



NSSE 2019

Engagement Indicators

Marymount University

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 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)

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

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Engagement Indicators: Overview

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

Use the following key:

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

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Catholic C&U	Your first-year students compared with Carnegie Class	Your first-year students compared with Carnegie Doctoral
<i>Academic Challenge</i>	Higher-Order Learning	--		--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--		--
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

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

Academic Challenge: First-year students

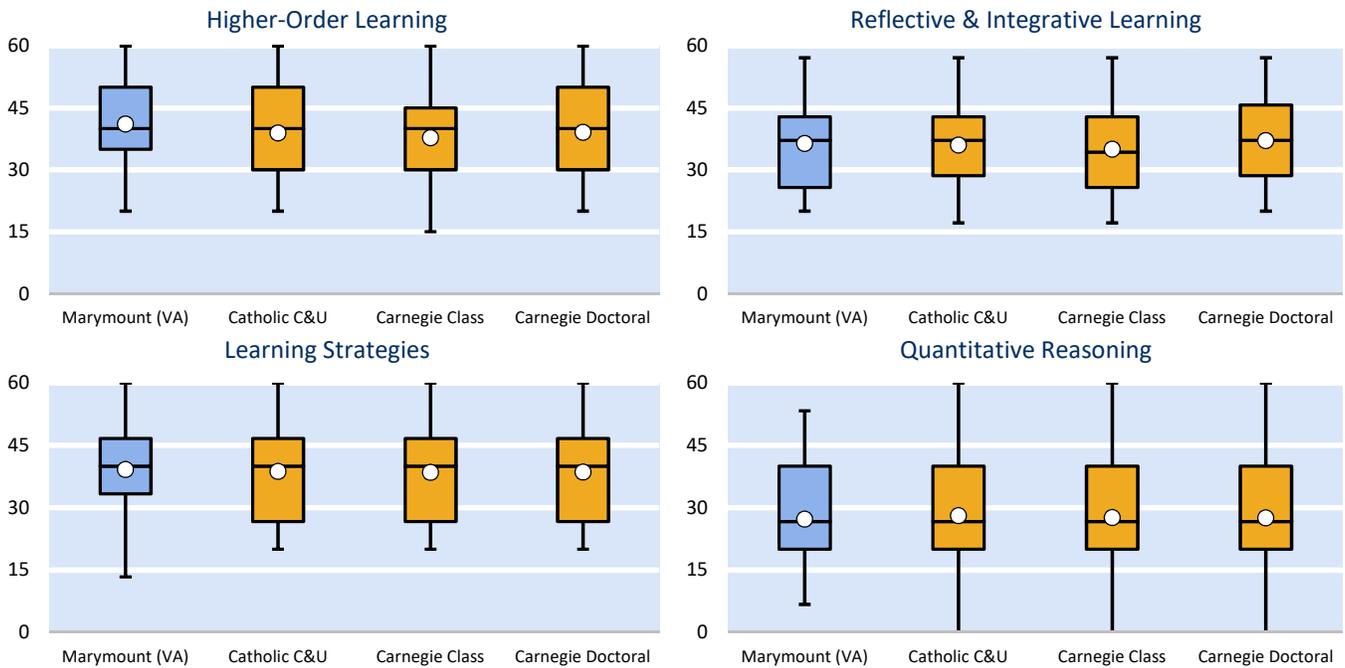
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
		Catholic C&U		Carnegie Class		Carnegie Doctoral	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.1	39.0	.16	37.8 **	.25	39.1	.16
Reflective & Integrative Learning	36.4	36.0	.03	35.0	.11	37.1	-.06
Learning Strategies	39.2	38.7	.04	38.5	.05	38.6	.05
Quantitative Reasoning	27.2	28.1	-.06	27.6	-.03	27.6	-.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



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

Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

	Marymount (VA)	Percentage point difference ^a between your FY students and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+3	+5	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+8	+12	+8
4d. Evaluating a point of view, decision, or information source	76	+3	+6	+4
4e. Forming a new idea or understanding from various pieces of information	72	+2	+4	+1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58	+5	+7	+4
2b. Connected your learning to societal problems or issues	51	-4	-1	-8
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+3	+9	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+2	+3	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+6	+7	+4
2f. Learned something that changed the way you understand an issue or concept	60	-8	-7	-11
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+1	+3	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+2	+4	-0
9b. Reviewed your notes after class	74	+7	+6	+9
9c. Summarized what you learned in class or from course materials	65	-0	+0	+2
Quantitative Reasoning				
<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.)	51	-1	-1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-1	+0	+1
6c. Evaluated what others have concluded from numerical information	37	-3	-1	-2

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: Seniors

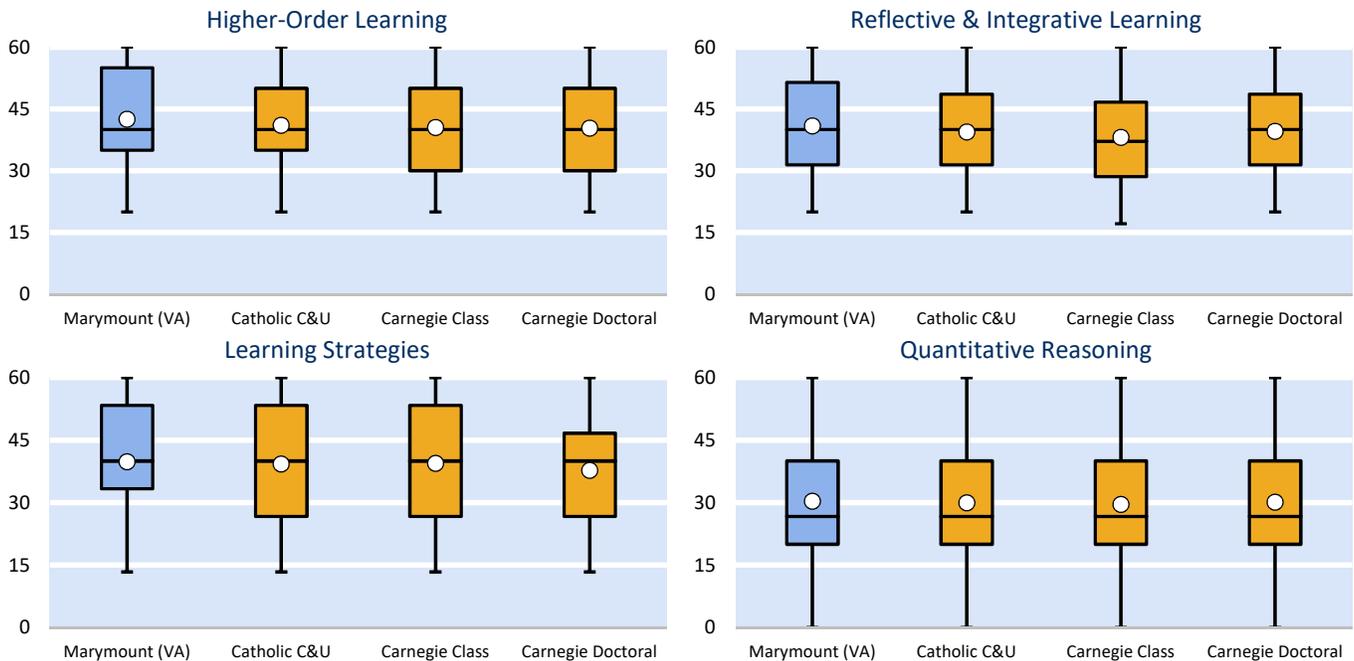
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Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		Carnegie Doctoral	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.5	41.1	.11	40.5	.15	40.3 *	.16
Reflective & Integrative Learning	40.9	39.4	.12	38.1 **	.22	39.6	.11
Learning Strategies	39.8	39.2	.04	39.4	.03	37.7	.14
Quantitative Reasoning	30.3	29.9	.02	29.6	.04	30.1	.01

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

Score Distributions



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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.

Higher-Order Learning	Marymount (VA)	Percentage point difference ^a between your seniors and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
<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	78	-1	+0	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	80	+3	+4	+4
4d. Evaluating a point of view, decision, or information source	82	+6	+8	+9
4e. Forming a new idea or understanding from various pieces of information	76	+2	+3	+4
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	72	+1	+5	+2
2b. Connected your learning to societal problems or issues	66	+0	+4	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+0	+7	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	-1	+2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	80	+4	+7	+4
2f. Learned something that changed the way you understand an issue or concept	71	-1	+0	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	88	+4	+4	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	-0	+1	+1
9b. Reviewed your notes after class	63	-0	-2	+6
9c. Summarized what you learned in class or from course materials	68	+2	+1	+7
Quantitative Reasoning				
<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	-6	-6	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+5	+6	+6
6c. Evaluated what others have concluded from numerical information	48	+3	+5	+2

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Learning with Peers: First-year students

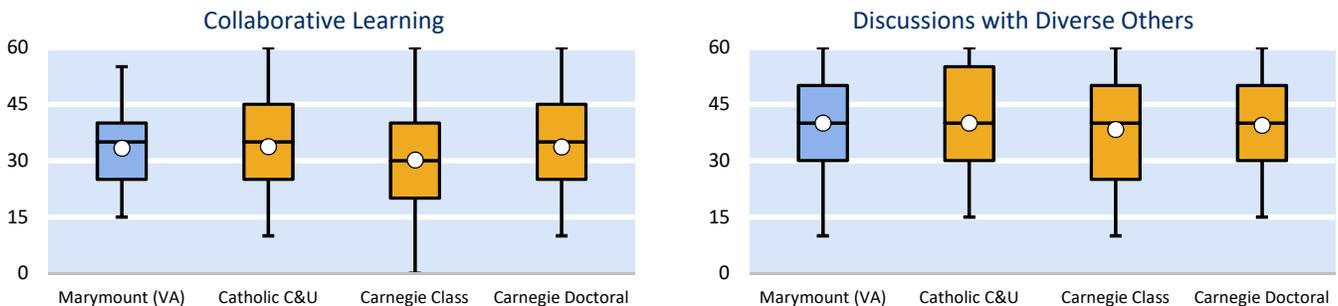
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.3	33.7	-.03	30.1 **	.21	33.6	-.02
Discussions with Diverse Others	39.9	39.9	.00	38.3	.10	39.4	.04

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

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Collaborative Learning	Marymount (VA)	Percentage point difference ^a between your FY students and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	54	-0	+6	-1
1f. Explained course material to one or more students	60	-0	+7	-0
1g. Prepared for exams by discussing or working through course material with other students	49	-6	+4	-5
1h. Worked with other students on course projects or assignments	63	+6	+12	+6
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	73	+1	+5	+2
8b. People from an economic background other than your own	71	-1	+2	-2
8c. People with religious beliefs other than your own	76	+8	+12	+13
8d. People with political views other than your own	64	-1	+1	+3

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Learning with Peers: Seniors

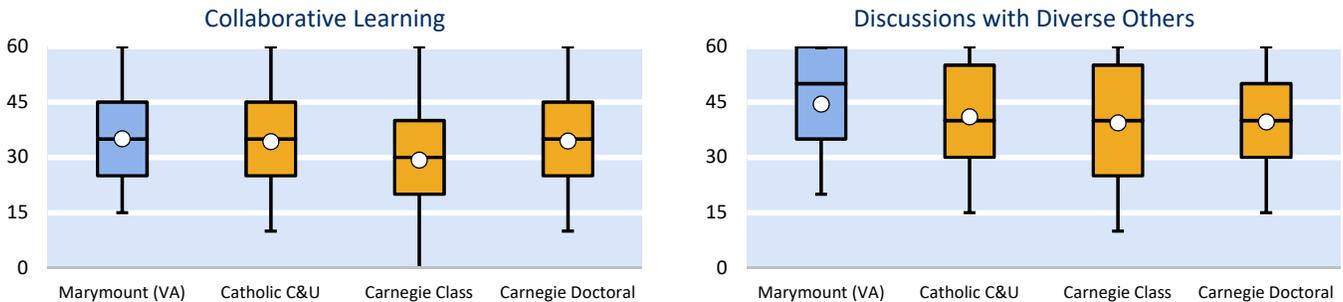
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Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		Carnegie Doctoral	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.1	34.3	.06	29.3 ***	.35	34.4	.05
Discussions with Diverse Others	44.5	41.1 **	.22	39.4 ***	.30	39.7 ***	.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).

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Collaborative Learning	Marymount (VA)	Percentage point difference ^a between your seniors and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	44	-3	+6	-4
1f. Explained course material to one or more students	66	+3	+13	+2
1g. Prepared for exams by discussing or working through course material with other students	56	+3	+14	+4
1h. Worked with other students on course projects or assignments	76	+8	+21	+8
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	82	+8	+12	+10
8b. People from an economic background other than your own	75	+0	+4	+1
8c. People with religious beliefs other than your own	81	+11	+15	+18
8d. People with political views other than your own	66	-1	+1	+5

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Experiences with Faculty: First-year students

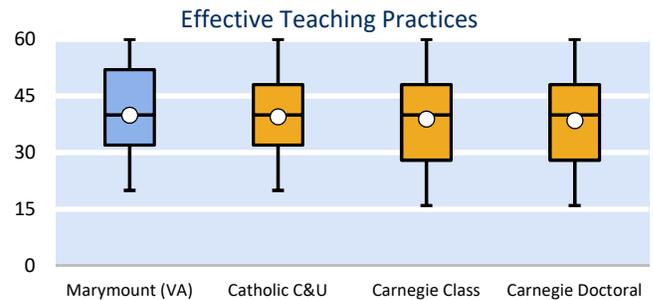
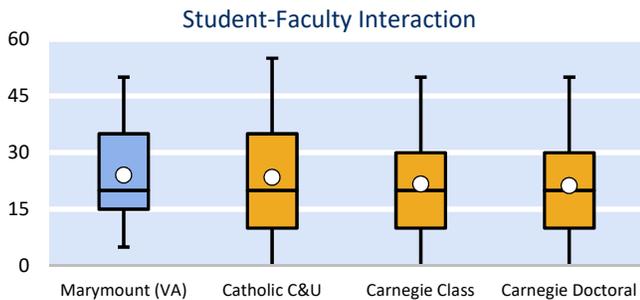
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
		Catholic C&U Effect size		Carnegie Class Effect size		Carnegie Doctoral Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	23.4	.04	21.7	.16	21.2 *	.20
Effective Teaching Practices	39.9	39.5	.03	38.9	.07	38.4	.11

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Student-Faculty Interaction	Marymount (VA) %	Percentage point difference ^a between your FY students and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	39	-2	-0	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-0	+2	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	-2	+3	+2
3d. Discussed your academic performance with a faculty member	41	+5	+8	+12
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-3	-3	-4
5b. Taught course sessions in an organized way	70	-5	-4	-6
5c. Used examples or illustrations to explain difficult points	68	-7	-5	-6
5d. Provided feedback on a draft or work in progress	81	+13	+16	+18
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+1	+3	+6

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Experiences with Faculty: Seniors

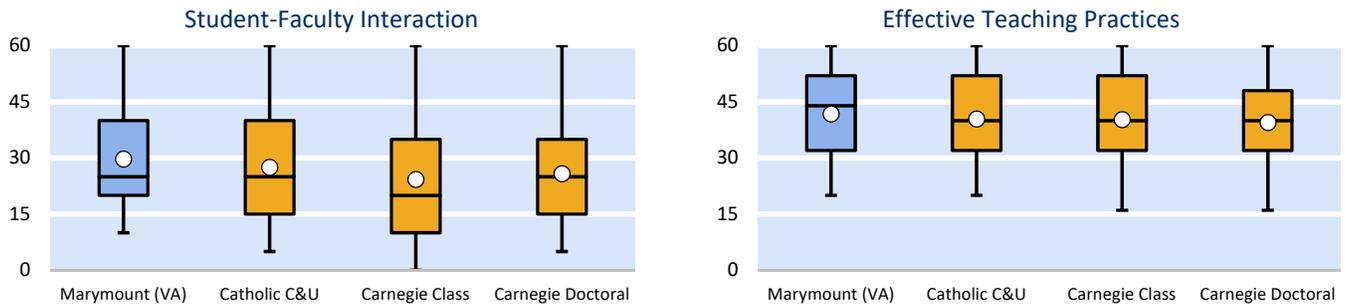
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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+4	+10	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+4	+11	+7
3d. Discussed your academic performance with a faculty member	48	+7	+10	+13
<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	78	-3	-3	-2
5b. Taught course sessions in an organized way	75	-2	-2	-3
5c. Used examples or illustrations to explain difficult points	77	-1	-0	-3
5d. Provided feedback on a draft or work in progress	71	+6	+7	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+4	+4	+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.

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

Campus Environment: First-year students

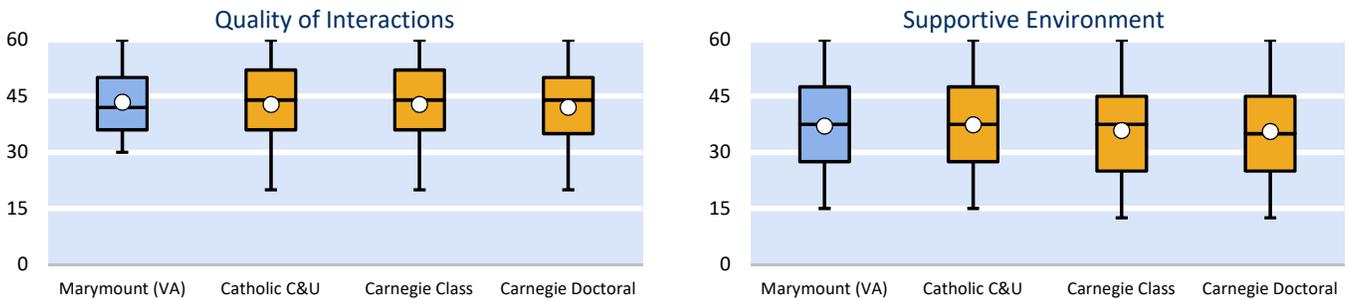
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
		Catholic C&U		Carnegie Class		Carnegie Doctoral	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	42.8	.05	42.8	.05	42.1	.11
Supportive Environment	37.1	37.4	-.02	35.8	.09	35.6	.11

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

Score Distributions



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

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	Marymount (VA)	Percentage point difference ^a between your FY students and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	51	-1	+1	-1
13b. Academic advisors	48	-3	-5	-1
13c. Faculty	51	-2	-1	-1
13d. Student services staff (career services, student activities, housing, etc.)	43	-4	-4	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+1	-0	+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	72	-7	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	-5	-3	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	72	+8	+11	+13
14e. Providing opportunities to be involved socially	71	-1	+2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+3	+4	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	49	+3	+5	+11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	-2	+3	-1
14i. Attending events that address important social, economic, or political issues	57	+2	+9	+4

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: Seniors

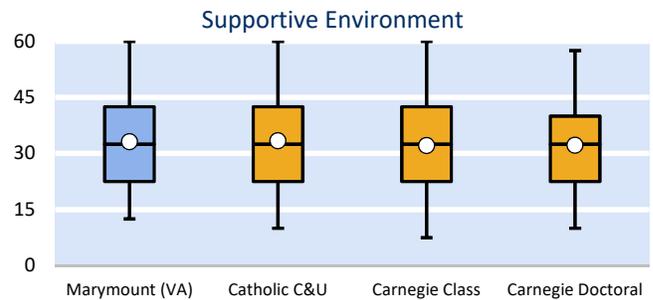
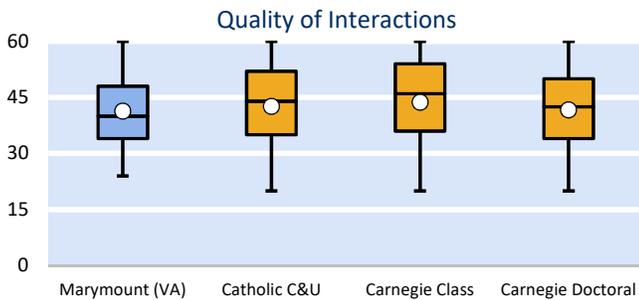
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
		Catholic C&U		Carnegie Class		Carnegie Doctoral	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	42.7	-.11	43.8 *	-.19	41.7	-.03
Supportive Environment	33.2	33.4	-.02	32.2	.07	32.2	.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 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	Marymount (VA)	Percentage point difference ^a between your seniors and		
		Catholic C&U	Carnegie Class	Carnegie Doctoral
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	52	-5	-5	-3
13b. Academic advisors	55	+2	-1	+7
13c. Faculty	60	+2	+0	+2
13d. Student services staff (career services, student activities, housing, etc.)	29	-15	-19	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-7	-14	-5
<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	68	-5	-4	-2
14c. Using learning support services (tutoring services, writing center, etc.)	67	-2	-1	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+7	+8	+12
14e. Providing opportunities to be involved socially	69	+2	+7	+4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	+1	+2	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	-7	-8	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	44	-10	-3	-10
14i. Attending events that address important social, economic, or political issues	36	-12	-4	-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.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/links/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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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

Theme	Engagement Indicator	Marymount (VA) Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	41.1	39.3	.14	✓	41.0	.01	✓
Academic	Reflective and Integrative Learning	36.4	36.8	-.03	✓	38.8 *	-.20	
Challenge	Learning Strategies	39.2	39.9	-.05	✓	42.5 **	-.23	
	Quantitative Reasoning	27.2	29.3	-.14		30.8 **	-.23	
Learning	Collaborative Learning	33.3	35.4	-.15		37.7 ***	-.32	
with Peers	Discussions with Diverse Others	39.9	41.3	-.09	✓	43.2 **	-.23	
Experiences	Student-Faculty Interaction	24.1	24.9	-.06	✓	28.0 **	-.25	
with Faculty	Effective Teaching Practices	39.9	40.6	-.06	✓	42.7 *	-.20	
Campus	Quality of Interactions	43.4	44.9	-.13		47.1 ***	-.31	
Environment	Supportive Environment	37.1	38.1	-.08	✓	40.1 **	-.23	

Seniors

Theme	Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	42.5	41.8	.05	✓	43.0	-.04	✓
Academic	Reflective and Integrative Learning	40.9	39.9	.08	✓	41.6	-.06	✓
Challenge	Learning Strategies	39.8	40.8	-.07	✓	42.6 *	-.20	
	Quantitative Reasoning	30.3	31.3	-.06	✓	32.7	-.16	
Learning	Collaborative Learning	35.1	36.1	-.07	✓	38.6 **	-.26	
with Peers	Discussions with Diverse Others	44.5	42.0	.16	✓	43.5	.06	✓
Experiences	Student-Faculty Interaction	29.7	29.9	-.01	✓	33.9 ***	-.27	
with Faculty	Effective Teaching Practices	41.7	41.8	.00	✓	43.5	-.13	
Campus	Quality of Interactions	41.4	45.2 ***	-.32		47.4 ***	-.50	
Environment	Supportive Environment	33.2	34.8	-.11		37.0 **	-.27	

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 2018 and 2019 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.