SR 8-12 hrs

Educational and Personal Growth comparisons between NSSE 2012 and NSSE 2016

Scoring was based on: 1 Never, 2 Sometimes, 3 Often, 4 Very Often.

- a. Writing clearly and effectively: 2012 FY 3.19 – **2016 FY 2.70**; 2012 SR 3.29 – **2016 SR 2.90**
- b. Speaking clearly and effectively: 2012 FY 3.10 – **2016 FY 2.50**; 2012 SR 3.18 – **2016 SR 2.90**
- c. Thinking critically and analytically: 2012 FY 3.28 – **2016 FY 2.90**; 2012 SR 3.45 – **2016 SR 3.20**
- d. Acquiring job or work-related knowledge and skills: 2012 FY 3.01 – **2016 FY 2.70**; 2012 SR 3.23 – **2016 SR 3.00**
- e. Analyzing numerical and statistical information: 2012 FY 3.10 – **2016 FY 2.50**; 2012 SR 3.21 – **2016 SR 2.80**
- f. Working effectively with others: 2012 FY 3.20 – **2016 FY 2.80**; 2012 SR 3.27 – **2016 SR 3.00**
- g. Developing or clarifying a personal code of ethics: 2012 FY 2.77 – 2016 FY 2.70; 2012 SR 2.81 – 2016 SR 2.80
- h. Solving complex real-world problems: 2012 FY 2.58 – 2016 FY 2.60; 2012 SR **2.86** – **2016 SR 2.70**

Satisfaction comparison between NSSE 2012 and NSSE 2016

Scoring was based on 1 Poor, 2 Fair, 3 Good, 4 Excellent

- a. How would you evaluate your entire educational experience at this institution: 2012 FY 3.30 – **2016 FY 3.00**; 2012 SR 3.28 – 2016 SR 3.30

Satisfaction comparison between NSSE 2012 and NSSE 2016

Scoring was based on 1 Definitely No, 2 Probably No, 3 Probably Yes, 4 Definitely Yes

- a. If you could start over again, would you go to the same institution you are now attending: 2012 FY 3.28 – **2016 FY 3.10**; 2012 SR 3.26 – 2016 SR 3.20