Missouri State University

Benchmark Scores By
College and Department
September 2009
Prepared by Center for Assessment and Instructional Support
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NOTE: For all charts and tables small sample sizes must be reviewed with extreme caution. Sample sizes less than 30 are easily influenced by fluctuations in score values.
NSSE Overview

The National Survey of Student Engagement (NSSE) is designed to obtain, on an annual basis, information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results will provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey items on The National Survey of Student Engagement represent empirically confirmed "good practices" in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college. (http://nsse.iub.edu).

Missouri State participated in the NSSE for the first time in the 2006-2007 academic year. In the spring of 2008 NSSE invited a random sample of 2,172 first-year and 2,324 senior students to complete the NSSE survey. Approximately one third elected to participate providing a final sample size of 712 first-year and 797 seniors.

To facilitate discussion of student engagement and to guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice:
• Level of Academic Challenge
• Active and Collaborative Learning
• Student-Faculty Interaction
• Enriching Educational Experiences
• Supportive Campus Environment

This report compares the performance of Missouri State with a regional and a national peer group. The regional peer group is comprised of 29 public institutions from the Midwest region. The national peer group is comprised of 140 institutions that have a Carnegie classification of Public Comprehensive. Additionally, this report provides benchmark scores for Missouri State colleges and departments.
Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. They also provide more insight into how the student experience varies on your campus and in comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/2009_Institutional_Report/.

Class and Sample
Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Statistical Significance
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels (p<.05, p<.01, and p<.001). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

Effect Size
Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution’s mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Box and Whiskers Charts
A visual display of first-year and senior benchmark score dispersion for your institution and your selected comparison or consortium groups.

Box and Whiskers Key
A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.

Level of Academic Challenge (LAC)

Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Plains Public</th>
<th>Carnegie Class</th>
<th>Benchmark Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean a</td>
<td>Mean b</td>
<td>Effect Size c</td>
<td>Mean a</td>
</tr>
<tr>
<td>First-Year</td>
<td>49.7</td>
<td>52.0</td>
<td>*** - .18</td>
<td>53.2</td>
</tr>
<tr>
<td>Senior</td>
<td>52.7</td>
<td>55.2</td>
<td>*** - .18</td>
<td>57.0</td>
</tr>
</tbody>
</table>

*Weighted by gender, enrollment status, and institutional size.

* p<.05 ** p<.01 ***p<.001 (2-tailed).

Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores

First-Year

Senior

Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.
Active and Collaborative Learning (ACL)

### Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Plains Public</th>
<th>Carnegie Class</th>
<th>Benchmark Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Sig</td>
<td>Effect Size</td>
<td>Mean</td>
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<tr>
<td>First-Year</td>
<td>40.2</td>
<td>***</td>
<td>-.11</td>
<td>43.4</td>
</tr>
<tr>
<td>Senior</td>
<td>49.4</td>
<td>.03</td>
<td>.03</td>
<td>51.6</td>
</tr>
</tbody>
</table>

*a* Weighted by gender, enrollment status, and institutional size.

*b* *p<.05 ** *p<.01 *** *p<.001 (2-tailed).

*c* Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores

#### First-Year

![Box plots for First-Year benchmarks](image)

#### Senior

![Box plots for Senior benchmarks](image)

Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Student-Faculty Interaction (SFI)

### Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Plains Public</th>
<th>Carnegie Class</th>
<th>Benchmark Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>34.0</td>
<td>33.7</td>
<td>35.2</td>
<td>*</td>
</tr>
<tr>
<td>Senior</td>
<td>39.6</td>
<td>40.2</td>
<td>41.8</td>
<td>***</td>
</tr>
</tbody>
</table>

*Weighted by gender, enrollment status, and institutional size.

*p < .05  **p < .01  ***p < .001 (2-tailed).

Mean difference divided by the pooled standard deviation.

### Distributions of Student Benchmark Scores

**First-Year**

- Missouri State
- Plains Public
- Carnegie Class
- Benchmark Peer Group

**Senior**

- Missouri State
- Plains Public
- Carnegie Class
- Benchmark Peer Group

Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements
Enriching Educational Experiences (EEE)

Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Plains Public</th>
<th>Carnegie Class</th>
<th>Benchmark Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean a</td>
<td>Sig b</td>
<td>Effect Size c</td>
<td>Mean a</td>
</tr>
<tr>
<td>First-Year</td>
<td>25.8</td>
<td>*</td>
<td>-.07</td>
<td>27.1</td>
</tr>
<tr>
<td>Senior</td>
<td>36.3</td>
<td>***</td>
<td>-.16</td>
<td>38.5</td>
</tr>
</tbody>
</table>

*Weighted by gender, enrollment status, and institutional size.

** p<.05 ** p<.01 ***p<.001 (2-tailed).

Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores

First-Year

Senior

Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together
Supportive Campus Environment (SCE)

Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Plains Public</th>
<th>Carnegie Class</th>
<th>Benchmark Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>59.1</td>
<td>61.1 **</td>
<td>61.7 ***</td>
<td>60.5 *</td>
</tr>
<tr>
<td>Senior</td>
<td>56.1</td>
<td>57.2</td>
<td>58.9 ***</td>
<td>56.1 .00</td>
</tr>
</tbody>
</table>

- Weighted by gender, enrollment status, and institutional size.
- * p<.05 ** p<.01 *** p<.001 (2-tailed).
- Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores

First-Year

Senior

Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices
Missouri State University Colleges

2009 NSSE Benchmark Scores - Level of Academic Challenge (LAC)

<table>
<thead>
<tr>
<th>College</th>
<th>Missouri State</th>
<th>Arts &amp; Letters</th>
<th>Business Admin.</th>
<th>Education</th>
<th>Health &amp; Human Services</th>
<th>Humanities &amp; Public Affairs</th>
<th>Natural &amp; Applied Sciences</th>
<th>Undecided &amp; Others*</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Class Mean</td>
<td>Class n</td>
<td>Class Mean</td>
<td>Class n</td>
<td>Class Mean</td>
<td>Class n</td>
<td>Class Mean</td>
<td>Class Mean</td>
</tr>
<tr>
<td></td>
<td>First-Year</td>
<td>50.2</td>
<td>836</td>
<td>48.6</td>
<td>138</td>
<td>50.2</td>
<td>44</td>
<td>51.6</td>
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<tr>
<td></td>
<td>Senior</td>
<td>52.7</td>
<td>964</td>
<td>54.0</td>
<td>195</td>
<td>50.9</td>
<td>265</td>
<td>53.1</td>
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</tr>
</tbody>
</table>

**Level of Academic Challenge (LAC) Items**

Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages

Coursework emphasizing analysis of the basic elements of an idea, experience or theory

Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships

Coursework emphasizing the making of judgments about the value of information, arguments, or methods

Coursework emphasizing application of theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizing time studying and on academic work
### Missouri State University Colleges

#### 2009 NSSE Benchmark Scores - Active and Collaborative Learning (ACL)

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Arts &amp; Letters</th>
<th>Business Admin.</th>
<th>Education</th>
<th>Health &amp; Human Services</th>
<th>Humanities &amp; Public Affairs</th>
<th>Natural &amp; Applied Sciences</th>
<th>Undecided &amp; Others*</th>
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<td>n</td>
<td>Mean</td>
<td>n</td>
<td>Mean</td>
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<td>First-Year</td>
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<td>49</td>
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<tr>
<td>Senior</td>
<td>50.1</td>
<td>995</td>
<td>50.8</td>
<td>202</td>
<td>49.1</td>
<td>274</td>
<td>56.2</td>
<td>98</td>
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</table>

**Active and Collaborative Learning (ACL) Items**

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
**Missouri State University Colleges**

**2009 NSSE Benchmark Scores - Student-Faculty Interaction (SFI)**

<table>
<thead>
<tr>
<th>Class</th>
<th>Missouri State</th>
<th>Arts &amp; Letters</th>
<th>Business Admin.</th>
<th>Education</th>
<th>Health &amp; Human Services</th>
<th>Humanities &amp; Public Affairs</th>
<th>Natural &amp; Applied Sciences</th>
<th>Undecided &amp; Others*</th>
</tr>
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<td></td>
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<td>Mean n</td>
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<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
</tr>
<tr>
<td>First-Year</td>
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<td>32.4 123</td>
<td>31.6 46</td>
<td>34.1 133</td>
<td>39.2 47</td>
<td>35.0 119</td>
<td>33.6 233</td>
</tr>
<tr>
<td>Senior</td>
<td>40.1 964</td>
<td>40.4 197</td>
<td>36.7 266</td>
<td>41.0 93</td>
<td>40.8 175</td>
<td>42.2 85</td>
<td>43.8 144</td>
<td>13.0 3</td>
</tr>
</tbody>
</table>

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**Student-Faculty Interaction (SFI) Items**

- Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

<table>
<thead>
<tr>
<th>Item</th>
<th>First-Year Students</th>
<th>Senior Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about career plans with a faculty member or advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received prompt written or oral feedback from faculty on your academic performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked with a faculty member on a research project outside of course or program requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Missouri State University Colleges

2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

<table>
<thead>
<tr>
<th>College</th>
<th>Arts &amp; Letters</th>
<th>Business Admin.</th>
<th>Education</th>
<th>Health &amp; Human Services</th>
<th>Humanities &amp; Public Affairs</th>
<th>Natural &amp; Applied Sciences</th>
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<tr>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
<td>Mean n</td>
</tr>
<tr>
<td>First-Year</td>
<td>25.8 823</td>
<td>25.3 133</td>
<td>24.7 121</td>
<td>24.3 44</td>
<td>25.5 130</td>
<td>31.7 47</td>
<td>27.2 117</td>
</tr>
<tr>
<td>Senior</td>
<td>36.9 959</td>
<td>38.5 195</td>
<td>31.6 261</td>
<td>41.1 93</td>
<td>38.1 177</td>
<td>39.5 85</td>
<td>38.3 144</td>
</tr>
</tbody>
</table>

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

- Serious conversations with students of different religious beliefs, political opinion personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups...
Missouri State University Colleges

2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)

<table>
<thead>
<tr>
<th>College</th>
<th>Missouri State</th>
<th>Arts &amp; Letters</th>
<th>Business Admin.</th>
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<th>Humanities &amp; Public Affairs</th>
<th>Natural &amp; Applied Sciences</th>
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<td></td>
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<td>Mean n</td>
<td>Mean n</td>
</tr>
<tr>
<td>First-Year</td>
<td>59.2 809</td>
<td>57.9 133</td>
<td>58.4 118</td>
<td>59.8 44</td>
<td>60.0 126</td>
<td>59.2 45</td>
<td>60.8 114</td>
<td>58.9 229</td>
</tr>
<tr>
<td>Senior</td>
<td>56.5 948</td>
<td>55.7 194</td>
<td>55.8 257</td>
<td>61.6 90</td>
<td>56.4 174</td>
<td>56.5 85</td>
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*Others- includes global studies majors and f

Supportive Campus Environment (SCE) Items
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Missouri State University - College of Arts & Letters

2009 NSSE Benchmark Scores - Level of Academic Challenge (LAC)

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**Level of Academic Challenge (LAC) Items**

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### Missouri State University - College of Arts & Letters

#### 2009 NSSE Benchmark Scores - Student-Faculty Interaction (SFI)

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#### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements
Missouri State University - College of Arts & Letters

2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

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Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
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- Quality of relationships with other students
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**2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)**

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Missouri State University - College of Business Administration

2009 NSSE Benchmark Scores - Level of Academic Challenge (LAC)

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## Missouri State University - College of Business Administration

### 2009 NSSE Benchmark Scores - Student-Faculty Interaction (SFI)

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### Missouri State University - College of Business Administration

#### 2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

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Missouri State University - College of Business Administration

2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)

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Coursework emphasizing application of theories or concepts to practical problems or in new situations

Working harder than you thought you could to meet an instructor’s standards or expectations

Campus environment emphasizing time studying and on academic work

### Missouri State University - College of Education

#### 2009 NSSE Benchmark Scores - Level of Academic Challenge (LAC)

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[Graph showing comparison between First Year Students and Senior Students]
### Missouri State University - College of Education

#### 2009 NSSE Benchmark Scores - Active and Collaborative Learning (ACL)

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#### Active and Collaborative Learning (ACL) Items

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Missouri State University - College of Education

2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

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Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
Practicum, internship, field experience, co-op experience, or clinical assignment
Community service or volunteer work
Foreign language coursework & study abroad
Independent study or self-designed major
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

Serious conversations with students of different religious beliefs, political opinions, or personal values
Serious conversations with students of a different race or ethnicity
Using electronic technology to discuss or complete an assignment
Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Participate in a learning community or some other formal program where groups of students take two or more classes together
### Missouri State University - College of Education

#### 2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)

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#### Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices
### Missouri State University - College of Health & Human Services

#### 2009 NSSE Benchmark Scores - Level of Academic Challenge (LAC)

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#### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
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- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

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30
**Active and Collaborative Learning (ACL) Items**

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

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Missouri State University - College of Health & Human Services

2009 NSSE Benchmark Scores - Student-Faculty Interaction (SFI)

### Missouri State Health & Human Services

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Missouri State University - College of Health & Human Services

2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

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Missouri State University - College of Health & Human Services

2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)

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Missouri State University - College of Humanities & Public Affairs

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Missouri State University - College of Humanities & Public Affairs

2009 NSSE Benchmark Scores - Student-Faculty Interaction (SFI)

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Missouri State University - College of Humanities & Public Affairs

2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

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Missouri State University - College of Humanities & Public Affairs

2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)

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- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices
Level of Academic Challenge (LAC) Items
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Preparation for class (studying, reading, writing, rehearsing, etc. related to academic program)
Number of assigned textbooks, books, or book-length packs of course readings
Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
Coursework emphasizing analysis of the basic elements of an idea, experience or theory

Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
Coursework emphasizing the making of judgments about the value of information, arguments, or methods
Coursework emphasizing application of theories or concepts to practical problems or in new situations
Working harder than you thought you could to meet an instructor's standards or expectations
Campus environment emphasizing time studying and on academic work
2009 NSSE Benchmark Scores - Active and Collaborative Learning (ACL)

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Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
### Missouri State University - College of Natural & Applied Sciences

#### 2009 NSSE Benchmark Scores - Student-Faculty Interaction (SFI)

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#### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements
Missouri State University - College of Natural & Applied Sciences

2009 NSSE Benchmark Scores - Enriching Educational Experiences (EEE)

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**Enriching Educational Experiences (EEE) Items**

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together
### 2009 NSSE Benchmark Scores - Supportive Campus Environment (SCE)

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<th>Chem</th>
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### Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

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This page contains a table of benchmark scores for the Supportive Campus Environment (SCE) item, categorized by class and department. The scores are presented for First-Year and Senior students, with mean scores and sample sizes (n) for each category. The graph illustrates the comparison between First-Year and Senior students across various departments.
## 2009 NSSE Benchmark Scores For Missouri State University by College and by Department

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*Table continues on next page.*

**KEY**

LAC = Level of Academic Challenge
ACL = Active and Collaborative Learning
SFI = Student-Faculty Interaction
EEE = Enriching Educational Experience
SCE = Supportive Campus Environment
| Major                              | n   | LAC | ACL | SFI | EEE | SCE | n   | LAC | ACL | SFI | EEE | SCE |
|------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Missouri State University          | 809 | 50.16 | 39.96 | 33.81 | 25.80 | 59.24 | 947 | 52.74 | 50.05 | 40.07 | 36.86 | 56.48 |
| Humanities & Public Affairs        | 45  | 53.16 | 45.36 | 39.24 | 31.67 | 60.59 | 85  | 56.03 | 46.97 | 42.22 | 39.49 | 53.95 |
| Economics                          | 1   | 56.17 | 38.10 | 22.22 | 55.56 | 69.44 | 4   | 64.80 | 51.19 | 56.94 | 44.74 | 63.89 |
| History                            | 11  | 57.18 | 57.43 | 44.44 | 33.51 | 66.41 | 19  | 56.94 | 47.87 | 39.77 | 42.15 | 50.56 |
| Philosophy                         | 1   | 55.95 | 52.38 | 55.56 | 26.19 | 63.89 | 1   | 54.98 | 28.57 | 27.78 | 16.67 | 36.11 |
| Political Science                  | 10  | 54.81 | 45.45 | 41.41 | 32.47 | 56.67 | 13  | 58.91 | 49.57 | 48.72 | 42.81 | 58.33 |
| Religious Studies                  | 2   | 52.11 | 40.48 | 36.11 | 23.61 | 59.17 | 14  | 54.65 | 47.28 | 36.51 | 38.58 | 50.20 |
| Sociology, Anthropology & Criminology | 20  | 50.03 | 39.46 | 35.71 | 30.18 | 58.89 | 34  | 53.99 | 45.40 | 42.16 | 37.16 | 55.07 |
| Natural & Applied Science          | 114 | 50.29 | 43.70 | 35.01 | 27.23 | 60.79 | 144 | 51.22 | 48.51 | 43.75 | 38.29 | 57.38 |
| Agriculture                        | 16  | 55.53 | 44.40 | 39.58 | 29.81 | 62.33 | 16  | 50.47 | 54.03 | 53.13 | 42.31 | 65.90 |
| Biology                            | 42  | 48.42 | 42.10 | 30.61 | 26.55 | 60.78 | 34  | 52.89 | 46.03 | 42.96 | 36.36 | 53.10 |
| Chemistry                          | 4   | 40.80 | 44.05 | 30.56 | 21.03 | 45.83 | 5   | 59.33 | 58.10 | 63.33 | 40.55 | 63.89 |
| Computer Science                   | 6   | 48.76 | 50.17 | 49.07 | 32.54 | 65.28 | 13  | 49.95 | 39.51 | 33.33 | 33.76 | 45.94 |
| Fashion and Interior Design        | 21  | 53.08 | 42.06 | 35.09 | 25.16 | 61.88 | 44  | 49.66 | 52.02 | 43.69 | 42.12 | 61.55 |
| Geography, Geology & Planning      | 6   | 44.48 | 44.44 | 40.74 | 23.88 | 50.46 | 14  | 52.98 | 47.70 | 42.86 | 37.73 | 57.54 |
| Mathematics                        | 11  | 48.39 | 47.62 | 32.32 | 29.73 | 59.34 | 11  | 53.60 | 45.45 | 38.89 | 33.80 | 50.76 |
| Physics, Astronomy & Materials Science | 8  | 54.62 | 44.05 | 40.97 | 29.81 | 68.75 | 7   | 44.02 | 42.18 | 41.27 | 29.48 | 59.13 |
| Undecided & Others*                | 229 | 50.00 | 37.77 | 33.61 | 25.19 | 58.89 | 3   | 48.05 | 42.86 | 12.96 | 41.67 | 52.78 |

Note: -- indicates no data was available.
To conserve space only the smallest n is reported in this table. Refer to individual reports for exact sample size for each mean.
Interpret small sample sizes (n) with extreme caution. Sample sizes less than 30 are easily influenced by fluctuations in score values or by extreme scores.

*Others- includes global studies majors and foreign exchange students

**KEY**
LAC = Level of Academic Challenge
ACL = Active and Collaborative Learning
SFI = Student-Faculty Interaction
EEE = Enriching Educational Experience
SCE = Supportive Campus Environment

DRAFT