

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 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 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 41 responding 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

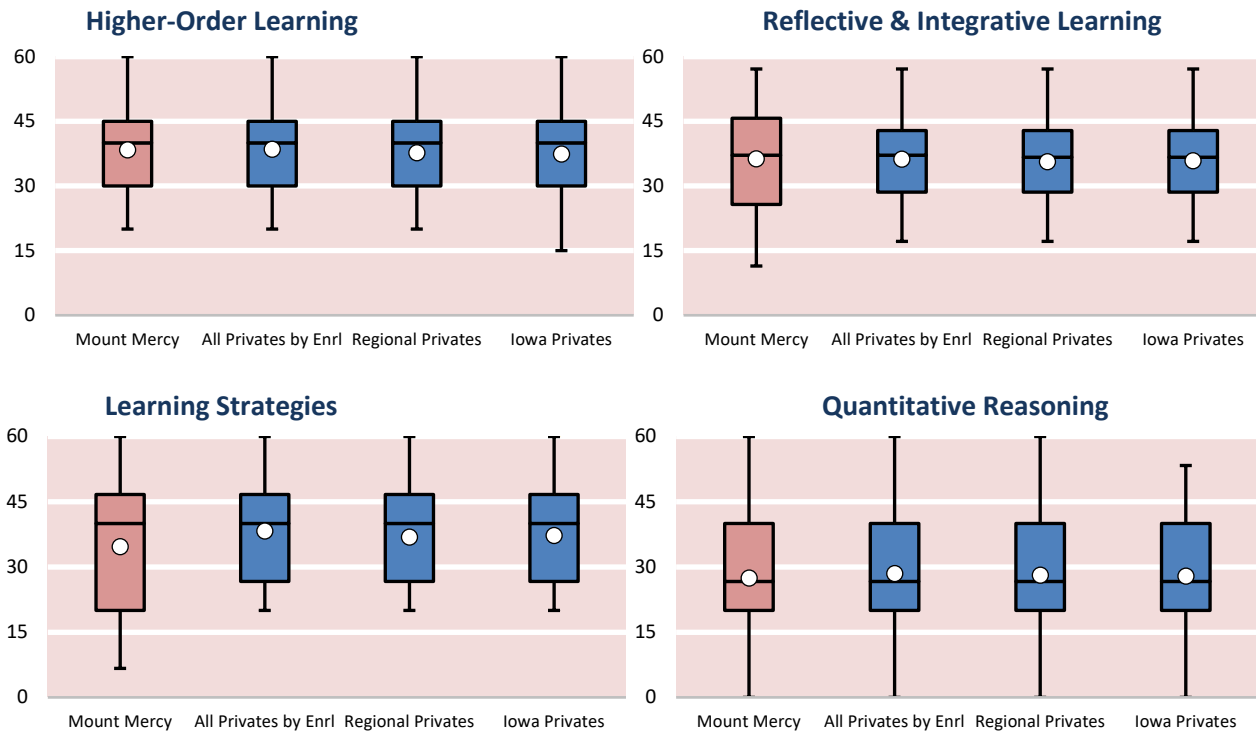
Mount Mercy first-year students (FY) and seniors (SR) both reported no significant difference from the benchmarking groups in level of engagement in the four categories under Theme 1 Academic Challenge.

Mean Comparisons - FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.4	38.5	-.01	37.7	.05	37.5	.08
Reflective & Integrative Learning	36.3	36.2	.01	35.6	.06	35.9	.04
Learning Strategies	34.7	38.3	-.26	36.9	-.16	37.3	-.20
Quantitative Reasoning	27.5	28.5	-.06	28.1	-.04	27.9	-.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



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.

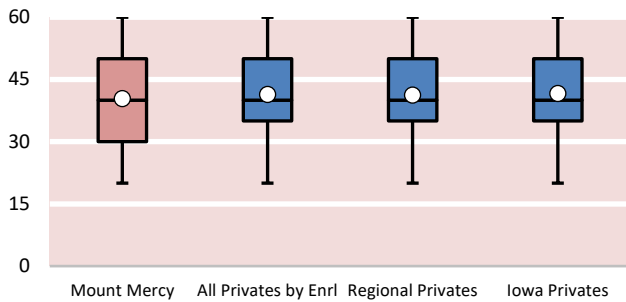
**Mean Comparisons
- SR**

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	41.3	-.07	41.2	-.07	41.6	-.10
Reflective & Integrative Learning	38.9	39.8	-.08	40.1	-.10	40.6	-.15
Learning Strategies	39.4	39.3	.01	39.7	-.02	39.4	.00
Quantitative Reasoning	31.1	30.9	.01	31.6	-.03	30.9	.01

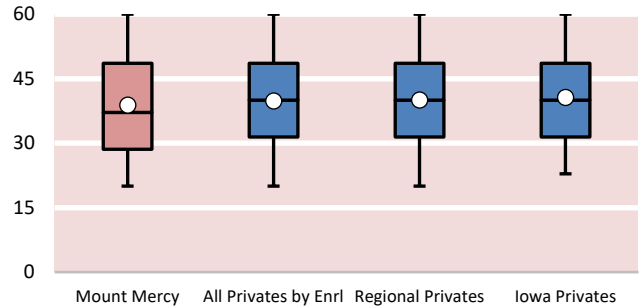
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions – SR

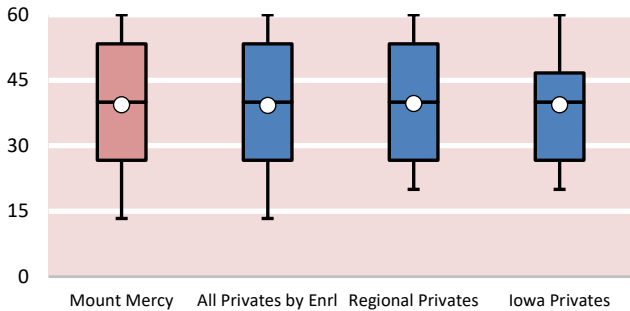
Higher-Order Learning



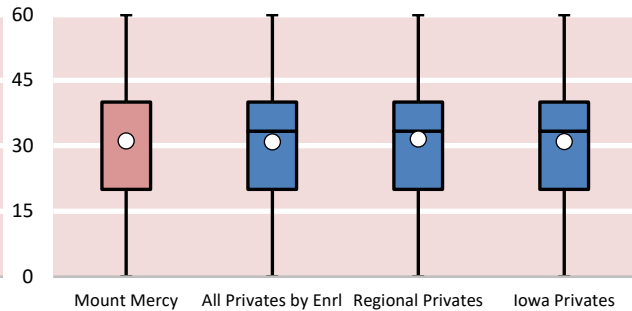
Reflective & Integrative Learning



Learning Strategies



Quantitative Reasoning



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

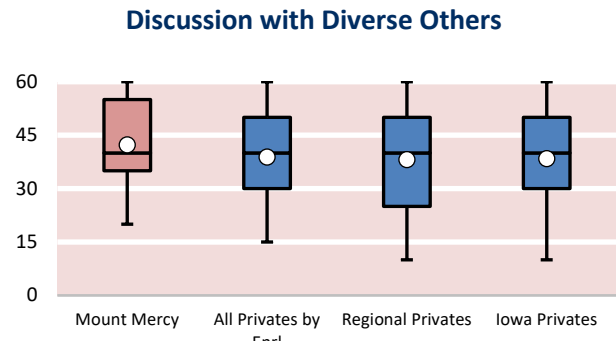
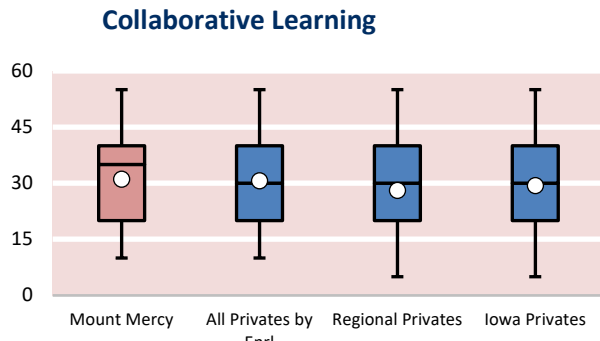
Mount Mercy's first-year (FY) students report no significant difference in Collaborative Learning; while MMU's seniors (SR) scored lower than the three benchmarking groups in Collaborative Learning.

Mean Comparisons - FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	30.6	.03	28.1	.21	29.3	.13
Discussions with Diverse Others	42.3	38.9	.23	38.2	.26	38.4	.26

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



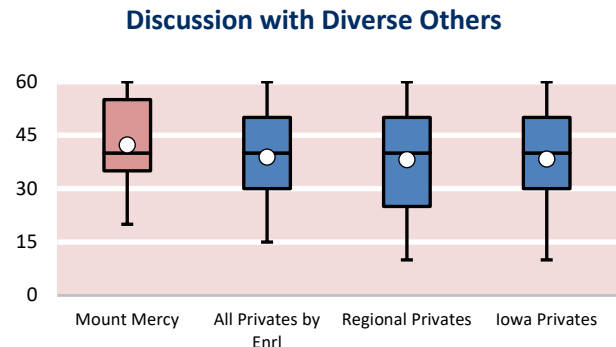
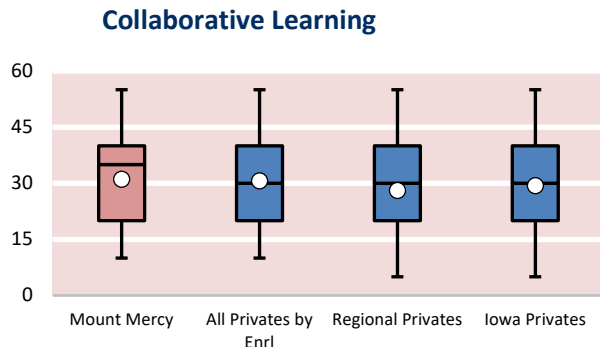
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Mean Comparisons - SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect 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 < .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

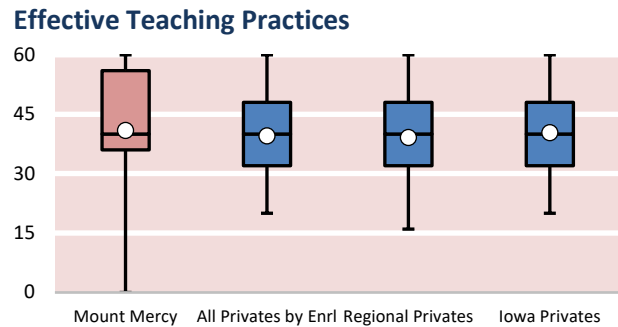
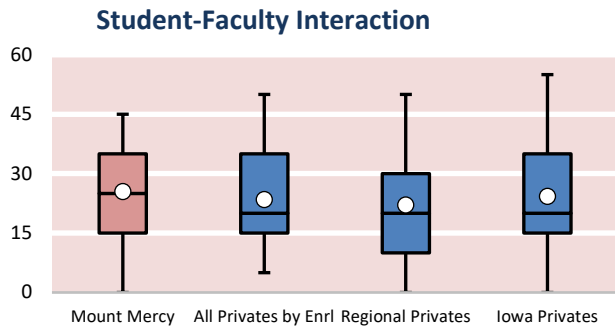
Mount Mercy first-year (FY) reported higher in Student-Faculty Interaction than the benchmarking groups. While MMU's seniors (SR) reported significantly higher in Student-Faculty Interaction than the seniors in the benchmarking group.

Mean Comparisons - FY

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.5	23.5	.14	22.1	.23	24.3	.08
Effective Teaching Practices	40.9	39.6	.10	39.2	.13	40.4	.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 < .01, ***p < .001 (2-tailed).

Score Distributions – FY



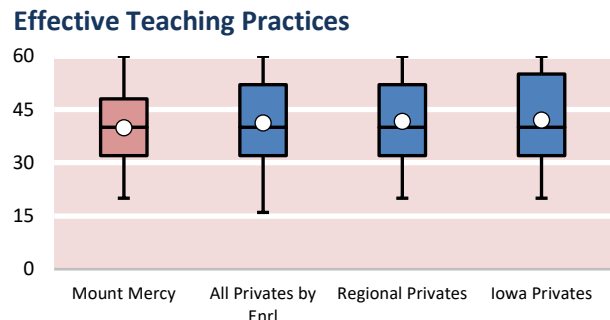
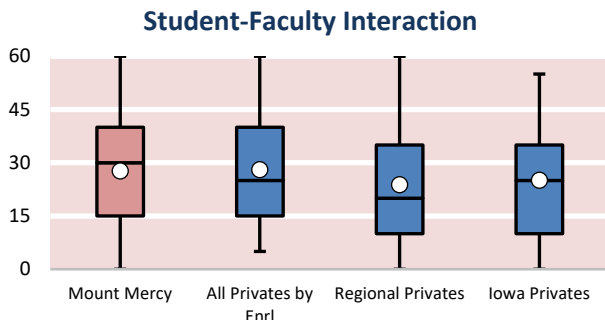
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Mean Comparisons - SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.7	28.1	-.02	23.8 *	.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, ***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

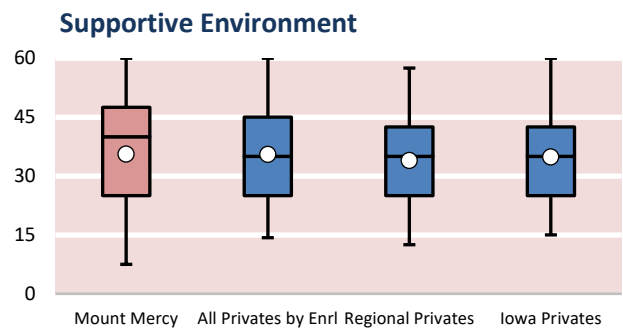
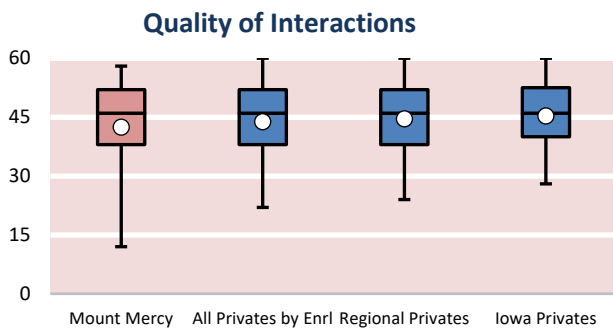
Mount Mercy first-year students (FY) reported higher in the Supportive Environment indicator than the benchmarking group, and seniors (SR) reported higher in Quality of Interactions.

Mean Comparisons

Engagement Indicator	Mount Mercy Mean	Your first-year students compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect 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).

Score Distributions – FY



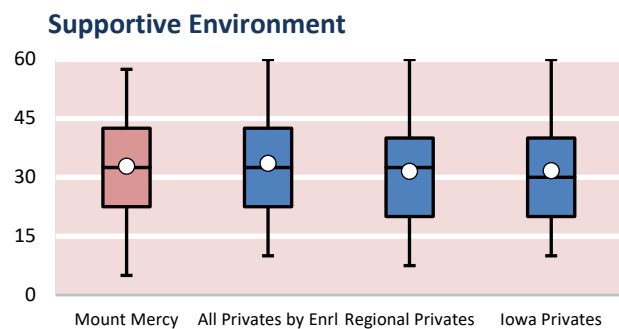
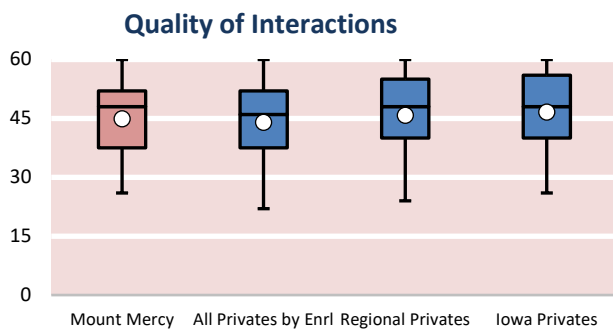
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Mean Comparisons-SR

Engagement Indicator	Mount Mercy Mean	Your seniors compared with					
		All Privates by Enrl		Regional Privates		Iowa Privates	
		Mean	Effect size	Mean	Effect size	Mean	Effect 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).

Score Distributions – SR



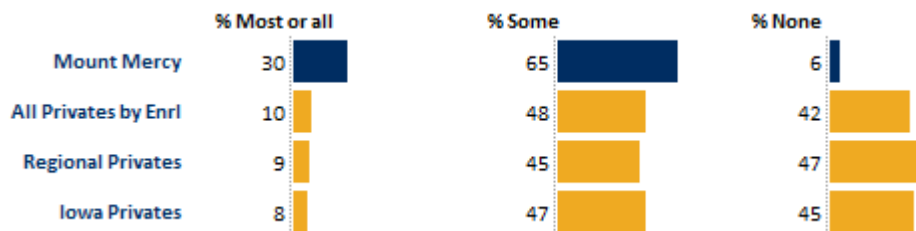
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Information from NSSE about High-Impact Practices

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.

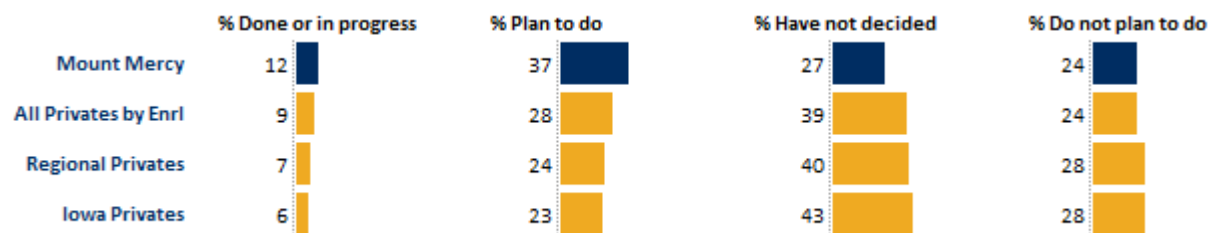
Service Learning – First Year Students

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



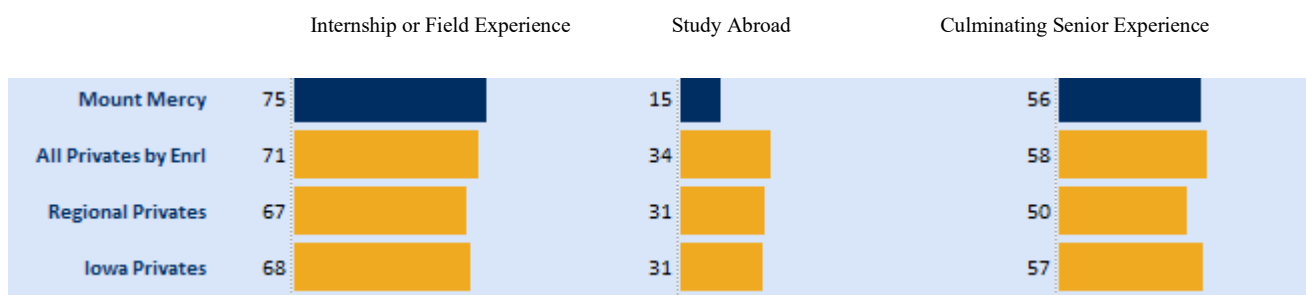
Research with a Faculty Member – First Year Students

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



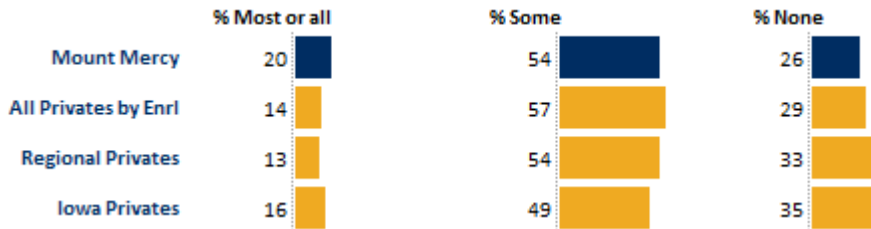
Plans to Participate – First Year Students

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



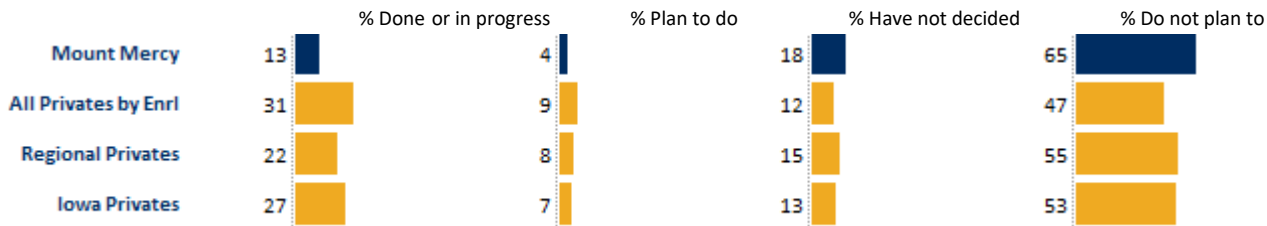
Service Learning – Senior Students

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



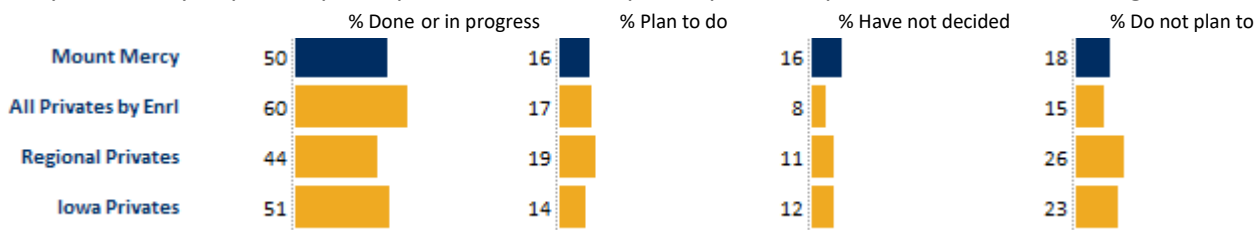
Research with a Faculty Member – Senior Students

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



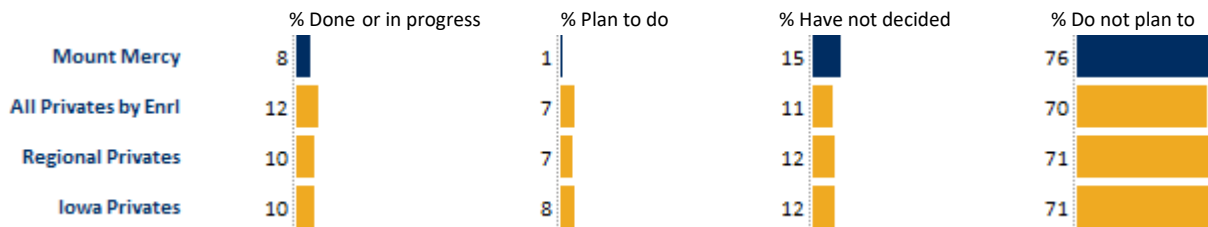
Internship or Field Experience – Senior Students

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



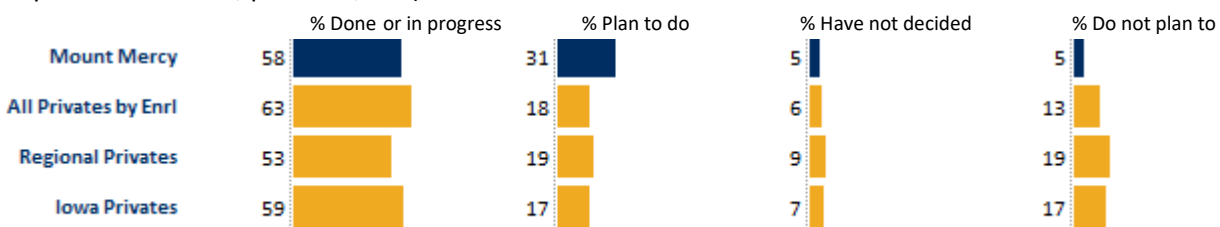
Study Abroad – Senior Students

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.)?



- | | | |
|---|---------------------------------|---------------------------------|
| 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 |

Educational and Personal Growth

- | | | |
|--|----------------------------|---------------------------|
| Writing 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 skills: | 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 ethics: | 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 |
|---|---------------------------|---------------------------|