NSSE 2023
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. 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 all current- and prior-year 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.

NSSE 2023 Engagement Indicators

Overview
Marymount University

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 Non Local Private	Your first-year students compared with Local/Secondary Mark	Your first-year students compared with NSSE 2022 & 2023
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 Non Local Private	Your seniors compared with Local/Secondary Mark	Your seniors compared with NSSE 2022 & 2023
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: 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

| | Marymount (VA) | Your first-year students compared with | | | | | |
| | | Non Local Private | | Local/Secondary Mark | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.3	40.8	-.27	38.7	-.10	38.3	-.07
Reflective & Integrative Learning	37.4	38.9	-.13	35.1	.19	35.8	.13
Learning Strategies	41.0	38.9	.15	38.2	.20	38.2	.20
Quantitative Reasoning	28.2	32.4	-.27	28.0	.01	29.4	-.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).

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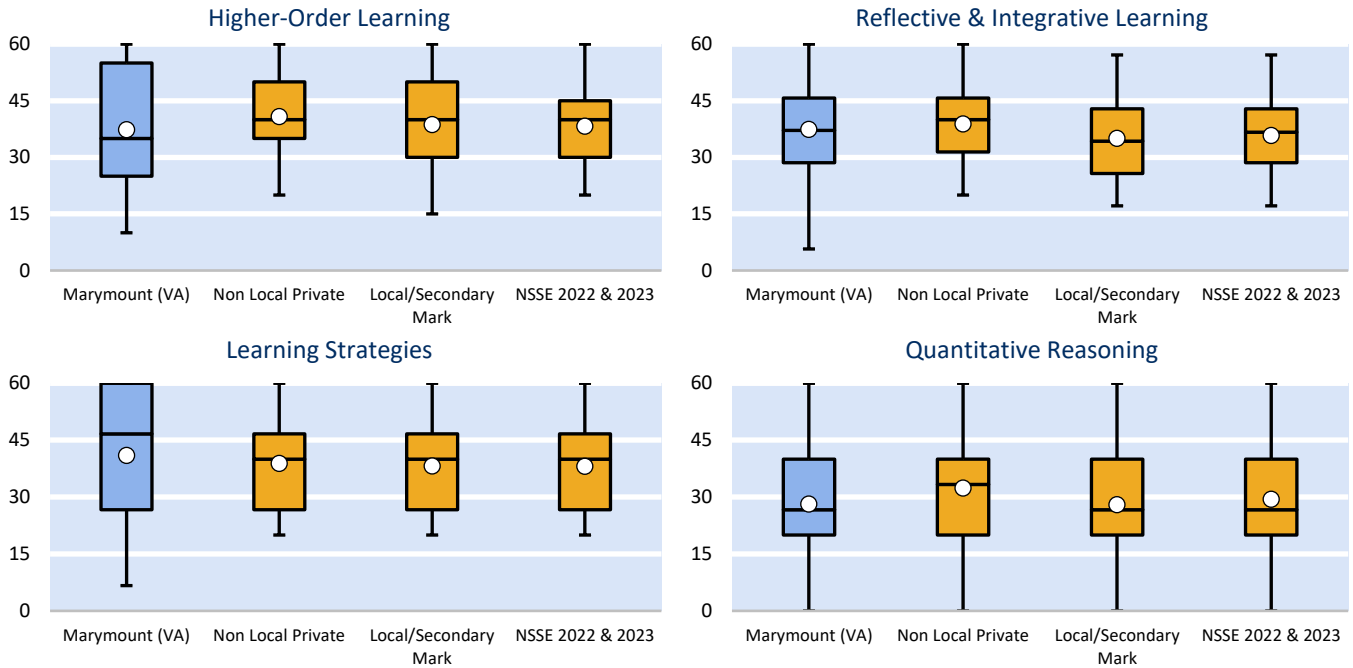
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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		
Higher-Order Learning		**Non Local Private**	**Local/Secondary Mark**	**NSSE 2022 & 2023**
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	60	-18	-12	-11
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-13	-7	-6
4d. Evaluating a point of view, decision, or information source	79	+1	+4	+9
4e. Forming a new idea or understanding from various pieces of information	62	-14	-11	-9
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	62	+3	+12	+9
2b. Connected your learning to societal problems or issues	67	+0	+15	+14
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	-13	+3	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	-9	-2	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	-2	+7	+3
2f. Learned something that changed the way you understand an issue or concept	62	-9	-6	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-1	+10	+6
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	75	-5	+3	+2
9b. Reviewed your notes after class	68	+3	+5	+2
9c. Summarized what you learned in class or from course materials	60	-10	-8	-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	-14	-9	-11
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-16	-3	-6
6c. Evaluated what others have concluded from numerical information	55	+1	+16	+12

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

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

Academic Challenge: Seniors

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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Your seniors compared with					
		Non Local Private		Local/Secondary Mark		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.5	41.8	-.02	41.6	.00	40.7	.06
Reflective & Integrative Learning	40.7	42.0	-.11	38.6	.16	38.7	.16
Learning Strategies	44.1	39.1 **	.36	38.7 **	.36	39.2 **	.34
Quantitative Reasoning	31.4	32.2	-.04	29.0	.14	31.4	.00

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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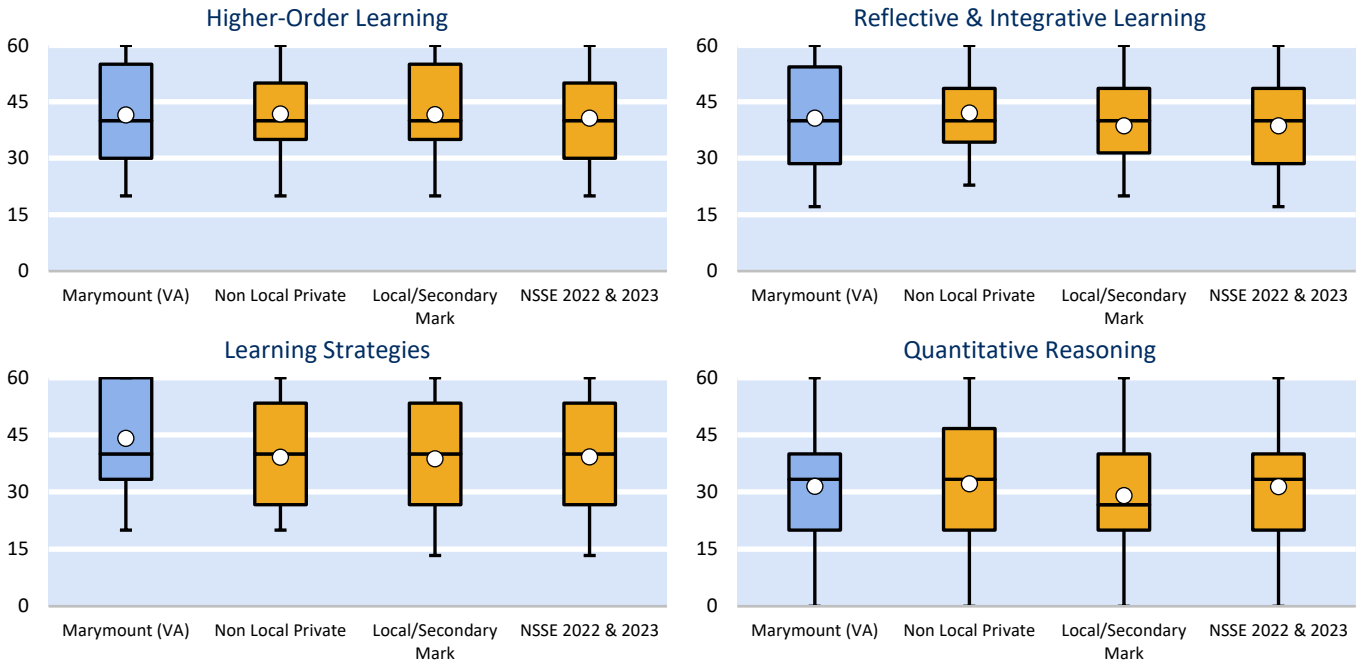
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Academic Challenge: Seniors (continued)

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)	Non Local Private	Local/Secondary Mark	NSSE 2022 & 2023
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	76	-4	-5	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-6	-2	-3
4d. Evaluating a point of view, decision, or information source	74	-4	-1	+2
4e. Forming a new idea or understanding from various pieces of information	71	-9	-2	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	69	-7	-2	+0
2b. Connected your learning to societal problems or issues	67	-8	+5	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	-9	+8	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	-2	+7	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	77	-1	+5	+3
2f. Learned something that changed the way you understand an issue or concept	68	-10	+0	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-4	+2	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	85	+3	+11	+9
9b. Reviewed your notes after class	81	+21	+15	+16
9c. Summarized what you learned in class or from course materials	80	+15	+16	+13
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.)	52	-4	+2	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	+2	+12	+5
6c. Evaluated what others have concluded from numerical information	48	-6	+4	-1

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

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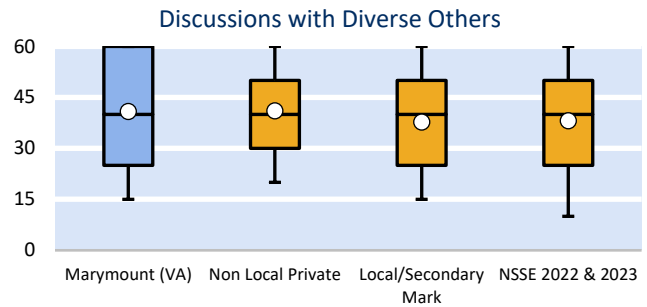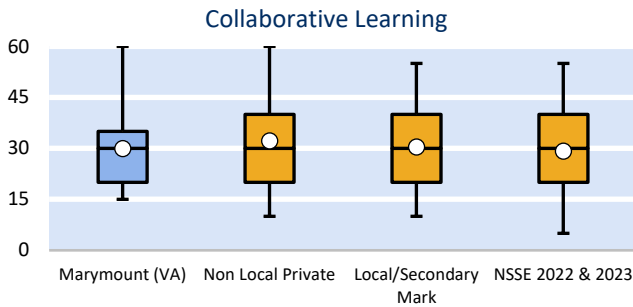
Learning with Peers: First-year students

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

| | Marymount (VA) | Your first-year students compared with | | | | | |
| | | Non Local Private | | Local/Secondary Mark | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.0	32.2	-.16	30.4	-.03	29.2	.05
Discussions with Diverse Others	40.9	41.1	-.01	37.8	.21	38.1	.18

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

Score Distributions

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Performance on Indicator Items

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

| | Marymount (VA) | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		Non Local Private	Local/Secondary Mark	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
1b. Asked another student to help you understand course material	35	-11	-8	-9
1c. Explained course material to one or more students	44	-10	-2	-4
1d. Prepared for exams by discussing or working through course material with other students	31	-17	-13	-10
1e. Worked with other students on course projects or assignments	57	-6	+5	+7
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	72	-6	+5	+3
8b. People from economic backgrounds other than your own	74	-2	+5	+5
8c. People with religious beliefs other than your own	67	-9	+7	+3
8d. People with political views other than your own	54	-8	-9	-5

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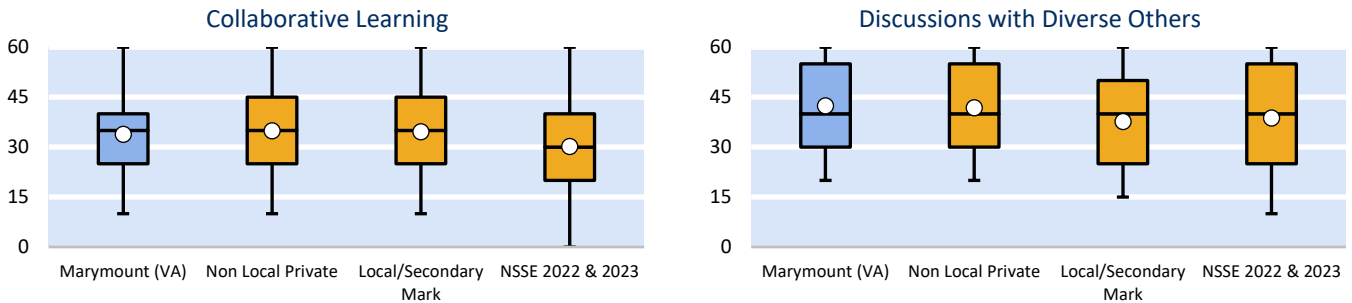
Learning with Peers: Seniors

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

	Marymount (VA)	Your seniors compared with					
		Non Local Private		Local/Secondary Mark		NSSE 2022 & 2023	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.9	34.9	-.07	34.7	-.06	30.3 *	.23
Discussions with Diverse Others	42.5	41.8	.05	37.7 *	.30	38.8	.22

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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	Marymount (VA)	Percentage point difference [a] between your seniors and		
Collaborative Learning		Non Local Private	Local/Secondary Mark	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	41	-6	-3	+0
1c. Explained course material to one or more students	69	+8	+8	+18
1d. Prepared for exams by discussing or working through course material with other students	50	+1	-4	+9
1e. Worked with other students on course projects or assignments	62	-12	-5	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	82	+4	+16	+12
8b. People from economic backgrounds other than your own	80	+2	+13	+9
8c. People with religious beliefs other than your own	76	+2	+18	+12
8d. People with political views other than your own	58	-2	-4	-3

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NSSE 2023 Engagement Indicators

Experiences with Faculty
Marymount University
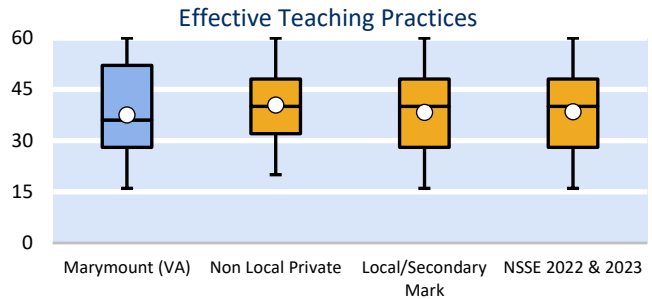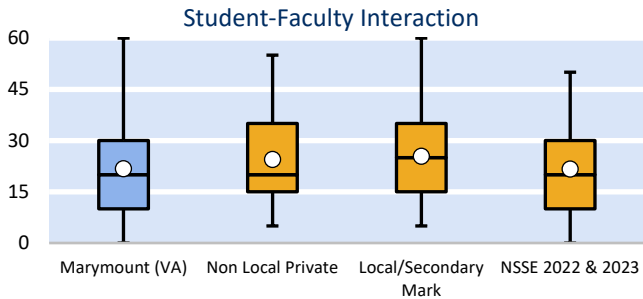
Experiences with Faculty: First-year students

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

| | Marymount (VA) | Your first-year students compared with | | | | | |
| | | Non Local Private | | Local/Secondary Mark | | NSSE 2022 & 2023 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.7	24.4	-.18	25.4	-.24	21.6	.01
Effective Teaching Practices	37.5	40.4	-.23	38.3	-.06	38.4	-.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).

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| | Marymount (VA) | Percentage point difference [a] between your FY students and | | |
Student-Faculty Interaction		Non Local Private	Local/Secondary Mark	NSSE 2022 & 2023
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	35	-4	-12	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	+0	-1	+7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-13	-11	-4
3d. Discussed your academic performance with a faculty member	31	-5	-8	-0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	72	-9	-5	-4
5b. Taught course sessions in an organized way	65	-14	-8	-8
5c. Used examples or illustrations to explain difficult points	69	-5	-6	-4
5d. Provided feedback on a draft or work in progress	62	-9	-5	-2
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-12	-2	-3

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NSSE 2023 Engagement Indicators

Experiences with Faculty
Marymount University
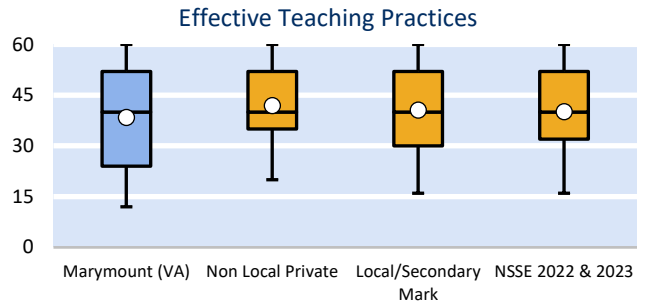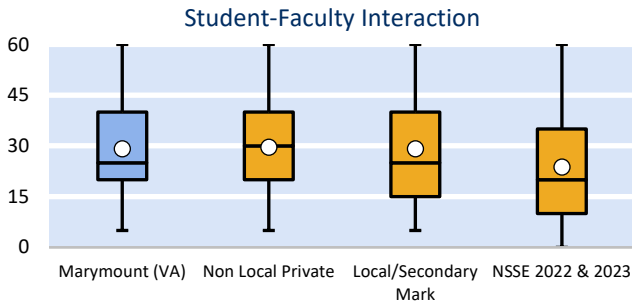
Experiences with Faculty: Seniors

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Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.1	29.5	-.03	29.1	.00	23.7 **	.32
Effective Teaching Practices	38.3	41.9	-.27	40.6	-.15	40.0	-.12

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3a. Talked about career plans with a faculty member	51	-5	-3	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	-2	-0	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	-3	+3	+12
3d. Discussed your academic performance with a faculty member	47	+4	+4	+13
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	69	-15	-10	-11
5b. Taught course sessions in an organized way	72	-9	-3	-4
5c. Used examples or illustrations to explain difficult points	66	-16	-10	-10
5d. Provided feedback on a draft or work in progress	68	-4	+3	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-8	-4	-2

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

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

Campus Environment: First-year students

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

Mean Comparisons

Engagement Indicator	Marymount (VA) Mean	Non Local Private Mean	Effect size	Local/Secondary Mark Mean	Effect size	NSSE 2022 & 2023 Mean	Effect size
		Your first-year students compared with					
Quality of Interactions	41.5	44.1	-.23	44.6	-.29	43.0	-.13
Supportive Environment	34.3	36.6	-.17	36.4	-.14	34.6	-.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.

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) %	Non Local Private	Local/Secondary Mark	NSSE 2022 & 2023
		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	47	-9	-1	-3
13b. Academic advisors	42	-14	-18	-13
13c. Faculty	55	-3	-0	+3
13d. Student services staff (career services, student activities, housing, etc.)	43	-9	-9	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-7	-8	-5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	74	-2	+4	+3
14c. Using learning support services (tutoring services, writing center, etc.)	73	-1	-0	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	70	+4	+11	+11
14e. Providing opportunities to be involved socially	54	-19	-20	-14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-9	-8	-5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-10	-7	-7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-6	-7	-2
14i. Attending events that address important social, economic, or political issues	42	-14	-9	-3

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.

NSSE 2023 Engagement Indicators
Campus Environment
Marymount University

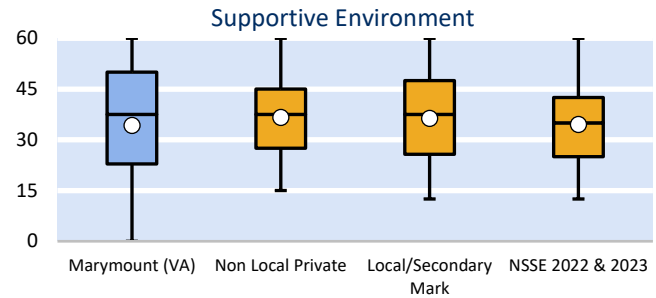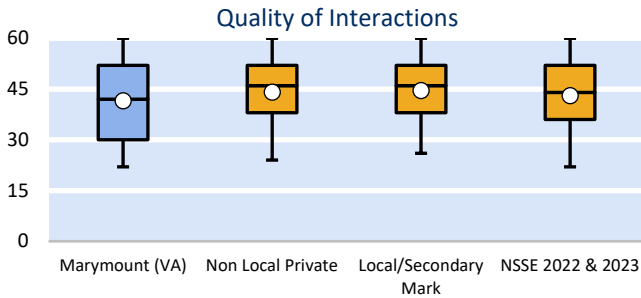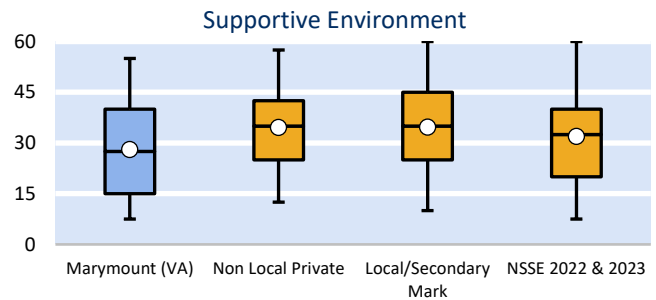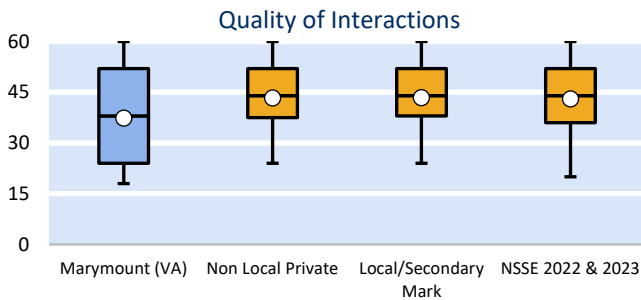## Campus Environment: Seniors

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

	Marymount (VA)	Non Local Private		Local/Secondary Mark		NSSE 2022 & 2023	
			Your seniors compared with				
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	37.4	43.3 **	-.53	43.4 **	-.50	43.0 **	-.46
Supportive Environment	28.1	34.7 **	-.51	34.7 ***	-.46	32.0 *	-.27

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.

	Marymount (VA)	Non Local Private	Local/Secondary Mark	NSSE 2022 & 2023
		Percentage point difference [a] between your seniors and		
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	65	+5	+7	+7
13b. Academic advisors	46	-8	-5	-8
13c. Faculty	55	-11	-6	-2
13d. Student services staff (career services, student activities, housing, etc.)	35	-7	-13	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-11	-17	-15
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	50	-22	-18	-18
14c. Using learning support services (tutoring services, writing center, etc.)	49	-20	-17	-15
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-8	-2	-3
14e. Providing opportunities to be involved socially	58	-16	-14	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	48	-15	-11	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-4	-7	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-18	-23	-9
14i. Attending events that address important social, economic, or political issues	36	-19	-11	-5

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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NSSE 2023 Engagement Indicators
Comparisons with High-Performing Institutions
Marymount University

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 2022 and 2023 NSSE institutions, and
    (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 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

| | | Marymount (VA) | 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	37.3	39.5	-.17		42.2	-.38	
	Reflective and Integrative Learning	37.4	37.2	.02	✓	39.8	-.21	
	Learning Strategies	41.0	39.8	.09	✓	42.8	-.13	
	Quantitative Reasoning	28.2	30.7	-.16		33.4	-.34	
Learning with Peers	Collaborative Learning	30.0	33.2	-.23		36.5 **	-.48	
	Discussions with Diverse Others	40.9	40.5	.02	✓	43.6	-.20	
Experiences with Faculty	Student-Faculty Interaction	21.7	25.4	-.24		29.3 **	-.49	
	Effective Teaching Practices	37.5	40.1	-.20		43.3 **	-.43	
Campus Environment	Quality of Interactions	41.5	45.2	-.33		48.1 **	-.55	
	Supportive Environment	34.3	36.8	-.19		39.6	-.42	

Seniors

| | | Marymount (VA) | 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	42.1	-.04	✓	44.7 *	-.25	
	Reflective and Integrative Learning	40.7	40.6	.01	✓	43.1	-.20	
	Learning Strategies	44.1	40.9	.22	✓	43.6	.04	✓
	Quantitative Reasoning	31.4	32.7	-.08	✓	36.3 *	-.30	
Learning with Peers	Collaborative Learning	33.9	34.7	-.06	✓	38.1 **	-.31	
	Discussions with Diverse Others	42.5	41.1	.09	✓	43.9	-.10	
Experiences with Faculty	Student-Faculty Interaction	29.1	29.6	-.03	✓	34.3 **	-.33	
	Effective Teaching Practices	38.3	42.1	-.28		44.7 **	-.47	
Campus Environment	Quality of Interactions	37.4	45.4 ***	-.66		47.9 ***	-.84	
	Supportive Environment	28.1	34.5 ***	-.45		37.7 ***	-.69	

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 current- and prior-year 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												
Marymount (VA) (N = 36)	37.3	16.6	2.75	10	25	35	55	60				
Non Local Private	40.8	12.3	.48	20	35	40	50	60	38	-3.4	.225	-.275
Local/Secondary Mark	38.7	13.2	.59	15	30	40	50	60	39	-1.3	.641	-.098
NSSE 2022 & 2023	38.3	13.3	.04	20	30	40	45	60	35	-1.0	.728	-.072
Top 50%	39.5	13.2	.05	20	30	40	50	60	35	-2.2	.430	-.167
Top 10%	42.2	12.8	.13	20	35	40	55	60	35	-4.9	.084	-.383
Reflective & Integrative Learning												
Marymount (VA) (N = 39)	37.4	14.5	2.34	6	29	37	46	60				
Non Local Private	38.9	11.3	.42	20	31	40	46	60	40	-1.4	.547	-.126
Local/Secondary Mark	35.1	12.5	.52	17	26	34	43	57	603	2.4	.261	.187
NSSE 2022 & 2023	35.8	12.2	.03	17	29	37	43	57	130,020	1.6	.406	.134
Top 50%	37.2	12.0	.04	20	29	37	46	60	71,718	.2	.924	.015
Top 10%	39.8	11.8	.12	20	31	40	49	60	9,364	-2.4	.203	-.205
Learning Strategies												
Marymount (VA) (N = 28)	41.0	17.7	3.34	7	27	47	60	60				
Non Local Private	38.9	13.4	.54	20	27	40	47	60	29	2.1	.542	.153
Local/Secondary Mark	38.2	13.5	.64	20	27	40	47	60	29	2.8	.423	.201
NSSE 2022 & 2023	38.2	13.9	.04	20	27	40	47	60	27	2.8	.403	.205
Top 50%	39.8	13.9	.06	20	27	40	53	60	27	1.2	.714	.089
Top 10%	42.8	14.0	.12	20	33	40	60	60	27	-1.8	.594	-.128
Quantitative Reasoning												
Marymount (VA) (N = 31)	28.2	17.8	3.21	0	20	27	40	60				
Non Local Private	32.4	15.5	.63	0	20	33	40	60	639	-4.2	.149	-.266
Local/Secondary Mark	28.0	16.5	.77	0	20	27	40	60	491	.2	.954	.011
NSSE 2022 & 2023	29.4	15.5	.05	0	20	27	40	60	111,442	-1.2	.661	-.079
Top 50%	30.7	15.3	.06	7	20	27	40	60	74,696	-2.5	.368	-.162
Top 10%	33.4	15.4	.14	7	20	33	40	60	12,011	-5.2	.060	-.338
Learning with Peers												
Collaborative Learning												
Marymount (VA) (N = 44)	30.0	13.8	2.08	15	20	30	35	60				
Non Local Private	32.2	13.9	.50	10	20	30	40	60	813	-2.2	.299	-.161
Local/Secondary Mark	30.4	13.7	.53	10	20	30	40	55	703	-.4	.834	-.033
NSSE 2022 & 2023	29.2	15.0	.04	5	20	30	40	55	141,491	.7	.741	.050
Top 50%	33.2	13.9	.05	10	25	35	40	60	83,646	-3.3	.120	-.235
Top 10%	36.5	13.7	.11	15	25	35	45	60	16,809	-6.6	.001	-.480
Discussions with Diverse Others												
Marymount (VA) (N = 31)	40.9	17.6	3.17	15	25	40	60	60				
Non Local Private	41.1	13.4	.54	20	30	40	50	60	32	-.2	.956	-.013
Local/Secondary Mark	37.8	14.7	.69	15	25	40	50	60	33	3.1	.341	.210
NSSE 2022 & 2023	38.1	15.8	.05	10	25	40	50	60	110,324	2.8	.329	.176
Top 50%	40.5	14.8	.06	20	30	40	55	60	30	.4	.911	.024
Top 10%	43.6	13.9	.16	20	35	40	60	60	30	-2.7	.394	-.198

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												
Marymount (VA) (N = 37)	21.7	16.7	2.74	0	10	20	30	60				
Non Local Private	24.4	15.3	.58	5	15	20	35	55	722	-2.7	.296	-.176
Local/Secondary Mark	25.4	15.0	.65	5	15	25	35	60	563	-3.7	.153	-.243
NSSE 2022 & 2023	21.6	15.1	.04	0	10	20	30	50	123,970	.1	.953	.010
Top 50%	25.4	15.3	.08	5	15	25	35	60	41,027	-3.6	.148	-.237
Top 10%	29.3	15.3	.20	5	20	25	40	60	5,854	-7.5	.003	-.491
Effective Teaching Practices												
Marymount (VA) (N = 36)	37.5	15.0	2.50	16	28	36	52	60				
Non Local Private	40.4	12.5	.49	20	32	40	48	60	686	-2.9	.178	-.230
Local/Secondary Mark	38.3	13.8	.62	16	28	40	48	60	537	-.8	.747	-.055
NSSE 2022 & 2023	38.4	13.3	.04	16	28	40	48	60	118,368	-.9	.691	-.066
Top 50%	40.1	13.5	.06	16	32	40	52	60	52,905	-2.7	.237	-.196
Top 10%	43.3	13.3	.16	20	36	44	56	60	6,916	-5.8	.009	-.434
Campus Environment												
Quality of Interactions												
Marymount (VA) (N = 28)	41.5	12.7	2.41	22	30	42	52	60				
Non Local Private	44.1	11.0	.46	24	38	46	52	60	600	-2.6	.227	-.235
Local/Secondary Mark	44.6	10.5	.52	26	38	46	52	60	441	-3.0	.145	-.286
NSSE 2022 & 2023	43.0	11.7	.04	22	36	44	52	60	100,825	-1.5	.493	-.130
Top 50%	45.2	11.5	.06	24	38	46	54	60	42,226	-3.7	.085	-.327
Top 10%	48.1	12.1	.14	24	42	50	60	60	7,892	-6.6	.004	-.549
Supportive Environment												
Marymount (VA) (N = 29)	34.3	17.5	3.27	0	23	38	50	60				
Non Local Private	36.6	13.3	.55	15	28	38	45	60	29	-2.3	.493	-.170
Local/Secondary Mark	36.4	14.0	.67	13	26	38	48	60	461	-2.0	.457	-.144
NSSE 2022 & 2023	34.6	13.5	.04	13	25	35	43	60	28	-.3	.937	-.019
Top 50%	36.8	13.1	.06	15	28	38	45	60	28	-2.4	.461	-.187
Top 10%	39.6	12.8	.17	20	30	40	50	60	28	-5.3	.115	-.417

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile[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												
Marymount (VA) (N = 68)	41.5	14.3	1.74	20	30	40	55	60				
Non Local Private	41.8	12.6	.44	20	35	40	50	60	891	-.2	.885	-.018
Local/Secondary Mark	41.6	13.8	.52	20	35	40	55	60	777	-.1	.972	-.004
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	193,657	.9	.600	.064
Top 50%	42.1	13.7	.05	20	35	40	55	60	89,947	-.5	.756	-.038
Top 10%	44.7	12.8	.14	20	40	45	60	60	8,670	-3.2	.043	-.247
Reflective & Integrative Learning												
Marymount (VA) (N = 71)	40.7	14.1	1.68	17	29	40	54	60				
Non Local Private	42.0	11.5	.39	23	34	40	49	60	77	-1.3	.450	-.112
Local/Secondary Mark	38.6	12.6	.45	20	31	40	49	60	856	2.1	.185	.165
NSSE 2022 & 2023	38.7	12.9	.03	17	29	40	49	60	206,720	2.0	.190	.156
Top 50%	40.6	12.5	.04	20	31	40	51	60	81,496	.1	.954	.007
Top 10%	43.1	11.8	.13	23	34	43	54	60	70	-2.4	.159	-.202
Learning Strategies												
Marymount (VA) (N = 60)	44.1	13.9	1.80	20	33	40	60	60				
Non Local Private	39.1	13.8	.50	20	27	40	53	60	835	4.9	.008	.356
Local/Secondary Mark	38.7	15.0	.59	13	27	40	53	60	706	5.4	.007	.363
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	182,112	4.9	.009	.336
Top 50%	40.9	14.5	.05	20	33	40	53	60	96,350	3.1	.095	.216
Top 10%	43.6	14.1	.12	20	33	40	60	60	14,002	.5	.785	.035
Quantitative Reasoning												
Marymount (VA) (N = 62)	31.4	14.7	1.86	0	20	33	40	60				
Non Local Private	32.2	17.3	.62	0	20	33	47	60	75	-.7	.706	-.043
Local/Secondary Mark	29.0	17.7	.69	0	20	27	40	60	79	2.4	.227	.139
NSSE 2022 & 2023	31.4	16.6	.04	0	20	33	40	60	61	.0	.985	.002
Top 50%	32.7	16.5	.05	7	20	33	40	60	113,257	-1.2	.551	-.076
Top 10%	36.3	16.2	.17	7	20	40	47	60	9,142	-4.8	.019	-.299
Learning with Peers												
Collaborative Learning												
Marymount (VA) (N = 73)	33.9	13.2	1.54	10	25	35	40	60				
Non Local Private	34.9	13.6	.45	10	25	35	45	60	1,006	-1.0	.539	-.075
Local/Secondary Mark	34.7	14.2	.49	10	25	35	45	60	927	-.8	.646	-.056
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	72	3.6	.022	.225
Top 50%	34.7	14.2	.05	10	25	35	45	60	90,503	-.8	.611	-.060
Top 10%	38.1	13.6	.12	15	30	40	50	60	12,324	-4.2	.008	-.311
Discussions with Diverse Others												
Marymount (VA) (N = 61)	42.5	14.1	1.81	20	30	40	55	60				
Non Local Private	41.8	13.6	.49	20	30	40	55	60	839	.6	.728	.046
Local/Secondary Mark	37.7	15.8	.62	15	25	40	50	60	711	4.8	.023	.304
NSSE 2022 & 2023	38.8	16.2	.04	10	25	40	55	60	183,033	3.6	.080	.224
Top 50%	41.1	15.6	.05	15	30	40	55	60	99,524	1.4	.486	.089
Top 10%	43.9	14.8	.14	20	35	45	60	60	10,653	-1.5	.436	-.100

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												
Marymount (VA) (N = 67)	29.1	15.9	1.94	5	20	25	40	60				
Non Local Private	29.5	15.6	.54	5	20	30	40	60	904	-.5	.813	-.030
Local/Secondary Mark	29.1	16.8	.61	5	15	25	40	60	817	.0	.995	-.001
NSSE 2022 & 2023	23.7	16.5	.04	0	10	20	35	60	199,615	5.3	.008	.322
Top 50%	29.6	16.2	.08	5	20	30	40	60	43,397	-.5	.796	-.032
Top 10%	34.3	15.8	.23	10	20	35	45	60	5,007	-5.2	.008	-.328
Effective Teaching Practices												
Marymount (VA) (N = 68)	38.3	15.9	1.93	12	24	40	52	60				
Non Local Private	41.9	13.0	.45	20	35	40	52	60	74	-3.5	.079	-.267
Local/Secondary Mark	40.6	14.5	.54	16	30	40	52	60	773	-2.2	.234	-.151
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	67	-1.7	.385	-.120
Top 50%	42.1	13.8	.05	20	32	40	56	60	67	-3.8	.054	-.276
Top 10%	44.7	13.4	.13	20	36	44	56	60	67	-6.4	.002	-.474
Campus Environment												
Quality of Interactions												
Marymount (VA) (N = 58)	37.4	15.5	2.04	18	24	38	52	60				
Non Local Private	43.3	10.8	.39	24	38	44	52	60	61	-6.0	.006	-.530
Local/Secondary Mark	43.4	11.7	.47	24	38	44	52	60	63	-6.0	.005	-.501
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	57	-5.7	.007	-.459
Top 50%	45.4	12.1	.05	22	38	48	55	60	57	-8.0	.000	-.662
Top 10%	47.9	12.5	.09	22	40	50	60	60	57	-10.5	.000	-.839
Supportive Environment												
Marymount (VA) (N = 59)	28.1	15.4	2.01	8	15	28	40	55				
Non Local Private	34.7	12.8	.46	13	25	35	43	58	64	-6.6	.002	-.508
Local/Secondary Mark	34.7	14.3	.57	10	25	35	45	60	680	-6.6	.001	-.460
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	177,821	-3.9	.039	-.270
Top 50%	34.5	14.3	.06	10	25	35	45	60	65,784	-6.5	.001	-.452
Top 10%	37.7	13.9	.18	15	28	38	48	60	6,371	-9.6	.000	-.689

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.