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# **NSSE 2019**

## **Engagement Indicators**

Missouri State University

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### About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

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

### Report Sections

#### Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

#### Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

##### Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

##### Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

##### Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2018 and 2019 participating institutions.

#### Detailed Statistics (pp. 16-19)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed





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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)



















## Engagement Indicators: Overview

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

Use the following key:

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with CUMU
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 Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with CUMU
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

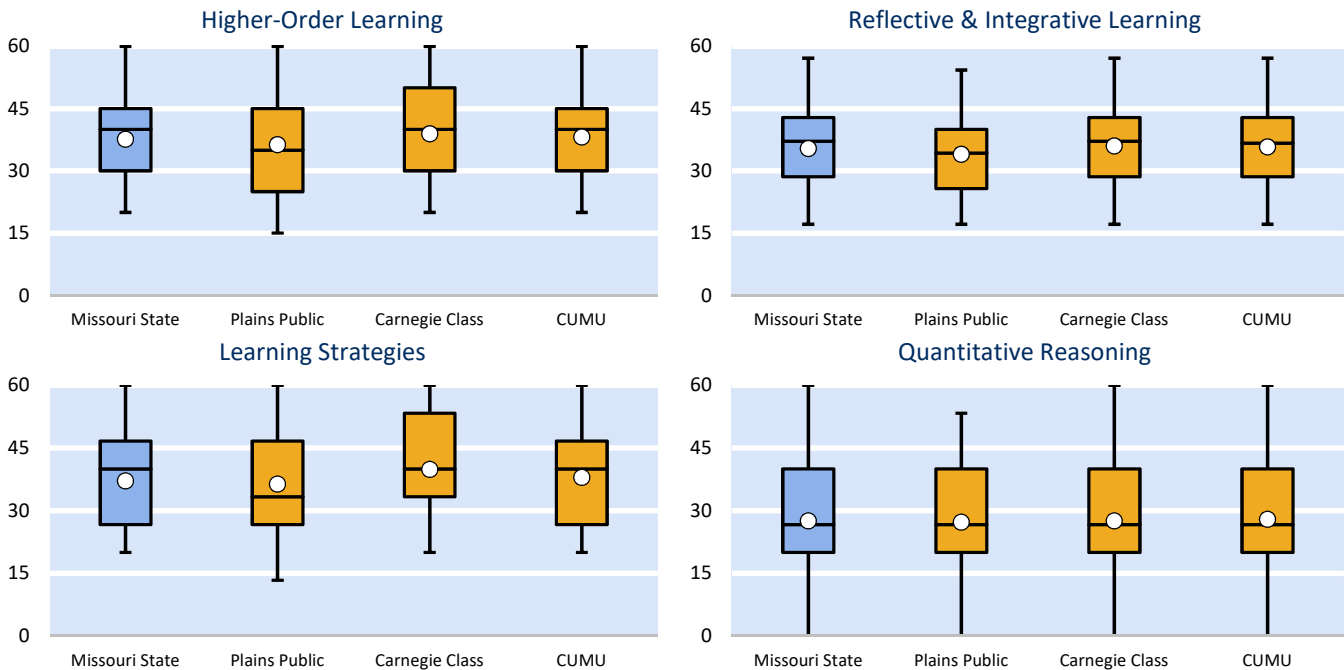
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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

Engagement Indicator	Missouri State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		CUMU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	36.3 **	.10	39.0 ***	-.10	38.2	-.04
Reflective & Integrative Learning	35.4	34.0 ***	.12	36.0	-.05	35.8	-.03
Learning Strategies	37.1	36.3	.06	39.9 ***	-.20	38.0 *	-.06
Quantitative Reasoning	27.5	27.2	.02	27.5	.00	27.9	-.03

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.

	Missouri State	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	CUMU
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+3 	+0 	+1 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+4 	-1 	-0 
4d. Evaluating a point of view, decision, or information source	71	+7 	-1 	+1 
4e. Forming a new idea or understanding from various pieces of information	68	+3 	-3 	-2 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54	+2 	+2 	+0 
2b. Connected your learning to societal problems or issues	52	+5 	-1 	-2 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+5 	-1 	-2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+4 	-2 	+0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+3 	-2 	-1 
2f. Learned something that changed the way you understand an issue or concept	66	+2 	-3 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+4 	+0 	+2 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+5 	-3 	+0 
9b. Reviewed your notes after class	62	+0 	-8 	-3 
9c. Summarized what you learned in class or from course materials	60	+0 	-7 	-3 
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	-2 	-3 	-4 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	+3 	+0 	+0 
6c. Evaluated what others have concluded from numerical information	38	+1 	+0 	-1 

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

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

### Academic Challenge: Seniors

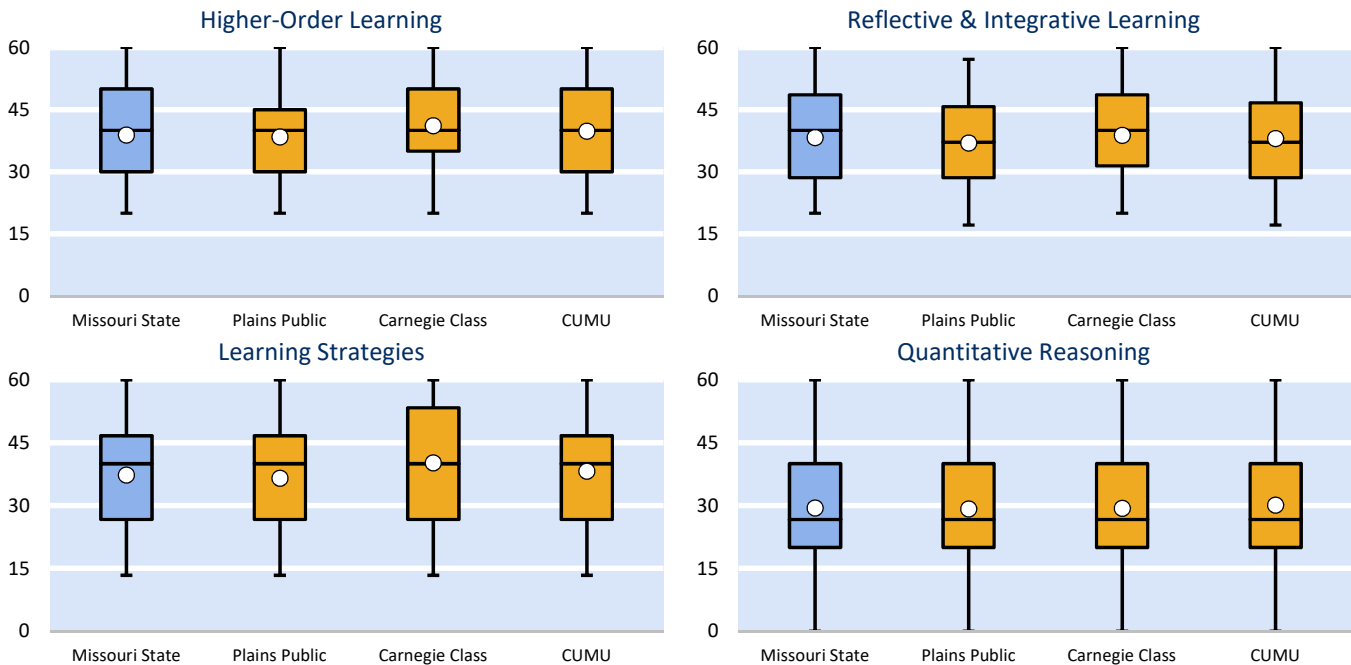
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#### Mean Comparisons

Engagement Indicator	Missouri State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		CUMU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	38.4	.03	41.1 ***	-.17	39.8 **	-.07
Reflective & Integrative Learning	38.3	36.9 ***	.11	38.8	-.04	38.0	.02
Learning Strategies	37.2	36.5 *	.05	40.2 ***	-.20	38.2 **	-.07
Quantitative Reasoning	29.4	29.2	.01	29.3	.01	30.1	-.05

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: 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.

	Missouri State	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class	CUMU
<b>Higher-Order Learning</b>				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-1	-4	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	-0	-6	-3
4d. Evaluating a point of view, decision, or information source	71	+4	-5	+0
4e. Forming a new idea or understanding from various pieces of information	72	+4	-3	+1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73	+4	+7	+4
2b. Connected your learning to societal problems or issues	62	+4	-2	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+7	-1	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	-3	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	+3	-2	-0
2f. Learned something that changed the way you understand an issue or concept	72	+3	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-1	-3	-0
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+1	-5	-1
9b. Reviewed your notes after class	60	+3	-5	-2
9c. Summarized what you learned in class or from course materials	62	+2	-7	-1
<b>Quantitative Reasoning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-1	-1	-4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+2	+1	-0
6c. Evaluated what others have concluded from numerical information	44	+1	+2	-2

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### Learning with Peers: First-year students

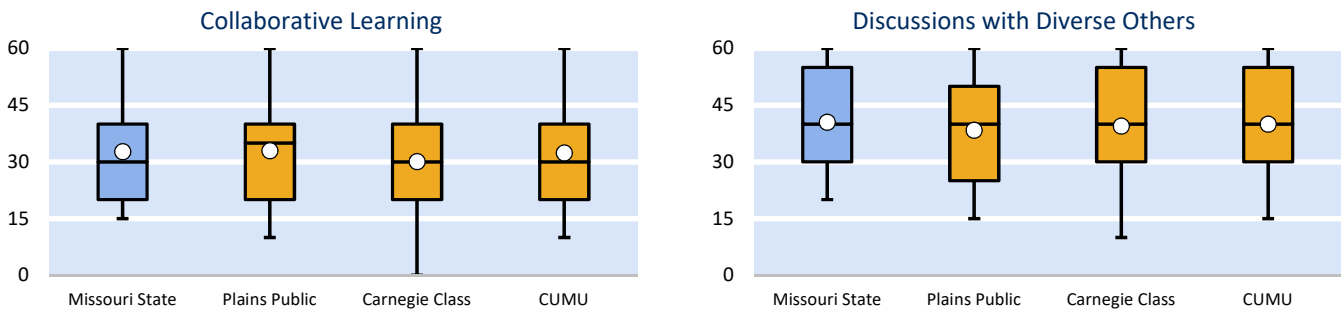
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Missouri State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		CUMU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	33.0	-.02	30.0 ***	.16	32.4	.02
Discussions with Diverse Others	40.5	38.4 ***	.14	39.5 *	.06	40.0	.03

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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	Missouri State	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	CUMU
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
1e. Asked another student to help you understand course material	54	-1	+6	+2
1f. Explained course material to one or more students	58	-2	+5	-1
1g. Prepared for exams by discussing or working through course material with other students	50	-1	+3	+1
1h. Worked with other students on course projects or assignments	54	-1	+4	+0
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	67	+3	-5	-6
8b. People from an economic background other than your own	74	+6	+3	+2
8c. People with religious beliefs other than your own	71	+5	+7	+2
8d. People with political views other than your own	74	+7	+9	+12

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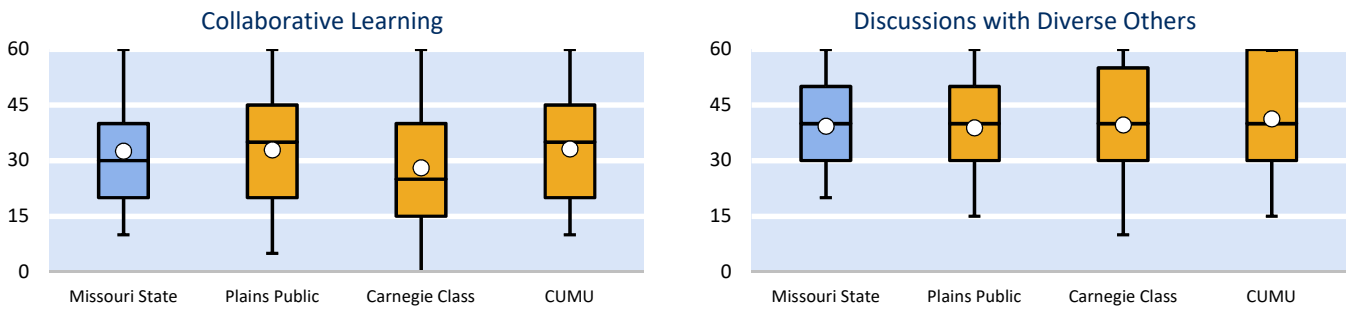
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1e. Asked another student to help you understand course material	47	-0	+13	+2
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1g. Prepared for exams by discussing or working through course material with other students	48	-0	+9	-0
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Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	63	-2	-9	-13
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### Experiences with Faculty: First-year students

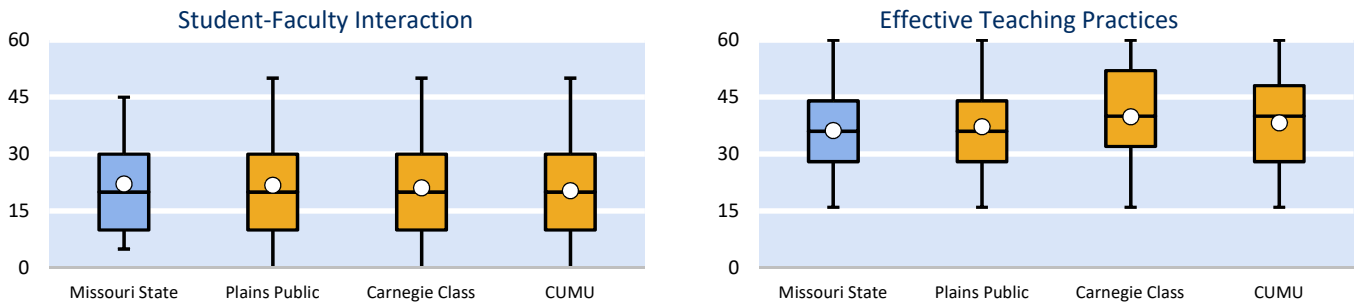
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Missouri State Mean	Your first-year students compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.1	21.8	.02	21.1 *	.07	20.4 ***	.12
Effective Teaching Practices	36.2	37.2 *	-.08	39.8 ***	-.27	38.2 ***	-.16

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<b>Student-Faculty Interaction</b>				
Percentage of students who responded that they "Very often" or "Often"...				
	%			
3a. Talked about career plans with a faculty member	44	+3	+5	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	-1	+1	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	-1	-2	-1
3d. Discussed your academic performance with a faculty member	30	+1	-2	+2
<b>Effective Teaching Practices</b>				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	75	-1	-4	-2
5b. Taught course sessions in an organized way	73	-0	-3	-0
5c. Used examples or illustrations to explain difficult points	71	-1	-4	-2
5d. Provided feedback on a draft or work in progress	55	-5	-13	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	52	-3	-11	-6

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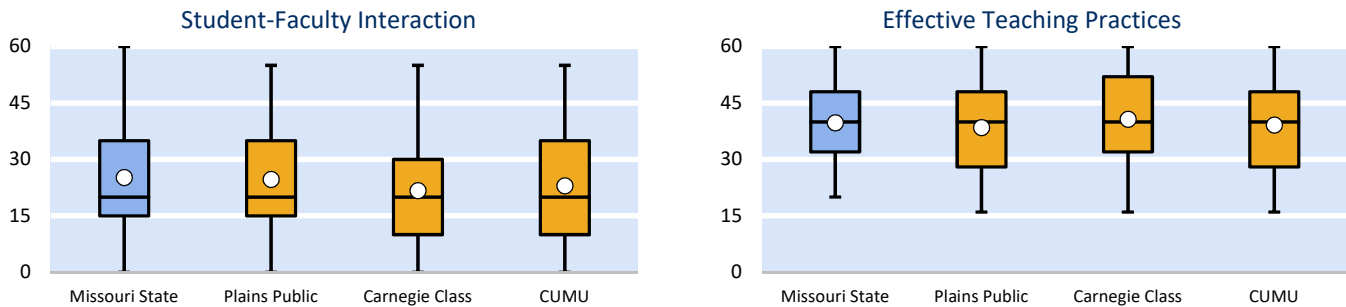
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#### Mean Comparisons

Engagement Indicator	Missouri State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		CUMU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.2	24.7	.03	21.7 ***	.22	23.0 ***	.14
Effective Teaching Practices	39.7	38.4 ***	.10	40.6 **	-.07	39.1 *	.04

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

#### Score Distributions



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

#### Performance on Indicator Items

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

Student-Faculty Interaction	Missouri State	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class	CUMU
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	48	+2	+7	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	-1	+6	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+0	+5	+2
3d. Discussed your academic performance with a faculty member	35	+1	+4	+3
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	+4	+1	+3
5b. Taught course sessions in an organized way	80	+3	+1	+4
5c. Used examples or illustrations to explain difficult points	79	+3	+3	+2
5d. Provided feedback on a draft or work in progress	62	+3	-2	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+4	-4	+4

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

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

### Campus Environment: First-year students

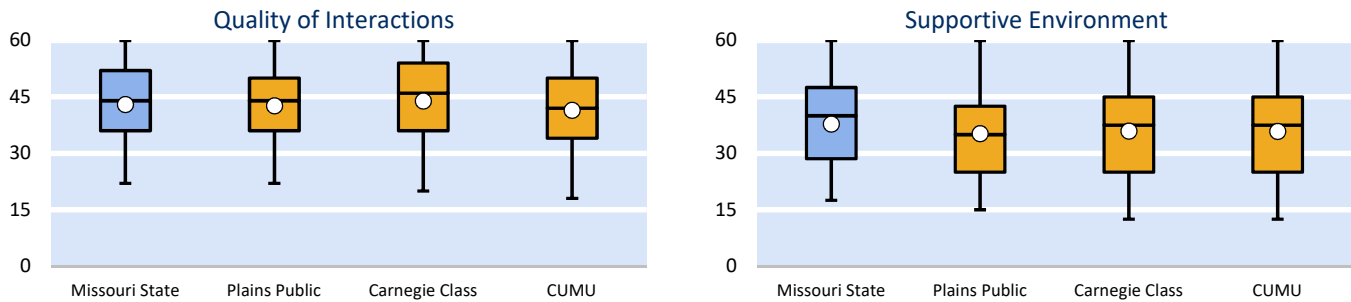
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Missouri State Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		CUMU	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.0	42.7	.03	43.9 *	-.08	41.4 ***	.12
Supportive Environment	37.8	35.2 ***	.20	36.0 ***	.13	35.8 ***	.14

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

#### 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	Missouri State	Percentage point difference <sup>a</sup> between your FY students and		
		Plains Public	Carnegie Class	CUMU
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-0	-3	+2
13b. Academic advisors	55	+3	-1	+6
13c. Faculty	47	-1	-8	-0
13d. Student services staff (career services, student activities, housing, etc.)	47	+1	-2	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+1	-3	+5
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	74	-0	-3	+1
14c. Using learning support services (tutoring services, writing center, etc.)	78	+4	-0	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+9	+5	+4
14e. Providing opportunities to be involved socially	78	+7	+8	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	+8	+11	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+6	+2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	+5	+10	+8
14i. Attending events that address important social, economic, or political issues	56	+10	+9	+7

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

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

### Campus Environment: Seniors

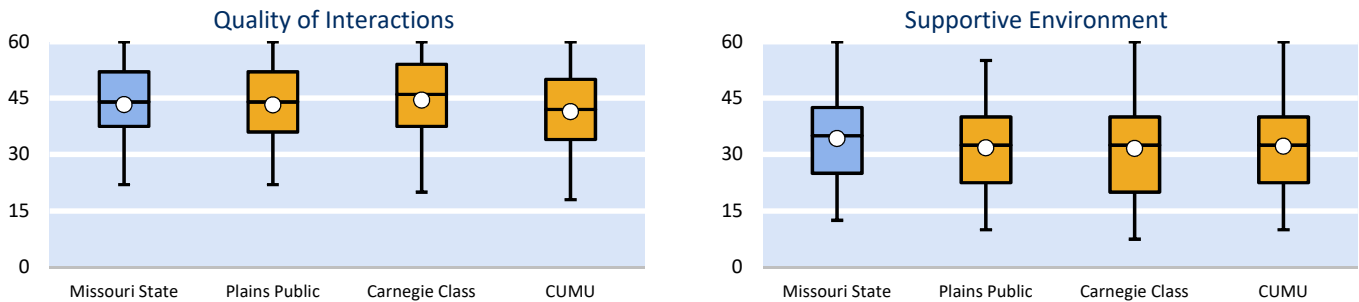
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Missouri State Mean	Your seniors compared with					
		Plains Public		Carnegie Class		CUMU	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.4	43.2	.01	44.5 ***	-.09	41.4 ***	.15
Supportive Environment	34.3	31.8 ***	.18	31.6 ***	.18	32.3 ***	.14

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

#### 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	Missouri State	Percentage point difference <sup>a</sup> between your seniors and		
		Plains Public	Carnegie Class	CUMU
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1= "Poor" to 7= "Excellent") with...</i>				
	%			
13a. Students	57	-1	-3	+1
13b. Academic advisors	55	+1	-3	+7
13c. Faculty	55	+2	-8	+2
13d. Student services staff (career services, student activities, housing, etc.)	44	-1	-5	+2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	+2	-4	+7
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	+2	-1	+4
14c. Using learning support services (tutoring services, writing center, etc.)	66	+3	-4	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+10	+5	+4
14e. Providing opportunities to be involved socially	72	+7	+11	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+8	+14	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+5	+1	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	57	+2	+12	+5
14i. Attending events that address important social, economic, or political issues	48	+9	+10	+5

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

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

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### Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see [nsse.indiana.edu/links/PNP](https://nsse.indiana.edu/links/PNP)), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable<sup>b</sup> to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

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

First-Year Students		Missouri State Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.6	39.3 ***	-.13		41.0 ***	-.26	
	Reflective and Integrative Learning	35.4	36.8 ***	-.12		38.8 ***	-.28	
	Learning Strategies	37.1	39.9 ***	-.20		42.5 ***	-.38	
	Quantitative Reasoning	27.5	29.3 ***	-.12		30.8 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	32.7	35.4 ***	-.20		37.7 ***	-.37	
	Discussions with Diverse Others	40.5	41.3	-.06	✓	43.2 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.1	24.9 ***	-.19		28.0 ***	-.38	
	Effective Teaching Practices	36.2	40.6 ***	-.33		42.7 ***	-.47	
<i>Campus Environment</i>	Quality of Interactions	43.0	44.9 ***	-.17		47.1 ***	-.35	
	Supportive Environment	37.8	38.1	-.03	✓	40.1 ***	-.17	
Seniors		Missouri State Mean	Your seniors compared with					
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	41.8 ***	-.21		43.0 ***	-.31	
	Reflective and Integrative Learning	38.3	39.9 ***	-.13		41.6 ***	-.27	
	Learning Strategies	37.2	40.8 ***	-.25		42.6 ***	-.37	
	Quantitative Reasoning	29.4	31.3 ***	-.12		32.7 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	32.6	36.1 ***	-.25		38.6 ***	-.44	
	Discussions with Diverse Others	39.3	42.0 ***	-.17		43.5 ***	-.27	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.2	29.9 ***	-.29		33.9 ***	-.55	
	Effective Teaching Practices	39.7	41.8 ***	-.15		43.5 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	43.4	45.2 ***	-.16		47.4 ***	-.34	
	Supportive Environment	34.3	34.8	-.04	✓	37.0 ***	-.19	

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Missouri State (N = 1057)	37.6	12.5	.38	20	30	40	45	60				
Plains Public	36.3	12.8	.10	15	25	35	45	60	17,991	1.3	.001	.103
Carnegie Class	39.0	13.4	.07	20	30	40	50	60	1,124	-1.3	.001	-.099
CUMU	38.2	13.2	.06	20	30	40	45	60	1,113	-.6	.137	-.044
Top 50%	39.3	13.0	.03	20	30	40	50	60	168,412	-1.7	.000	-.132
Top 10%	41.0	13.0	.06	20	35	40	50	60	44,231	-3.4	.000	-.261
<b>Reflective &amp; Integrative Learning</b>												
Missouri State (N = 1094)	35.4	11.5	.35	17	29	37	43	57				
Plains Public	34.0	11.7	.09	17	26	34	40	54	18,940	1.4	.000	.117
Carnegie Class	36.0	12.0	.06	17	29	37	43	57	1,158	-.6	.091	-.050
CUMU	35.8	11.9	.05	17	29	37	43	57	48,617	-.4	.317	-.031
Top 50%	36.8	11.8	.03	17	29	37	46	57	168,529	-1.4	.000	-.117
Top 10%	38.8	11.8	.06	20	31	40	46	60	35,992	-3.3	.000	-.285
<b>Learning Strategies</b>												
Missouri State (N = 1032)	37.1	13.4	.42	20	27	40	47	60				
Plains Public	36.3	13.6	.11	13	27	33	47	60	17,292	.8	.069	.058
Carnegie Class	39.9	13.9	.07	20	33	40	53	60	37,645	-2.8	.000	-.201
CUMU	38.0	13.6	.07	20	27	40	47	60	42,919	-.9	.041	-.064
Top 50%	39.9	13.7	.04	20	33	40	53	60	145,696	-2.7	.000	-.201
Top 10%	42.5	14.0	.08	20	33	40	53	60	1,102	-5.3	.000	-.381
<b>Quantitative Reasoning</b>												
Missouri State (N = 1034)	27.5	14.8	.46	0	20	27	40	60				
Plains Public	27.2	14.7	.11	0	20	27	40	53	17,492	.3	.586	.017
Carnegie Class	27.5	15.6	.08	0	20	27	40	60	1,099	.0	.940	-.002
CUMU	27.9	15.4	.07	0	20	27	40	60	1,089	-.4	.350	-.028
Top 50%	29.3	15.2	.04	7	20	27	40	60	1,046	-1.8	.000	-.115
Top 10%	30.8	15.2	.07	7	20	33	40	60	1,082	-3.3	.000	-.215
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Missouri State (N = 1121)	32.7	13.2	.39	15	20	30	40	60				
Plains Public	33.0	14.1	.10	10	20	35	40	60	1,278	-.3	.501	-.020
Carnegie Class	30.0	16.0	.08	0	20	30	40	60	1,208	2.6	.000	.165
CUMU	32.4	14.3	.06	10	20	30	40	60	1,179	.3	.421	.023
Top 50%	35.4	13.7	.03	15	25	35	45	60	183,959	-2.7	.000	-.200
Top 10%	37.7	13.6	.07	15	30	40	50	60	40,450	-5.0	.000	-.366
<b>Discussions with Diverse Others</b>												
Missouri State (N = 1035)	40.5	14.9	.46	20	30	40	55	60				
Plains Public	38.4	15.2	.12	15	25	40	50	60	17,395	2.1	.000	.137
Carnegie Class	39.5	16.1	.08	10	30	40	55	60	1,104	1.0	.031	.063
CUMU	40.0	15.6	.08	15	30	40	55	60	1,090	.5	.279	.033
Top 50%	41.3	14.9	.04	20	30	40	55	60	173,666	-.9	.066	-.057
Top 10%	43.2	14.4	.07	20	35	40	60	60	39,991	-2.8	.000	-.192



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Missouri State (N = 1072)	22.1	13.5	.41	5	10	20	30	45				
Plains Public	21.8	14.0	.11	0	10	20	30	50	18,360	.3	.514	.021
Carnegie Class	21.1	14.6	.07	0	10	20	30	50	1,140	1.0	.018	.068
CUMU	20.4	14.5	.07	0	10	20	30	50	1,130	1.7	.000	.119
Top 50%	24.9	14.8	.04	5	15	20	35	55	1,095	-2.8	.000	-.192
Top 10%	28.0	15.5	.12	5	15	25	40	60	1,246	-5.9	.000	-.381
<b>Effective Teaching Practices</b>												
Missouri State (N = 1062)	36.2	12.8	.39	16	28	36	44	60				
Plains Public	37.2	12.6	.10	16	28	36	44	60	18,002	-1.0	.012	-.079
Carnegie Class	39.8	13.5	.07	16	32	40	52	60	1,128	-3.6	.000	-.269
CUMU	38.2	13.1	.06	16	28	40	48	60	45,169	-2.0	.000	-.156
Top 50%	40.6	13.2	.04	20	32	40	52	60	127,995	-4.4	.000	-.335
Top 10%	42.7	14.0	.08	20	32	44	56	60	1,144	-6.5	.000	-.465
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Missouri State (N = 999)	43.0	11.2	.35	22	36	44	52	60				
Plains Public	42.7	11.5	.09	22	36	44	50	60	16,570	.3	.413	.027
Carnegie Class	43.9	12.3	.07	20	36	46	54	60	1,070	-.9	.010	-.076
CUMU	41.4	12.4	.06	18	34	42	50	60	1,062	1.5	.000	.123
Top 50%	44.9	11.4	.03	24	38	46	54	60	117,747	-1.9	.000	-.166
Top 10%	47.1	11.8	.07	24	40	50	58	60	30,245	-4.1	.000	-.350
<b>Supportive Environment</b>												
Missouri State (N = 1019)	37.8	12.9	.40	18	29	40	48	60				
Plains Public	35.2	13.0	.10	15	25	35	43	60	16,928	2.6	.000	.197
Carnegie Class	36.0	13.8	.07	13	25	38	45	60	1,086	1.8	.000	.130
CUMU	35.8	13.5	.07	13	25	38	45	60	1,075	1.9	.000	.143
Top 50%	38.1	13.2	.04	18	30	40	48	60	139,275	-.4	.383	-.027
Top 10%	40.1	13.2	.08	18	30	40	50	60	29,821	-2.3	.000	-.175

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Missouri State (N = 1799)	38.9	13.3	.31	20	30	40	50	60				
Plains Public	38.4	13.2	.10	20	30	40	45	60	19,924	.5	.164	.034
Carnegie Class	41.1	13.4	.06	20	35	40	50	60	47,589	-2.2	.000	-.167
CUMU	39.8	13.8	.06	20	30	40	50	60	60,214	-.9	.006	-.066
Top 50%	41.8	13.5	.04	20	35	40	55	60	1,846	-2.9	.000	-.214
Top 10%	43.0	13.5	.07	20	35	40	55	60	1,979	-4.1	.000	-.306
<b>Reflective &amp; Integrative Learning</b>												
Missouri State (N = 1837)	38.3	12.3	.29	20	29	40	49	60				
Plains Public	36.9	12.1	.09	17	29	37	46	57	20,738	1.4	.000	.114
Carnegie Class	38.8	12.3	.06	20	31	40	49	60	49,780	-.5	.083	-.041
CUMU	38.0	12.7	.05	17	29	37	47	60	1,954	.3	.335	.022
Top 50%	39.9	12.2	.03	20	31	40	49	60	134,399	-1.6	.000	-.130
Top 10%	41.6	12.2	.08	20	34	40	51	60	27,726	-3.3	.000	-.268
<b>Learning Strategies</b>												
Missouri State (N = 1768)	37.2	14.5	.34	13	27	40	47	60				
Plains Public	36.5	14.3	.11	13	27	40	47	60	19,366	.7	.040	.051
Carnegie Class	40.2	14.7	.07	13	27	40	53	60	46,058	-3.0	.000	-.201
CUMU	38.2	14.6	.06	13	27	40	47	60	57,847	-1.0	.007	-.066
Top 50%	40.8	14.4	.04	20	33	40	53	60	146,899	-3.6	.000	-.247
Top 10%	42.6	14.3	.07	20	33	40	60	60	48,044	-5.4	.000	-.374
<b>Quantitative Reasoning</b>												
Missouri State (N = 1776)	29.4	15.9	.38	0	20	27	40	60				
Plains Public	29.2	15.6	.12	0	20	27	40	60	19,531	.2	.555	.015
Carnegie Class	29.3	16.2	.08	0	20	27	40	60	46,569	.1	.823	.005
CUMU	30.1	16.3	.07	0	20	27	40	60	58,539	-.7	.062	-.045
Top 50%	31.3	16.0	.04	7	20	33	40	60	180,307	-1.9	.000	-.119
Top 10%	32.7	15.8	.07	7	20	33	40	60	51,279	-3.4	.000	-.212
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Missouri State (N = 1856)	32.6	14.8	.34	10	20	30	40	60				
Plains Public	32.9	14.9	.11	5	20	35	45	60	21,302	-.3	.383	-.021
Carnegie Class	28.1	16.4	.07	0	15	25	40	60	2,031	4.5	.000	.274
CUMU	33.2	14.5	.06	10	20	35	45	60	65,998	-.6	.067	-.043
Top 50%	36.1	14.0	.04	15	25	35	45	60	1,896	-3.6	.000	-.253
Top 10%	38.6	13.5	.09	15	30	40	50	60	2,096	-6.1	.000	-.444
<b>Discussions with Diverse Others</b>												
Missouri State (N = 1767)	39.3	14.9	.36	20	30	40	50	60				
Plains Public	38.9	15.4	.12	15	30	40	50	60	19,425	.5	.233	.030
Carnegie Class	39.7	16.7	.08	10	30	40	55	60	1,946	-.3	.379	-.019
CUMU	41.3	15.8	.07	15	30	40	60	60	1,893	-2.0	.000	-.123
Top 50%	42.0	15.6	.04	15	30	40	60	60	1,805	-2.7	.000	-.174
Top 10%	43.5	15.4	.07	20	35	45	60	60	1,909	-4.2	.000	-.273

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Missouri State (N = 1805)	25.2	15.7	.37	0	15	20	35	60				
Plains Public	24.7	15.7	.12	0	15	20	35	55	20,270	.5	.173	.034
Carnegie Class	21.7	16.1	.07	0	10	20	30	55	48,448	3.5	.000	.218
CUMU	23.0	15.9	.07	0	10	20	35	55	61,614	2.2	.000	.139
Top 50%	29.9	15.9	.06	5	20	30	40	60	73,725	-4.7	.000	-.294
Top 10%	33.9	15.8	.15	10	20	35	45	60	12,707	-8.7	.000	-.553
<b>Effective Teaching Practices</b>												
Missouri State (N = 1801)	39.7	12.8	.30	20	32	40	48	60				
Plains Public	38.4	13.2	.10	16	28	40	48	60	2,196	1.3	.000	.098
Carnegie Class	40.6	14.0	.07	16	32	40	52	60	1,973	-.9	.002	-.067
CUMU	39.1	13.9	.06	16	28	40	48	60	1,932	.6	.045	.045
Top 50%	41.8	13.6	.04	20	32	40	52	60	1,864	-2.1	.000	-.152
Top 10%	43.5	13.5	.08	20	36	44	56	60	2,035	-3.8	.000	-.284
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Missouri State (N = 1687)	43.4	11.3	.28	22	38	44	52	60				
Plains Public	43.2	11.3	.09	22	36	44	52	60	18,200	.2	.568	.015
Carnegie Class	44.5	12.4	.06	20	38	46	54	60	1,860	-1.1	.000	-.092
CUMU	41.4	12.7	.06	18	34	42	50	60	1,827	1.9	.000	.151
Top 50%	45.2	11.8	.03	23	38	48	54	60	1,735	-1.8	.000	-.155
Top 10%	47.4	12.0	.06	24	40	50	58	60	1,841	-4.0	.000	-.336
<b>Supportive Environment</b>												
Missouri State (N = 1747)	34.3	13.7	.33	13	25	35	43	60				
Plains Public	31.8	13.4	.10	10	23	33	40	55	19,072	2.5	.000	.184
Carnegie Class	31.6	14.6	.07	8	20	33	40	60	1,909	2.6	.000	.182
CUMU	32.3	14.3	.06	10	23	33	40	60	1,869	2.0	.000	.139
Top 50%	34.8	13.9	.04	13	25	35	45	60	125,064	-.5	.130	-.037
Top 10%	37.0	14.0	.09	13	28	38	48	60	25,434	-2.7	.000	-.193

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.