NSSE 2020
Engagement Indicators

University of Central Missouri

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
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 2019 and 2020 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**

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

Engagement Indicators: Overview

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

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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 Small Peer
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 Small Peer
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	Central Missouri Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		Small Peer	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	36.5	36.6	-.01	37.8	-.09	37.2	-.05
Reflective & Integrative Learning	34.0	33.9	.01	34.9	-.08	34.8	-.07
Learning Strategies	35.6	36.9	-.09	38.5 **	-.21	37.4	-.13
Quantitative Reasoning	28.4	27.8	.04	27.9	.03	28.2	.01

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

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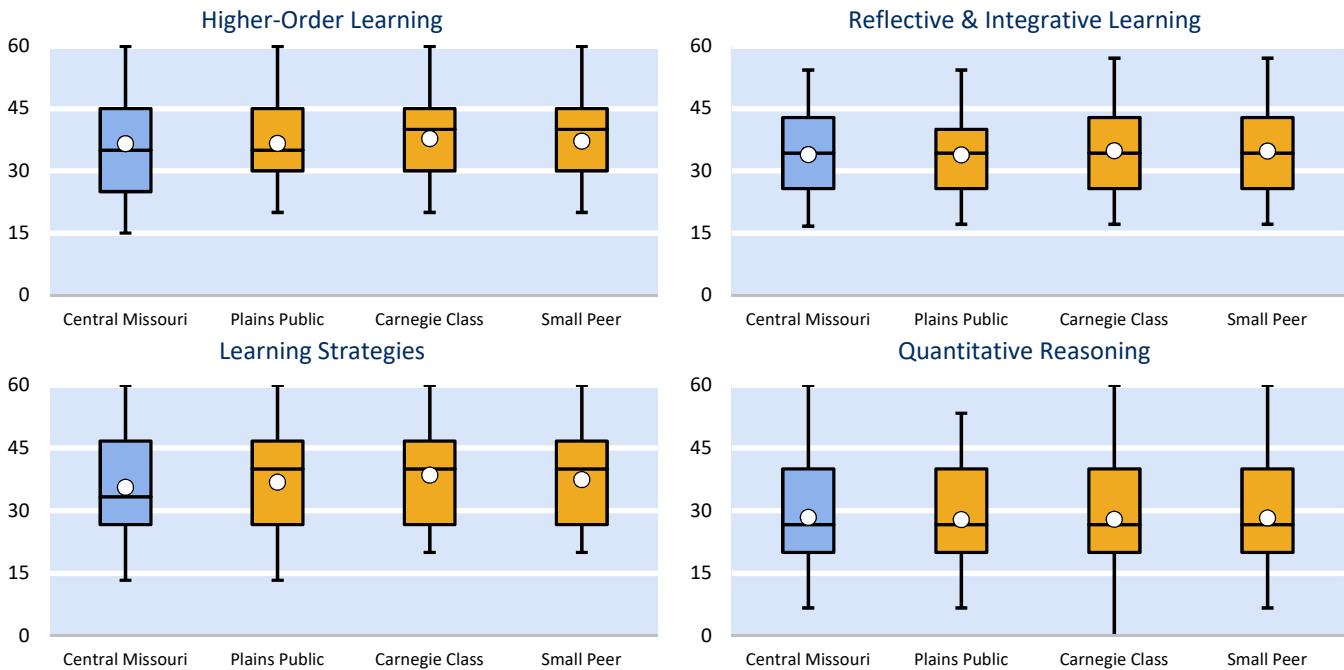
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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.

	Central Missouri	*Percentage point difference [a] between your FY students and*		
Higher-Order Learning		**Plains Public**	**Carnegie Class**	**Small Peer**
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	66	-4	-3	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-1	-4	-3
4d. Evaluating a point of view, decision, or information source	67	+2	-3	-1
4e. Forming a new idea or understanding from various pieces of information	63	-3	-6	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	57	+6	+6	+4
2b. Connected your learning to societal problems or issues	50	+3	-0	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	-3	-8	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	+2	-1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+4	+0	+0
2f. Learned something that changed the way you understand an issue or concept	62	-2	-5	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-4	-4	-4
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	65	-6	-10	-7
9b. Reviewed your notes after class	63	-1	-5	-2
9c. Summarized what you learned in class or from course materials	56	-5	-8	-6
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.)	57	+6	+6	+6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+5	+3	+3
6c. Evaluated what others have concluded from numerical information	37	-2	-2	-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.

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

	Central Missouri	Your seniors compared with					
		Plains Public		Carnegie Class		Small Peer	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	39.2	38.9	.02	40.5	-.09	39.4	-.01
Reflective & Integrative Learning	36.7	36.9	-.02	38.2 *	-.12	38.0	-.11
Learning Strategies	39.4	36.8 **	.18	39.4	.00	37.8	.11
Quantitative Reasoning	29.8	29.9	-.01	30.0	-.01	29.7	.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).

Score Distributions
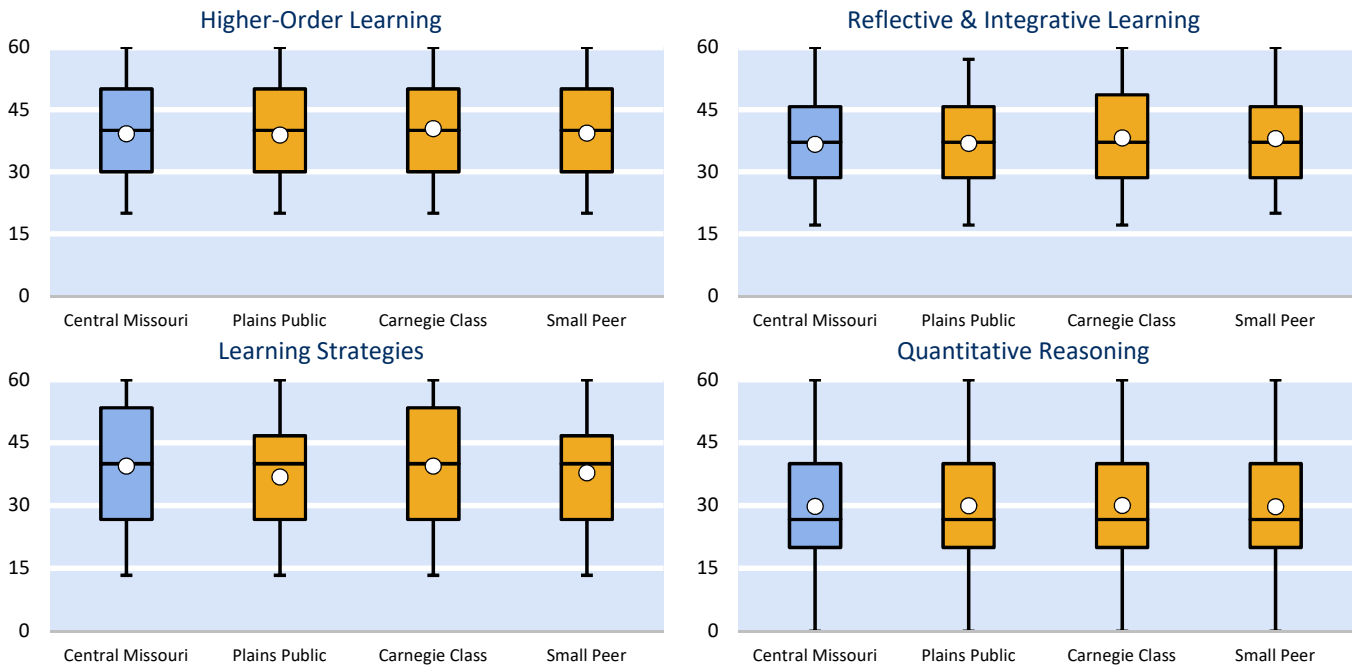
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Central Missouri	Percentage point difference [a] between your seniors and		
Higher-Order Learning		**Plains Public**	**Carnegie Class**	**Small Peer**
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	74	-3	-4	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	-5	-3
4d. Evaluating a point of view, decision, or information source	69	+2	-4	-1
4e. Forming a new idea or understanding from various pieces of information	70	+0	-4	-2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	69	+0	+1	-4
2b. Connected your learning to societal problems or issues	55	-1	-7	-5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+1	-5	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	+3	+0	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	71	+1	-2	-1
2f. Learned something that changed the way you understand an issue or concept	70	-0	-2	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+0	-0	+0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	+5	+0	+4
9b. Reviewed your notes after class	64	+6	-1	+3
9c. Summarized what you learned in class or from course materials	66	+6	-0	+3
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.)	56	+0	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+0	-1	-0
6c. Evaluated what others have concluded from numerical information	42	-2	-3	-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.

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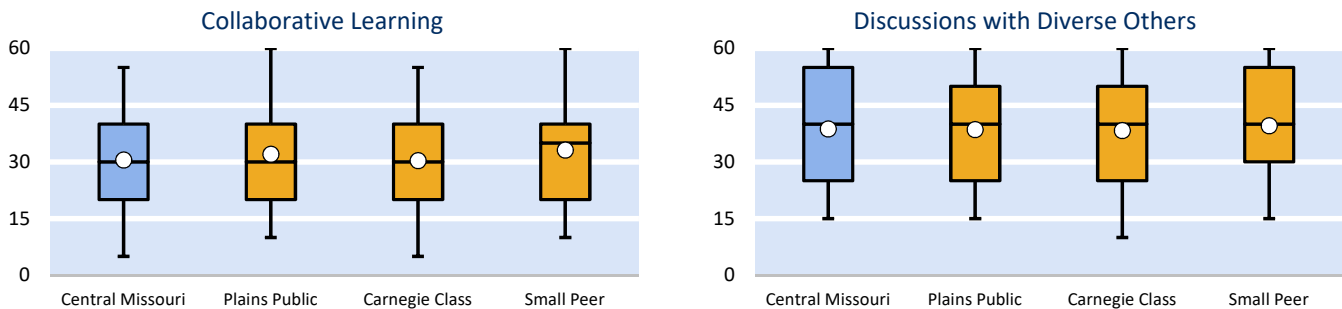
Learning with Peers: First-year students

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

| | Central Missouri | Your first-year students compared with | | | | | |
| | | Plains Public | | Carnegie Class | | Small Peer | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.5	32.0	-.10	30.3	.01	33.1 **	-.19
Discussions with Diverse Others	38.7	38.5	.01	38.3	.03	39.6	-.05

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| | Central Missouri | Percentage point difference [a] between your FY students and | | |
Collaborative Learning		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	53	+0	+5	-1
1f. Explained course material to one or more students	54	-2	+2	-5
1g. Prepared for exams by discussing or working through course material with other students	44	-6	-2	-7
1h. Worked with other students on course projects or assignments	52	-2	+1	-5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	68	+4	-0	-0
8b. People from an economic background other than your own	69	+0	+0	-2
8c. People with religious beliefs other than your own	57	-9	-7	-11
8d. People with political views other than your own	64	-4	+2	-6

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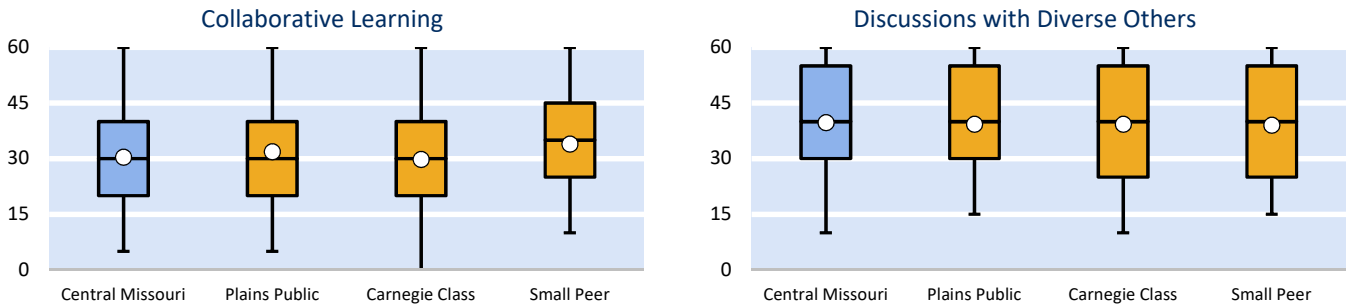
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Mean Comparisons

	Central Missouri	*Your seniors compared with*					
		Plains Public		Carnegie Class		Small Peer	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Collaborative Learning	30.4	31.9	-.09	29.8	.04	33.9 ***	-.24
Discussions with Diverse Others	39.7	39.3	.02	39.3	.02	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).

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	Central Missouri	*Percentage point difference [a] between your seniors and*		
Collaborative Learning		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	38	-7	-1	-12
1f. Explained course material to one or more students	57	+1	+5	-4
1g. Prepared for exams by discussing or working through course material with other students	44	-2	+1	-6
1h. Worked with other students on course projects or assignments	57	-7	-1	-11
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	69	+4	-2	+5
8b. People from an economic background other than your own	70	-0	-0	+1
8c. People with religious beliefs other than your own	69	+2	+3	+3
8d. People with political views other than your own	70	+2	+7	+1

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NSSE 2020 Engagement Indicators

Experiences with Faculty
University of Central Missouri

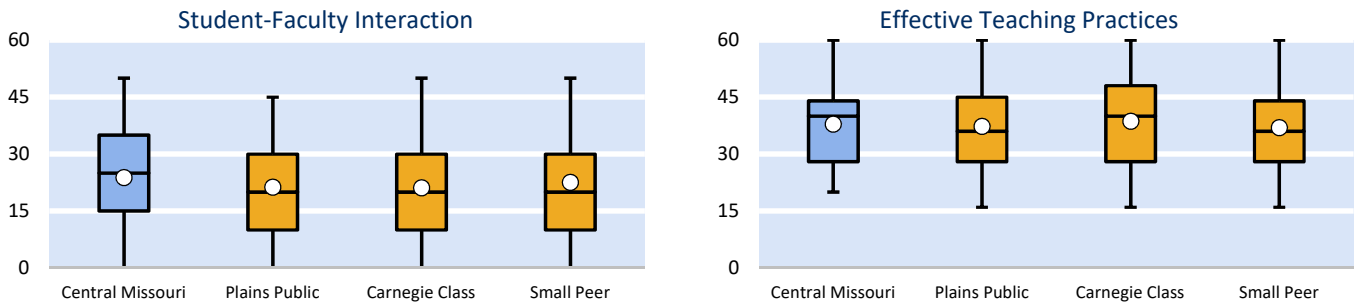## Experiences with Faculty: First-year students

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

	Central Missouri	*Your first-year students compared with*					
		Plains Public		Carnegie Class		Small Peer	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.8	21.2 **	.18	21.1 **	.18	22.5	.09
Effective Teaching Practices	37.8	37.3	.04	38.7	-.06	37.0	.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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	Central Missouri	Percentage point difference [a] between your FY students and		
Student-Faculty Interaction		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	49	+9	+11	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+3	+5	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	+4	+2	+1
3d. Discussed your academic performance with a faculty member	38	+10	+7	+6
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	+2	+1	+3
5b. Taught course sessions in an organized way	76	+2	+3	+4
5c. Used examples or illustrations to explain difficult points	66	-8	-7	-6
5d. Provided feedback on a draft or work in progress	60	+2	-5	+1
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+6	+1	+6

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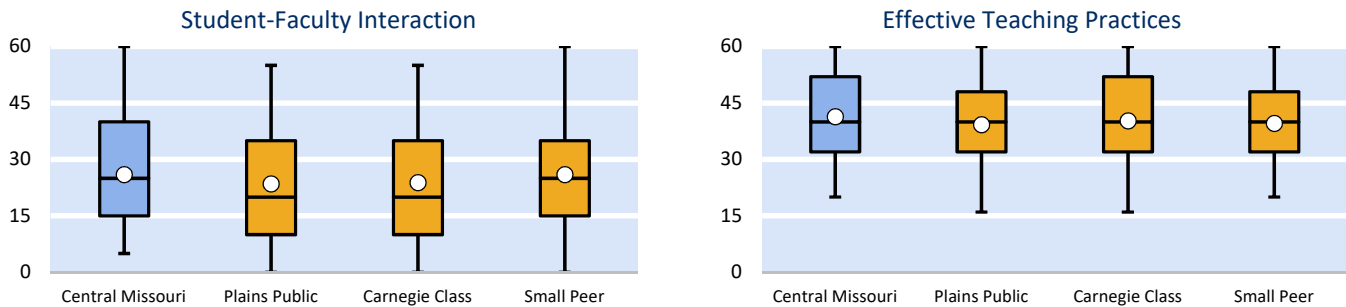
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Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.9	23.5 **	.16	23.8 *	.13	25.9	.00
Effective Teaching Practices	41.3	39.2 **	.16	40.2	.08	39.5 *	.14

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Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

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Student-Faculty Interaction		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	48	+5	+5	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+7	+9	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+3	+2	-3
3d. Discussed your academic performance with a faculty member	37	+6	+0	+1
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	+0	-0	-1
5b. Taught course sessions in an organized way	79	+1	+2	+1
5c. Used examples or illustrations to explain difficult points	79	+1	+2	+1
5d. Provided feedback on a draft or work in progress	66	+7	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+6	+3	+4

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NSSE 2020 Engagement Indicators
Campus Environment
University of Central Missouri

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

	Central Missouri	Your first-year students compared with					
		Plains Public		Carnegie Class		Small Peer	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	43.0	43.4	-.04	43.1	-.01	43.4	-.04
Supportive Environment	33.4	35.1	-.13	35.6 **	-.16	36.9 ***	-.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.

| | Central Missouri | Percentage point difference [a] between your FY students and | | |
		Plains Public	Carnegie Class	Small Peer
Quality of Interactions	%			
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	48	-4	-3	-2
13b. Academic advisors	64	+9	+11	+10
13c. Faculty	53	+2	-0	+3
13d. Student services staff (career services, student activities, housing, etc.)	46	-2	-3	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	-3	-4	-4
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	-0	-0	-1
14c. Using learning support services (tutoring services, writing center, etc.)	75	-0	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-7	-9	-13
14e. Providing opportunities to be involved socially	67	-4	-2	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-6	-4	-10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+1	-3	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-8	-4	-12
14i. Attending events that address important social, economic, or political issues	37	-7	-10	-14

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

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

NSSE 2020 Engagement Indicators

Campus Environment
University of Central Missouri
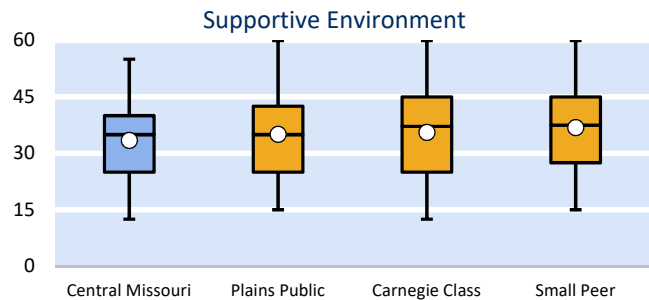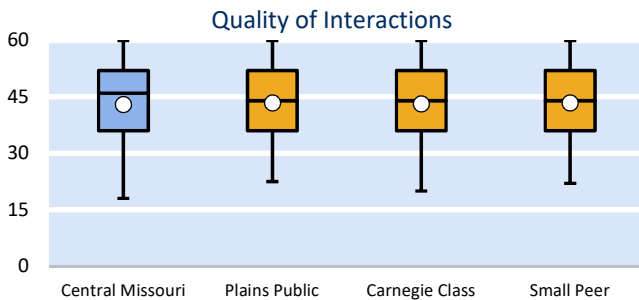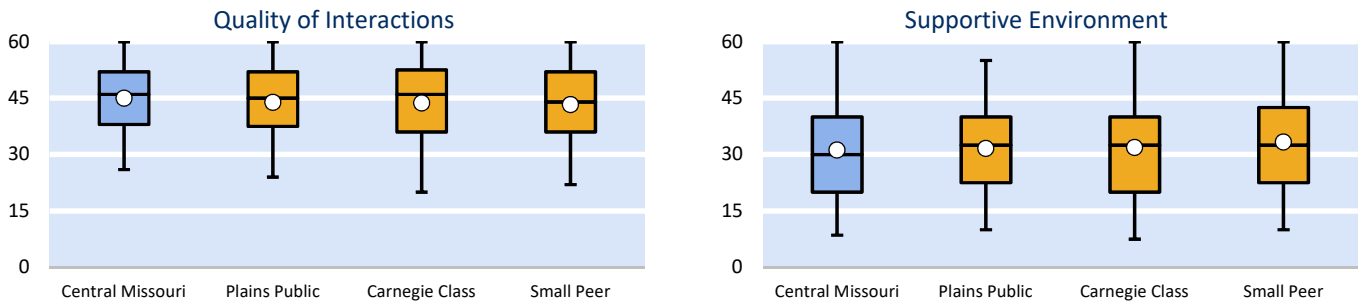
Campus Environment: Seniors

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	Central Missouri Mean	Plains Public Mean	Plains Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	Small Peer Mean	Small Peer Effect size
		Your seniors compared with					
Quality of Interactions	45.0	43.9	.09	43.8 *	.10	43.3 *	.15
Supportive Environment	31.3	31.6	-.03	32.0	-.05	33.4 *	-.15

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	Central Missouri %	Plains Public	Carnegie Class	Small Peer
		Percentage point difference [a] between your seniors and		
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...				
13a. Students	54	-5	-4	-3
13b. Academic advisors	53	-3	-2	-0
13c. Faculty	65	+9	+5	+10
13d. Student services staff (career services, student activities, housing, etc.)	52	+5	+4	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+3	+3	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	67	-4	-4	-5
14c. Using learning support services (tutoring services, writing center, etc.)	64	-2	-4	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	+1	-3	-6
14e. Providing opportunities to be involved socially	62	-2	+1	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-1	+1	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+4	+0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	46	-4	+0	-8
14i. Attending events that address important social, economic, or political issues	29	-9	-11	-17

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

   (a) institutions with average scores placing them in the top 50% of all 2019 and 2020 NSSE institutions, and

   (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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

| | | Central Missouri | 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	36.5	39.3 **	-.21		41.4 ***	-.38	
	Reflective and Integrative Learning	34.0	36.7 ***	-.23		39.0 ***	-.43	
	Learning Strategies	35.6	39.9 ***	-.31		42.3 ***	-.48	
	Quantitative Reasoning	28.4	29.4	-.07	✓	31.4 **	-.19	
Learning with Peers	Collaborative Learning	30.5	35.2 ***	-.34		37.4 ***	-.51	
	Discussions with Diverse Others	38.7	41.5 **	-.18		43.6 ***	-.34	
Experiences with Faculty	Student-Faculty Interaction	23.8	24.5	-.05	✓	28.1 ***	-.28	
	Effective Teaching Practices	37.8	40.5 **	-.20		42.3 ***	-.31	
Campus Environment	Quality of Interactions	43.0	45.2 **	-.20		47.2 ***	-.36	
	Supportive Environment	33.4	37.9 ***	-.34		40.0 ***	-.51	

Seniors

| | | Central Missouri | 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	39.2	41.7 ***	-.19		43.2 ***	-.30	
	Reflective and Integrative Learning	36.7	39.8 ***	-.26		41.8 ***	-.42	
	Learning Strategies	39.4	40.7	-.09	✓	42.7 ***	-.23	
	Quantitative Reasoning	29.8	31.4	-.10		33.4 ***	-.23	
Learning with Peers	Collaborative Learning	30.4	35.9 ***	-.39		38.4 ***	-.58	
	Discussions with Diverse Others	39.7	42.1 **	-.15		43.8 ***	-.27	
Experiences with Faculty	Student-Faculty Interaction	25.9	29.7 ***	-.24		33.2 ***	-.46	
	Effective Teaching Practices	41.3	41.8	-.03	✓	43.7 **	-.18	
Campus Environment	Quality of Interactions	45.0	45.2	-.02	✓	47.4 ***	-.20	
	Supportive Environment	31.3	34.6 ***	-.24		36.8 ***	-.39	

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 2019 and 2020 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.

![NSSE national survey of student engagement]

NSSE 2020 Engagement Indicators
Detailed Statistics[a]
University of Central Missouri

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												
Central Missouri (N = 234)	36.5	13.4	.87	15	25	35	45	60				
Plains Public	36.6	12.7	.13	20	30	35	45	60	9,500	-.1	.891	-.009
Carnegie Class	37.8	13.3	.07	20	30	40	45	60	39,605	-1.2	.152	-.094
Small Peer	37.2	13.0	.31	20	30	40	45	60	1,982	-.6	.478	-.049
Top 50%	39.3	13.1	.04	20	30	40	50	60	89,325	-2.8	.001	-.214
Top 10%	41.4	12.8	.10	20	35	40	50	60	17,307	-4.9	.000	-.379
Reflective & Integrative Learning												
Central Missouri (N = 261)	34.0	11.9	.74	17	26	34	43	54				
Plains Public	33.9	11.6	.12	17	26	34	40	54	10,084	.1	.933	.005
Carnegie Class	34.9	12.0	.06	17	26	34	43	57	42,893	-.9	.217	-.077
Small Peer	34.8	11.8	.27	17	26	34	43	57	2,106	-.8	.307	-.068
Top 50%	36.7	11.8	.04	17	29	37	46	57	87,253	-2.7	.000	-.231
Top 10%	39.0	11.7	.10	20	31	40	49	60	13,921	-5.0	.000	-.426
Learning Strategies												
Central Missouri (N = 216)	35.6	14.2	.97	13	27	33	47	60				
Plains Public	36.9	13.6	.14	13	27	40	47	60	9,136	-1.3	.181	-.092
Carnegie Class	38.5	13.8	.07	20	27	40	47	60	37,255	-2.9	.002	-.214
Small Peer	37.4	13.6	.33	20	27	40	47	60	1,895	-1.8	.066	-.133
Top 50%	39.9	13.7	.05	20	33	40	53	60	75,726	-4.3	.000	-.314
Top 10%	42.3	14.1	.11	20	33	40	53	60	16,852	-6.7	.000	-.476
Quantitative Reasoning												
Central Missouri (N = 222)	28.4	14.4	.97	7	20	27	40	60				
Plains Public	27.8	14.5	.15	7	20	27	40	53	9,231	.6	.564	.039
Carnegie Class	27.9	15.4	.08	0	20	27	40	60	37,980	.5	.646	.031
Small Peer	28.2	14.8	.36	7	20	27	40	60	1,916	.2	.862	.012
Top 50%	29.4	15.2	.05	7	20	27	40	60	98,207	-1.0	.320	-.067
Top 10%	31.4	15.3	.11	7	20	33	40	60	20,939	-3.0	.004	-.194
Learning with Peers												
Collaborative Learning												
Central Missouri (N = 293)	30.5	13.8	.81	5	20	30	40	55				
Plains Public	32.0	14.5	.14	10	20	30	40	60	10,626	-1.5	.085	-.102
Carnegie Class	30.3	15.1	.07	5	20	30	40	55	297	.2	.833	.011
Small Peer	33.1	13.8	.32	10	20	35	40	60	2,213	-2.6	.003	-.187
Top 50%	35.2	13.7	.04	15	25	35	45	60	113,539	-4.7	.000	-.341
Top 10%	37.4	13.5	.09	15	30	40	45	60	24,005	-6.9	.000	-.509
Discussions with Diverse Others												
Central Missouri (N = 218)	38.7	15.8	1.07	15	25	40	55	60				
Plains Public	38.5	15.2	.16	15	25	40	50	60	9,172	.2	.857	.012
Carnegie Class	38.3	16.2	.08	10	25	40	50	60	37,561	.4	.700	.026
Small Peer	39.6	15.2	.37	15	30	40	55	60	1,900	-.8	.449	-.054
Top 50%	41.5	15.0	.05	20	30	40	55	60	100,793	-2.7	.007	-.182
Top 10%	43.6	14.5	.10	20	35	45	60	60	21,039	-4.9	.000	-.336

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												
Central Missouri (N = 246)	23.8	14.1	.90	0	15	25	35	50				
Plains Public	21.2	13.9	.14	0	10	20	30	45	9,737	2.5	.005	.182
Carnegie Class	21.1	14.7	.07	0	10	20	30	50	40,998	2.7	.004	.182
Small Peer	22.5	14.4	.34	0	10	20	30	50	2,038	1.2	.210	.085
Top 50%	24.5	14.7	.06	5	15	20	35	55	57,524	-.7	.445	-.049
Top 10%	28.1	15.5	.18	5	15	25	40	60	264	-4.3	.000	-.282
Effective Teaching Practices												
Central Missouri (N = 231)	37.8	12.3	.81	20	28	40	44	60				
Plains Public	37.3	12.8	.13	16	28	36	45	60	9,488	.5	.541	.041
Carnegie Class	38.7	13.5	.07	16	28	40	48	60	233	-.8	.305	-.062
Small Peer	37.0	13.0	.31	16	28	36	44	60	1,978	.9	.340	.067
Top 50%	40.5	13.2	.05	20	32	40	52	60	65,435	-2.7	.002	-.204
Top 10%	42.3	14.1	.11	16	32	44	56	60	238	-4.4	.000	-.315
Campus Environment												
Quality of Interactions												
Central Missouri (N = 205)	43.0	11.9	.83	18	36	46	52	60				
Plains Public	43.4	11.3	.12	23	36	44	52	60	8,699	-.5	.565	-.041
Carnegie Class	43.1	12.3	.07	20	36	44	52	60	34,278	-.2	.842	-.014
Small Peer	43.4	11.3	.28	22	36	44	52	60	1,821	-.4	.616	-.037
Top 50%	45.2	11.2	.05	24	38	46	54	60	61,145	-2.2	.005	-.198
Top 10%	47.2	11.6	.10	25	40	50	58	60	14,870	-4.2	.000	-.364
Supportive Environment												
Central Missouri (N = 213)	33.4	11.9	.82	13	25	35	40	55				
Plains Public	35.1	12.9	.14	15	25	35	43	60	8,921	-1.7	.061	-.130
Carnegie Class	35.6	13.9	.07	13	25	37	45	60	215	-2.2	.008	-.159
Small Peer	36.9	13.0	.32	15	28	38	45	60	1,852	-3.5	.000	-.268
Top 50%	37.9	13.1	.05	18	30	38	48	60	73,743	-4.5	.000	-.340
Top 10%	40.0	12.9	.11	18	33	40	50	60	13,182	-6.6	.000	-.513

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

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

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

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

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

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

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

NSSE 2020 Engagement Indicators

Detailed Statistics[a]
University of Central Missouri

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												
Central Missouri (N = 356)	39.2	13.8	.73	20	30	40	50	60				
Plains Public	38.9	13.1	.12	20	30	40	50	60	12,758	.3	.649	.024
Carnegie Class	40.5	13.6	.06	20	30	40	50	60	49,028	-1.3	.077	-.094
Small Peer	39.4	13.4	.27	20	30	40	50	60	2,753	-.2	.800	-.014
Top 50%	41.7	13.4	.05	20	35	40	55	60	82,310	-2.5	.000	-.188
Top 10%	43.2	13.3	.09	20	35	40	55	60	20,283	-4.0	.000	-.300
Reflective & Integrative Learning												
Central Missouri (N = 381)	36.7	13.0	.67	17	29	37	46	60				
Plains Public	36.9	12.1	.11	17	29	37	46	57	13,377	-.2	.695	-.020
Carnegie Class	38.2	12.6	.06	17	29	37	49	60	51,971	-1.5	.020	-.120
Small Peer	38.0	12.3	.25	20	29	37	46	60	2,860	-1.3	.050	-.108
Top 50%	39.8	12.2	.04	20	31	40	49	60	81,758	-3.1	.000	-.258
Top 10%	41.8	12.0	.11	20	34	40	51	60	13,504	-5.1	.000	-.422
Learning Strategies												
Central Missouri (N = 329)	39.4	14.5	.80	13	27	40	53	60				
Plains Public	36.8	14.5	.13	13	27	40	47	60	12,368	2.6	.001	.182
Carnegie Class	39.4	14.5	.07	13	27	40	53	60	47,033	.0	.965	.002
Small Peer	37.8	14.4	.30	13	27	40	47	60	2,660	1.6	.058	.112
Top 50%	40.7	14.5	.05	20	33	40	53	60	90,805	-1.3	.112	-.088
Top 10%	42.7	14.4	.08	20	33	40	60	60	29,554	-3.3	.000	-.226
Quantitative Reasoning												
Central Missouri (N = 335)	29.8	16.3	.89	0	20	27	40	60				
Plains Public	29.9	15.6	.14	0	20	27	40	60	12,463	-.1	.893	-.007
Carnegie Class	30.0	16.2	.07	0	20	27	40	60	47,599	-.2	.814	-.013
Small Peer	29.7	15.8	.33	0	20	27	40	60	2,686	.1	.940	.004
Top 50%	31.4	16.1	.05	0	20	33	40	60	116,120	-1.6	.063	-.102
Top 10%	33.4	15.9	.11	7	20	33	40	60	23,058	-3.6	.000	-.225
Learning with Peers												
Collaborative Learning												
Central Missouri (N = 408)	30.4	15.8	.78	5	20	30	40	60				
Plains Public	31.9	15.3	.13	5	20	30	40	60	13,807	-1.4	.062	-.094
Carnegie Class	29.8	16.2	.07	0	20	30	40	60	54,265	.6	.447	.038
Small Peer	33.9	14.5	.29	10	25	35	45	60	524	-3.5	.000	-.235
Top 50%	35.9	14.0	.04	15	25	35	45	60	409	-5.5	.000	-.393
Top 10%	38.4	13.6	.10	15	30	40	50	60	420	-7.9	.000	-.583
Discussions with Diverse Others												
Central Missouri (N = 332)	39.7	15.9	.87	10	30	40	55	60				
Plains Public	39.3	15.5	.14	15	30	40	55	60	12,401	.4	.661	.024
Carnegie Class	39.3	16.6	.08	10	25	40	55	60	47,202	.4	.663	.024
Small Peer	39.1	15.3	.32	15	25	40	55	60	2,670	.6	.487	.041
Top 50%	42.1	15.5	.05	15	30	40	60	60	115,762	-2.3	.006	-.151
Top 10%	43.8	15.3	.09	20	35	45	60	60	29,307	-4.1	.000	-.266

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												
Central Missouri (N = 370)	25.9	16.3	.85	5	15	25	40	60				
Plains Public	23.5	15.5	.14	0	10	20	35	55	13,017	2.4	.003	.156
Carnegie Class	23.8	16.1	.07	0	10	20	35	55	50,328	2.1	.014	.128
Small Peer	25.9	16.0	.32	0	15	25	35	60	2,790	.0	.973	-.002
Top 50%	29.7	15.9	.08	5	20	30	40	60	43,482	-3.8	.000	-.237
Top 10%	33.2	16.0	.19	10	20	35	45	60	7,782	-7.3	.000	-.459
Effective Teaching Practices												
Central Missouri (N = 347)	41.3	13.2	.71	20	32	40	52	60				
Plains Public	39.2	13.2	.12	16	32	40	48	60	12,757	2.1	.003	.162
Carnegie Class	40.2	14.1	.06	16	32	40	52	60	49,037	1.1	.143	.079
Small Peer	39.5	13.2	.27	20	32	40	48	60	2,750	1.8	.015	.140
Top 50%	41.8	13.7	.05	20	32	40	52	60	69,932	-.4	.551	-.032
Top 10%	43.7	13.4	.11	20	36	44	56	60	15,696	-2.4	.001	-.177
Campus Environment												
Quality of Interactions												
Central Missouri (N = 287)	45.0	10.3	.61	26	38	46	52	60				
Plains Public	43.9	11.3	.11	24	38	45	52	60	304	1.1	.087	.094
Carnegie Class	43.8	12.3	.06	20	36	46	53	60	292	1.2	.048	.099
Small Peer	43.3	11.4	.24	22	36	44	52	60	383	1.7	.011	.148
Top 50%	45.2	11.7	.04	24	38	48	54	60	289	-.3	.679	-.022
Top 10%	47.4	12.0	.08	24	40	50	58	60	296	-2.4	.000	-.201
Supportive Environment												
Central Missouri (N = 314)	31.3	14.5	.82	9	20	30	40	60				
Plains Public	31.6	13.4	.12	10	23	33	40	55	12,145	-.4	.635	-.027
Carnegie Class	32.0	14.5	.07	8	20	33	40	60	45,776	-.7	.399	-.048
Small Peer	33.4	13.8	.29	10	23	33	43	60	2,608	-2.1	.011	-.154
Top 50%	34.6	14.0	.05	13	25	35	45	60	77,214	-3.4	.000	-.240
Top 10%	36.8	14.1	.12	13	28	38	48	60	14,080	-5.6	.000	-.394

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.