NSSE 2022
Engagement Indicators
University of Mount Union

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. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
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

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 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19) — Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (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**

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment, 13* (Summer/Fall), pp. 22-38.

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.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peers	Your first-year students compared with Ohio Public	Your first-year students compared with 1000-2500 private
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	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Peers	Your seniors compared with Ohio Public	Your seniors compared with 1000-2500 private
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	--	△	--

NSSE 2022 Engagement Indicators

Academic Challenge
University of Mount Union

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

| | Mount Union | Your first-year students compared with | | | | | |
| | | Peers | | Ohio Public | | 1000-2500 private | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	34.6	38.3	-.28	37.1	-.19	38.4	-.29
Reflective & Integrative Learning	33.1	36.3	-.27	34.6	-.13	36.0	-.25
Learning Strategies	32.9	37.4	-.34	36.9	-.29	38.1	-.39
Quantitative Reasoning	23.5	29.3	-.40	28.6	-.35	28.5	-.33

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
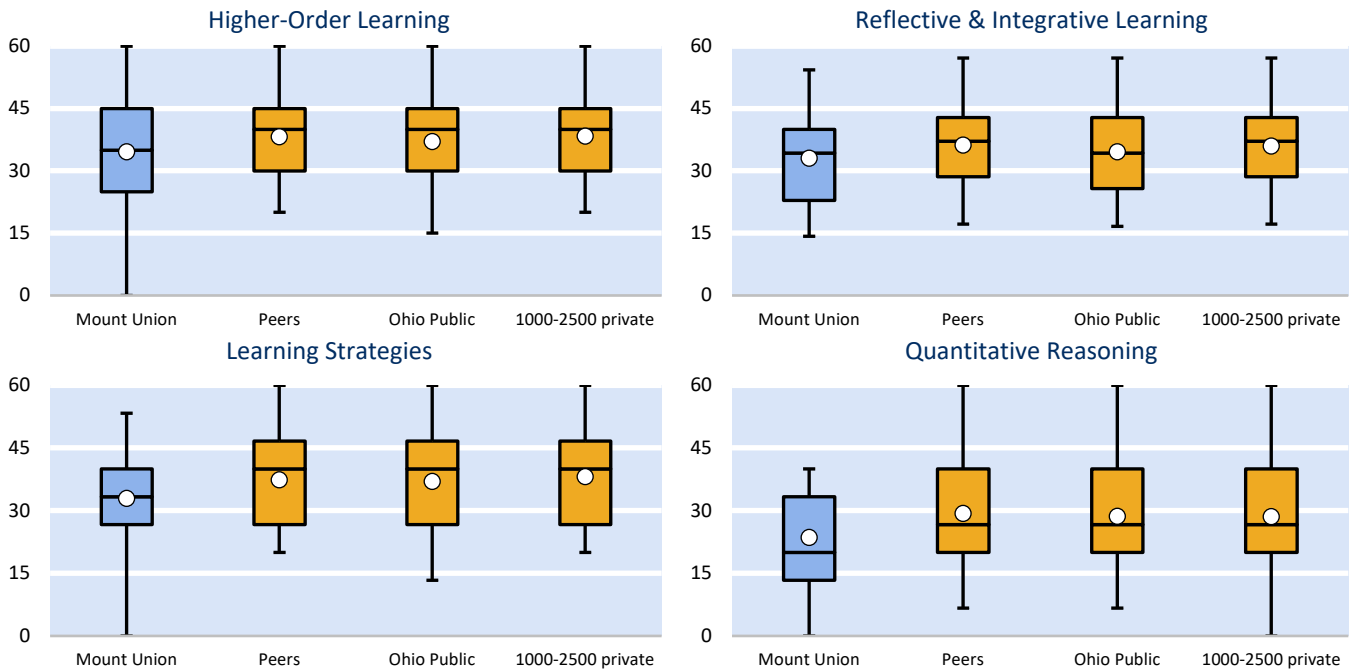
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Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Mount Union %	Percentage point difference [a] between your FY students and		
		Peers	Ohio Public	1000-2500 private
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
4b. Applying facts, theories, or methods to practical problems or new situations	68	-4	-3	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	57	-12	-10	-13
4d. Evaluating a point of view, decision, or information source	61	-9	-3	-9
4e. Forming a new idea or understanding from various pieces of information	74	+6	+8	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	37	-20	-12	-17
2b. Connected your learning to societal problems or issues	40	-16	-10	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	39	-18	-12	-18
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	-6	-4	-7
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	60	-12	-9	-11
2f. Learned something that changed the way you understand an issue or concept	67	+3	+2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+6	+8	+6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	62	-13	-10	-14
9b. Reviewed your notes after class	65	+2	+4	+1
9c. Summarized what you learned in class or from course materials	60	-2	-1	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	43	-9	-10	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	30	-12	-12	-12
6c. Evaluated what others have concluded from numerical information	27	-14	-14	-14

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

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

Academic Challenge: Seniors

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

Mean Comparisons

| | Mount Union | Your seniors compared with | | | | | |
| | | Peers | | Ohio Public | | 1000-2500 private | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	40.7	.06	39.1	.17	41.2	.03
Reflective & Integrative Learning	38.1	39.7	-.13	37.5	.04	39.8	-.14
Learning Strategies	39.1	38.1	.07	37.4	.11	38.8	.02
Quantitative Reasoning	32.1	31.9	.01	30.8	.08	30.7	.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
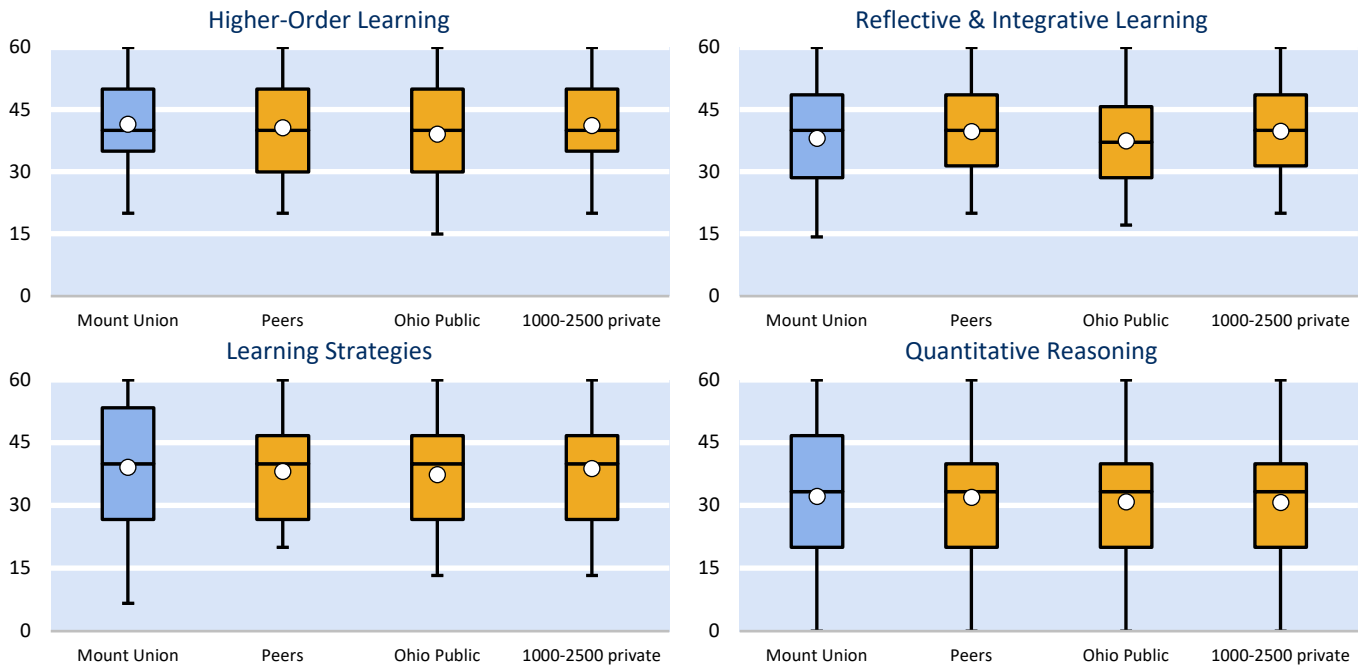
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Mount Union	Percentage point difference [a] between your seniors and		
		Peers	Ohio Public	1000-2500 private
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	+0	+1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-4	-1	-5
4d. Evaluating a point of view, decision, or information source	83	+10	+17	+8
4e. Forming a new idea or understanding from various pieces of information	83	+10	+13	+7
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	76	+4	+8	+5
2b. Connected your learning to societal problems or issues	67	-2	+9	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-9	-0	-9
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-10	-5	-11
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-0	+3	-1
2f. Learned something that changed the way you understand an issue or concept	64	-6	-5	-9
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-6	-2	-5
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	81	+3	+9	+3
9b. Reviewed your notes after class	66	+8	+5	+4
9c. Summarized what you learned in class or from course materials	62	-1	-1	-5
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	58	-1	+3	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+1	+4	+3
6c. Evaluated what others have concluded from numerical information	47	-3	-0	-0

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

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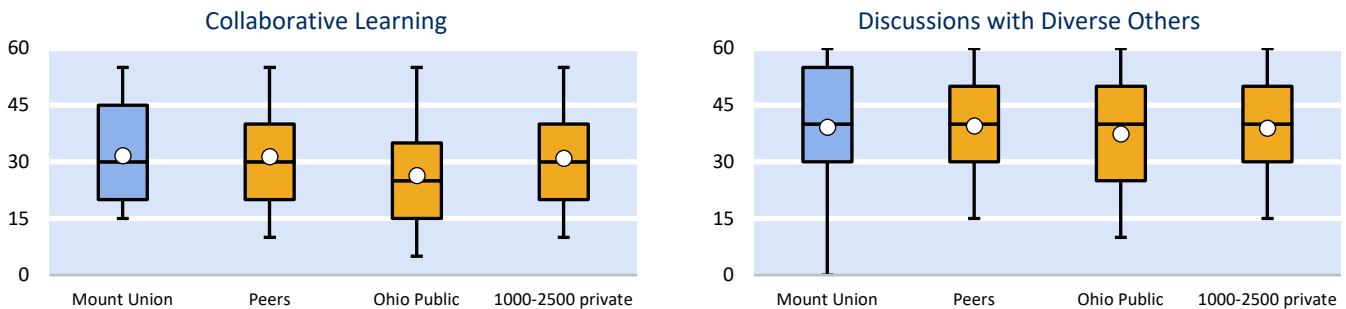
Learning with Peers: First-year students

Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares 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

| | Mount Union | Your first-year students compared with | | | | | |
| | | Peers | | Ohio Public | | 1000-2500 private | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.6	31.3	.02	26.4 *	.36	30.9	.05
Discussions with Diverse Others	39.2	39.5	-.02	37.3	.12	38.9	.02

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

Score Distributions

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Performance on Indicator Items

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| | | Percentage point difference [a] between your FY students and | | |
Collaborative Learning	Mount Union	Peers	Ohio Public	1000-2500 private
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	46	-1	+7	-1
1c. Explained course material to one or more students	50	-2	+7	-1
1d. Prepared for exams by discussing or working through course material with other students	42	-2	+11	-2
1e. Worked with other students on course projects or assignments	53	-5	+10	-1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	+1	+5	+0
8b. People from an economic background other than your own	60	-13	-5	-11
8c. People with religious beliefs other than your own	62	-5	-2	-3
8d. People with political views other than your own	78	+13	+17	+16

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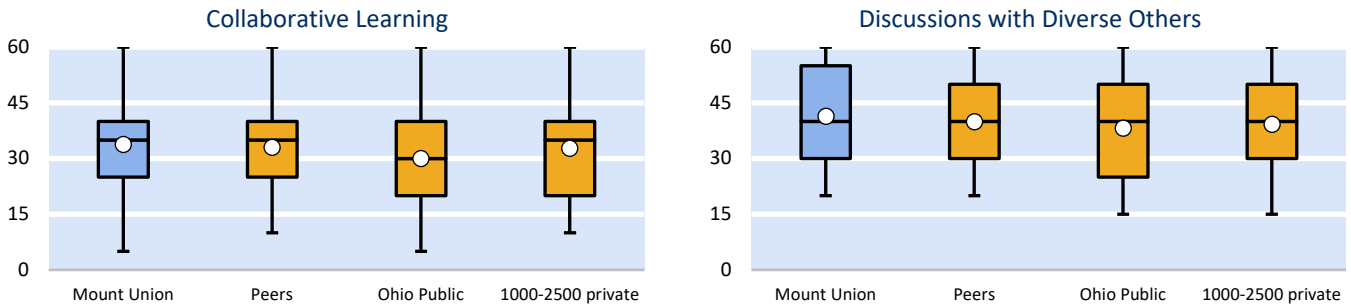
Learning with Peers: Seniors

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Mean Comparisons

| | Mount Union | Your seniors compared with | | | | | |
| | | Peers | | Ohio Public | | 1000-2500 private | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	33.1	.06	30.0 *	.25	32.8	.07
Discussions with Diverse Others	41.5	40.0	.10	38.3	.20	39.3	.14

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

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Performance on Indicator Items

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| | Mount Union | Percentage point difference [a] between your seniors and | | |
Collaborative Learning		Peers	Ohio Public	1000-2500 private
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	31	-10	-10	-12
1c. Explained course material to one or more students	68	+6	+17	+9
1d. Prepared for exams by discussing or working through course material with other students	51	+4	+15	+4
1e. Worked with other students on course projects or assignments	75	+6	+14	+11

Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	76	+7	+10	+7
8b. People from an economic background other than your own	80	+7	+12	+8
8c. People with religious beliefs other than your own	71	+2	+7	+6
8d. People with political views other than your own	76	+11	+15	+13

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NSSE 2022 Engagement Indicators
Experiences with Faculty
University of Mount Union

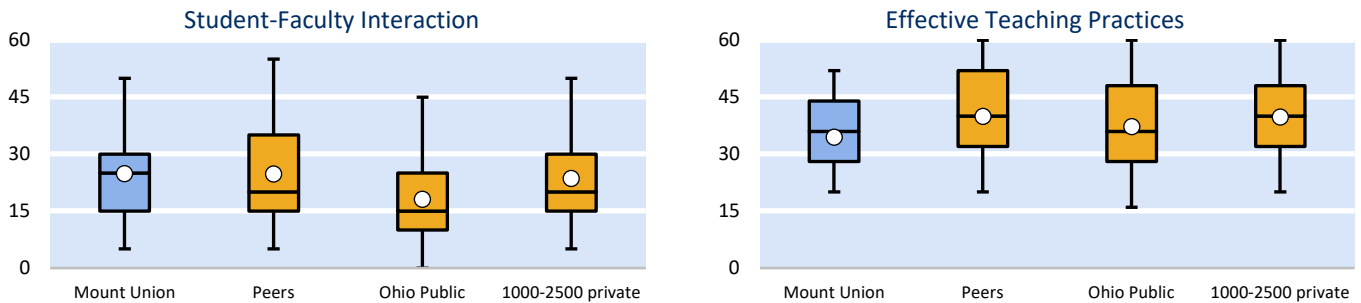## Experiences with Faculty: First-year students

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

| | Mount Union | Your first-year students compared with | | | | | |
| | | Peers | | Ohio Public | | 1000-2500 private | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.8	24.7	.01	18.1 **	.49	23.5	.09
Effective Teaching Practices	34.4	39.9 *	-.43	37.2	-.21	39.7 *	-.41

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| | Mount Union | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Peers	Ohio Public	1000-2500 private
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	40	-4	+9	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18	-7	+3	-5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	-0	+12	+3
3d. Discussed your academic performance with a faculty member	39	+2	+16	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	72	-8	-4	-7
5b. Taught course sessions in an organized way	72	-5	+0	-4
5c. Used examples or illustrations to explain difficult points	72	-3	+0	-3
5d. Provided feedback on a draft or work in progress	65	-4	+4	-4
5e. Provided prompt and detailed feedback on tests or completed assignments	43	-23	-12	-22

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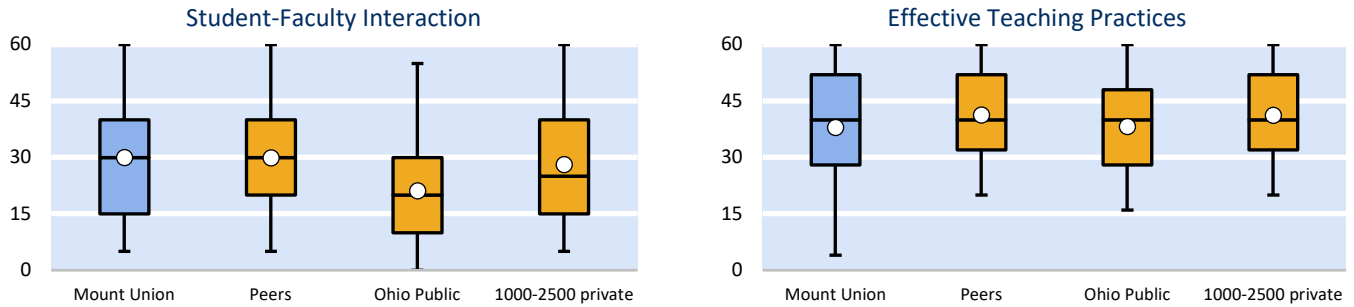
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Mean Comparisons

| | Mount Union | Peers | | Ohio Public | | 1000-2500 private | |
| | | | | *Your seniors compared with* | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.9	29.8	.01	21.1 ***	.56	28.0	.12
Effective Teaching Practices	37.9	41.2	-.24	38.1	-.02	41.1	-.24

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

Student-Faculty Interaction

Effective Teaching Practices

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Performance on Indicator Items

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3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	-3	+16	+2
3d. Discussed your academic performance with a faculty member	42	-1	+15	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	72	-8	-5	-9
5b. Taught course sessions in an organized way	62	-17	-13	-17
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5e. Provided prompt and detailed feedback on tests or completed assignments	63	-6	+5	-6

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NSSE 2022 Engagement Indicators

Campus Environment
University of Mount Union

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

	Mount Union	Peers		Ohio Public		1000-2500 private	
			Your first-year students compared with				
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	40.7	44.4	-.35	41.5	-.06	44.0	-.29
Supportive Environment	36.1	35.2	.07	32.2	.29	35.6	.04

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	Mount Union	Peers	Ohio Public	1000-2500 private
			Percentage point difference [a] between your FY students and	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	42	-10	-6	-10
13b. Academic advisors	48	-13	-5	-11
13c. Faculty	41	-16	-6	-16
13d. Student services staff (career services, student activities, housing, etc.)	35	-15	-8	-15
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-21	-11	-19
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	85	+11	+17	+11
14c. Using learning support services (tutoring services, writing center, etc.)	85	+11	+18	+10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	-3	-0	-4
14e. Providing opportunities to be involved socially	66	-7	+3	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-1	+1	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	+5	+9	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	+12	+23	+11
14i. Attending events that address important social, economic, or political issues	55	+5	+17	+4

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

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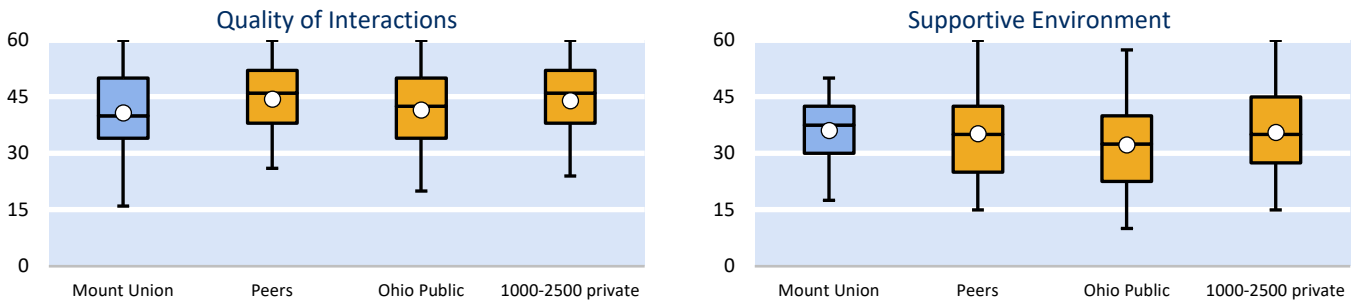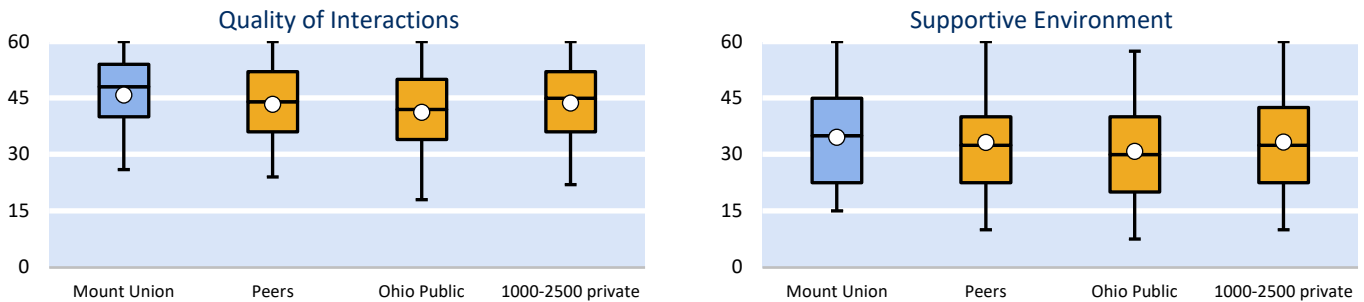
Campus Environment: Seniors

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

Mean Comparisons

	Mount Union	Your seniors compared with					
		Peers		Ohio Public		1000-2500 private	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	43.4	.22	41.3 **	.37	43.7	.18
Supportive Environment	34.7	33.3	.10	30.9 *	.27	33.4	.09

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

Score Distributions

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

Performance on Indicator Items

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

Quality of Interactions	Mount Union	Percentage point difference [a] between your seniors and		
		Peers	Ohio Public	1000-2500 private
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	+5	+4	+1
13b. Academic advisors	74	+11	+27	+13
13c. Faculty	58	-5	+6	-3
13d. Student services staff (career services, student activities, housing, etc.)	59	+20	+18	+16
13e. Other administrative staff and offices (registrar, financial aid, etc.)	57	+16	+17	+13
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	71	+1	+8	-0
14c. Using learning support services (tutoring services, writing center, etc.)	70	+3	+11	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-7	-4	-10
14e. Providing opportunities to be involved socially	69	-1	+6	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+8	+7	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-1	+4	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	67	+5	+13	+9
14i. Attending events that address important social, economic, or political issues	53	+7	+16	+6

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students

| | | Mount Union | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	34.6	39.2	-.35		42.1 **	-.57	
	Reflective and Integrative Learning	33.1	36.9	-.32		39.2 **	-.52	
	Learning Strategies	32.9	39.6 *	-.47		42.9 ***	-.70	
	Quantitative Reasoning	23.5	30.2 *	-.43		33.3 **	-.63	
Learning with Peers	Collaborative Learning	31.6	31.8	-.02	✓	35.4	-.29	
	Discussions with Diverse Others	39.2	39.8	-.04	✓	42.6	-.24	
Experiences with Faculty	Student-Faculty Interaction	24.8	24.3	.03	✓	27.8	-.20	
	Effective Teaching Practices	34.4	40.3 *	-.42		43.3 ***	-.65	
Campus Environment	Quality of Interactions	40.7	45.1	-.37		48.2 **	-.60	
	Supportive Environment	36.1	35.9	.01	✓	39.1	-.22	

Seniors

| | | Mount Union | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	41.5	41.9	-.03	✓	44.2	-.21	
	Reflective and Integrative Learning	38.1	40.3	-.17		42.7 **	-.39	
	Learning Strategies	39.1	41.1	-.14		43.4 *	-.31	
	Quantitative Reasoning	32.1	32.4	-.02	✓	35.3	-.20	
Learning with Peers	Collaborative Learning	33.9	34.0	-.01	✓	37.9 *	-.29	
	Discussions with Diverse Others	41.5	40.4	.07	✓	43.2	-.12	
Experiences with Faculty	Student-Faculty Interaction	29.9	28.8	.07	✓	33.2	-.21	
	Effective Teaching Practices	37.9	41.9	-.29		44.5 **	-.48	
Campus Environment	Quality of Interactions	45.8	45.6	.02	✓	48.0	-.17	
	Supportive Environment	34.7	34.3	.03	✓	37.4	-.19	

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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 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 positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Mount Union (N = 29)	34.6	17.0	3.15	0	25	35	45	60				
Peers	38.3	12.8	.53	20	30	40	45	60	610	-3.7	.140	-.281
Ohio Public	37.1	13.1	.25	15	30	40	45	60	2,748	-2.5	.318	-.186
1000-2500 private	38.4	12.9	.22	20	30	40	45	60	3,574	-3.8	.115	-.294
Top 50%	39.2	13.3	.07	20	30	40	50	60	39,028	-4.6	.061	-.348
Top 10%	42.1	13.0	.20	20	35	40	55	60	4,319	-7.4	.002	-.569
Reflective & Integrative Learning												
Mount Union (N = 32)	33.1	11.6	2.04	14	23	34	40	54				
Peers	36.3	11.7	.47	17	29	37	43	57	657	-3.2	.128	-.274
Ohio Public	34.6	12.0	.22	17	26	34	43	57	3,031	-1.5	.463	-.130
1000-2500 private	36.0	11.7	.19	17	29	37	43	57	3,861	-2.9	.153	-.252
Top 50%	36.9	12.1	.06	17	29	37	46	60	39,124	-3.8	.071	-.317
Top 10%	39.2	11.8	.16	20	31	40	49	60	5,351	-6.1	.003	-.520
Learning Strategies												
Mount Union (N = 24)	32.9	14.2	2.92	0	27	33	40	53				
Peers	37.4	13.2	.57	20	27	40	47	60	569	-4.5	.111	-.335
Ohio Public	36.9	13.8	.28	13	27	40	47	60	2,544	-4.0	.161	-.289
1000-2500 private	38.1	13.5	.23	20	27	40	47	60	3,333	-5.2	.060	-.388
Top 50%	39.6	14.1	.07	20	27	40	53	60	35,576	-6.6	.022	-.471
Top 10%	42.9	14.3	.18	20	33	40	60	60	6,509	-10.0	.001	-.697
Quantitative Reasoning												
Mount Union (N = 25)	23.5	13.9	2.79	0	13	20	33	40				
Peers	29.3	14.7	.62	7	20	27	40	60	583	-5.8	.054	-.396
Ohio Public	28.6	14.7	.29	7	20	27	40	60	2,572	-5.1	.085	-.347
1000-2500 private	28.5	15.3	.26	0	20	27	40	60	3,385	-5.0	.103	-.328
Top 50%	30.2	15.3	.08	7	20	27	40	60	41,111	-6.6	.031	-.432
Top 10%	33.3	15.5	.21	7	20	33	40	60	5,334	-9.7	.002	-.628
Learning with Peers												
Collaborative Learning												
Mount Union (N = 40)	31.6	13.2	2.09	15	20	30	45	55				
Peers	31.3	13.4	.52	10	20	30	40	55	712	.2	.918	.017
Ohio Public	26.4	14.5	.25	5	15	25	35	55	3,341	5.2	.024	.358
1000-2500 private	30.9	13.8	.22	10	20	30	40	55	4,158	.7	.757	.049
Top 50%	31.8	13.9	.07	10	20	30	40	60	36,141	-.3	.898	-.020
Top 10%	35.4	13.5	.17	15	25	35	45	60	6,645	-3.9	.070	-.287
Discussions with Diverse Others												
Mount Union (N = 25)	39.2	16.1	3.23	0	30	40	55	60				
Peers	39.5	14.5	.61	15	30	40	50	60	578	-.3	.914	-.022
Ohio Public	37.3	15.7	.31	10	25	40	50	60	2,559	1.8	.560	.117
1000-2500 private	38.9	14.9	.26	15	30	40	50	60	3,363	.3	.920	.020
Top 50%	39.8	15.1	.08	15	30	40	55	60	32,777	-.7	.823	-.045
Top 10%	42.6	14.2	.22	20	35	40	55	60	4,271	-3.4	.231	-.241

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Mount Union (N = 30)	24.8	12.6	2.29	5	15	25	30	50				
Peers	24.7	14.1	.58	5	15	20	35	55	629	.1	.966	.008
Ohio Public	18.1	13.8	.26	0	10	15	25	45	2,876	6.7	.008	.486
1000-2500 private	23.5	14.4	.24	5	15	20	30	50	3,692	1.2	.636	.086
Top 50%	24.3	15.1	.11	5	15	20	35	55	19,820	.4	.873	.029
Top 10%	27.8	15.3	.26	5	15	25	40	60	3,389	-3.1	.274	-.199
Effective Teaching Practices												
Mount Union (N = 28)	34.4	12.4	2.35	20	28	36	44	52				
Peers	39.9	12.7	.53	20	32	40	52	60	609	-5.5	.027	-.430
Ohio Public	37.2	13.0	.25	16	28	36	48	60	2,737	-2.8	.268	-.211
1000-2500 private	39.7	12.9	.22	20	32	40	48	60	3,565	-5.3	.031	-.412
Top 50%	40.3	13.8	.08	16	32	40	52	60	27,262	-5.9	.025	-.424
Top 10%	43.3	13.7	.21	20	36	44	56	60	4,294	-8.9	.001	-.649
Campus Environment												
Quality of Interactions												
Mount Union (N = 20)	40.7	11.5	2.55	16	34	40	50	60				
Peers	44.4	10.5	.46	26	38	46	52	60	542	-3.7	.122	-.350
Ohio Public	41.5	12.1	.26	20	34	43	50	60	2,272	-.8	.779	-.062
1000-2500 private	44.0	11.2	.20	24	38	46	52	60	3,172	-3.3	.189	-.292
Top 50%	45.1	11.9	.08	22	38	48	54	60	21,825	-4.4	.098	-.367
Top 10%	48.2	12.5	.19	23	42	50	60	60	4,212	-7.4	.007	-.598
Supportive Environment												
Mount Union (N = 23)	36.1	9.4	1.96	18	30	38	43	50				
Peers	35.2	12.9	.56	15	25	35	43	60	552	.9	.735	.072
Ohio Public	32.2	13.7	.28	10	23	33	40	58	23	3.9	.062	.285
1000-2500 private	35.6	13.2	.23	15	28	35	45	60	3,237	.6	.842	.042
Top 50%	35.9	13.6	.09	13	26	38	45	60	22	.2	.923	.014
Top 10%	39.1	13.3	.25	18	30	40	50	60	23	-3.0	.147	-.224

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

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

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

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

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

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

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

NSSE 2022 Engagement Indicators

Detailed Statistics[a]
University of Mount Union

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Mount Union (N = 60)	41.5	13.3	1.73	20	35	40	50	60				
Peers	40.7	13.2	.48	20	30	40	50	60	811	.8	.647	.062
Ohio Public	39.1	13.8	.19	15	30	40	50	60	5,219	2.4	.187	.172
1000-2500 private	41.2	13.3	.19	20	35	40	50	60	4,904	.3	.847	.025
Top 50%	41.9	13.7	.06	20	35	40	55	60	52,276	-.4	.829	-.028
Top 10%	44.2	13.1	.19	20	35	45	60	60	4,876	-2.7	.110	-.208
Reflective & Integrative Learning												
Mount Union (N = 66)	38.1	13.7	1.69	14	29	40	49	60				
Peers	39.7	12.4	.44	20	31	40	49	60	865	-1.6	.317	-.128
Ohio Public	37.5	13.0	.17	17	29	37	46	60	5,634	.6	.720	.044
1000-2500 private	39.8	12.3	.17	20	31	40	49	60	5,217	-1.7	.269	-.137
Top 50%	40.3	12.5	.06	20	31	40	50	60	47,509	-2.2	.160	-.173
Top 10%	42.7	11.7	.17	23	34	43	51	60	4,578	-4.6	.002	-.394
Learning Strategies												
Mount Union (N = 55)	39.1	15.6	2.10	7	27	40	53	60				
Peers	38.1	14.0	.52	20	27	40	47	60	766	1.0	.608	.072
Ohio Public	37.4	15.1	.22	13	27	40	47	60	4,881	1.7	.398	.114
1000-2500 private	38.8	14.1	.21	13	27	40	47	60	4,619	.3	.877	.021
Top 50%	41.1	14.6	.06	20	33	40	53	60	56,984	-2.0	.308	-.137
Top 10%	43.4	14.2	.14	20	33	40	60	60	9,666	-4.4	.023	-.307
Quantitative Reasoning												
Mount Union (N = 55)	32.1	19.6	2.64	0	20	33	47	60				
Peers	31.9	16.2	.61	0	20	33	40	60	60	.2	.942	.012
Ohio Public	30.8	16.3	.23	0	20	33	40	60	55	1.3	.627	.079
1000-2500 private	30.7	16.4	.24	0	20	33	40	60	55	1.4	.593	.086
Top 50%	32.4	16.5	.07	7	20	33	40	60	54	-.3	.898	-.021
Top 10%	35.3	16.0	.19	7	20	33	47	60	55	-3.2	.227	-.202
Learning with Peers												
Collaborative Learning												
Mount Union (N = 70)	33.9	14.2	1.70	5	25	35	40	60				
Peers	33.1	13.9	.48	10	25	35	40	60	907	.8	.641	.058
Ohio Public	30.0	15.3	.20	5	20	30	40	60	6,045	3.8	.036	.252
1000-2500 private	32.8	14.6	.20	10	20	35	40	60	5,457	1.1	.543	.073
Top 50%	34.0	14.6	.07	10	25	35	45	60	49,992	-.1	.938	-.009
Top 10%	37.9	13.7	.17	15	30	40	50	60	6,501	-4.0	.016	-.291
Discussions with Diverse Others												
Mount Union (N = 54)	41.5	14.9	2.04	20	30	40	55	60				
Peers	40.0	14.5	.54	20	30	40	50	60	764	1.4	.489	.098
Ohio Public	38.3	15.7	.23	15	25	40	50	60	4,875	3.2	.141	.202
1000-2500 private	39.3	15.0	.22	15	30	40	50	60	4,657	2.2	.291	.145
Top 50%	40.4	15.9	.07	15	30	40	55	60	57,048	1.1	.625	.067
Top 10%	43.2	15.1	.20	20	35	45	60	60	5,717	-1.8	.391	-.118

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SE[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Mount Union (N = 63)	29.9	16.7	2.11	5	15	30	40	60				
Peers	29.8	15.4	.55	5	20	30	40	60	834	.1	.969	.005
Ohio Public	21.1	15.8	.22	0	10	20	30	55	5,402	8.8	.000	.559
1000-2500 private	28.0	15.8	.22	5	15	25	40	60	5,032	1.9	.345	.120
Top 50%	28.8	16.2	.10	5	15	25	40	60	24,713	1.2	.571	.072
Top 10%	33.2	16.1	.29	10	20	35	45	60	3,210	-3.3	.107	-.205
Effective Teaching Practices												
Mount Union (N = 58)	37.9	16.9	2.21	4	28	40	52	60				
Peers	41.2	13.3	.49	20	32	40	52	60	63	-3.3	.148	-.245
Ohio Public	38.1	14.1	.20	16	28	40	48	60	58	-.2	.913	-.017
1000-2500 private	41.1	13.6	.20	20	32	40	52	60	58	-3.2	.152	-.236
Top 50%	41.9	14.1	.07	16	32	40	56	60	57	-4.0	.074	-.287
Top 10%	44.5	13.6	.17	20	36	44	56	60	58	-6.6	.004	-.483
Campus Environment												
Quality of Interactions												
Mount Union (N = 52)	45.8	10.4	1.44	26	40	48	54	60				
Peers	43.4	10.8	.41	24	36	44	52	60	734	2.4	.125	.221
Ohio Public	41.3	12.3	.19	18	34	42	50	60	4,375	4.6	.008	.371
1000-2500 private	43.7	11.6	.17	22	36	45	52	60	4,436	2.1	.187	.184
Top 50%	45.6	12.3	.06	22	38	48	56	60	44,015	.2	.905	.017
Top 10%	48.0	12.5	.11	22	40	50	60	60	13,186	-2.2	.213	-.173
Supportive Environment												
Mount Union (N = 53)	34.7	14.7	2.02	15	23	35	45	60				
Peers	33.3	13.5	.51	10	23	33	40	60	749	1.4	.488	.099
Ohio Public	30.9	13.9	.20	8	20	30	40	58	4,742	3.8	.049	.273
1000-2500 private	33.4	13.8	.21	10	23	33	43	60	4,535	1.3	.505	.093
Top 50%	34.3	14.7	.07	10	23	35	45	60	40,843	.4	.841	.028
Top 10%	37.4	14.5	.23	13	28	38	48	60	4,112	-2.8	.170	-.190

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

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

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

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

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

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

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