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# **NSSE 2020**

## **Engagement Indicators**

Memorial University of Newfoundland

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

##### Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

##### Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

##### Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2019 and 2020 participating institutions.

#### Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

### Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

*EIs vary more among students within an institution than between institutions*, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

## Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

### First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Canada	Your first-year students compared with CDN Comprehensive	Your first-year students compared with U15 Members
<i>Academic Challenge</i>	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	△	--
	Quantitative Reasoning	▽	▽	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▼
	Discussions with Diverse Others	▼	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	--	△

### Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Canada	Your seniors compared with CDN Comprehensive	Your seniors compared with U15 Members
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	△	△
	Quantitative Reasoning	▽	--	▽
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▼	▼	▼
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	--	△

### Academic Challenge: First-year students

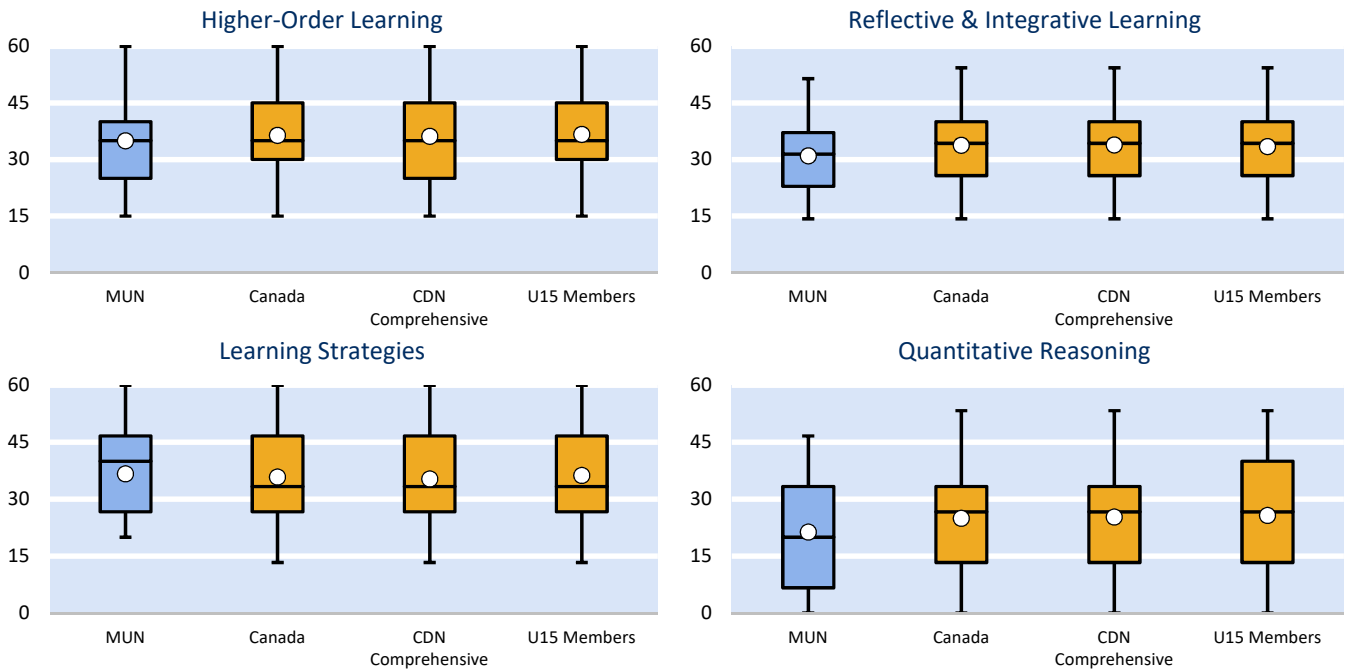
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Higher-Order Learning	35.0	36.4 **	-.11	36.2 **	-.09	36.7 ***	-.13
Reflective & Integrative Learning	31.0	33.8 ***	-.24	33.9 ***	-.25	33.5 ***	-.21
Learning Strategies	36.7	35.9	.06	35.3 **	.10	36.2	.04
Quantitative Reasoning	21.3	25.0 ***	-.24	25.3 ***	-.26	25.8 ***	-.30

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



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.

## Academic Challenge: First-year students (continued)

### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	MUN	Percentage point difference <sup>a</sup> between your FY students and		
		Canada	CDN Comprehensive	U15 Members
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	-2	-1	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	61	-6	-5	-7
4d. Evaluating a point of view, decision, or information source	57	-3	-4	-2
4e. Forming a new idea or understanding from various pieces of information	62	-1	-1	-1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	35	-19	-19	-18
2b. Connected your learning to societal problems or issues	38	-11	-11	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	36	-5	-7	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	52	-5	-5	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-4	-4	-3
2f. Learned something that changed the way you understand an issue or concept	67	-2	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	73	-4	-3	-5
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	67	-5	-4	-5
9b. Reviewed your notes after class	62	+8	+9	+7
9c. Summarized what you learned in class or from course materials	65	+5	+7	+4
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	37	-8	-8	-10
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	27	-7	-8	-8
6c. Evaluated what others have concluded from numerical information	27	-8	-8	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Academic Challenge: Seniors

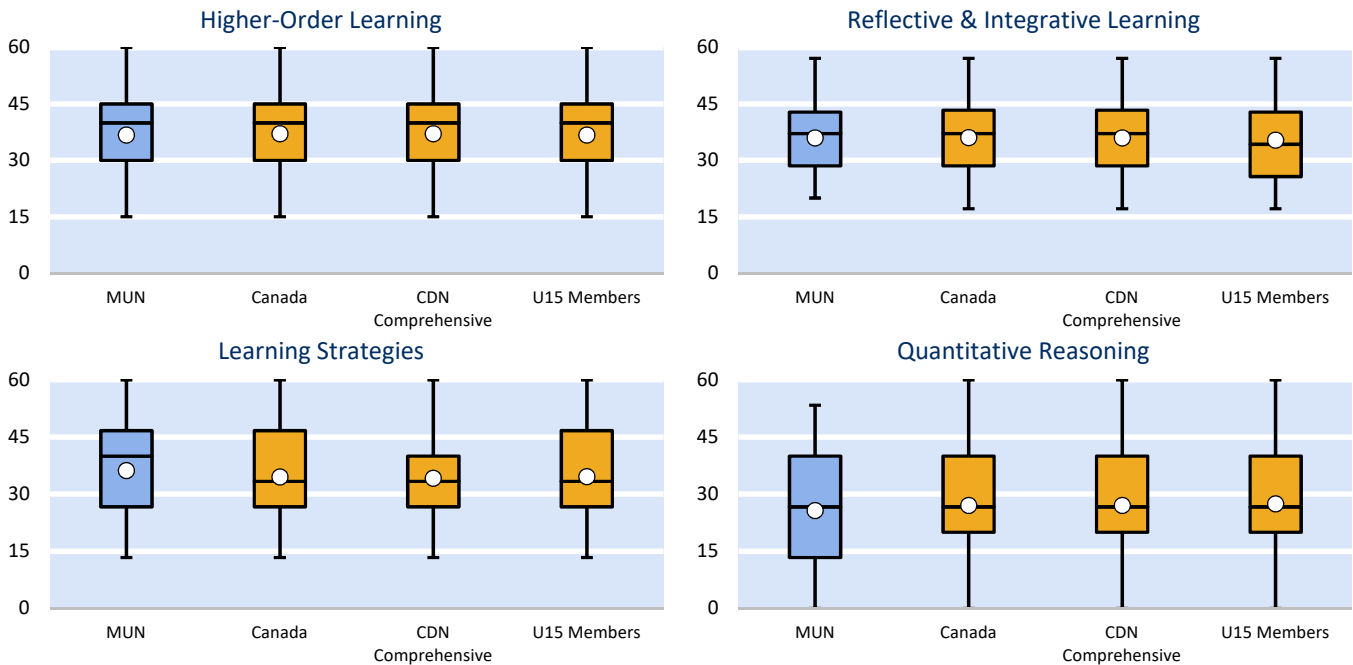
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Higher-Order Learning	36.8	37.1	-.02	37.1	-.02	36.8	.00
Reflective & Integrative Learning	36.0	36.1	-.01	36.0	.00	35.4	.05
Learning Strategies	36.2	34.5 **	.12	34.2 ***	.14	34.6 **	.11
Quantitative Reasoning	25.7	27.0 *	-.09	27.0	-.08	27.4 *	-.11

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






















































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.

## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	MUN	Percentage point difference <sup>a</sup> between your seniors and		
		Canada	CDN Comprehensive	U15 Members
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	73	+1 	+2 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-1 	-1 	-1 
4d. Evaluating a point of view, decision, or information source	63	-0 	-0 	+2 
4e. Forming a new idea or understanding from various pieces of information	64	-1 	-2 	+0 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	63	-4 	-3 	-2 
2b. Connected your learning to societal problems or issues	58	+1 	+2 	+3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+8 	+7 	+11 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	+1 	+0 	+3 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-1 	-1 	+1 
2f. Learned something that changed the way you understand an issue or concept	67	-4 	-3 	-4 
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1 	+1 	+2 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+1 	+2 	+2 
9b. Reviewed your notes after class	58	+10 	+11 	+10 
9c. Summarized what you learned in class or from course materials	64	+9 	+10 	+8 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	44	-5 	-5 	-6 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-3 	-3 	-3 
6c. Evaluated what others have concluded from numerical information	35	-6 	-6 	-8 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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### Learning with Peers: First-year students

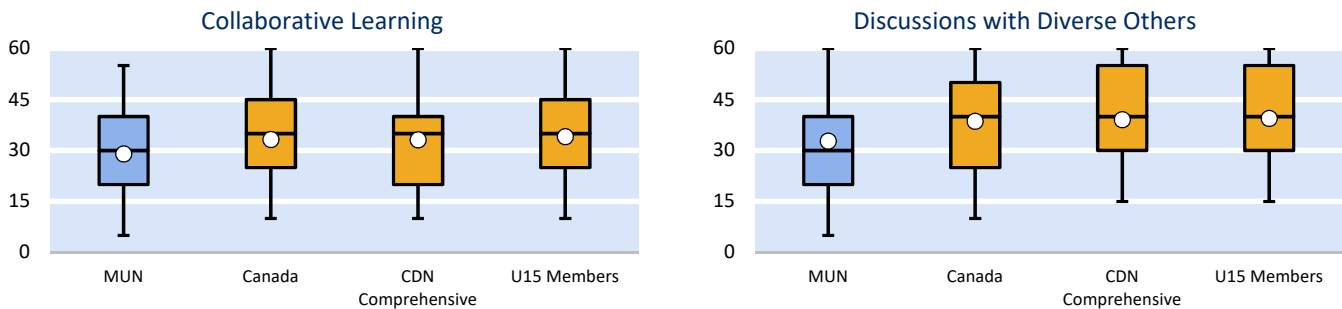
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Collaborative Learning	29.0	33.2 ***	-.30	33.1 ***	-.29	34.0 ***	-.36
Discussions with Diverse Others	32.7	38.6 ***	-.37	39.1 ***	-.40	39.4 ***	-.43

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



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#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	MUN %	Percentage point difference <sup>a</sup> between your FY students and		
		Canada	CDN Comprehensive	U15 Members
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	49	-4	-4	-8
1f. Explained course material to one or more students	53	-5	-5	-7
1g. Prepared for exams by discussing or working through course material with other students	48	-6	-6	-8
1h. Worked with other students on course projects or assignments	38	-19	-18	-20
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	49	-22	-24	-25
8b. People from an economic background other than your own	54	-13	-14	-14
8c. People with religious beliefs other than your own	53	-13	-15	-15
8d. People with political views other than your own	48	-10	-9	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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### Learning with Peers: Seniors

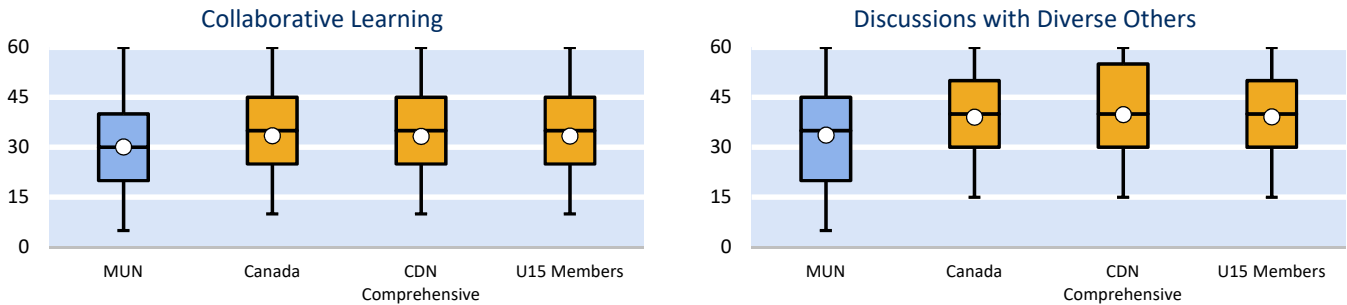
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Collaborative Learning	30.2	33.5 ***	-.23	33.3 ***	-.22	33.4 ***	-.22
Discussions with Diverse Others	33.7	39.1 ***	-.35	39.8 ***	-.40	39.1 ***	-.36

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).

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#### Performance on Indicator Items

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	MUN %	Percentage point difference <sup>a</sup> between your seniors and		
		Canada	CDN Comprehensive	U15 Members
<b>Collaborative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	38	-7	-6	-8
1f. Explained course material to one or more students	50	-7	-8	-7
1g. Prepared for exams by discussing or working through course material with other students	43	-7	-7	-7
1h. Worked with other students on course projects or assignments	60	-8	-8	-6
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	56	-18	-20	-19
8b. People from an economic background other than your own	58	-10	-12	-10
8c. People with religious beliefs other than your own	53	-13	-16	-14
8d. People with political views other than your own	50	-8	-8	-7

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### Experiences with Faculty: First-year students

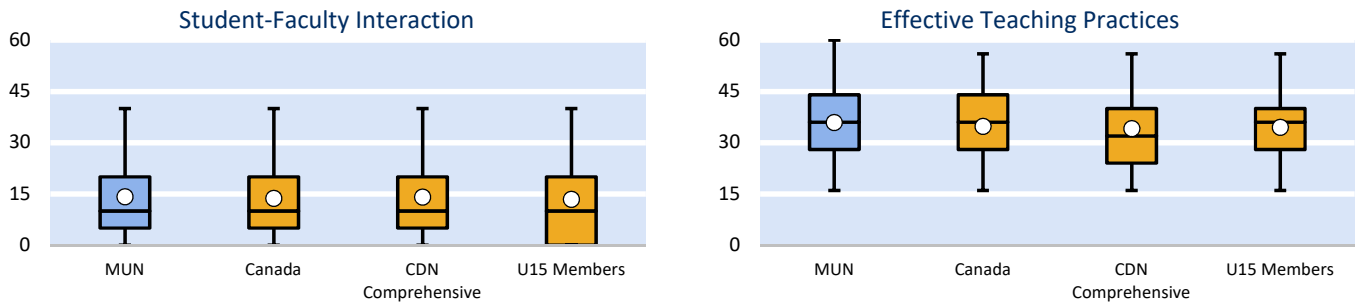
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Student-Faculty Interaction	14.1	13.7	.03	14.1	.00	13.4	.05
Effective Teaching Practices	35.9	34.8 **	.09	34.1 ***	.14	34.5 **	.11

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).

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Student-Faculty Interaction	MUN %	Percentage point difference <sup>a</sup> between your FY students and			
		Canada	CDN Comprehensive	U15 Members	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	24	+4	+4	+5	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	-5	-6	-5	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	-0	-1	-0	
3d. Discussed your academic performance with a faculty member	17	+1	-0	+2	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	75	+1	+3	+1	
5b. Taught course sessions in an organized way	72	-0	+2	-0	
5c. Used examples or illustrations to explain difficult points	70	-3	-1	-5	
5d. Provided feedback on a draft or work in progress	51	+7	+8	+10	
5e. Provided prompt and detailed feedback on tests or completed assignments	51	+5	+7	+7	

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### Experiences with Faculty: Seniors

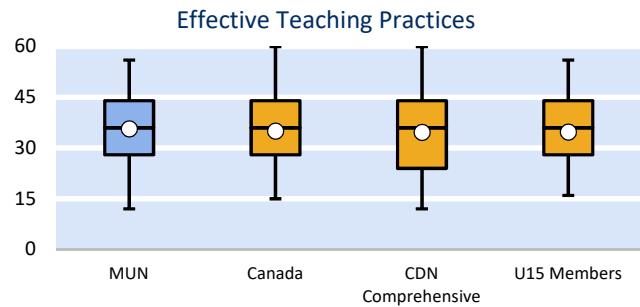
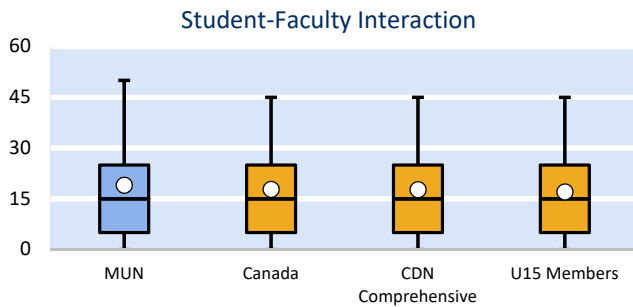
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.9	17.7 *	.08	17.6 *	.09	17.0 **	.14
Effective Teaching Practices	35.6	35.0	.05	34.6	.08	34.6	.08

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Student-Faculty Interaction	MUN	Percentage point difference <sup>a</sup> between your seniors and		
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	30	+4	+4	+6
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-1	-1	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	+4	+4
3d. Discussed your academic performance with a faculty member	21	+2	+1	+4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-0	+1	-0
5b. Taught course sessions in an organized way	70	-2	+0	-2
5c. Used examples or illustrations to explain difficult points	70	-3	-1	-4
5d. Provided feedback on a draft or work in progress	51	+6	+5	+8
5e. Provided prompt and detailed feedback on tests or completed assignments	53	+4	+4	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: First-year students

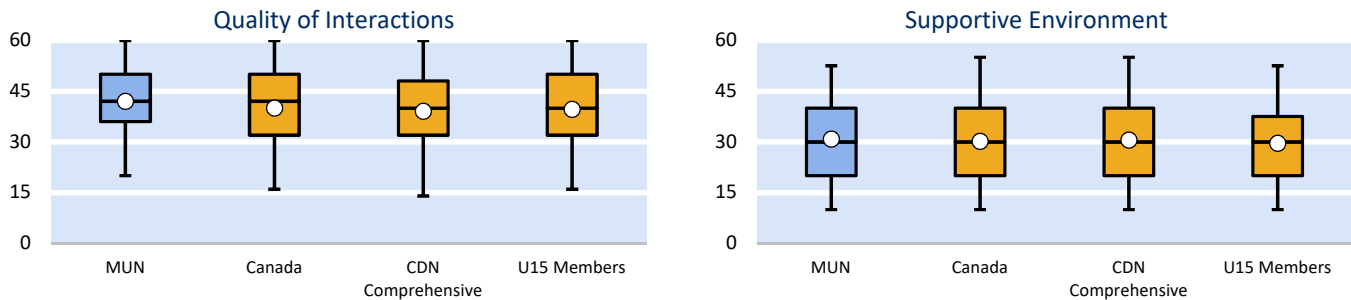
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Quality of Interactions	42.0	40.0 ***	.16	39.1 ***	.23	39.6 ***	.19
Supportive Environment	30.8	30.2	.05	30.5	.02	29.6 **	.09

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



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.

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	MUN	Percentage point difference <sup>a</sup> between your FY students and		
		Canada	CDN Comprehensive	U15 Members
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	49	-4	-2	-5
13b. Academic advisors	51	+10	+12	+12
13c. Faculty	44	+3	+6	+5
13d. Student services staff (career services, student activities, housing, etc.)	47	+7	+9	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+6	+10	+8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+4	+4	+6
14c. Using learning support services (tutoring services, writing center, etc.)	73	+11	+11	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	+2	+2	+4
14e. Providing opportunities to be involved socially	56	-2	-2	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58	+1	+0	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-5	-7	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	42	-6	-6	-6
14i. Attending events that address important social, economic, or political issues	36	-3	-4	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

### Campus Environment: Seniors

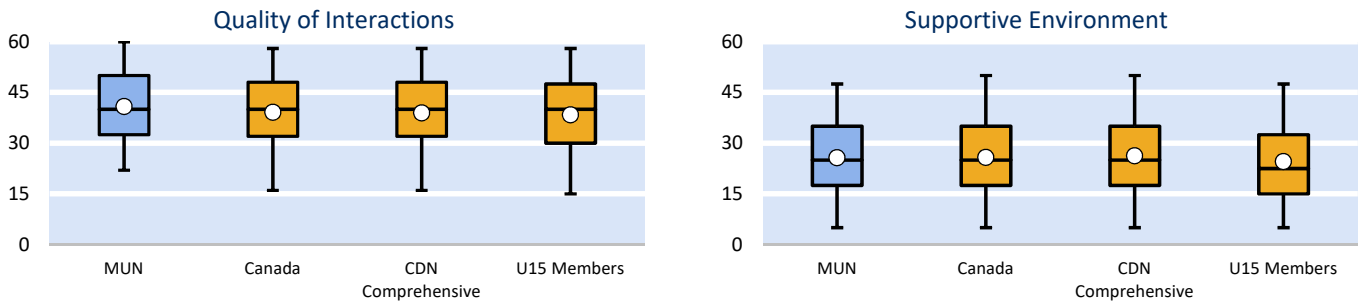
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada		CDN Comprehensive		U15 Members	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	39.2 **	.14	39.0 **	.16	38.4 ***	.20
Supportive Environment	25.8	25.8	.00	26.3	-.04	24.6 *	.10

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



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.

#### Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	MUN	Percentage point difference <sup>a</sup> between your seniors and		
		Canada	CDN Comprehensive	U15 Members
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	56	+2	+3	+3
13b. Academic advisors	39	+2	+1	+5
13c. Faculty	47	+3	+6	+5
13d. Student services staff (career services, student activities, housing, etc.)	38	+4	+4	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	+5	+6	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	54	+1	+0	+6
14c. Using learning support services (tutoring services, writing center, etc.)	51	+4	+1	+8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	+1	-1	+4
14e. Providing opportunities to be involved socially	51	+0	+0	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	+4	+2	+8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	17	-4	-5	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	27	-11	-10	-10
14i. Attending events that address important social, economic, or political issues	29	-2	-3	+0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [go.iu.edu/NSSE-PnP](http://go.iu.edu/NSSE-PnP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

#### First-Year Students

Theme	Engagement Indicator	MUN Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.0	39.3 ***	-.33		41.4 ***	-.50	
	Reflective and Integrative Learning	31.0	36.7 ***	-.48		39.0 ***	-.68	
	Learning Strategies	36.7	39.9 ***	-.23		42.3 ***	-.40	
	Quantitative Reasoning	21.3	29.4 ***	-.53		31.4 ***	-.66	
<i>Learning with Peers</i>	Collaborative Learning	29.0	35.2 ***	-.45		37.4 ***	-.62	
	Discussions with Diverse Others	32.7	41.5 ***	-.58		43.6 ***	-.75	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	14.1	24.5 ***	-.70		28.1 ***	-.91	
	Effective Teaching Practices	35.9	40.5 ***	-.35		42.3 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	42.0	45.2 ***	-.28		47.2 ***	-.44	
	Supportive Environment	30.8	37.9 ***	-.54		40.0 ***	-.71	

#### Seniors

Theme	Engagement Indicator	MUN Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.8	41.7 ***	-.37		43.2 ***	-.48	
	Reflective and Integrative Learning	36.0	39.8 ***	-.32		41.8 ***	-.48	
	Learning Strategies	36.2	40.7 ***	-.31		42.7 ***	-.45	
	Quantitative Reasoning	25.7	31.4 ***	-.36		33.4 ***	-.48	
<i>Learning with Peers</i>	Collaborative Learning	30.2	35.9 ***	-.41		38.4 ***	-.60	
	Discussions with Diverse Others	33.7	42.1 ***	-.54		43.8 ***	-.66	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.9	29.7 ***	-.68		33.2 ***	-.90	
	Effective Teaching Practices	35.6	41.8 ***	-.45		43.7 ***	-.60	
<i>Campus Environment</i>	Quality of Interactions	40.9	45.2 ***	-.37		47.4 ***	-.54	
	Supportive Environment	25.8	34.6 ***	-.63		36.8 ***	-.79	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
MUN (N = 877)	35.0	12.9	.43	15	25	35	40	60				
Canada	36.4	12.9	.05	15	30	35	45	60	80,161	-1.4	.002	-.107
CDN Comprehensive	36.2	12.9	.08	15	25	35	45	60	27,511	-1.2	.007	-.093
U15 Members	36.7	12.8	.07	15	30	35	45	60	36,797	-1.7	.000	-.133
Top 50%	39.3	13.1	.03	20	30	40	50	60	200,646	-4.3	.000	-.331
Top 10%	41.4	12.8	.07	20	35	40	50	60	39,163	-6.4	.000	-.499
<b>Reflective &amp; Integrative Learning</b>												
MUN (N = 957)	31.0	11.4	.37	14	23	31	37	51				
Canada	33.8	11.7	.04	14	26	34	40	54	85,526	-2.8	.000	-.240
CDN Comprehensive	33.9	11.7	.07	14	26	34	40	54	29,201	-2.9	.000	-.247
U15 Members	33.5	11.6	.06	14	26	34	40	54	39,209	-2.5	.000	-.213
Top 50%	36.7	11.8	.03	17	29	37	46	57	196,018	-5.7	.000	-.483
Top 10%	39.0	11.7	.07	20	31	40	49	60	31,587	-8.0	.000	-.680
<b>Learning Strategies</b>												
MUN (N = 824)	36.7	13.1	.46	20	27	40	47	60				
Canada	35.9	13.7	.05	13	27	33	47	60	76,368	.9	.072	.063
CDN Comprehensive	35.3	13.6	.09	13	27	33	47	60	26,228	1.4	.003	.104
U15 Members	36.2	13.7	.07	13	27	33	47	60	35,119	.5	.302	.036
Top 50%	39.9	13.7	.03	20	33	40	53	60	170,140	-3.2	.000	-.231
Top 10%	42.3	14.1	.07	20	33	40	53	60	866	-5.6	.000	-.396
<b>Quantitative Reasoning</b>												
MUN (N = 844)	21.3	14.9	.51	0	7	20	33	47				
Canada	25.0	15.1	.05	0	13	27	33	53	77,632	-3.7	.000	-.244
CDN Comprehensive	25.3	15.2	.09	0	13	27	33	53	26,677	-4.0	.000	-.264
U15 Members	25.8	15.0	.08	0	13	27	40	53	35,663	-4.4	.000	-.296
Top 50%	29.4	15.2	.03	7	20	27	40	60	221,051	-8.1	.000	-.533
Top 10%	31.4	15.3	.07	7	20	33	40	60	875	-10.1	.000	-.657
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
MUN (N = 1024)	29.0	15.2	.48	5	20	30	40	55				
Canada	33.2	14.3	.05	10	25	35	45	60	1,043	-4.3	.000	-.299
CDN Comprehensive	33.1	14.3	.08	10	20	35	40	60	1,085	-4.1	.000	-.289
U15 Members	34.0	14.2	.07	10	25	35	45	60	1,068	-5.1	.000	-.357
Top 50%	35.2	13.7	.03	15	25	35	45	60	1,030	-6.2	.000	-.453
Top 10%	37.4	13.5	.06	15	30	40	45	60	1,054	-8.4	.000	-.622
<b>Discussions with Diverse Others</b>												
MUN (N = 835)	32.7	16.1	.56	5	20	30	40	60				
Canada	38.6	15.7	.06	10	25	40	50	60	76,783	-5.8	.000	-.370
CDN Comprehensive	39.1	15.8	.10	15	30	40	55	60	26,377	-6.3	.000	-.401
U15 Members	39.4	15.5	.08	15	30	40	55	60	35,319	-6.7	.000	-.428
Top 50%	41.5	15.0	.03	20	30	40	55	60	839	-8.7	.000	-.583
Top 10%	43.6	14.5	.07	20	35	45	60	60	858	-10.9	.000	-.749



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
MUN (N = 914)	14.1	12.5	.41	0	5	10	20	40				
Canada	13.7	13.4	.05	0	5	10	20	40	937	.5	.266	.034
CDN Comprehensive	14.1	13.8	.08	0	5	10	20	40	989	.0	.937	.002
U15 Members	13.4	13.5	.07	0	0	10	20	40	967	.7	.100	.051
Top 50%	24.5	14.7	.04	5	15	20	35	55	931	-10.4	.000	-.705
Top 10%	28.1	15.5	.12	5	15	25	40	60	1,069	-14.0	.000	-.914
<b>Effective Teaching Practices</b>												
MUN (N = 872)	35.9	12.8	.43	16	28	36	44	60				
Canada	34.8	12.4	.04	16	28	36	44	56	80,115	1.1	.009	.089
CDN Comprehensive	34.1	12.5	.08	16	24	32	40	56	27,500	1.7	.000	.137
U15 Members	34.5	12.1	.06	16	28	36	40	56	909	1.4	.002	.115
Top 50%	40.5	13.2	.03	20	32	40	52	60	147,079	-4.7	.000	-.355
Top 10%	42.3	14.1	.07	16	32	44	56	60	918	-6.4	.000	-.455
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
MUN (N = 629)	42.0	11.9	.47	20	36	42	50	60				
Canada	40.0	12.8	.05	16	32	42	50	60	644	2.0	.000	.158
CDN Comprehensive	39.1	13.0	.09	14	32	40	48	60	677	2.9	.000	.227
U15 Members	39.6	12.7	.08	16	32	40	50	60	663	2.4	.000	.190
Top 50%	45.2	11.2	.03	24	38	46	54	60	137,275	-3.1	.000	-.281
Top 10%	47.2	11.6	.06	25	40	50	58	60	33,514	-5.2	.000	-.444
<b>Supportive Environment</b>												
MUN (N = 795)	30.8	13.0	.46	10	20	30	40	53				
Canada	30.2	13.2	.05	10	20	30	40	55	74,197	.7	.159	.050
CDN Comprehensive	30.5	13.4	.08	10	20	30	40	55	25,513	.3	.516	.023
U15 Members	29.6	13.0	.07	10	20	30	38	53	34,225	1.2	.008	.095
Top 50%	37.9	13.1	.03	18	30	38	48	60	165,671	-7.0	.000	-.537
Top 10%	40.0	12.9	.08	18	33	40	50	60	29,878	-9.2	.000	-.712

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
MUN (N = 556)	36.8	12.7	.54	15	30	40	45	60				
Canada	37.1	13.2	.06	15	30	40	45	60	53,418	-.3	.583	-.023
CDN Comprehensive	37.1	13.4	.10	15	30	40	45	60	18,220	-.3	.646	-.020
U15 Members	36.8	13.1	.08	15	30	40	45	60	27,266	.0	.964	.002
Top 50%	41.7	13.4	.03	20	35	40	55	60	166,550	-4.9	.000	-.366
Top 10%	43.2	13.3	.07	20	35	40	55	60	40,919	-6.4	.000	-.480
<b>Reflective &amp; Integrative Learning</b>												
MUN (N = 589)	36.0	11.6	.48	20	29	37	43	57				
Canada	36.1	12.1	.05	17	29	37	43	57	56,299	-.1	.807	-.010
CDN Comprehensive	36.0	12.3	.09	17	29	37	43	57	19,168	.0	.989	-.001
U15 Members	35.4	12.0	.07	17	26	34	43	57	28,760	.6	.256	.047
Top 50%	39.8	12.2	.03	20	31	40	49	60	165,415	-3.8	.000	-.316
Top 10%	41.8	12.0	.07	20	34	40	51	60	27,171	-5.8	.000	-.482
<b>Learning Strategies</b>												
MUN (N = 524)	36.2	13.2	.58	13	27	40	47	60				
Canada	34.5	14.3	.06	13	27	33	47	60	535	1.7	.003	.121
CDN Comprehensive	34.2	14.3	.11	13	27	33	40	60	561	2.0	.001	.141
U15 Members	34.6	14.3	.09	13	27	33	47	60	548	1.6	.007	.111
Top 50%	40.7	14.5	.03	20	33	40	53	60	526	-4.5	.000	-.310
Top 10%	42.7	14.4	.06	20	33	40	60	60	534	-6.5	.000	-.449
<b>Quantitative Reasoning</b>												
MUN (N = 536)	25.7	15.8	.68	0	13	27	40	53				
Canada	27.0	15.7	.07	0	20	27	40	60	52,054	-1.3	.048	-.086
CDN Comprehensive	27.0	15.7	.12	0	20	27	40	60	17,847	-1.3	.056	-.084
U15 Members	27.4	15.5	.10	0	20	27	40	60	26,491	-1.7	.011	-.111
Top 50%	31.4	16.1	.03	0	20	33	40	60	235,731	-5.7	.000	-.356
Top 10%	33.4	15.9	.07	7	20	33	40	60	46,564	-7.7	.000	-.484
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
MUN (N = 624)	30.2	15.7	.63	5	20	30	40	60				
Canada	33.5	14.2	.06	10	25	35	45	60	634	-3.3	.000	-.231
CDN Comprehensive	33.3	14.1	.10	10	25	35	45	60	657	-3.2	.000	-.223
U15 Members	33.4	14.5	.08	10	25	35	45	60	646	-3.2	.000	-.222
Top 50%	35.9	14.0	.03	15	25	35	45	60	626	-5.8	.000	-.413
Top 10%	38.4	13.6	.07	15	30	40	50	60	639	-8.2	.000	-.604
<b>Discussions with Diverse Others</b>												
MUN (N = 531)	33.7	15.7	.68	5	20	35	45	60				
Canada	39.1	15.3	.07	15	30	40	50	60	51,519	-5.4	.000	-.350
CDN Comprehensive	39.8	15.4	.12	15	30	40	55	60	17,648	-6.1	.000	-.395
U15 Members	39.1	15.1	.09	15	30	40	50	60	550	-5.4	.000	-.358
Top 50%	42.1	15.5	.03	15	30	40	60	60	234,329	-8.3	.000	-.538
Top 10%	43.8	15.3	.06	20	35	45	60	60	59,220	-10.1	.000	-.659

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
MUN (N = 572)	18.9	15.0	.63	0	5	15	25	50				
Canada	17.7	14.4	.06	0	5	15	25	45	54,780	1.2	.045	.084
CDN Comprehensive	17.6	14.4	.11	0	5	15	25	45	18,658	1.3	.032	.091
U15 Members	17.0	14.1	.09	0	5	15	25	45	27,978	2.0	.001	.138
Top 50%	29.7	15.9	.05	5	20	30	40	60	580	-10.7	.000	-.676
Top 10%	33.2	16.0	.13	10	20	35	45	60	622	-14.3	.000	-.898
<b>Effective Teaching Practices</b>												
MUN (N = 557)	35.6	12.9	.55	12	28	36	44	56				
Canada	35.0	12.7	.06	15	28	36	44	60	53,436	.6	.245	.049
CDN Comprehensive	34.6	12.9	.10	12	24	36	44	60	18,281	1.0	.062	.080
U15 Members	34.6	12.5	.08	16	28	36	44	56	27,225	1.0	.065	.079
Top 50%	41.8	13.7	.04	20	32	40	52	60	561	-6.1	.000	-.450
Top 10%	43.7	13.4	.08	20	36	44	56	60	578	-8.1	.000	-.603
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
MUN (N = 441)	40.9	11.4	.54	22	33	40	50	60				
Canada	39.2	12.4	.06	16	32	40	48	58	43,617	1.7	.004	.138
CDN Comprehensive	39.0	12.4	.10	16	32	40	48	58	15,062	1.9	.001	.156
U15 Members	38.4	12.4	.08	15	30	40	48	58	22,113	2.5	.000	.200
Top 50%	45.2	11.7	.03	24	38	48	54	60	149,926	-4.4	.000	-.373
Top 10%	47.4	12.0	.06	24	40	50	58	60	48,254	-6.5	.000	-.542
<b>Supportive Environment</b>												
MUN (N = 512)	25.8	12.7	.56	5	18	25	35	48				
Canada	25.8	13.0	.06	5	18	25	35	50	50,346	.0	.933	-.004
CDN Comprehensive	26.3	13.3	.10	5	18	25	35	50	17,279	-.5	.386	-.039
U15 Members	24.6	12.6	.08	5	15	23	33	48	25,651	1.2	.033	.095
Top 50%	34.6	14.0	.04	13	25	35	45	60	515	-8.8	.000	-.633
Top 10%	36.8	14.1	.08	13	28	38	48	60	534	-11.0	.000	-.786

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.