# National Survey of Student Engagement Mount Mercy University 2022

## **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 communitybased 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 Vice Provost and Executive Director of Institutional Research and Data 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 22% and the response rate for seniors (SR) was 17%. The survey sample for freshmen was 185 with 41responding and for seniors was 497 with 86 responding.

## **Comparison Schools**

- **Regional Privates** 42 private institutions in the same geographic region and sector (private)
- All Privates 196 private institutions across the country sharing our Carnegie Classification
- Iowa Privates 8 private institutions located in Iowa

## **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** -FY Mount Mercy All Privates by Enrl Engagement Indicator Mean Mean **Higher-Order** 38.4 38.5

36.2 .01 35.6 35.9 .04 36.3 .06 Learning Learning 34.7 38.3 -.26 36.9 -.16 37.3 -.20 Strategies Quantitative 27.5 28.5 -.06 28.1 -.04 27.9 -.03 Reasoning

Effect

size

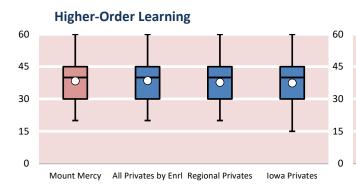
-.01

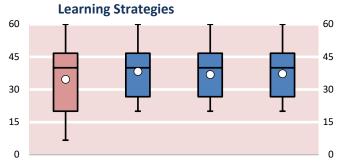
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001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

#### Score Distributions - FY

**Reflective & Integrative** 

Learning





#### **Reflective & Integrative Learning**

Your first-year students compared with

Mean

37.7

**Regional Privates** 

Effect

size

.05

Iowa Privates

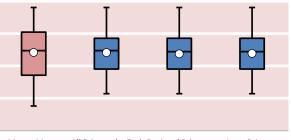
Mean

37.5

Effect

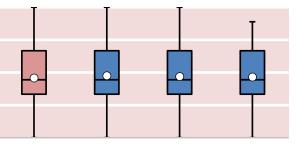
size

.08



Mount Mercy All Privates by Enrl Regional Privates Iowa Privates

#### **Quantitative Reasoning**



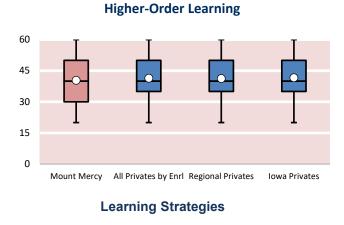
Mount Mercy All Privates by Enrl Regional Privates Iowa Privates Mount Mercy All Privates by Enrl Regional Privates Iowa Privates Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile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

#### **Mean Comparisons**

SR	Mount	_			Your seniors c	ompared with			
	Mercy All		All Pr	II Privates by Enrl Regio		ional Privates lo		owa Privates	
				Effect		Effect		Effect	
Engagement Indicator	Mean		Mean	size	Mean	size	Mean	size	
Higher-Order Learning	40.3		41.3	07	41.2	07	41.6	10	
Reflective & Integrative	20.0		20.0	00	40.4	10	10.0	45	
Learning	38.9		39.8	08	40.1	10	40.6	15	
Learning	39.4		39.3	.01	39.7	02	39.4	.00	
Strategies	59.4		59.5	.01	59.7	02	59.4	.00	
Quantitative	31.1		30.9	.01	31.6	03	30.9	.01	
Reasoning	51.1		30.9	.01	51.0	05	30.9	.01	

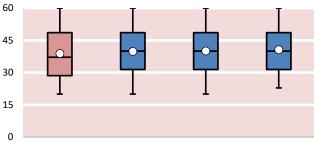
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#### **Score Distributions – SR**

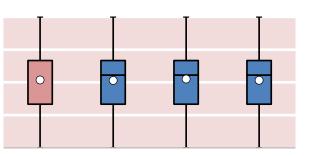


# 60 45 30 15 0 Mount Mercy All Privates by Enrl Regional Privates Iowa Privates

#### **Reflective & Integrative Learning**



Mount Mercy All Privates by Enrl Regional Privates Iowa Privates



#### **Quantitative Reasoning**

lowa Privates Mount Mercy All Privates by Enrl Regional Privates lowa Privates

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

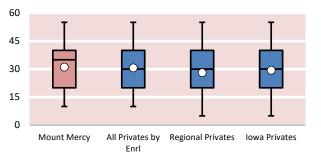
Mount Mercy's first-year (FY) students report no significant difference in Collaborative Learning; while MMU's seniors (SR) scored lower than the three benchmarking groups in Collaborative Learning. **Mean Comparisons** 

- F	Ϋ́Υ	Mount	Your first-year students compared with							
		Mercy	All Privates by Enrl		<b>Regional Privates</b>		low	a Privates		
					Effect		Effect		Effect	
	Engagement Indicator	Mean	Me	n	size	Mean	size	Mean	size	
	Collaborative Learning	31.1	30	0.6	.03	28.1	.21	29.3	.13	
	Discussions with Diverse Others	42.3	38	3.9	.23	38.2	.26	38.4	.26	

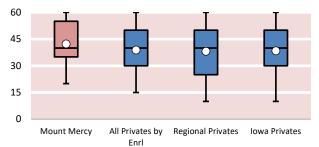
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#### Score Distributions – FY





#### **Discussion with Diverse Others**

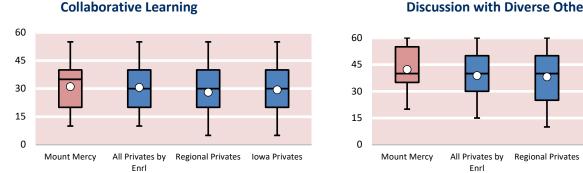


Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Mean Comparisons - SR	Moun t	Your seniors compared with						
	Mercy	All Priv	All Privates by Enrl Regional Privates		Iowa Privates			
Engagement			Effect		Effect		Effect	
Indicator	Mean	Mean	size	Mean	size	Mean	size	
Collaborative Learning	31.7	32.4	05	27.5 *	.26	27.4 *	.29	
Discussions with Diverse Others	35.8	39.2	23	39.2	21	37.8	13	

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;  $p \le .05$ ,  $p \le .01$ ,  $p \le .01$  (2-tailed).

#### **Score Distributions - SR**



**Discussion with Diverse Others** 

Iowa Privates

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.

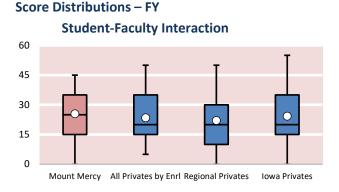
## **Theme 3 – Experiences with Faculty**

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

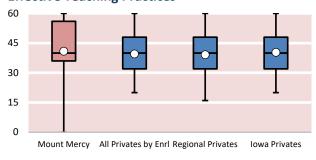
#### Mean

Comparisons - FY	Mount		Yc	our first-year stu	dents compared wi	ith	
	Mercy	y All Privates by Enrl		<b>Regional Privates</b>		Iowa Privates	
Engagement			Effect		Effect		Effect
Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty	25.5	23.5	.14	22.1	.23	24.3	.08
Interaction	23.5	25.5 .14	.14	22.1	.25	24.5	.08
Effective Teaching	40.0	40.9 39.6	10	39.2	.13	40.4	04
Practices	40.9		.10				.04

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 < .001 (2-tailed).



### Effective Teaching Practices



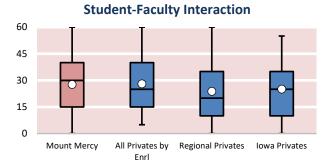
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#### **Mean Comparisons**

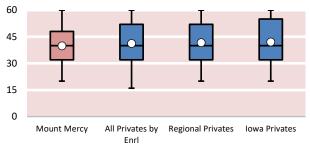
- SR	Mount	Your seniors compared with					
	Mercy	All Privates by Enrl		<b>Regional Privates</b>		lowa	a Privates
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Student-Faculty Interaction	27.7	28.1	02	23.8 <mark>*</mark>	.24	25.1	.16
Effective Teaching Practices	39.8	41.2	10	41.7	14	42.0	16

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, (2-tailed).

#### **Score Distributions – FY**



#### **Effective Teaching Practices**



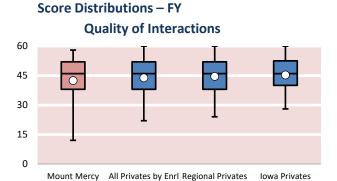
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Mount Mercy first-year students (FY) reported higher in the Supportive Environment indicator than the benchmarking group, and seniors (SR) reported higher in Quality of Interactions.

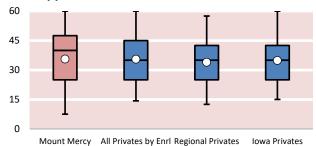
#### **Mean Comparisons**

- FY	Mount	Your first-year students compared with						
	Mercy	All Pr	All Privates by Enrl		<b>Regional Privates</b>		a Privates	
			Effect		Effect		Effect	
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size	_
Quality of Interactions	42.4	43.8	12	44.5	19	45.3	26	
Supportive Environment	35.6	35.5	.01	33.9	.12	34.8	.06	

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).



#### **Supportive Environment**

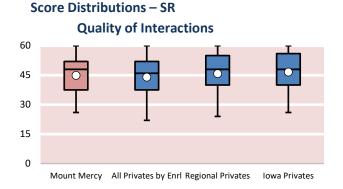


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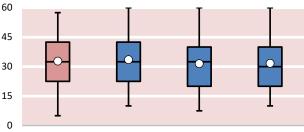
#### Mean

Comparisons-SR	Mount Mercy		Your seniors compared with All Privates by Enrl Regional Privates Iowa Privates						
	mercy		Effect	regi	Effect	1000	Effect		
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size		
Quality of Interactions	44.9	44.0	.08	45.8	07	46.6	15		
Supportive Environment	32.8	33.6	05	31.5	.09	31.7	.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).



#### Supportive Environment



Mount Mercy All Privates by Enrl Regional Privates Iowa Privates

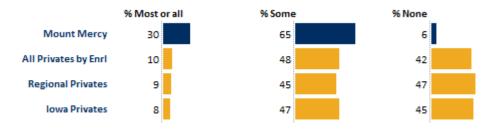
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## **Information from NSSE about High-Impact Practices**

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.

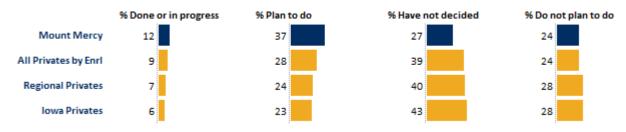
## Service Learning – First Year Students

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



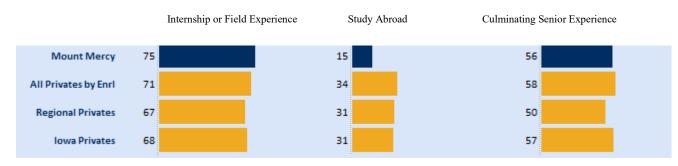
## Research with a Faculty Member – First Year Students

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



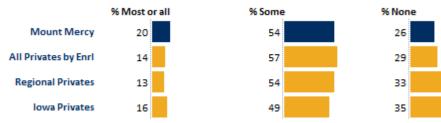
## Plans to Participate – First Year Students

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



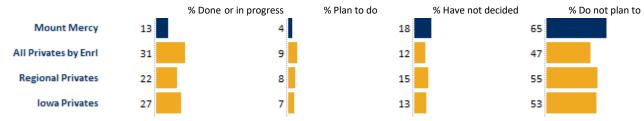
## Service Learning – Senior Students

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



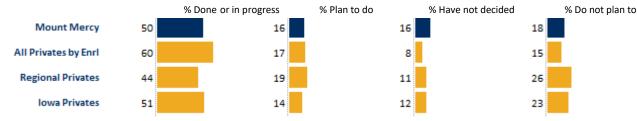
### **Research with a Faculty Member – Senior Students**

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



## Internship or Field Experience – Senior Students

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



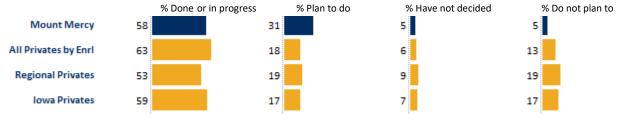
## Study Abroad – Senior Students

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



## **Culminating Senior Experience – Senior Students**

Have 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 2022 survey and the NSSE 2019 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:
- 2022 FY 2.8 2019 FY 2.9 2022 SR 3.1 2019 SR 3.2
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts:
   2022 FY 2.9 2019 FY 2.8
   2022 SR 3.0 2019 SR 3.0
- c. Evaluating a point of view, decision, or information source:
  2022 FY 3.0 2019 FY 2.9 2022 SR 3.1 2019 SR 3.0
- d. Forming a new idea or understanding from various pieces of information:2022 FY 3.0 2019 FY 2.82022 SR 3.0 2019 SR 3.0

### **Reflective & Integrative Learning**

- a. Combined ideas from different course when completing assignments:
   2022 FY 2.6 2019 FY 2.5
   2022 SR 2.8 2019 SR 3.0
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments: 2022 FY 2.6 2019 FY 2.6
   2022 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: 2022 FY 2.8 2019 FY 2.9
   2022 SR 3.0 2019 SR 3.0
- d. Learned something that changed the way you understand an issue or concept:2022 FY 3.0 2019 FY 2.92022 SR 2.9 2019 SR 3.0

# <u>Theme 2 – Learning with Peers</u>

### **Collaborative Learning**

- a. Worked with other students on course projects or assignments: 2022 FY 2.9 – 2019 FY 2.9
  2022 SR 2.8 – 2019 SR 2.9
  Discussions with Diverse Others Had discussions with...
  a. People from a race or ethnicity other than your own: 2022 FY 3.1 – 2019 FY 2.9
  b. People with religious beliefs other than your own: 2022 FY 3.1 – 2019 FY 2.8
  c. People with political views other than your own:
  - 2022 FY 3.1 2019 FY 2.7 2022 SR 2.8 2019 SR 2.9

## **Theme 3 – Experiences with Faculty**

### Student-Faculty Interaction

- a. Talked about career plans with a faculty member:
  - 2022 FY 2.6 2019 FY 2.3 2022 SR 2.7 2019 SR 2.6
- b. Worked w/faculty on activities other than coursework (committees, student groups, etc.):
   2022 FY 2.1 2019 FY 2.0
   2022 SR 2.1 2019 SR 2.0
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class:
   2022 FY 2.1 2019 FY 2.1
   2022 SR 2.3 2019 SR 2.4
- d. Discussed your academic performance with a faculty member:
  2022 FY 2.3–2019 FY 2.2
  2022 SR 2.5–2019 SR 2.4

#### **Effective Teaching Practices**

How much instructors have .....

a. Provided prompt and detailed feedback on tests or completed assignments:
 2022 FY 3.1 – 2019 FY 2.7
 2022 SR 2.9 – 2019 SR 3.0

## **Theme 4 – Campus Environment**

### **Quality of Interactions**

Responses were scores of 1 Unfriendly, unsupportive, alienation to 7 friendly, supportive, sense of belonging. a. With students: 2022 FY 5.4 – 2019 FY 5.9 2022 SR 5.6 - 2019 SR 5.7 b. With faculty: 2022 FY 5.3 – 2019 FY 5.9 2022 SR 5.7 - 2019 SR 5.8 c. With student services staff (career services, student activities, housing, etc.): 2022 FY 4.9 - 2019 FY 5.6 2022 SR 5.6 - 2019 SR 5.3 d. With other administrative staff and offices (registrar, financial aid, etc.): 2022 FY 5.0 - 2019 FY 5.6 2022 SR 5.1 – 2019 SR 4.8 Supportive Environment How much does the institution emphasize.... a. Providing support to help students succeed academically: 2022 FY 3.0 – 2019 FY 3.3 2022 SR 3.0 - 2019 SR 3.0 b. Encouraging contact among students from different backgrounds (social, race, ethnicity, etc.): 2022 FY 2.7 - 2019 FY 2.8 2022 SR 2.7 - 2019 SR 2.8 c. Providing opportunities to be involved socially: 2022 FY 3.0 – 2019 FY 3.2 2022 SR 2.9 - 2019 SR 3.0 d. Helping you manage your non-academic responsibilities (work, family, etc.): 2022 FY 2.3 - 2019 FY 2.4 2022 SR 2.2 - 2019 SR 2.3 e. Attending campus activities and events (performing arts, athletic events, etc.): 2022 FY 3.0 - 2019 FY 2.5 2022 SR 2.4 – 2019 SR 2.8 Time Usage About how many hours do you spend in a typical week doing the following... a. Preparing for class: 2022 FY 13.3 hrs - 2019 FY 14.5 2022 SR 15.6 hrs - 2019 SR 15.3 b. Participating in co-curricular activities:

2022 FY 8.8 hrs – 2019 FY 6.4 2022 SR 3.0 hrs – 2019 SR 6.3

	c.	Working for pay on campus:	
		2022 FY 2.8 hrs – 2019 FY 2.2	2022 SR 1.4 hrs – 2019 SR 3.0
	d.	Working for pay off campus:	
		2022 FY 12.0 hrs – 2019 FY 7.7	2022 SR 18.8 hrs – 2019 SR 16.4
	e.	Relaxing and socializing:	
		2022 FY 12.8 hrs – 2019 FY 12.2	2022 SR 9.4 hrs – 2019 SR 10.1
	f.	Providing care for dependents living with you:	
		2022 FY 3.3 hrs – 2019 FY 1.2	2022 SR 6.9 hrs – 2019 SR 6.6
	g.	Doing community service or volunteer work:	
		2022 FY 2.7 hrs – 2019 FY 1.5	2022 SR 1.3 hrs – 2019 SR 2.9
Educati	ion	al and Personal Growth	
	Wr	iting clearly and effectively:	
		2022 FY 2.9 – 2019 FY 2.7	2022 SR 3.3 – 2019 SR 3.1
	a.	Speaking clearly and effectively:	
		2022 FY 2.8 – 2019 FY 2.7	2022 SR 3.2 – 2019 SR 3.0
	b.	Thinking critically and analytically:	
		2022 FY 3.0 – 2019 FY 3.0	2022 SR 3.4 – 2019 SR 3.3
	c.	Acquiring job or work-related knowledge and sk	kills:
		2022 FY 2.7 – 2019 FY 2.7	2022 SR 3.1 – 2019 SR 3.2
	d.	Analyzing numerical and statistical information:	
		2022 FY 2.5 – 2019 FY 2.4	2022 SR 2.9 – 2019 SR 2.8
	e.	Working effectively with others:	
		2022 FY 3.0 – 2019 FY 3.0	2022 SR 3.1 – 2019 SR 3.2
	f.	Developing or clarifying a personal code of ethic	CS:
		20228 FY 2.7 – 2019 FY 2.7	2022 SR 3.1 – 2019 SR 3.1
	g.	Solving complex real-world problems:	
		2022 FY 2.8 – 2019 FY 2.6	2022 SR 3.0 – 2019 SR 3.0

### Satisfaction

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

a. How would you evaluate your entire educational experience at this institution?
 2022 FY 3.3 - 2019 FY 3.3
 2022 SR 3.2 - 2019 SR 3.3

## Satisfaction

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: 2022 FY 3.4 – 2019 FY 3.3 2022 SR 3.1 – 2019 SR 3.3