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# **NSSE 2017**

## **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 2016 and 2017 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, 2015). 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 website: [nsse.indiana.edu](http://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.

### 1st-Year Students

Theme	Engagement Indicator	Your 1st-year students compared with Canada	Your 1st-year students compared with CDN Comprehensive	Your 1st-year students compared with U15 Members
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	▽	▽	▽
	Learning Strategies	--	--	▽
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	▽	▼
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	△	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### 4th-Year Students

Theme	Engagement Indicator	Your 4th-year students compared with Canada	Your 4th-year students compared with CDN Comprehensive	Your 4th-year students compared with U15 Members
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	--	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	▽	▽	--
	Supportive Environment	▽	▽	--

### Academic Challenge: 1st-year students

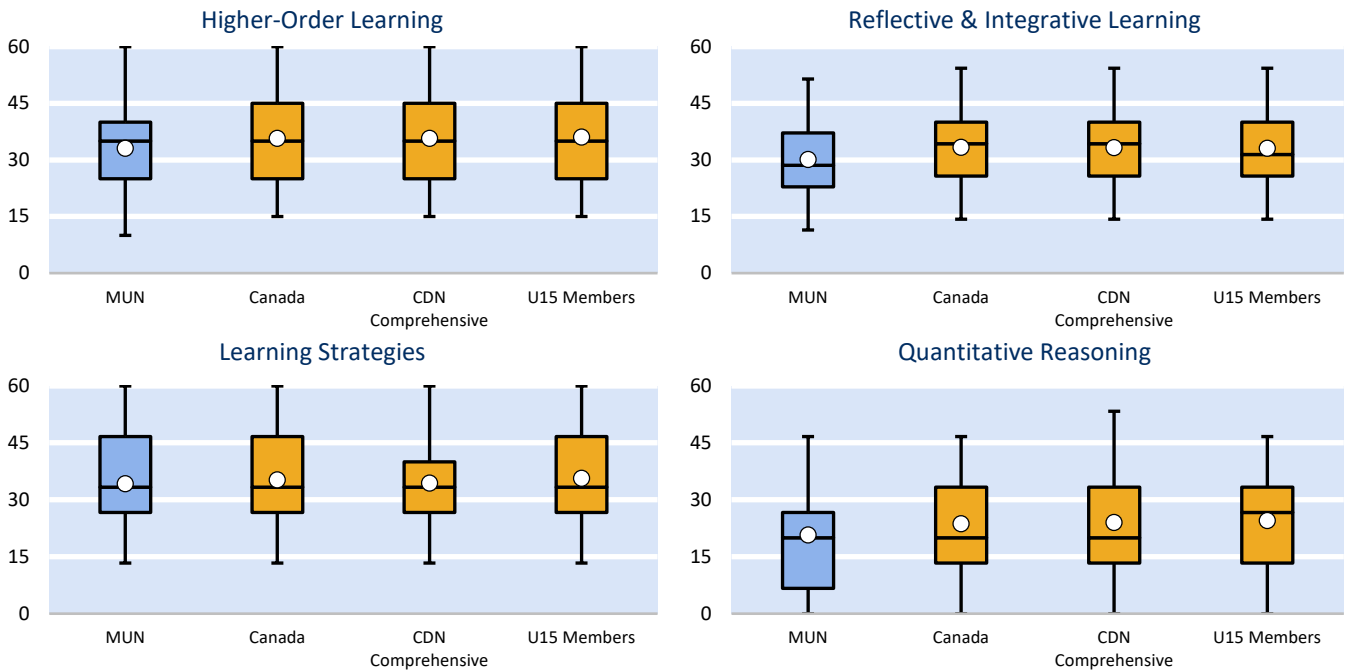
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 1st-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Higher-Order Learning	33.09	35.73 ***	-.21	35.7 ***	-.21	36.1 ***	-.23
Reflective & Integrative Learning	30.17	33.34 ***	-.28	33.2 ***	-.27	33.1 ***	-.26
Learning Strategies	34.27	35.23	-.07	34.4	-.01	35.7 *	-.10
Quantitative Reasoning	20.74	23.73 ***	-.20	24.1 ***	-.22	24.6 ***	-.26

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

#### Score Distributions



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: 1st-year students (continued)

### Performance<sup>a</sup> 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 between your 1st-yr 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	66	-6	-6	-8
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	55	-11	-11	-12
4d. Evaluating a point of view, decision, or information source	49	-8	-9	-7
4e. Forming a new idea or understanding from various pieces of information	54	-6	-6	-6
<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	39	-14	-14	-13
2b. Connected your learning to societal problems or issues	37	-12	-11	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	33	-6	-7	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	49	-6	-6	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	-3	-3	-3
2f. Learned something that changed the way you understand an issue or concept	62	-6	-5	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	69	-8	-7	-9
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	64	-9	-9	-10
9b. Reviewed your notes after class	55	+3	+6	+2
9c. Summarized what you learned in class or from course materials	55	-2	-0	-3
<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	-5	-5	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	26	-4	-5	-4
6c. Evaluated what others have concluded from numerical information	22	-9	-10	-12

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 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: 4th-year students

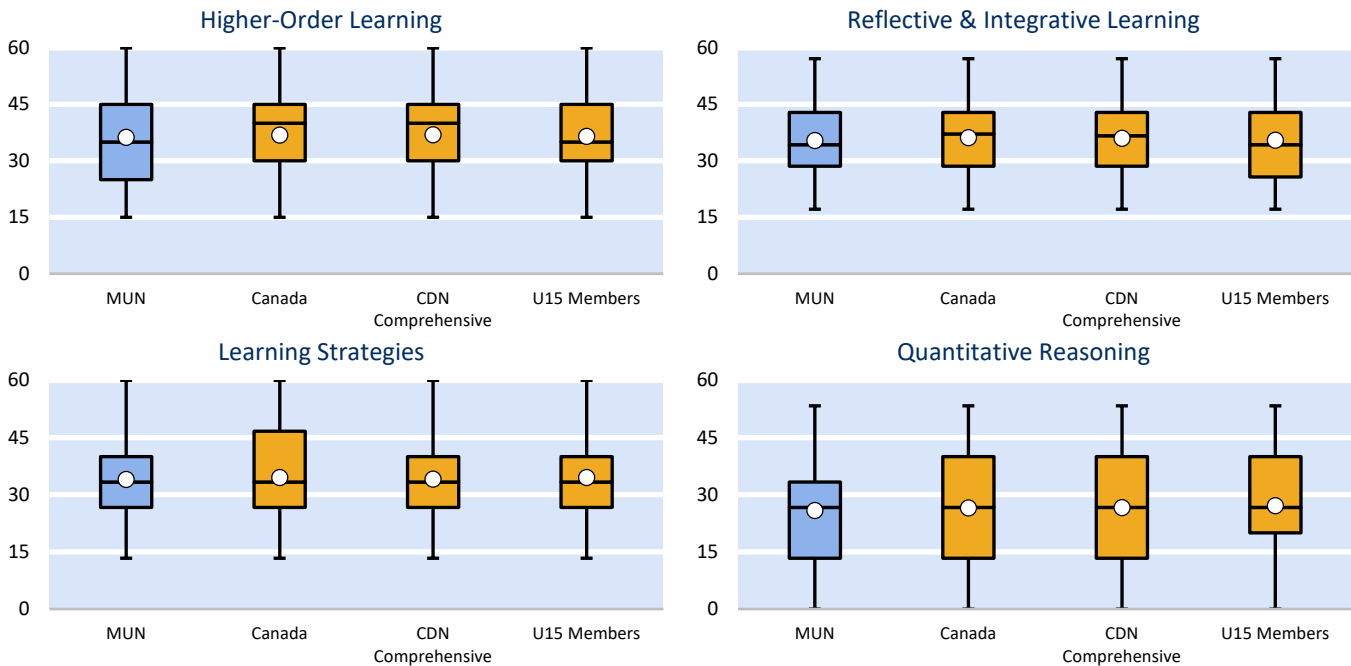
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#### Mean Comparisons

Engagement Indicator	MUN Mean	Your 4th-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Higher-Order Learning	36.27	36.88	-.05	36.9	-.05	36.5	-.02
Reflective & Integrative Learning	35.43	36.14	-.06	36.0	-.05	35.5	.00
Learning Strategies	33.97	34.47	-.04	34.1	-.01	34.5	-.04
Quantitative Reasoning	25.81	26.51	-.04	26.6	-.05	27.1	-.08

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

#### Score Distributions



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#### Academic Challenge: 4th-year students (continued)

##### Performance<sup>a</sup> 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 between your 4th-yr 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	72	-2	-1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-4	-4	-4
4d. Evaluating a point of view, decision, or information source	57	-5	-6	-3
4e. Forming a new idea or understanding from various pieces of information	65	+1	+1	+3
<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	66	-2	-2	+0
2b. Connected your learning to societal problems or issues	54	-4	-3	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	41	-3	-3	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-5	-5	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	-4	-4	-3
2f. Learned something that changed the way you understand an issue or concept	73	+1	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+4	+5	+4
<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	-2	-2	-2
9b. Reviewed your notes after class	49	+3	+5	+3
9c. Summarized what you learned in class or from course materials	55	+1	+2	-0
<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.)	48	+0	-1	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35	-1	-1	-1
6c. Evaluated what others have concluded from numerical information	33	-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 included in your *Institutional Report* and available on the NSSE website.

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### Learning with Peers: 1st-year students

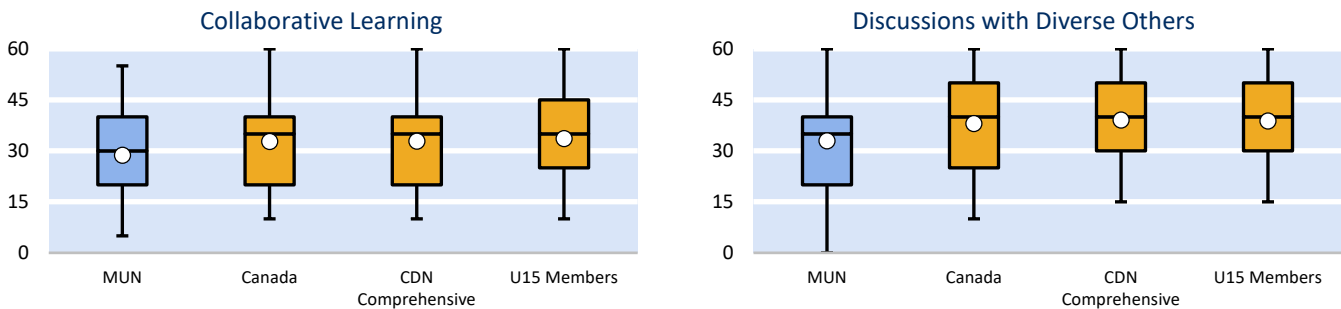
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your 1st-year students compared with					
		Canada		CDN Comprehensive		U15 Members	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.73	32.75 ***	-.28	32.8 ***	-.29	33.6 ***	-.34
Discussions with Diverse Others	32.90	38.04 ***	-.33	39.1 ***	-.40	38.8 ***	-.38

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<sup>a</sup> on Indicator Items

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Collaborative Learning	MUN	Percentage point difference between your 1st-yr students and		
		Canada	CDN Comprehensive	U15 Members
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	50	-3	-3	-6
1f. Explained course material to one or more students	51	-6	-6	-9
1g. Prepared for exams by discussing or working through course material with other students	42	-11	-11	-13
1h. Worked with other students on course projects or assignments	41	-15	-15	-15
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	51	-19	-22	-22
8b. People from an economic background other than your own	57	-9	-11	-9
8c. People with religious beliefs other than your own	54	-11	-15	-13
8d. People with political views other than your own	53	-5	-7	-6

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### Learning with Peers: 4th-year students

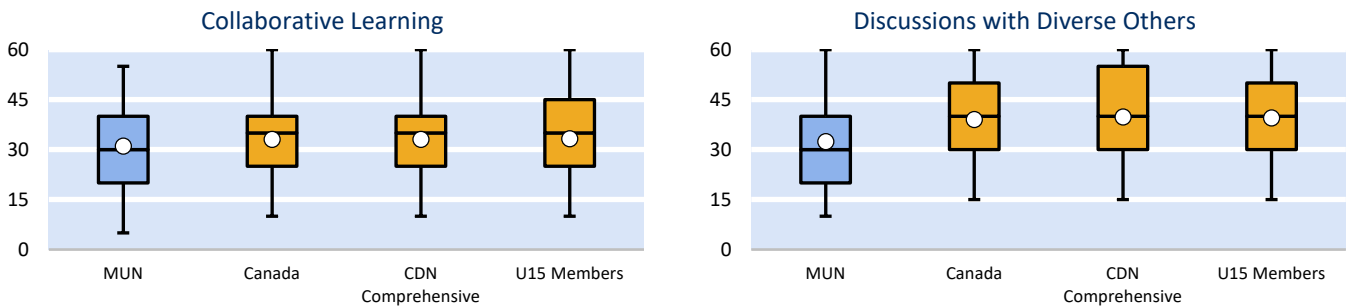
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your 4th-year students compared with					
		Canada		CDN Comprehensive		U15 Members	
	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Collaborative Learning	31.07	33.14 **	-.15	33.1 **	-.15	33.2 **	-.15
Discussions with Diverse Others	32.38	39.08 ***	-.44	39.9 ***	-.49	39.5 ***	-.48

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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Collaborative Learning	MUN	Percentage point difference between your 4th-yr 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	41	-3	-3	-5
1f. Explained course material to one or more students	55	-3	-4	-3
1g. Prepared for exams by discussing or working through course material with other students	48	-2	-1	-2
1h. Worked with other students on course projects or assignments	61	-6	-6	-5
<b>Discussions with Diverse Others</b>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	49	-23	-26	-25
8b. People from an economic background other than your own	56	-12	-14	-12
8c. People with religious beliefs other than your own	51	-16	-18	-17
8d. People with political views other than your own	52	-8	-8	-7

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### Experiences with Faculty: 1st-year students

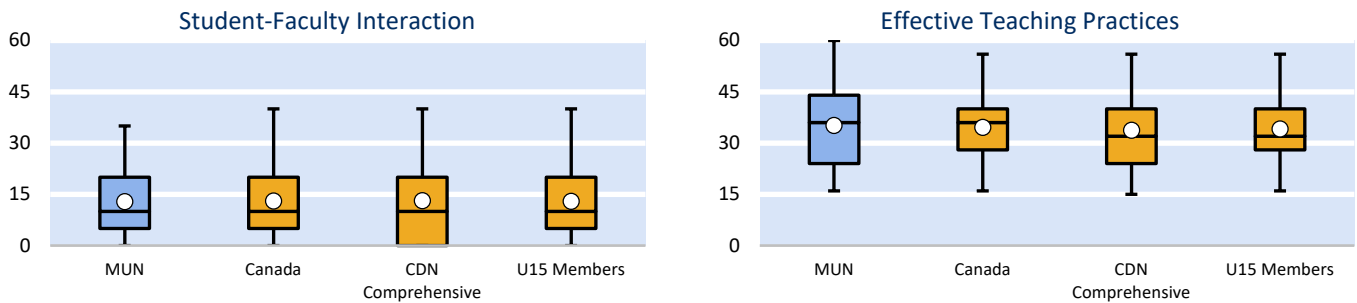
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 1st-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Student-Faculty Interaction	12.9	13.02	-.01	13.1	-.02	13.0	-.01
Effective Teaching Practices	35.1	34.59	.04	33.7 *	.11	34.1	.08

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

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Student-Faculty Interaction	MUN	Percentage point difference between your 1st-yr 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	23	+5	+5	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	7	-3	-4	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	+0	-0	-0
3d. Discussed your academic performance with a faculty member	15	+1	-0	+1
<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	73	-2	+1	-1
5b. Taught course sessions in an organized way	71	-4	-1	-4
5c. Used examples or illustrations to explain difficult points	66	-8	-6	-10
5d. Provided feedback on a draft or work in progress	47	+6	+7	+9
5e. Provided prompt and detailed feedback on tests or completed assignments	49	+4	+6	+7

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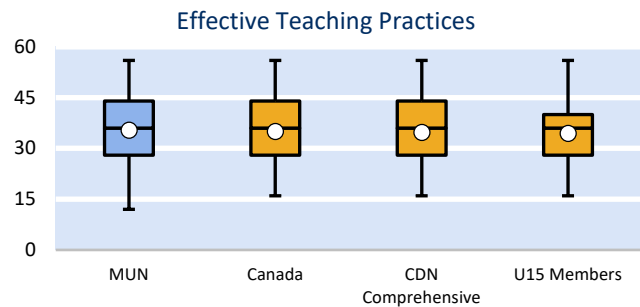
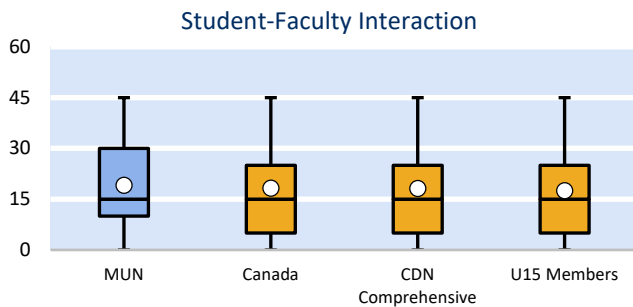
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		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Student-Faculty Interaction	19.1	18.17	.06	18.1	.07	17.5 *	.12
Effective Teaching Practices	35.3	34.94	.03	34.7	.05	34.4	.08

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

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Student-Faculty Interaction	MUN	Percentage point difference between your 4th-yr students and		
		Canada	CDN Comprehensive	U15 Members
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	33	+6	+7	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+1	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+3	+3	+4
3d. Discussed your academic performance with a faculty member	20	+1	+0	+3
Effective Teaching Practices	MUN	Percentage point difference between your 4th-yr students and		
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-2	+0	-2
5b. Taught course sessions in an organized way	72	-3	-1	-3
5c. Used examples or illustrations to explain difficult points	70	-4	-3	-5
5d. Provided feedback on a draft or work in progress	53	+10	+10	+14
5e. Provided prompt and detailed feedback on tests or completed assignments	56	+7	+7	+11

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 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: 1st-year students

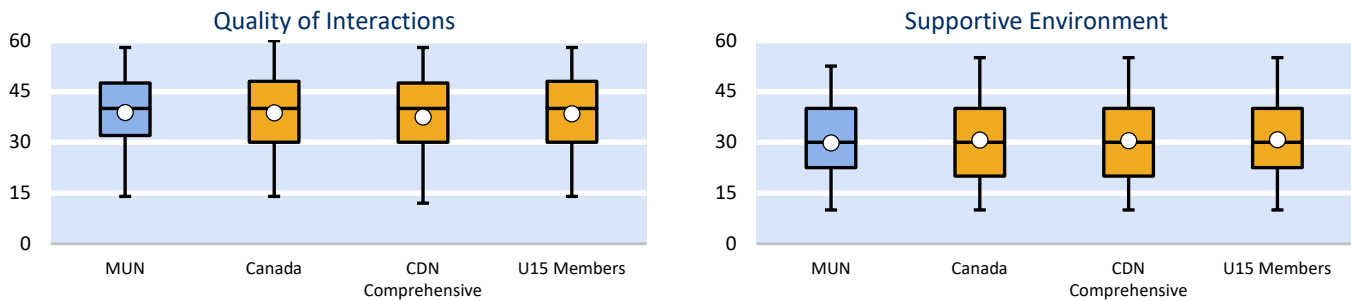
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your 1st-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Quality of Interactions	38.8	38.71	.01	37.4	.10	38.4	.03
Supportive Environment	29.9	30.64	-.06	30.5	-.05	30.8	-.07

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

#### Score Distributions



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<sup>a</sup> 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 between your 1st-yr 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	44	-7	-5	-7
13b. Academic advisors	40	+5	+8	+6
13c. Faculty	39	+0	+4	+2
13d. Student services staff (career services, student activities, housing, etc.)	36	-1	+1	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	+0	+4	+2
<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	65	-3	-2	-3
14c. Using learning support services (tutoring services, writing center, etc.)	69	+7	+6	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-5	-7	-4
14e. Providing opportunities to be involved socially	56	-2	-2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+3	+5	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-1	-2	-0
14h. Attending campus activities and events (performing arts, athletic events, etc.)	41	-8	-6	-9
14i. Attending events that address important social, economic, or political issues	37	-3	-4	-3

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 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: 4th-year students

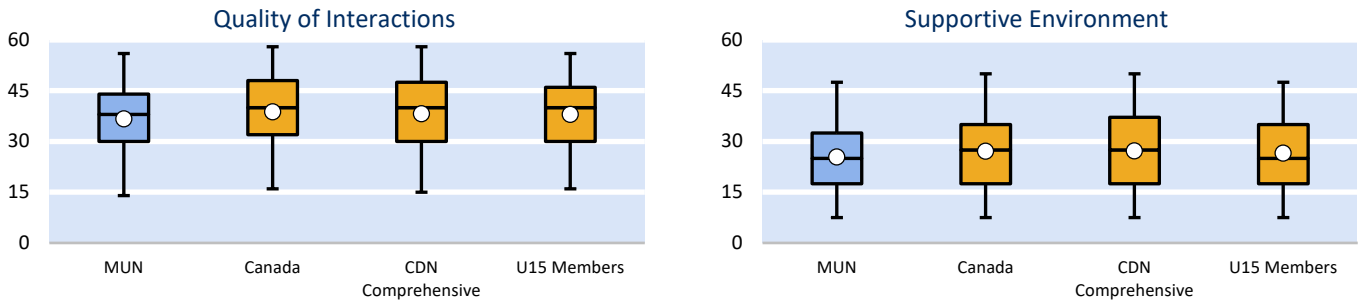
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	MUN Mean	Your 4th-year students compared with					
		Canada Mean	Effect size	CDN Comprehensive Mean	Effect size	U15 Members Mean	Effect size
Quality of Interactions	36.7	38.79 **	-.17	38.2 *	-.12	38.0	-.11
Supportive Environment	25.4	27.15 **	-.13	27.2 **	-.14	26.6	-.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<sup>a</sup> 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 between your 4th-yr 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	43	-11	-9	-10
13b. Academic advisors	26	-8	-8	-5
13c. Faculty	40	-3	-1	+0
13d. Student services staff (career services, student activities, housing, etc.)	29	-4	-4	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	28	-6	-3	-3
<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	53	-4	-4	-1
14c. Using learning support services (tutoring services, writing center, etc.)	53	+4	+3	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	37	-4	-6	-2
14e. Providing opportunities to be involved socially	49	-5	-4	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	-3	-1	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	19	-3	-3	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	29	-12	-10	-11
14i. Attending events that address important social, economic, or political issues	26	-8	-9	-7

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 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 [nsse.indiana.edu/html/position\\_policies.cfm](http://nsse.indiana.edu/html/position_policies.cfm)), 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 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 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.

1st-Year Students		MUN Mean	Your 1st-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
<i>Academic Challenge</i>	Higher-Order Learning	33.1	39.2 ***	-.46		41.2 ***	-.61	
	Reflective and Integrative Learning	30.2	36.6 ***	-.54		38.3 ***	-.66	
	Learning Strategies	34.3	39.8 ***	-.41		41.9 ***	-.55	
	Quantitative Reasoning	20.7	28.8 ***	-.53		30.4 ***	-.64	
<i>Learning with Peers</i>	Collaborative Learning	28.7	35.2 ***	-.48		37.1 ***	-.62	
	Discussions with Diverse Others	32.9	41.7 ***	-.59		43.8 ***	-.75	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	12.9	23.8 ***	-.74		27.2 ***	-.93	
	Effective Teaching Practices	35.1	40.7 ***	-.43		42.6 ***	-.55	
<i>Campus Environment</i>	Quality of Interactions	38.8	43.8 ***	-.44		46.1 ***	-.62	
	Supportive Environment	29.9	38.2 ***	-.64		40.0 ***	-.78	

4th-Year Students		MUN Mean	Your 4th-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Theme	Engagement Indicator							
<i>Academic Challenge</i>	Higher-Order Learning	36.3	41.8 ***	-.41		43.3 ***	-.52	
	Reflective and Integrative Learning	35.4	40.0 ***	-.37		42.0 ***	-.54	
	Learning Strategies	34.0	40.7 ***	-.47		42.9 ***	-.62	
	Quantitative Reasoning	25.8	31.1 ***	-.33		33.0 ***	-.45	
<i>Learning with Peers</i>	Collaborative Learning	31.1	35.8 ***	-.34		37.9 ***	-.51	
	Discussions with Diverse Others	32.4	42.3 ***	-.64		44.3 ***	-.78	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.1	29.2 ***	-.65		33.0 ***	-.87	
	Effective Teaching Practices	35.3	41.8 ***	-.48		43.8 ***	-.63	
<i>Campus Environment</i>	Quality of Interactions	36.7	44.8 ***	-.70		46.9 ***	-.84	
	Supportive Environment	25.4	34.8 ***	-.68		37.2 ***	-.86	

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 2016 and 2017 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: 1st-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 = 435)	33.1	13.0	.62	10	25	35	40	60				
Canada	35.7	12.8	.06	15	25	35	45	60	43,252	-2.6	.000	-.207
CDN Comprehensive	35.7	12.7	.11	15	25	35	45	60	14,032	-2.6	.000	-.206
U15 Members	36.1	12.8	.09	15	25	35	45	60	19,032	-3.0	.000	-.231
Top 50%	39.2	13.1	.04	20	30	40	50	60	116,974	-6.1	.000	-.464
Top 10%	41.2	13.3	.09	20	35	40	50	60	21,971	-8.1	.000	-.607
<b>Reflective &amp; Integrative Learning</b>												
MUN (N = 443)	30.2	11.7	.55	11	23	29	37	51				
Canada	33.3	11.5	.05	14	26	34	40	54	44,395	-3.2	.000	-.276
CDN Comprehensive	33.2	11.5	.10	14	26	34	40	54	14,414	-3.1	.000	-.266
U15 Members	33.1	11.5	.08	14	26	31	40	54	19,471	-2.9	.000	-.255
Top 50%	36.6	12.0	.04	17	29	37	46	57	108,860	-6.4	.000	-.536
Top 10%	38.3	12.3	.08	20	29	37	46	60	23,969	-8.1	.000	-.661
<b>Learning Strategies</b>												
MUN (N = 390)	34.3	13.7	.70	13	27	33	47	60				
Canada	35.2	13.6	.07	13	27	33	47	60	39,578	-1.0	.163	-.071
CDN Comprehensive	34.4	13.5	.12	13	27	33	40	60	12,790	-.1	.843	-.010
U15 Members	35.7	13.6	.10	13	27	33	47	60	17,528	-1.4	.041	-.104
Top 50%	39.8	13.7	.05	20	27	40	53	60	90,444	-5.6	.000	-.405
Top 10%	41.9	14.1	.09	20	33	40	53	60	23,212	-7.7	.000	-.546
<b>Quantitative Reasoning</b>												
MUN (N = 430)	20.7	14.7	.71	0	7	20	27	47				
Canada	23.7	14.8	.07	0	13	20	33	47	42,928	-3.0	.000	-.202
CDN Comprehensive	24.1	14.9	.13	0	13	20	33	53	13,900	-3.3	.000	-.224
U15 Members	24.6	14.7	.11	0	13	27	33	47	18,869	-3.8	.000	-.260
Top 50%	28.8	15.2	.04	0	20	27	40	60	126,131	-8.1	.000	-.531
Top 10%	30.4	15.2	.09	7	20	27	40	60	31,022	-9.7	.000	-.636
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
MUN (N = 458)	28.7	14.9	.70	5	20	30	40	55				
Canada	32.7	14.3	.07	10	20	35	40	60	45,306	-4.0	.000	-.281
CDN Comprehensive	32.8	14.2	.12	10	20	35	40	60	14,710	-4.1	.000	-.289
U15 Members	33.6	14.2	.10	10	25	35	45	60	19,833	-4.9	.000	-.342
Top 50%	35.2	13.6	.04	15	25	35	45	60	459	-6.4	.000	-.476
Top 10%	37.1	13.4	.08	15	25	40	45	60	468	-8.3	.000	-.621
<b>Discussions with Diverse Others</b>												
MUN (N = 394)	32.9	16.0	.81	0	20	35	40	60				
Canada	38.0	15.8	.08	10	25	40	50	60	39,703	-5.1	.000	-.326
CDN Comprehensive	39.1	15.6	.14	15	30	40	50	60	12,813	-6.2	.000	-.395
U15 Members	38.8	15.5	.12	15	30	40	50	60	17,595	-5.9	.000	-.381
Top 50%	41.7	14.9	.04	20	30	40	55	60	115,472	-8.8	.000	-.593
Top 10%	43.8	14.5	.09	20	35	45	60	60	27,461	-10.9	.000	-.750



#### Detailed Statistics: 1st-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 = 435)	12.9	12.4	.59	0	5	10	20	35				
Canada	13.0	12.8	.06	0	5	10	20	40	43,613	-.2	.786	-.013
CDN Comprehensive	13.1	13.2	.11	0	0	10	20	40	466	-.2	.690	-.018
U15 Members	13.0	12.9	.09	0	5	10	20	40	19,137	-.1	.858	-.009
Top 50%	23.8	14.7	.05	0	15	20	35	55	442	-11.0	.000	-.744
Top 10%	27.2	15.6	.14	5	15	25	40	60	487	-14.4	.000	-.930
<b>Effective Teaching Practices</b>												
MUN (N = 438)	35.1	13.0	.62	16	24	36	44	60				
Canada	34.6	12.1	.06	16	28	36	40	56	445	.5	.395	.044
CDN Comprehensive	33.7	12.3	.11	15	24	32	40	56	463	1.4	.029	.112
U15 Members	34.1	11.8	.09	16	28	32	40	56	454	1.0	.117	.083
Top 50%	40.7	13.0	.05	20	32	40	52	60	82,244	-5.6	.000	-.428
Top 10%	42.6	13.6	.10	20	36	44	56	60	19,076	-7.5	.000	-.551
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
MUN (N = 306)	38.8	12.5	.71	14	32	40	48	58				
Canada	38.7	13.2	.07	14	30	40	48	60	31,200	.1	.930	.005
CDN Comprehensive	37.4	13.5	.14	12	30	40	48	58	327	1.3	.067	.099
U15 Members	38.4	12.9	.11	14	30	40	48	58	13,697	.3	.649	.026
Top 50%	43.8	11.5	.04	22	38	46	52	60	75,806	-5.0	.000	-.438
Top 10%	46.1	11.7	.10	24	40	48	56	60	13,201	-7.3	.000	-.619
<b>Supportive Environment</b>												
MUN (N = 353)	29.9	12.8	.68	10	23	30	40	53				
Canada	30.6	13.0	.07	10	20	30	40	55	37,585	-.8	.259	-.060
CDN Comprehensive	30.5	13.1	.12	10	20	30	40	55	12,105	-.7	.359	-.050
U15 Members	30.8	12.8	.10	10	23	30	40	55	16,719	-.9	.177	-.073
Top 50%	38.2	13.1	.04	18	30	40	48	60	92,750	-8.4	.000	-.639
Top 10%	40.0	13.0	.09	18	31	40	50	60	22,309	-10.1	.000	-.781

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 SEM) 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: 4th-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 = 432)	36.3	13.3	.64	15	25	35	45	60				
Canada	36.9	13.1	.07	15	30	40	45	60	39,657	-.6	.337	-.046
CDN Comprehensive	36.9	13.2	.12	15	30	40	45	60	12,282	-.7	.308	-.050
U15 Members	36.5	13.0	.09	15	30	35	45	60	19,596	-.2	.712	-.018
Top 50%	41.8	13.5	.04	20	35	40	55	60	111,182	-5.6	.000	-.412
Top 10%	43.3	13.4	.07	20	35	40	55	60	33,173	-7.0	.000	-.519
<b>Reflective &amp; Integrative Learning</b>												
MUN (N = 444)	35.4	11.6	.55	17	29	34	43	57				
Canada	36.1	11.9	.06	17	29	37	43	57	40,495	-.7	.216	-.059
CDN Comprehensive	36.0	12.2	.11	17	29	37	43	57	12,564	-.6	.320	-.048
U15 Members	35.5	11.9	.09	17	26	34	43	57	19,970	.0	.937	-.004
Top 50%	40.0	12.3	.04	20	31	40	49	60	114,572	-4.6	.000	-.371
Top 10%	42.0	12.2	.08	20	34	43	51	60	461	-6.6	.000	-.537
<b>Learning Strategies</b>												
MUN (N = 386)	34.0	13.5	.69	13	27	33	40	60				
Canada	34.5	14.1	.07	13	27	33	47	60	36,742	-.5	.489	-.035
CDN Comprehensive	34.1	14.0	.13	13	27	33	40	60	11,325	-.1	.909	-.006
U15 Members	34.5	14.0	.10	13	27	33	40	60	18,252	-.5	.448	-.039
Top 50%	40.7	14.4	.04	20	33	40	53	60	134,199	-6.8	.000	-.470
Top 10%	42.9	14.3	.07	20	33	40	60	60	394	-8.9	.000	-.625
<b>Quantitative Reasoning</b>												
MUN (N = 431)	25.8	15.5	.75	0	13	27	33	53				
Canada	26.5	15.7	.08	0	13	27	40	53	39,351	-.7	.355	-.045
CDN Comprehensive	26.6	15.9	.15	0	13	27	40	53	12,167	-.8	.328	-.048
U15 Members	27.1	15.6	.11	0	20	27	40	53	19,423	-1.3	.084	-.084
Top 50%	31.1	16.2	.04	0	20	33	40	60	433	-5.3	.000	-.330
Top 10%	33.0	15.9	.08	7	20	33	40	60	37,690	-7.2	.000	-.451
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
MUN (N = 452)	31.1	15.5	.73	5	20	30	40	55				
Canada	33.1	14.1	.07	10	25	35	40	60	459	-2.1	.005	-.147
CDN Comprehensive	33.1	13.8	.12	10	25	35	40	60	478	-2.0	.006	-.147
U15 Members	33.2	14.2	.10	10	25	35	45	60	469	-2.2	.003	-.153
Top 50%	35.8	13.8	.03	15	25	35	45	60	453	-4.7	.000	-.345
Top 10%	37.9	13.4	.08	15	30	40	50	60	461	-6.8	.000	-.508
<b>Discussions with Diverse Others</b>												
MUN (N = 390)	32.4	14.6	.74	10	20	30	40	60				
Canada	39.1	15.3	.08	15	30	40	50	60	36,855	-6.7	.000	-.437
CDN Comprehensive	39.9	15.3	.15	15	30	40	55	60	11,338	-7.5	.000	-.490
U15 Members	39.5	14.9	.11	15	30	40	50	60	18,294	-7.2	.000	-.479
Top 50%	42.3	15.6	.04	15	30	40	60	60	391	-9.9	.000	-.638
Top 10%	44.3	15.3	.08	20	35	45	60	60	398	-11.9	.000	-.778

#### Detailed Statistics: 4th-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 = 439)	19.1	14.7	.70	0	10	15	30	45				
Canada	18.2	14.2	.07	0	5	15	25	45	39,909	.9	.180	.064
CDN Comprehensive	18.1	14.3	.13	0	5	15	25	45	12,367	1.0	.154	.069
U15 Members	17.5	13.9	.10	0	5	15	25	45	456	1.6	.024	.115
Top 50%	29.2	15.7	.06	5	20	30	40	60	444	-10.1	.000	-.646
Top 10%	33.0	16.0	.16	10	20	30	45	60	482	-13.9	.000	-.872
<b>Effective Teaching Practices</b>												
MUN (N = 436)	35.3	13.3	.64	12	28	36	44	56				
Canada	34.9	12.4	.06	16	28	36	44	56	443	.4	.555	.031
CDN Comprehensive	34.7	12.6	.12	16	28	36	44	56	12,354	.6	.319	.049
U15 Members	34.4	12.0	.09	16	28	36	40	56	451	.9	.158	.076
Top 50%	41.8	13.5	.04	20	32	40	52	60	97,132	-6.5	.000	-.478
Top 10%	43.8	13.4	.10	20	36	44	56	60	19,663	-8.5	.000	-.635
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
MUN (N = 332)	36.7	11.8	.65	14	30	38	44	56				
Canada	38.8	12.2	.07	16	32	40	48	58	31,881	-2.1	.002	-.170
CDN Comprehensive	38.2	12.4	.13	15	30	40	48	58	9,881	-1.5	.029	-.122
U15 Members	38.0	12.1	.10	16	30	40	46	56	15,843	-1.3	.053	-.108
Top 50%	44.8	11.6	.04	23	38	46	54	60	92,350	-8.1	.000	-.696
Top 10%	46.9	12.1	.08	23	40	50	58	60	25,704	-10.2	.000	-.842
<b>Supportive Environment</b>												
MUN (N = 372)	25.4	12.8	.66	8	18	25	33	48				
Canada	27.2	12.7	.07	8	18	28	35	50	35,448	-1.7	.010	-.134
CDN Comprehensive	27.2	13.0	.13	8	18	28	37	50	10,912	-1.8	.008	-.139
U15 Members	26.6	12.4	.09	8	18	25	35	48	17,685	-1.2	.074	-.094
Top 50%	34.8	13.7	.04	13	25	35	45	60	374	-9.3	.000	-.680
Top 10%	37.2	13.6	.10	13	28	38	48	60	20,234	-11.7	.000	-.862

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 SEM) 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.