

National Survey of Student Engagement

Mount Mercy University 2019

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 reported significantly higher, the number of courses including a community-based service project, than the benchmarking group.
- Mount Mercy freshmen reported significantly higher on how much Mount Mercy emphasizes spending significant time on studying and academic work, than the benchmarking group reported.
- Mount Mercy freshmen responded significantly lower than the benchmarking group, in doing community service or volunteer work.
- Mount Mercy seniors reported significantly higher on including diverse perspectives in course discussions or assignments, than students in the benchmarking group.
- Mount Mercy seniors responded significantly higher in discussing course topics, ideas, or concepts with a faculty member outside of class, than the benchmarking group seniors reported.
- Mount Mercy seniors reported significantly lower in their quality of interactions with administrative offices and staff, than students in the benchmarking group.

About the Survey

The Associate 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 43% and the response rate for seniors (SR) was 37%. The survey sample for freshmen was 232 with 100 responding and for seniors was 465 with 170 responding.

Comparison Schools

- **Plains Private II** – 47 private institutions in the same geographic region and sector (private)
- **Private Institutions** – 412 private institutions across the country sharing our Carnegie Classification
- **Plains Prvt Ug Enrl** – 25 institutions; all other current-year U.S. NSSE participant institutions with similar undergraduate enrollment and in the same geographic region (Plains).

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

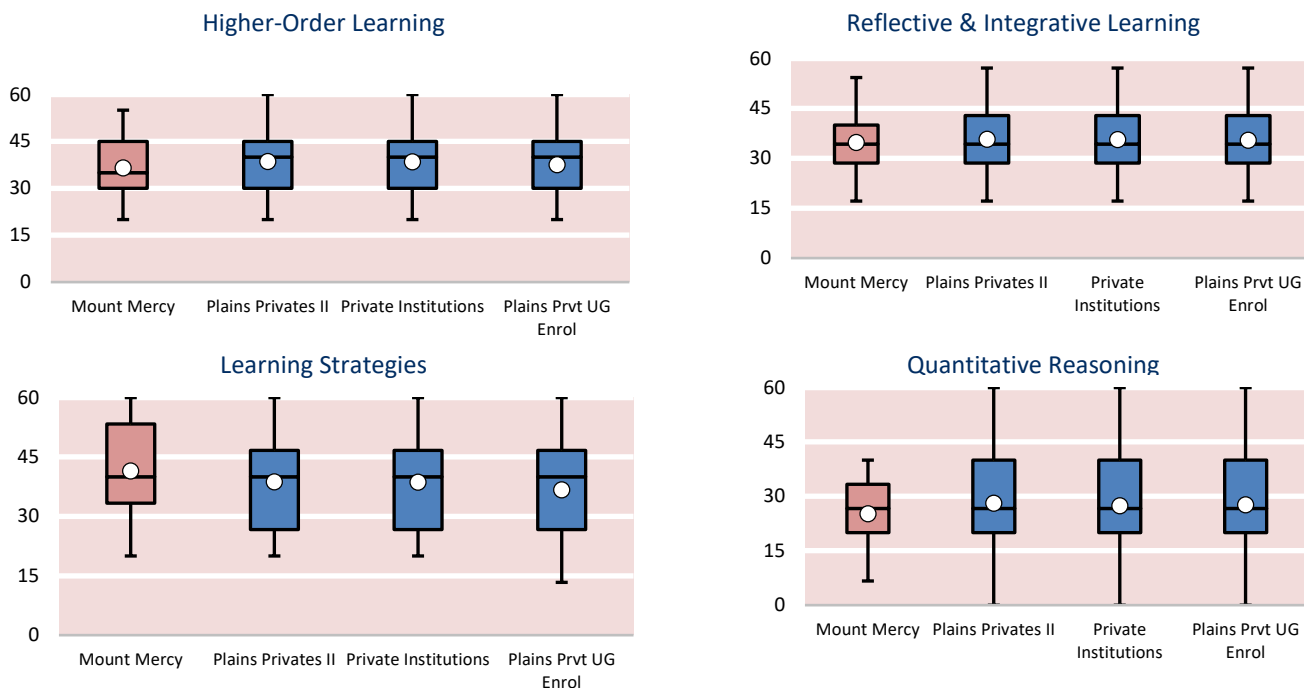
Mount Mercy first-year students (FY) and seniors (SR) both reported no significant difference from the benchmarking groups in level of engagement in the four categories under Theme 1 Academic Challenge.

Mean Comparisons First Years

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		Plains Privates II		Plains Privates		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.6	38.6	-.16	38.5	-.15	37.6	-.08
Reflective & Integrative Learning	34.7	35.7	-.08	35.6	-.08	35.4	-.06
Learning Strategies	41.4	38.7	.19	38.6	.21	36.7	**
Quantitative Reasoning	25.1	28.1	*	27.4	-.15	27.7	-.17

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



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.

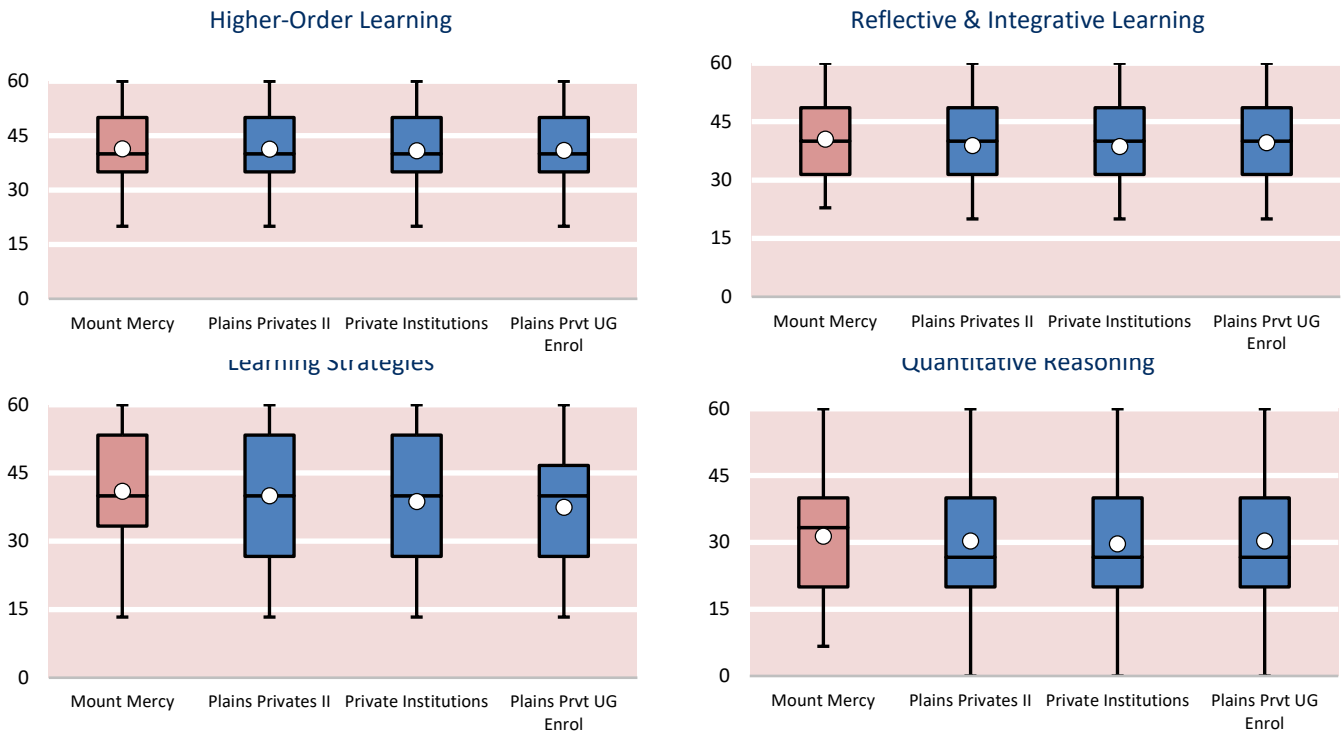
Mean Comparisons SR

Seniors

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.4	41.3	.01	40.9	.04	40.9	.04
Reflective & Integrative Learning	40.5	38.9	.14	38.6 *	.15	39.6	.08
Learning Strategies	41.0	40.0	.07	38.7	.16	37.5 **	.25
Quantitative Reasoning	31.4	30.3	.07	29.6	.11	30.3	.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 - 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 2 – Learning with Peers

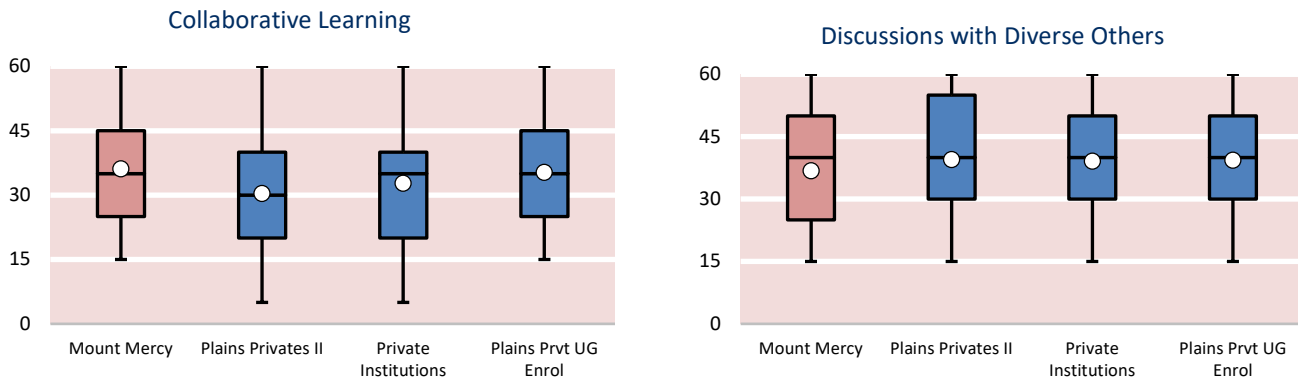
Mount Mercy's first-year (FY) students report no significant difference in Collaborative Learning; while MMU's seniors (SR) scored lower than two of the three benchmarking groups in Collaborative Learning.

Mean Comparisons FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.1	30.4 ***	.37	32.7 *	.22	35.3	.06
Discussions with Diverse Others	36.8	39.5	-.17	39.1	-.15	39.3	-.18

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



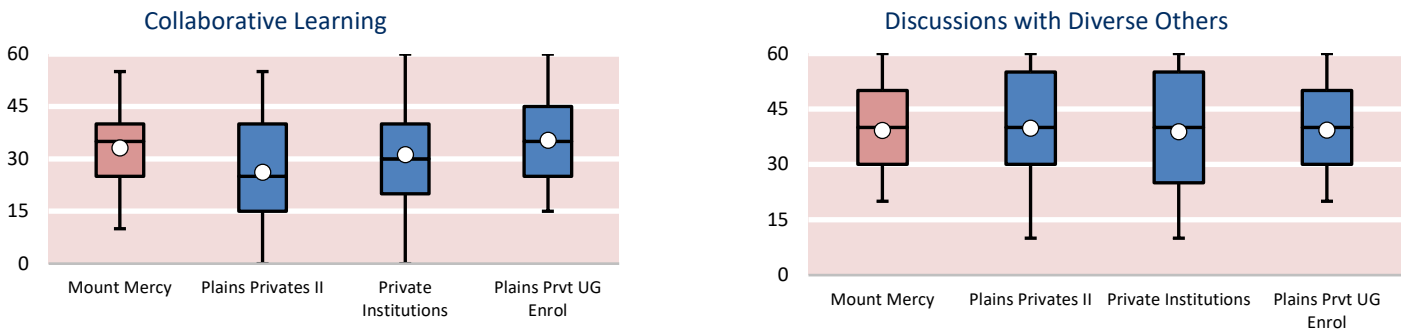
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Mean Comparisons SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.1	26.2 ***	.43	31.1 *	.12	35.3 *	-.16
Discussions with Diverse Others	39.2	39.8	.04	38.8	.02	39.3	-.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



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

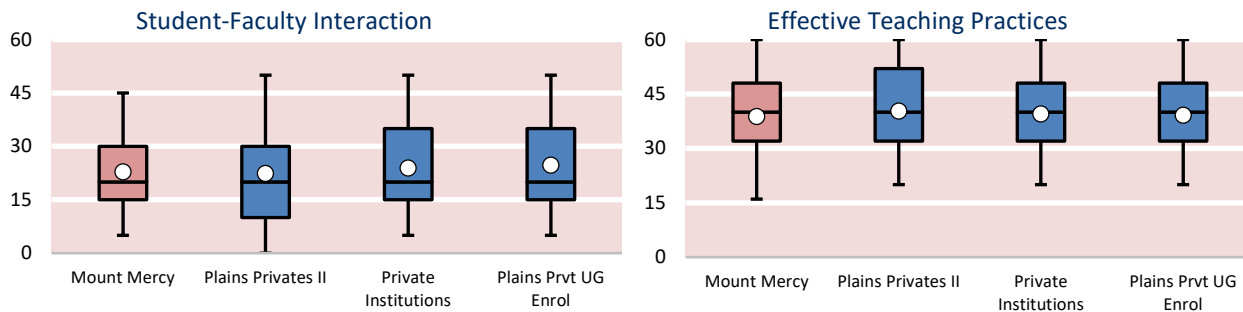
Mount Mercy first-year (FY) reported significantly higher in Student-Faculty Interaction than the benchmarking group. While MMU's seniors (SR) reported significantly higher in Effective Teaching Practices than the seniors in the benchmarking group.

Mean Comparisons FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.8	22.4	.03	23.9	-.08	24.8	-.14
Effective Teaching Practices	38.8	40.3	-.12	39.5	-.06	39.2	-.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 FR



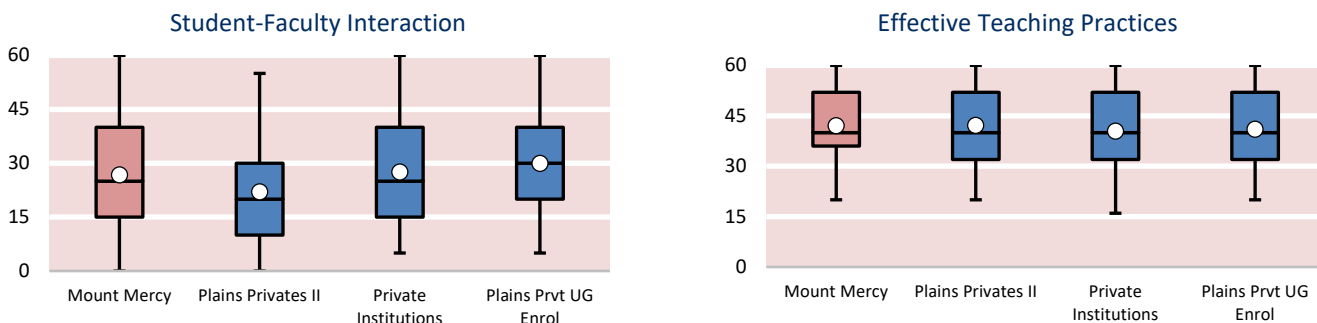
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Mean Comparisons SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with							
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol			
		Mean	Effect size	Mean	Effect size	Mean	Effect size		
Student-Faculty Interaction	26.8	22.1	***	.29	27.6	-.05	30.0	*	-.21
Effective Teaching Practices	42.0	42.2		-.01	40.4	.12	41.0		.08

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 4 – Campus Environment

Both Mount Mercy first-year students (FY) and seniors (SR) reported significantly higher in the Supportive Environment indicator than the benchmarking group.

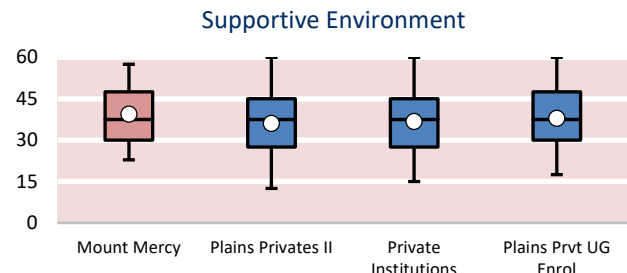
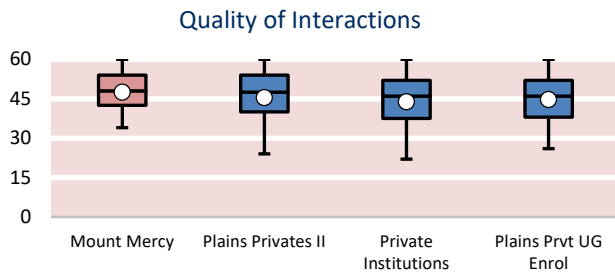
Mean Comparisons

FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	47.5	45.5 *	.18	43.9 ***	.31	44.7 **	.26
Supportive Environment	39.4	36.0 **	.25	36.7 *	.20	37.9	.12

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



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.

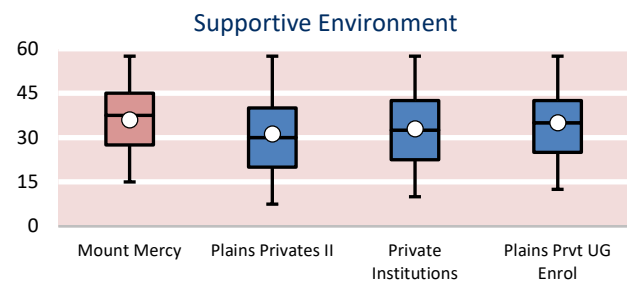
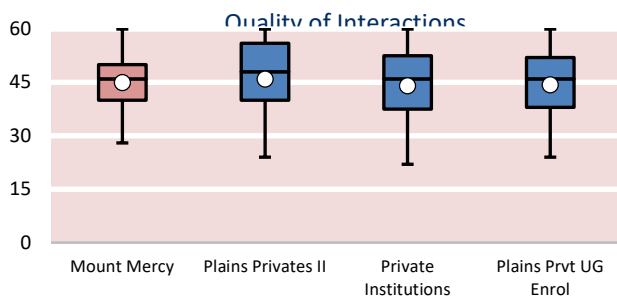
Mean Comparisons

SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		Plains Privates II		Private Institutions		Plains Prvt UG Enrol	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.9	46.0	-.09	44.1	.07	44.3	.06
Supportive Environment	36.0	31.2 ***	.33	32.9 **	.22	34.9	.08

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



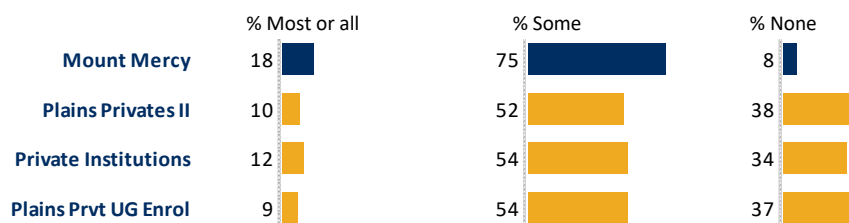
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Information from NSSE about High-Impact Practices

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 shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

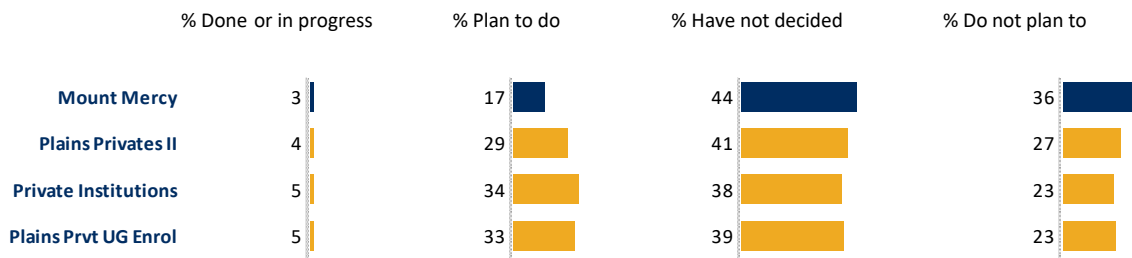
Service Learning – First Year Students

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



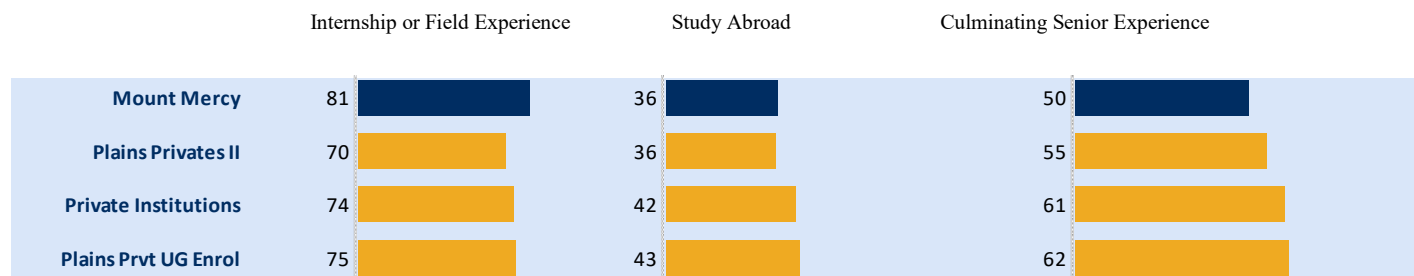
Research with a Faculty Member – First Year Students

Have you or do you plan to work with a faculty member on a research project?



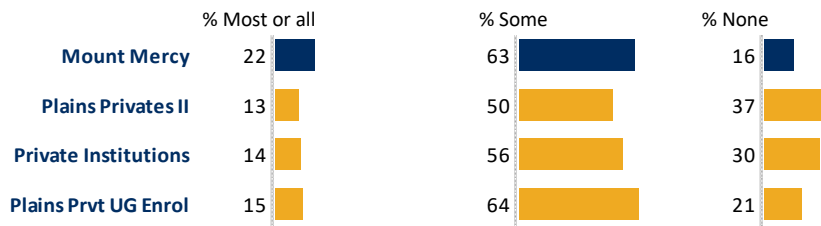
Plans to Participate – First Year Students

Responses to whether First Years students plan to participate in the following by percentage:



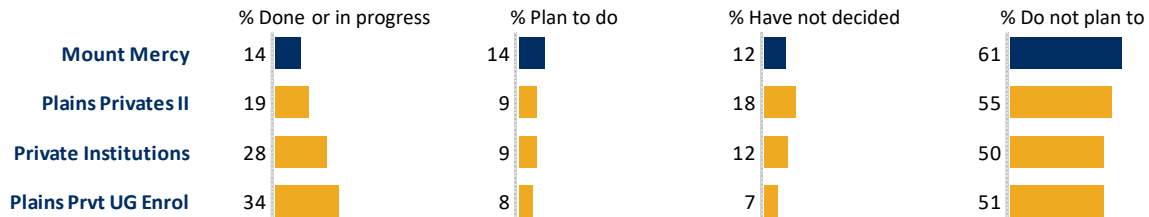
Service Learning – Senior Students

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



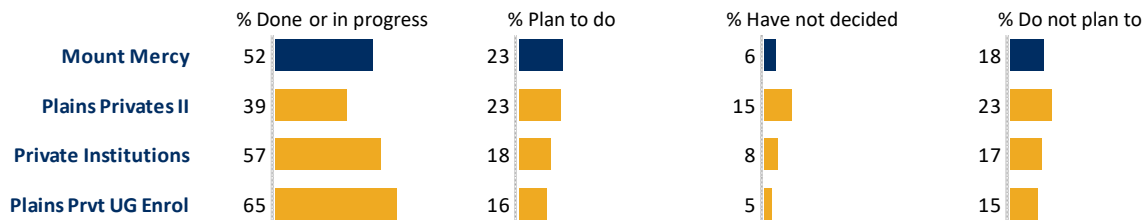
Research with a Faculty Member – Senior Students

Have you or do you plan to work with a faculty member on a research project?



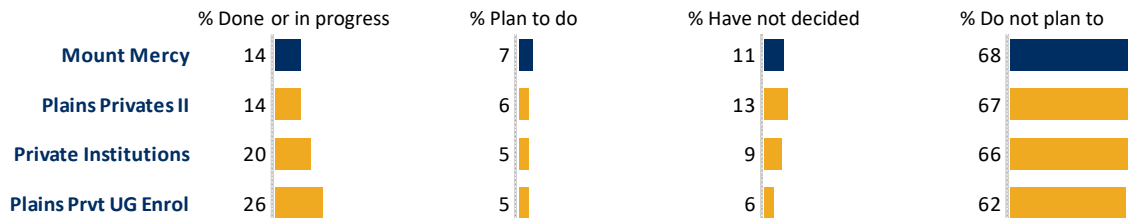
Internship or Field Experience – Senior Students

Have you or do you plan to participate in an internship, co-op, field experience, student teaching or clinical placement?



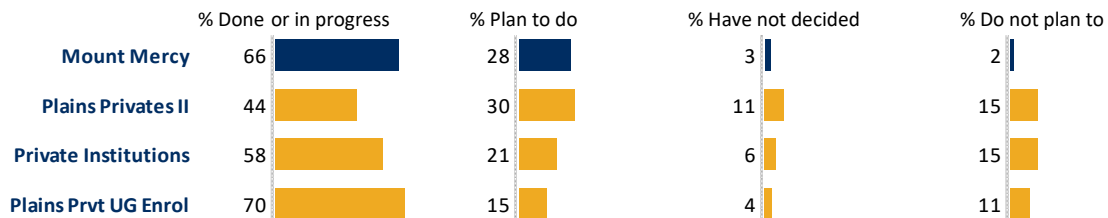
Study Abroad – Senior Students

Have you or do you plan to participate in a study abroad program?



Culminating Senior Experience – Senior Students

Have you or do you plan to 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 2018 survey and the NSSE 2016 survey. Scoring was based on: 1 Never, 2 Sometimes, 3 Often, 4 Very Often; unless otherwise stated.

Theme 1 - Academic Challenge

Higher Order Learning

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

- a. Applying facts, theories, or methods to practical problems or new situations:
2018 FY 3.0 – 2019 FY 2.9 2018 SR 3.1 – 2019 SR 3.2
- b. Analyzing an idea, experience, or line of reasoning in depth by examining its parts:
2018 FY 2.9 – 2019 FY 2.8 2018 SR 3.1 – 2019 SR 3.0
- c. Evaluating a point of view, decision, or information source:
2018 FY 2.8 – 2019 FY 2.9 2018 SR 3.1 – 2019 SR 3.0
- d. Forming a new idea or understanding from various pieces of information:
2018 FY 2.8 – 2019 FY 2.8 2018 SR 3.0 – 2019 SR 3.0

Reflective & Integrative Learning

- a. Combined ideas from different course when completing assignments:
2018 FY 2.7 – 2019 FY 2.5 2018 SR 2.9 – 2019 SR 3.0
- b. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments: 2018 FY 2.5 – 2019 FY 2.6 2018 SR 2.8 – 2019 SR 3.0
- c. Tried to better understand someone else's view by imagining how an issue looks from his or her perspective: 2018 FY 2.8 – 2019 FY 2.9 2018 SR 3.0 – 2019 SR 3.0
- d. Learned something that changed the way you understand an issue or concept:
2018 FY 2.8 – 2019 FY 2.9 2018 SR 3.1 – 2019 SR 3.0

Theme 2 – Learning with Peers

Collaborative Learning

- a. Worked with other students on course projects or assignments:
2018 FY 2.7 – 2019 FY 2.9 2018 SR 2.7 – 2019 SR 2.9

Discussions with Diverse Others

Had discussions with...

- a. People from a race or ethnicity other than your own:
2018 FY 3.1 – 2019 FY 2.9 2018 SR 3.0 – 2019 SR 3.0
- b. People with religious beliefs other than your own:
2018 FY 3.1 – 2019 FY 2.8 2018 SR 2.9 – 2019 SR 3.0
- c. People with political views other than your own:
2018 FY 2.9 – 2019 FY 2.7 2018 SR 2.9 – 2019 SR 2.9

Theme 3 – Experiences with Faculty

Student-Faculty Interaction

- a. Talked about career plans with a faculty member:
2018 FY 2.6 – 2019 FY 2.3 2018 SR 2.5 – 2019 SR 2.6
- b. Worked w/faculty on activities other than coursework (committees, student groups, etc.):
2018 FY 2.0 – 2019 FY 2.0 2018 SR 2.0 – 2019 SR 2.0
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class:
2018 FY 2.2 – 2019 FY 2.1 2018 SR 2.2 – 2019 SR 2.4
- d. Discussed your academic performance with a faculty member:
2018 FY 2.4 – 2019 FY 2.2 2018 SR 2.3 – 2019 SR 2.4

Effective Teaching Practices

How much instructors have.....

- a. Provided prompt and detailed feedback on tests or completed assignments:
2018 FY 2.9 – 2019 FY 2.7 2018 SR 3.1 – 2019 SR 3.0

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: 2018 FY 5.5 – 2019 FY 5.9 2018 SR 5.7 – 2019 SR 5.7
- b. With faculty: 2018 FY 5.6 – 2019 FY 5.9 2018 SR 5.9 – 2019 SR 5.8
- c. With student services staff (career services, student activities, housing, etc.):
2018 FY 5.3 – 2019 FY 5.6 2018 SR 5.2 – 2019 SR 5.3
- d. With other administrative staff and offices (registrar, financial aid, etc.):
2018 FY 5.0 – 2019 FY 5.6 2018 SR 5.1 – 2019 SR 4.8

Supportive Environment

How much does the institution emphasize....

- a. Providing support to help students succeed academically:
2018 FY 3.2 – 2019 FY 3.3 2018 SR 3.0 – 2019 SR 3.0
- b. Encouraging contact among students from different backgrounds (social, race, ethnicity, etc.):
2018 FY 2.8 – 2019 FY 2.8 2018 SR 2.8 – 2019 SR 2.8
- c. Providing opportunities to be involved socially:
2018 FY 3.1 – 2019 FY 3.2 2018 SR 3.0 – 2019 SR 3.0
- d. Helping you manage your non-academic responsibilities (work, family, etc.):
2018 FY 2.4 – 2019 FY 2.4 2018 SR 2.2 – 2019 SR 2.3
- e. Attending campus activities and events (performing arts, athletic events, etc.):
2018 FY 3.1 – 2019 FY 2.5 2018 SR 2.6 – 2019 SR 2.8

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:
2018 FY 14.3 hrs – 2019 FY 14.5 2018 SR 13.6 hrs – 2019 SR 15.3
- b. Participating in co-curricular activities:
2018 FY 8.4 hrs – 2019 FY 6.4 2018 SR 4.1 hrs – 2019 SR 6.3

- c. Working for pay on campus:
2018 FY 2.4 hrs – 2019 FY 2.2 2018 SR 1.9 hrs – 2019 SR 3.0
- d. Working for pay off campus:
2018 FY 6.5 hrs – 2019 FY 7.7 2018 SR 19.5 hrs – 2019 SR 16.4
- e. Relaxing and socializing:
2018 FY 11.3 hrs – 2019 FY 12.2 2018 SR 8.4 hrs – 2019 SR 10.1
- f. Providing care for dependents living with you:
2018 FY 1.1 hrs – 2019 FY 1.2 2018 SR 9.1 hrs – 2019 SR 6.6
- g. Doing community service or volunteer work:
2018 FY 2.2 hrs – 2019 FY 1.5 2018 SR 3.0 hrs – 2019 SR 2.9

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:
2018 FY 2.8 – 2019 FY 2.7 2018 SR 3.1 – 2019 SR 3.1
- b. Speaking clearly and effectively:
2018 FY 2.7 – 2019 FY 2.7 2018 SR 3.0 – 2019 SR 3.0
- c. Thinking critically and analytically:
2018 FY 3.0 – 2019 FY 3.0 2018 SR 3.3 – 2019 SR 3.3
- d. Acquiring job or work-related knowledge and skills:
2018 FY 2.7 – 2019 FY 2.7 2018 SR 3.1 – 2019 SR 3.2
- e. Analyzing numerical and statistical information:
2018 FY 2.5 – 2019 FY 2.4 2018 SR 2.9 – 2019 SR 2.8
- f. Working effectively with others:
2018 FY 2.9 – 2019 FY 3.0 2018 SR 3.2 – 2019 SR 3.2
- g. Developing or clarifying a personal code of ethics:
2018 FY 2.7 – 2019 FY 2.7 2018 SR 3.0 – 2019 SR 3.1
- h. Solving complex real-world problems:
2018 FY 2.7 – 2019 FY 2.6 2018 SR 2.9 – 2019 SR 3.0

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:
2018 FY 3.1 – 2019 FY 3.3 2018 SR 3.4 – 2019 SR 3.3

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:
2018 FY 3.0 – 2019 FY 3.3 2018 SR 3.3 – 2019 SR 3.3