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# **NSSE 2014**

## **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 first-year and senior 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.
  - Summary of Indicator Items**  
Responses to each item in a given EI are displayed 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 2013 and 2014 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. 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—Institution Version 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 Web site: [nsse.iub.edu](http://nsse.iub.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 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 CDN Research Univs.
<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 CDN Research Univs.
<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

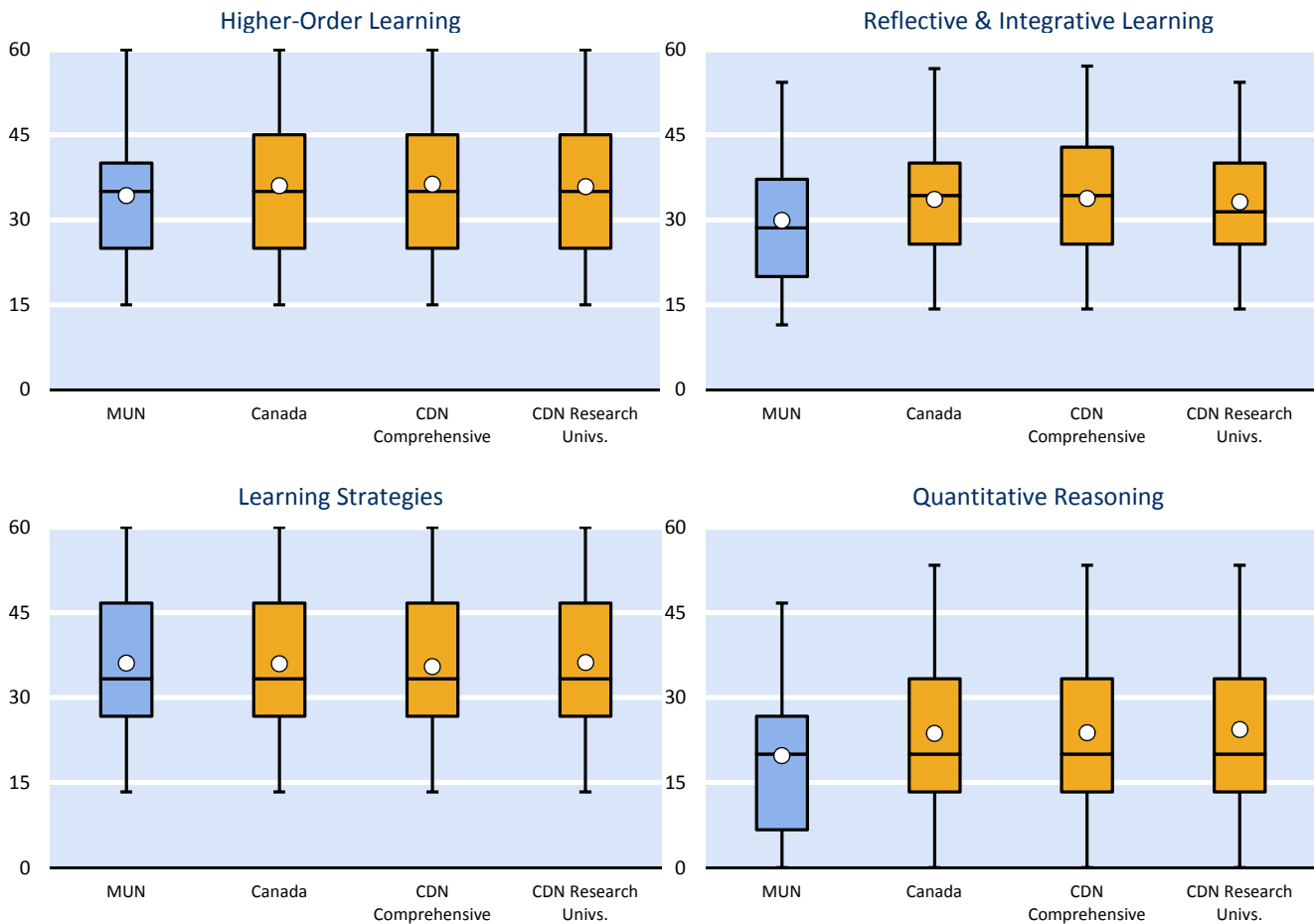
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CDN Research Univ. Mean	Effect size
Higher-Order Learning	34.3	36.0 **	-.13	36.3 **	-.15	35.9 *	-.12
Reflective & Integrative Learning	29.9	33.6 ***	-.30	33.8 ***	-.31	33.2 ***	-.27
Learning Strategies	36.1	36.0	.01	35.4	.05	36.2	-.01
Quantitative Reasoning	19.8	23.7 ***	-.24	23.8 ***	-.25	24.4 ***	-.29

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


































































#### 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)

### Summary of Indicator Items

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
<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	72 	72 	72 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	59 	67 	67 	67 
4d. Evaluating a point of view, decision, or information source	49 	57 	59 	55 
4e. Forming a new idea or understanding from various pieces of information	55 	60 	60 	58 
<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	37 	57 	57 	57 
2b. Connected your learning to societal problems or issues	38 	51 	51 	49 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	31 	38 	41 	35 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	44 	53 	54 	52 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	55 	60 	61 	59 
2f. Learned something that changed the way you understand an issue or concept	59 	66 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	71 	76 	75 	77 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	65 	77 	77 	77 
9b. Reviewed your notes after class	61 	51 	48 	51 
9c. Summarized what you learned in class or from course materials	59 	57 	55 	58 
<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.)	39 	43 	44 	45 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	21 	31 	32 	31 
6c. Evaluated what others have concluded from numerical information	21 	31 	32 	32 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Academic Challenge: Seniors

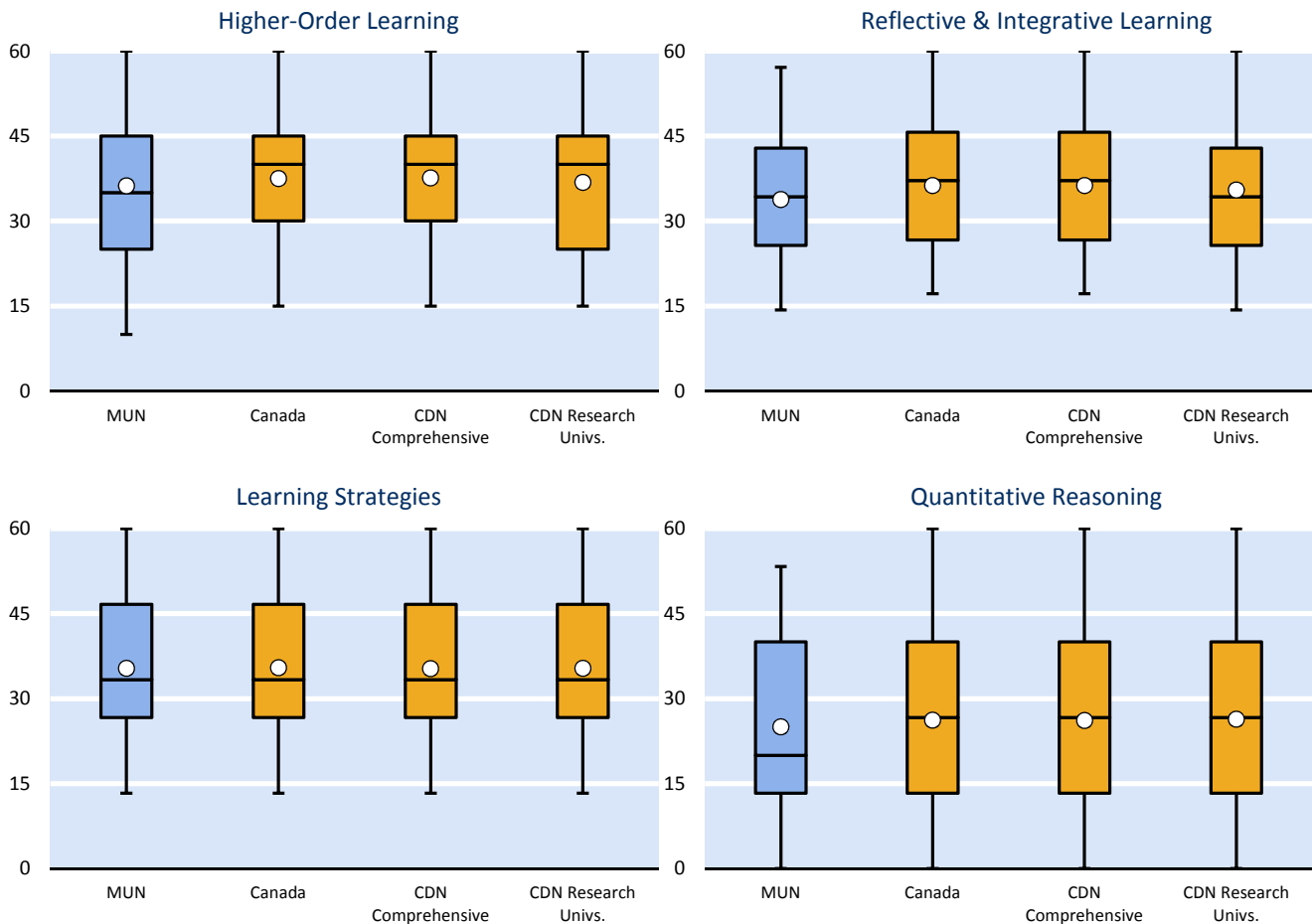
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		CDN Comprehensive		CDN Research Univs.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.3	37.5 *	-.09	37.6 *	-.10	36.8	-.04
Reflective & Integrative Learning	33.8	36.3 ***	-.19	36.3 ***	-.19	35.5 **	-.13
Learning Strategies	35.3	35.5	-.01	35.3	.00	35.3	.00
Quantitative Reasoning	25.0	26.2	-.07	26.1	-.07	26.3	-.08

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































#### 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)

### Summary of Indicator Items

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
<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	74 	74 	74 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67 	70 	70 	69 
4d. Evaluating a point of view, decision, or information source	60 	63 	63 	61 
4e. Forming a new idea or understanding from various pieces of information	59 	63 	63 	62 
<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 	70 	69 	68 
2b. Connected your learning to societal problems or issues	51 	59 	59 	57 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38 	45 	46 	42 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	49 	59 	59 	57 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	58 	64 	65 	62 
2f. Learned something that changed the way you understand an issue or concept	65 	68 	68 	67 
2g. Connected ideas from your courses to your prior experiences and knowledge	81 	80 	79 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73 	79 	80 	78 
9b. Reviewed your notes after class	51 	46 	45 	45 
9c. Summarized what you learned in class or from course materials	55 	55 	54 	55 
<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.)	46 	47 	47 	47 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	36 	36 	35 
6c. Evaluated what others have concluded from numerical information	34 	39 	39 	40 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Learning with Peers: First-year students

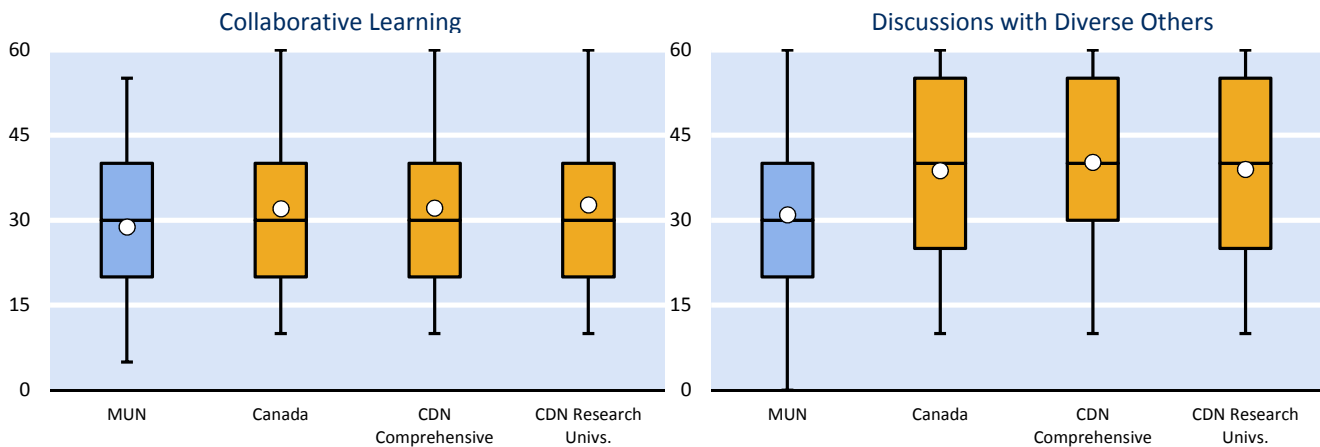
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		CDN Comprehensive		CDN Research Univs.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.8	32.0 ***	-.22	32.1 ***	-.23	32.7 ***	-.27
Discussions with Diverse Others	30.9	38.7 ***	-.47	40.2 ***	-.56	38.9 ***	-.49

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

### Score Distributions



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### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
1e. Asked another student to help you understand course material	45	49	48	52
1f. Explained course material to one or more students	50	56	57	57
1g. Prepared for exams by discussing or working through course material with other students	45	50	51	51
1h. Worked with other students on course projects or assignments	41	52	52	52

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
8a. People from a race or ethnicity other than your own	46	70	75	71
8b. People from an economic background other than your own	53	67	69	66
8c. People with religious beliefs other than your own	51	65	69	65
8d. People with political views other than your own	52	62	63	62

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.



### Learning with Peers: Seniors

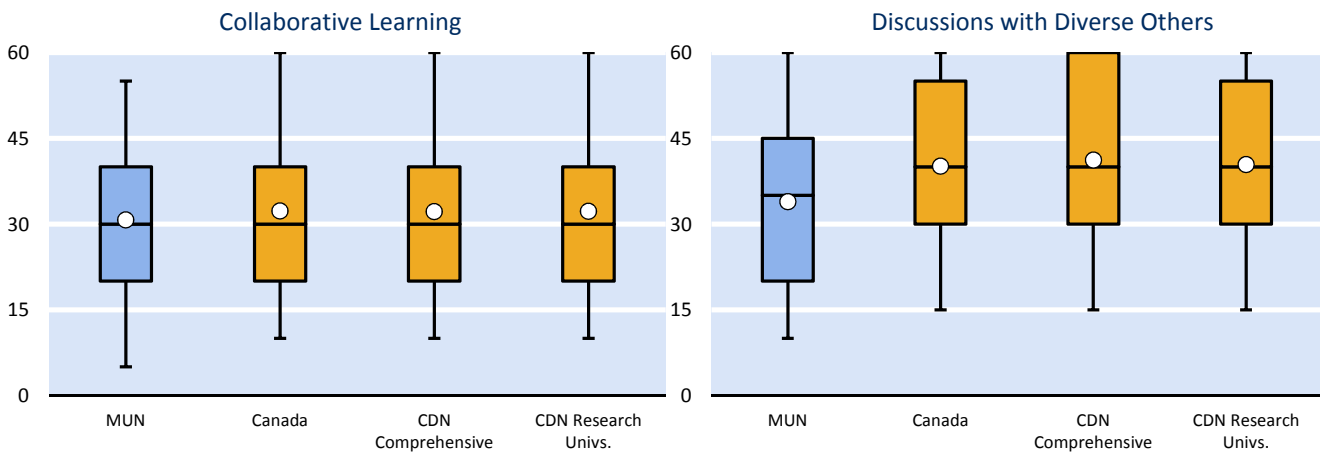
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		CDN Comprehensive		CDN Research Univs.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.8	32.3 *	-.11	32.2 *	-.10	32.3 *	-.11
Discussions with Diverse Others	34.0	40.2 ***	-.38	41.2 ***	-.45	40.4 ***	-.41

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
1e. Asked another student to help you understand course material	36	40	38	41
1f. Explained course material to one or more students	51	56	56	55
1g. Prepared for exams by discussing or working through course material with other students	46	47	46	47
1h. Worked with other students on course projects or assignments	59	65	65	63

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
8a. People from a race or ethnicity other than your own	51	73	76	74
8b. People from an economic background other than your own	62	69	72	69
8c. People with religious beliefs other than your own	54	67	70	67
8d. People with political views other than your own	53	66	66	66

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Experiences with Faculty: First-year students

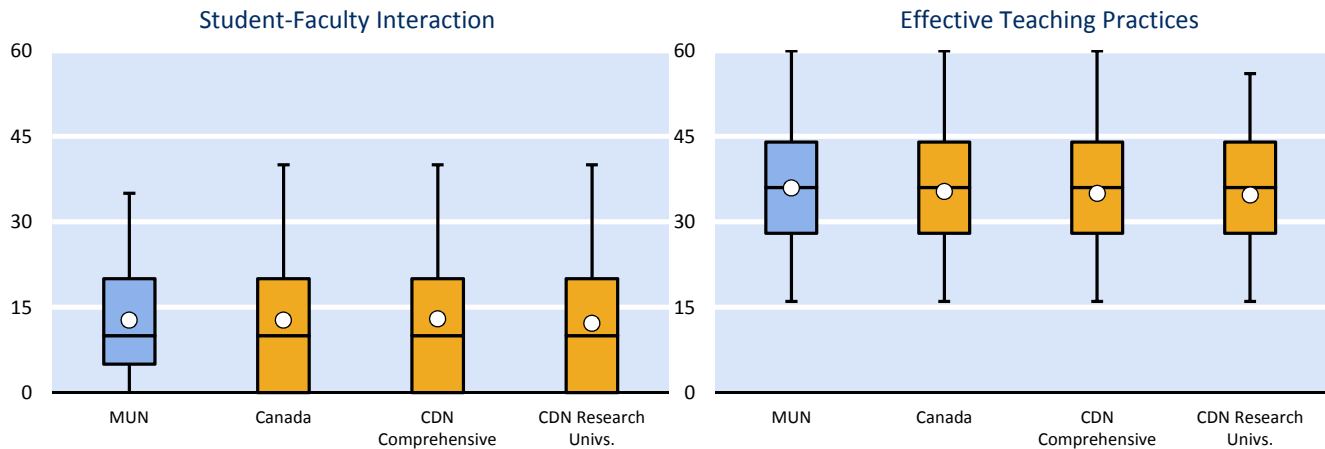
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	CDN Research Univs. Mean	Effect size
Student-Faculty Interaction	12.7	12.7	.00	13.0	-.02	12.2	.05
Effective Teaching Practices	35.9	35.3	.05	35.0	.07	34.7 *	.10

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

#### 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.

#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
3a. Talked about career plans with a faculty member	19	16	17	15
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	10	10	9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	15	17	18	16
3d. Discussed your academic performance with a faculty member	12	14	15	12

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
5a. Clearly explained course goals and requirements	75	77	75	77
5b. Taught course sessions in an organized way	80	77	75	78
5c. Used examples or illustrations to explain difficult points	75	74	73	76
5d. Provided feedback on a draft or work in progress	44	42	42	39
5e. Provided prompt and detailed feedback on tests or completed assignments	51	46	46	42

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

## Experiences with Faculty: Seniors

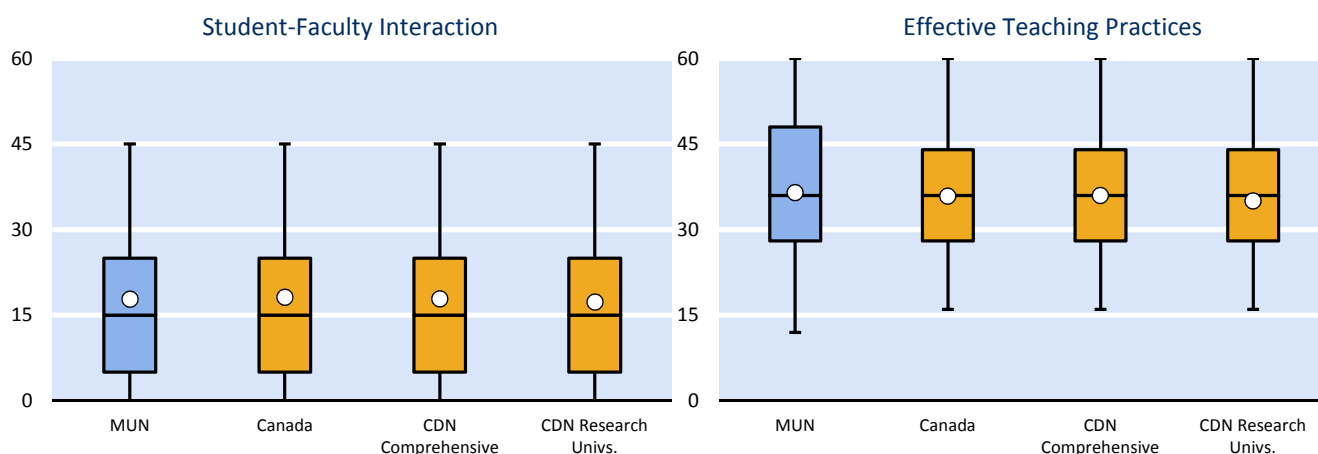
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### Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada Mean	Canada Effect size	CDN Comprehensive Mean	CDN Comprehensive Effect size	CDN Research Univs. Mean	CDN Research Univs. Effect size
Student-Faculty Interaction	17.8	18.1	-.03	17.8	.00	17.2	.04
Effective Teaching Practices	36.5	35.9	.05	36.0	.04	35.0 *	.12

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

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### Summary of Indicator Items

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
3a. Talked about career plans with a faculty member	27	28	27	25
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	17	18	17	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	26	25	24
3d. Discussed your academic performance with a faculty member	22	20	20	18

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
5a. Clearly explained course goals and requirements	77	77	76	77
5b. Taught course sessions in an organized way	76	77	76	77
5c. Used examples or illustrations to explain difficult points	73	75	74	75
5d. Provided feedback on a draft or work in progress	48	44	46	40
5e. Provided prompt and detailed feedback on tests or completed assignments	58	51	52	47

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Campus Environment: First-year students

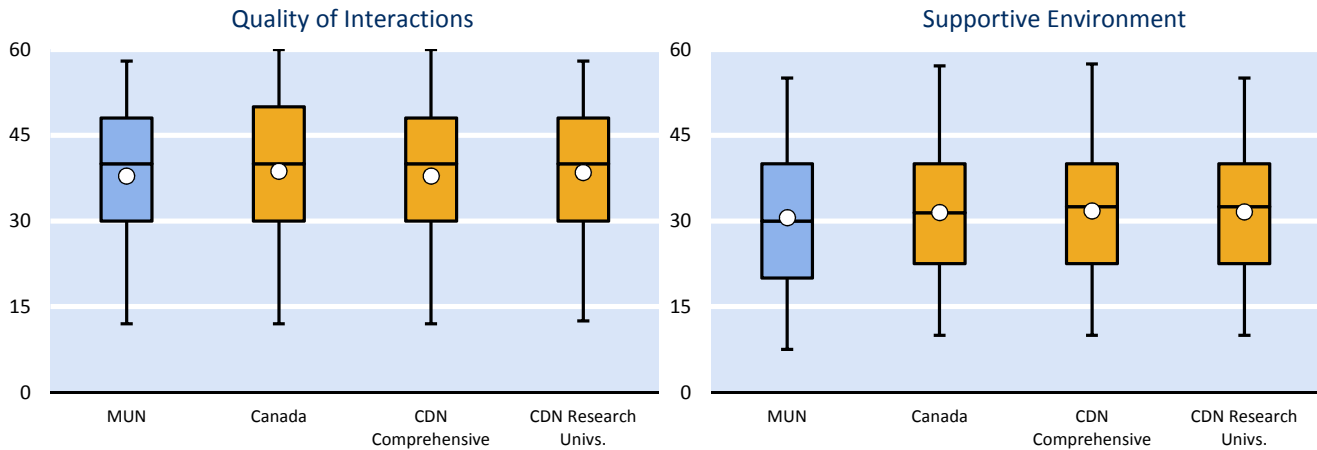
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your first-year students compared with					
		Canada		CDN Comprehensive		CDN Research Univs.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	37.8	38.7	-.06	37.9	.00	38.5	-.05
Supportive Environment	30.6	31.5	-.06	31.8	-.09	31.6	-.08

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
13a. Students	50	59	58	60
13b. Academic advisors	40	37	35	36
13c. Faculty	39	40	38	38
13d. Student services staff (career services, student activities, housing, etc.)	35	38	37	38
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	38	35	36

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
14b. Providing support to help students succeed academically	73	69	69	69
14c. Using learning support services (tutoring services, writing center, etc.)	77	65	66	63
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	40	46	47	44
14e. Providing opportunities to be involved socially	58	60	61	61
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	61	60	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	24	33	34	34
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	53	52	55
14i. Attending events that address important social, economic, or political issues	34	42	43	43

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

### Campus Environment: Seniors

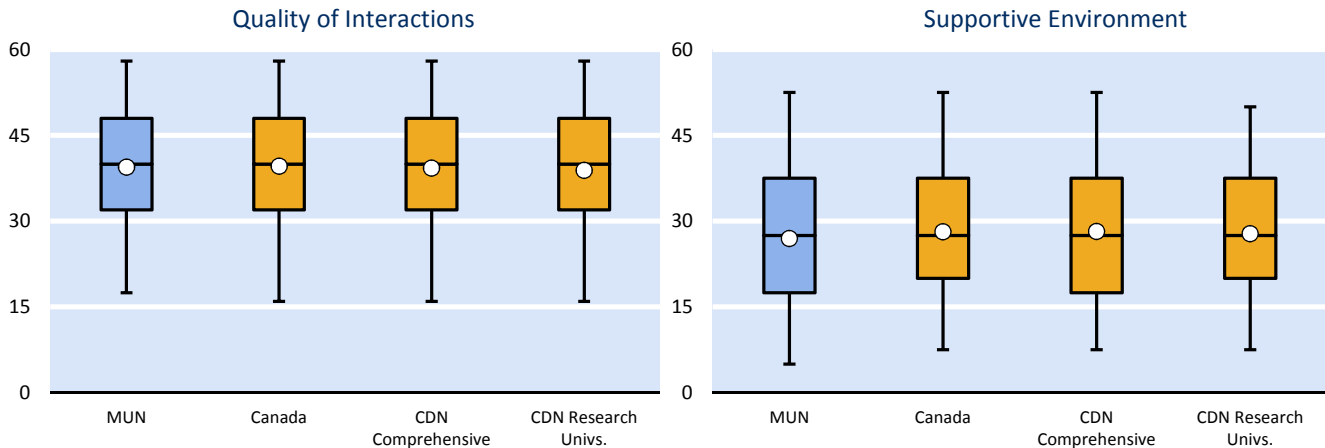
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your seniors compared with					
		Canada		CDN Comprehensive		CDN Research Univs.	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.4	39.6	-.01	39.3	.01	38.9	.04
Supportive Environment	27.0	28.2	-.09	28.2	-.09	27.8	-.06

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
13a. Students	62	63	61	62
13b. Academic advisors	34	37	37	34
13c. Faculty	49	49	47	45
13d. Student services staff (career services, student activities, housing, etc.)	37	35	35	34
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	35	33	33

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	MUN	Canada	CDN Comprehensive	CDN Research Univs.
14b. Providing support to help students succeed academically	57	59	59	56
14c. Using learning support services (tutoring services, writing center, etc.)	54	52	54	49
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	35	40	42	37
14e. Providing opportunities to be involved socially	54	55	54	56
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	55	54	55
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	18	24	25	23
14h. Attending campus activities and events (performing arts, athletic events, etc.)	36	45	43	46
14i. Attending events that address important social, economic, or political issues	27	38	38	38

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

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

The results below compare the engagement of your first-year and senior 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 2013 and 2014 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 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 absence of a significant difference between your score and that of the high-performing group does not 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.

<b>First-Year Students</b>		<b>MUN</b> <i>Mean</i>	<b>Your first-year students compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		<b>NSSE Top 50%</b>			<b>NSSE Top 10%</b>		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	34.3	40.6 ***	-.46		42.7 ***	-.62	
	Reflective and Integrative Learning	29.9	37.3 ***	-.59		39.3 ***	-.75	
	Learning Strategies	36.1	41.2 ***	-.36		43.4 ***	-.52	
	Quantitative Reasoning	19.8	28.8 ***	-.55		30.6 ***	-.67	
<i>Learning with Peers</i>	Collaborative Learning	28.8	34.7 ***	-.43		37.0 ***	-.61	
	Discussions with Diverse Others	30.9	43.2 ***	-.80		45.6 ***	-.99	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	12.7	23.3 ***	-.71		26.9 ***	-.89	
	Effective Teaching Practices	35.9	42.4 ***	-.49		44.6 ***	-.66	
<i>Campus Environment</i>	Quality of Interactions	37.8	44.0 ***	-.54		46.0 ***	-.70	
	Supportive Environment	30.6	39.4 ***	-.66		41.4 ***	-.84	

<b>Seniors</b>		<b>MUN</b> <i>Mean</i>	<b>Your seniors compared with</b>					
<i>Theme</i>	<i>Engagement Indicator</i>		<b>NSSE Top 50%</b>			<b>NSSE Top 10%</b>		
			<i>Mean</i>	<i>Effect size</i>	✓	<i>Mean</i>	<i>Effect size</i>	✓
<i>Academic Challenge</i>	Higher-Order Learning	36.3	43.3 ***	-.51		45.3 ***	-.66	
	Reflective and Integrative Learning	33.8	41.1 ***	-.57		43.1 ***	-.74	
	Learning Strategies	35.3	42.5 ***	-.49		44.9 ***	-.67	
	Quantitative Reasoning	25.0	31.3 ***	-.37		33.0 ***	-.47	
<i>Learning with Peers</i>	Collaborative Learning	30.8	35.4 ***	-.34		37.7 ***	-.51	
	Discussions with Diverse Others	34.0	43.9 ***	-.63		45.8 ***	-.77	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	17.8	29.5 ***	-.73		34.4 ***	-1.02	
	Effective Teaching Practices	36.5	43.0 ***	-.48		45.1 ***	-.64	
<i>Campus Environment</i>	Quality of Interactions	39.4	45.3 ***	-.52		47.4 ***	-.68	
	Supportive Environment	27.0	36.1 ***	-.66		39.0 ***	-.90	

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

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 2013 and 2014 institutions, separately for first-year and senior students. 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>	SEM <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 = 442)	34.3	13.4	.64	15	25	35	40	60				
Canada	36.0	13.6	.07	15	25	35	45	60	39,700	-1.7	.008	-.126
CDN Comprehensive	36.3	13.6	.12	15	25	35	45	60	13,446	-2.0	.002	-.148
CDN Research Univs.	35.9	13.6	.11	15	25	35	45	60	16,559	-1.6	.015	-.117
Top 50%	40.6	13.6	.04	20	30	40	50	60	95,723	-6.3	.000	-.463
Top 10%	42.7	13.6	.10	20	35	40	55	60	18,061	-8.4	.000	-.619
<b>Reflective &amp; Integrative Learning</b>												
MUN (N = 457)	29.9	12.4	.58	11	20	29	37	54				
Canada	33.6	12.2	.06	14	26	34	40	57	41,377	-3.7	.000	-.302
CDN Comprehensive	33.8	12.4	.11	14	26	34	43	57	14,038	-3.9	.000	-.313
CDN Research Univs.	33.2	12.1	.09	14	26	31	40	54	17,233	-3.3	.000	-.270
Top 50%	37.3	12.5	.04	17	29	37	46	60	96,410	-7.4	.000	-.591
Top 10%	39.3	12.6	.09	20	31	40	49	60	20,996	-9.4	.000	-.746
<b>Learning Strategies</b>												
MUN (N = 386)	36.1	14.1	.72	13	27	33	47	60				
Canada	36.0	14.1	.07	13	27	33	47	60	37,512	.1	.876	.008
CDN Comprehensive	35.4	14.1	.13	13	27	33	47	60	12,679	.7	.364	.047
CDN Research Univs.	36.2	14.1	.11	13	27	33	47	60	15,644	-.1	.914	-.006
Top 50%	41.2	14.0	.05	20	33	40	53	60	84,572	-5.1	.000	-.365
Top 10%	43.4	14.0	.11	20	33	40	60	60	18,217	-7.3	.000	-.521
<b>Quantitative Reasoning</b>												
MUN (N = 444)	19.8	14.9	.71	0	7	20	27	47				
Canada	23.7	16.0	.08	0	13	20	33	53	454	-3.9	.000	-.244
CDN Comprehensive	23.8	16.3	.14	0	13	20	33	53	479	-4.0	.000	-.248
CDN Research Univs.	24.4	15.8	.12	0	13	20	33	53	470	-4.6	.000	-.292
Top 50%	28.8	16.3	.05	0	20	27	40	60	447	-9.0	.000	-.553
Top 10%	30.6	16.2	.10	0	20	27	40	60	460	-10.9	.000	-.670
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
MUN (N = 475)	28.8	15.0	.69	5	20	30	40	55				
Canada	32.0	14.3	.07	10	20	30	40	60	41,912	-3.2	.000	-.223
CDN Comprehensive	32.1	14.3	.12	10	20	30	40	60	14,198	-3.3	.000	-.230
CDN Research Univs.	32.7	14.3	.11	10	20	30	40	60	17,516	-3.9	.000	-.273
Top 50%	34.7	13.7	.04	15	25	35	45	60	477	-5.9	.000	-.433
Top 10%	37.0	13.6	.08	15	25	35	45	60	488	-8.3	.000	-.606
<b>Discussions with Diverse Others</b>												
MUN (N = 384)	30.9	16.7	.85	0	20	30	40	60				
Canada	38.7	16.6	.09	10	25	40	55	60	37,825	-7.8	.000	-.469
CDN Comprehensive	40.2	16.3	.15	10	30	40	55	60	12,816	-9.2	.000	-.564
CDN Research Univs.	38.9	16.5	.13	10	25	40	55	60	15,745	-8.0	.000	-.486
Top 50%	43.2	15.4	.05	20	35	45	60	60	385	-12.3	.000	-.799
Top 10%	45.6	14.8	.10	20	40	50	60	60	394	-14.7	.000	-.988



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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 = 455)	12.7	11.9	.56	0	5	10	20	35				
Canada	12.7	12.8	.06	0	0	10	20	40	466	.0	1.000	.000
CDN Comprehensive	13.0	13.1	.11	0	0	10	20	40	492	-.2	.694	-.017
CDN Research Univs.	12.2	12.7	.10	0	0	10	20	40	483	.6	.311	.045
Top 50%	23.3	15.0	.06	0	10	20	30	55	463	-10.6	.000	-.708
Top 10%	26.9	16.2	.15	5	15	25	40	60	524	-14.2	.000	-.885
<b>Effective Teaching Practices</b>												
MUN (N = 453)	35.9	12.0	.57	16	28	36	44	60				
Canada	35.3	12.5	.06	16	28	36	44	60	40,967	.6	.314	.048
CDN Comprehensive	35.0	12.7	.11	16	28	36	44	60	13,907	.9	.120	.074
CDN Research Univs.	34.7	12.1	.09	16	28	36	44	56	17,050	1.2	.036	.100
Top 50%	42.4	13.2	.05	20	32	44	52	60	458	-6.4	.000	-.488
Top 10%	44.6	13.3	.11	20	36	44	56	60	485	-8.7	.000	-.655
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
MUN (N = 339)	37.8	13.3	.72	12	30	40	48	58				
Canada	38.7	13.5	.08	12	30	40	50	60	30,560	-.8	.259	-.062
CDN Comprehensive	37.9	13.8	.14	12	30	40	48	60	10,503	.0	.972	-.002
CDN Research Univs.	38.5	13.2	.12	13	30	40	48	58	12,452	-.6	.396	-.047
Top 50%	44.0	11.4	.04	22	38	46	52	60	341	-6.1	.000	-.537
Top 10%	46.0	11.6	.10	24	40	48	55	60	351	-8.2	.000	-.702
<b>Supportive Environment</b>												
MUN (N = 349)	30.6	13.5	.72	8	20	30	40	55				
Canada	31.5	13.5	.07	10	23	31	40	57	35,474	-.9	.229	-.065
CDN Comprehensive	31.8	13.6	.13	10	23	33	40	58	12,022	-1.2	.112	-.086
CDN Research Univs.	31.6	13.3	.11	10	23	33	40	55	14,749	-1.0	.162	-.076
Top 50%	39.4	13.2	.05	18	30	40	50	60	85,693	-8.8	.000	-.665
Top 10%	41.4	12.8	.09	20	33	40	53	60	18,976	-10.8	.000	-.838

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 * SEM$ .

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>	SEM <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 = 516)	36.3	13.9	.61	10	25	35	45	60				
Canada	37.5	13.8	.07	15	30	40	45	60	44,739	-1.2	.042	-.090
CDN Comprehensive	37.6	13.9	.12	15	30	40	45	60	14,647	-1.4	.027	-.099
CDN Research Univs.	36.8	13.9	.10	15	25	40	45	60	21,004	-.6	.341	-.042
Top 50%	43.3	13.7	.04	20	35	40	55	60	131,814	-7.0	.000	-.511
Top 10%	45.3	13.6	.08	20	40	45	60	60	32,789	-9.0	.000	-.663
<b>Reflective &amp; Integrative Learning</b>												
MUN (N = 530)	33.8	12.7	.55	14	26	34	43	57				
Canada	36.3	12.8	.06	17	27	37	46	60	46,385	-2.5	.000	-.192
CDN Comprehensive	36.3	12.9	.11	17	27	37	46	60	15,185	-2.5	.000	-.193
CDN Research Univs.	35.5	12.8	.09	14	26	34	43	60	21,764	-1.7	.003	-.132
Top 50%	41.1	12.6	.04	20	31	40	51	60	129,140	-7.2	.000	-.573
Top 10%	43.1	12.5	.07	20	34	43	54	60	28,727	-9.2	.000	-.739
<b>Learning Strategies</b>												
MUN (N = 476)	35.3	13.9	.64	13	27	33	47	60				
Canada	35.5	14.4	.07	13	27	33	47	60	42,967	-.1	.851	-.009
CDN Comprehensive	35.3	14.5	.12	13	27	33	47	60	14,073	.1	.932	.004
CDN Research Univs.	35.3	14.3	.10	13	27	33	47	60	20,133	.0	.974	.002
Top 50%	42.5	14.5	.04	20	33	40	60	60	161,624	-7.1	.000	-.491
Top 10%	44.9	14.1	.07	20	33	47	60	60	41,610	-9.5	.000	-.674
<b>Quantitative Reasoning</b>												
MUN (N = 521)	25.0	16.0	.70	0	13	20	40	53				
Canada	26.2	16.9	.08	0	13	27	40	60	45,543	-1.2	.120	-.069
CDN Comprehensive	26.1	17.0	.14	0	13	27	40	60	564	-1.1	.117	-.066
CDN Research Univs.	26.3	16.8	.12	0	13	27	40	60	21,375	-1.3	.073	-.080
Top 50%	31.3	17.2	.04	0	20	33	40	60	523	-6.3	.000	-.367
Top 10%	33.0	16.9	.08	0	20	33	47	60	532	-8.0	.000	-.474
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
MUN (N = 542)	30.8	14.4	.62	5	20	30	40	55				
Canada	32.3	14.3	.07	10	20	30	40	60	46,808	-1.5	.012	-.108
CDN Comprehensive	32.2	13.9	.11	10	20	30	40	60	15,340	-1.4	.018	-.104
CDN Research Univs.	32.3	14.5	.10	10	20	30	40	60	22,047	-1.5	.016	-.105
Top 50%	35.4	13.8	.03	15	25	35	45	60	172,437	-4.6	.000	-.335
Top 10%	37.7	13.6	.07	15	30	40	50	60	34,887	-7.0	.000	-.511
<b>Discussions with Diverse Others</b>												
MUN (N = 473)	34.0	16.7	.77	10	20	35	45	60				
Canada	40.2	16.1	.08	15	30	40	55	60	43,201	-6.2	.000	-.385
CDN Comprehensive	41.2	16.0	.14	15	30	40	60	60	14,135	-7.3	.000	-.455
CDN Research Univs.	40.4	15.9	.11	15	30	40	55	60	493	-6.5	.000	-.406
Top 50%	43.9	15.8	.04	20	35	45	60	60	198,607	-10.0	.000	-.633
Top 10%	45.8	15.4	.07	20	40	50	60	60	479	-11.9	.000	-.773

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <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 = 517)	17.8	14.1	.62	0	5	15	25	45				
Canada	18.1	14.6	.07	0	5	15	25	45	45,542	-.4	.563	-.026
CDN Comprehensive	17.8	14.6	.12	0	5	15	25	45	14,927	-.1	.912	-.005
CDN Research Univs.	17.2	14.2	.10	0	5	15	25	45	21,351	.5	.412	.037
Top 50%	29.5	16.1	.06	5	20	30	40	60	525	-11.8	.000	-.731
Top 10%	34.4	16.4	.16	10	20	35	45	60	583	-16.6	.000	-1.022
<b>Effective Teaching Practices</b>												
MUN (N = 525)	36.5	13.6	.60	12	28	36	48	60				
Canada	35.9	12.8	.06	16	28	36	44	60	535	.6	.302	.048
CDN Comprehensive	36.0	13.0	.11	16	28	36	44	60	15,040	.5	.360	.041
CDN Research Univs.	35.0	12.5	.09	16	28	36	44	60	546	1.5	.015	.117
Top 50%	43.0	13.6	.04	20	36	44	56	60	122,328	-6.6	.000	-.482
Top 10%	45.1	13.4	.09	20	36	48	60	60	21,153	-8.6	.000	-.643
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
MUN (N = 402)	39.4	11.7	.59	18	32	40	48	58				
Canada	39.6	12.1	.06	16	32	40	48	58	38,273	-.2	.786	-.014
CDN Comprehensive	39.3	12.2	.11	16	32	40	48	58	12,613	.1	.835	.011
CDN Research Univs.	38.9	12.2	.09	16	32	40	48	58	17,797	.5	.389	.043
Top 50%	45.3	11.3	.03	24	38	48	54	60	106,066	-5.8	.000	-.515
Top 10%	47.4	11.6	.07	24	40	50	58	60	28,654	-7.9	.000	-.682
<b>Supportive Environment</b>												
MUN (N = 426)	27.0	13.5	.65	5	18	28	38	53				
Canada	28.2	13.4	.07	8	20	28	38	53	41,510	-1.2	.074	-.087
CDN Comprehensive	28.2	13.6	.12	8	18	28	38	53	13,582	-1.2	.071	-.089
CDN Research Univs.	27.8	13.2	.10	8	20	28	38	50	19,428	-.8	.209	-.062
Top 50%	36.1	13.8	.04	13	28	38	45	60	125,462	-9.1	.000	-.659
Top 10%	39.0	13.3	.09	17	30	40	50	60	21,420	-12.0	.000	-.897

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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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.