NSSE national survey of student engagement

NSSE 2023
Engagement Indicators

University of Central Missouri

Prepared 2023-07-28

IPEDS: 176965

NSSE 2023 Engagement Indicators

About This Report

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

- **Mean Comparisons**
  Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
- **Score Distributions**
  Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
- **Performance on Indicator Items**
  Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

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

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

How Engagement Indicators are Computed

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

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

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

NSSE 2023 Engagement Indicators

Overview

University of Central Missouri

Engagement Indicators: Overview

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

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

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	*Engagement Indicator*	**Your first-year students** compared with 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	--	--	--

NSSE 2023 Engagement Indicators

Academic Challenge

University of Central Missouri

Academic Challenge: First-year students

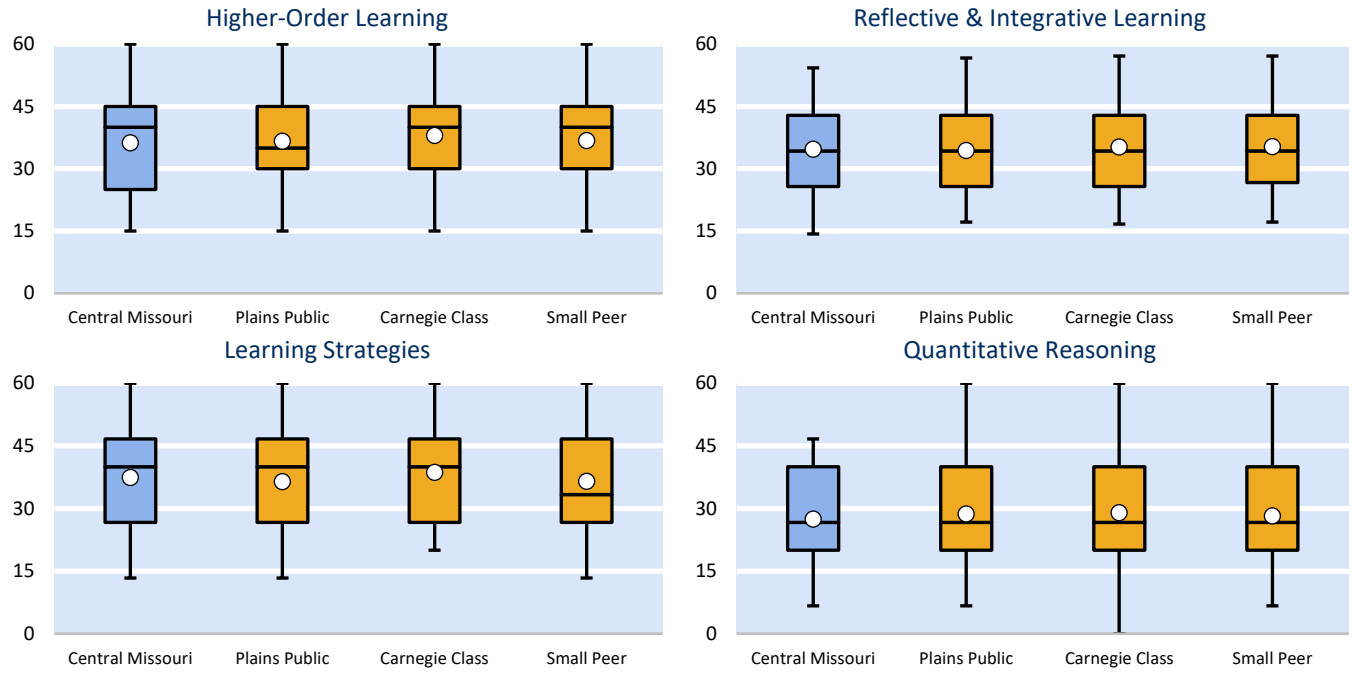
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning,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

	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*
Higher-Order Learning	36.3	36.6	-.03	38.0	-.13	36.8	-.04
Reflective & Integrative Learning	34.7	34.4	.02	35.3	-.05	35.3	-.05
Learning Strategies	37.4	36.4	.07	38.7	-.09	36.5	.07
Quantitative Reasoning	27.5	28.7	-.08	29.0	-.09	28.3	-.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: 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* Plains Public	Carnegie Class	Small Peer
Higher-Order Learning				
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	67	-1	-2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	65	-1	-3	-0
4d. Evaluating a point of view, decision, or information source	68	+4	-3	+1
4e. Forming a new idea or understanding from various pieces of information	70	+3	-1	+2
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	53	-1	+2	-2
2b. Connected your learning to societal problems or issues	53	+4	+1	+0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46	-3	-6	-8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+2	-1	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	+1	-0	-1
2f. Learned something that changed the way you understand an issue or concept	68	+3	+1	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+4	+4	+3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	66	-1	-8	-2
9b. Reviewed your notes after class	65	+2	-2	+2
9c. Summarized what you learned in class or from course materials	63	+1	-3	+2
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.)	51	-2	-2	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-0	-3	-1
6c. Evaluated what others have concluded from numerical information	41	-0	-1	+0

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

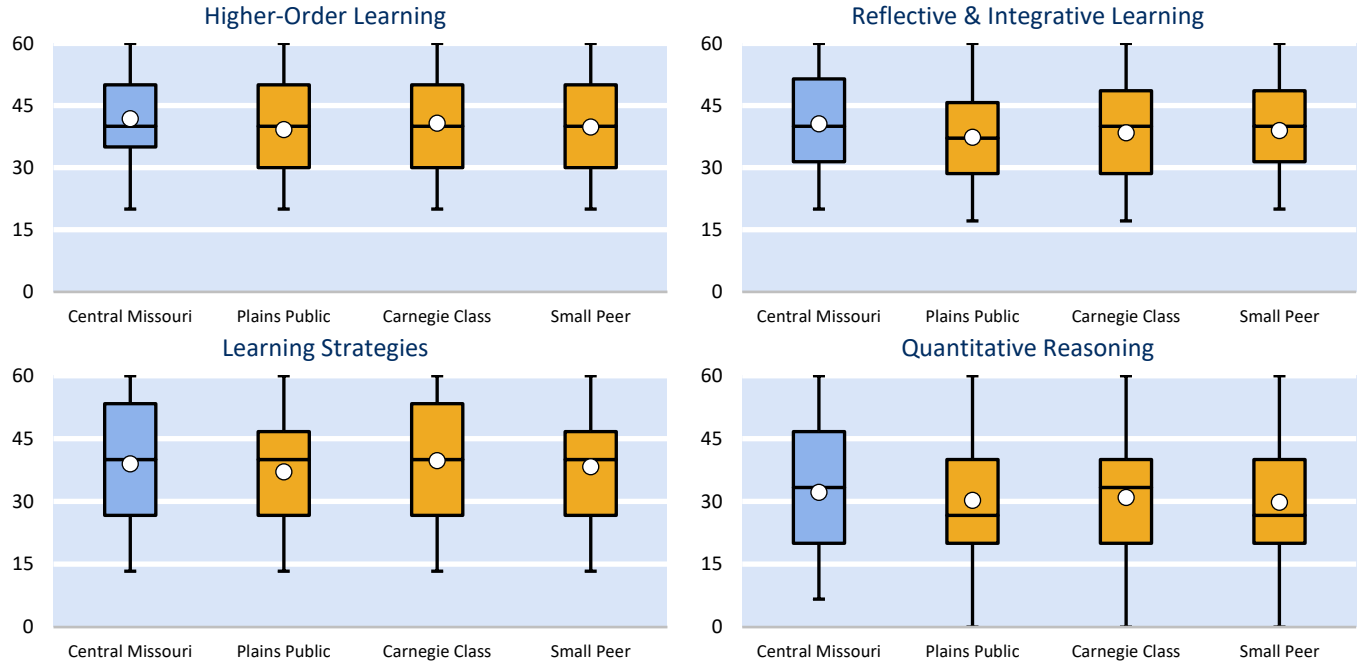
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, 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	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	41.9	39.2 **	.20	40.7	.08	39.8 *	.15
Reflective & Integrative Learning	40.6	37.4 ***	.25	38.5 **	.16	38.9 *	.13
Learning Strategies	39.0	37.0 *	.13	39.7	-.05	38.2	.05
Quantitative Reasoning	32.1	30.3	.12	30.9	.07	29.8 *	.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



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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.

		Percentage point difference [a] between your seniors and		
	Central Missouri	**Plains Public**	**Carnegie Class**	**Small Peer**
Higher-Order Learning				
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	78	+1	+1	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+4	+2	+5
4d. Evaluating a point of view, decision, or information source	74	+6	+0	+2
4e. Forming a new idea or understanding from various pieces of information	77	+6	+3	+4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"…				
2a. Combined ideas from different courses when completing assignments	73	+4	+6	+2
2b. Connected your learning to societal problems or issues	67	+8	+5	+3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	+8	+4	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+3	+1	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	72	+1	-1	-3
2f. Learned something that changed the way you understand an issue or concept	75	+6	+4	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	87	+4	+4	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"…				
9a. Identified key information from reading assignments	74	+2	-4	-1
9b. Reviewed your notes after class	66	+6	-1	+3
9c. Summarized what you learned in class or from course materials	63	+1	-5	-2
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.)	53	-2	-4	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	+5	+3	+6
6c. Evaluated what others have concluded from numerical information	50	+4	+4	+5

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

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

Learning with Peers: First-year students

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

Mean Comparisons

	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	25.9	30.3 ***	-.31	25.6	.02	29.1 *	-.22
Discussions with Diverse Others	36.1	38.2	-.14	36.0	.00	38.7	-.17

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

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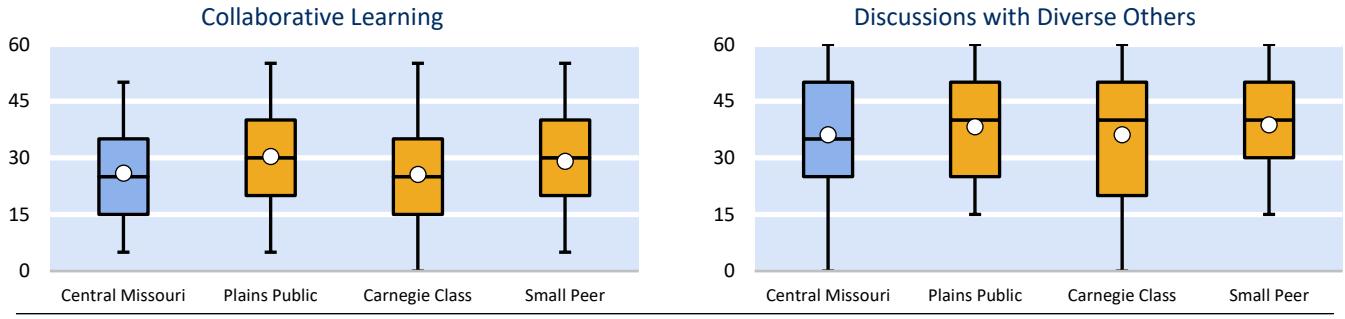

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Performance on Indicator Items

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*		
Collaborative Learning		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	36	-13	-2	-10
1c. Explained course material to one or more students	48	-2	+8	+1
1d. Prepared for exams by discussing or working through course material with other students	40	-3	+5	+0
1e. Worked with other students on course projects or assignments	41	-11	-2	-8
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	54	-10	-10	-12
8b. People from economic backgrounds other than your own	58	-12	-7	-13
8c. People with religious beliefs other than your own	66	-1	+6	-2
8d. People with political views other than your own	56	-10	-0	-12

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Learning with Peers

University of Central Missouri

Learning with Peers: Seniors

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

Mean Comparisons

	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	32.4	30.6	.11	27.9 ***	.26	29.7 **	.17
Discussions with Diverse Others	39.0	37.6	.09	37.6	.08	38.0	.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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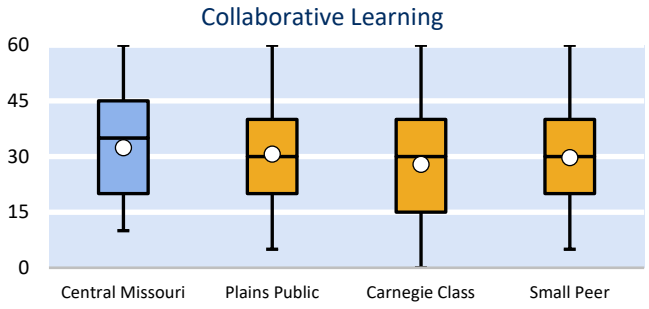

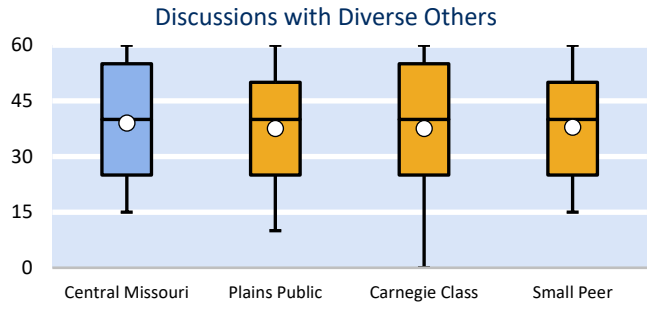

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	Central Missouri	*Percentage point difference [a] between your seniors and*		
Collaborative Learning		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	46	+3	+8	+4
1c. Explained course material to one or more students	60	+8	+13	+9
1d. Prepared for exams by discussing or working through course material with other students	39	-1	+3	+1
1e. Worked with other students on course projects or assignments	62	+0	+8	+4
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with…				
8a. People of races or ethnicities other than your own	66	+4	-1	+3
8b. People from economic backgrounds other than your own	72	+4	+5	+3
8c. People with religious beliefs other than your own	63	-1	+1	-1
8d. People with political views other than your own	65	+0	+6	-1

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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

	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	22.0	21.7	.02	21.3	.05	22.7	-.04
Effective Teaching Practices	37.2	37.5	-.03	38.7	-.11	38.0	-.07

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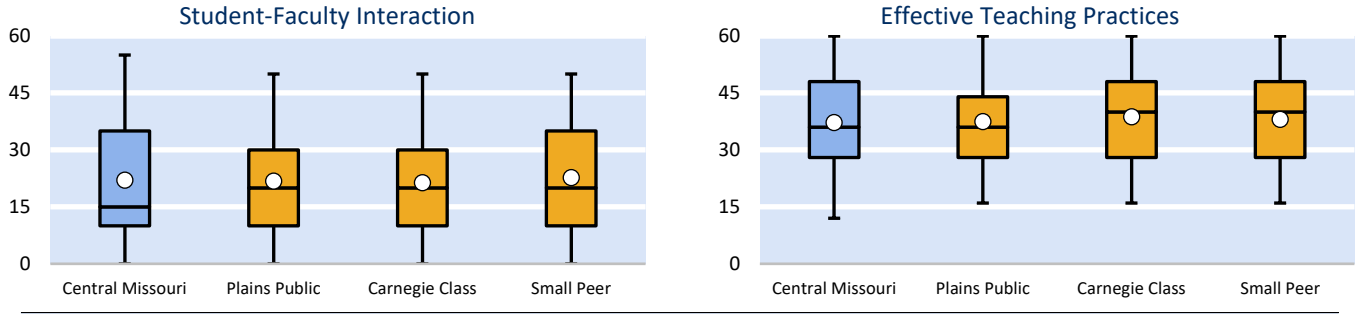

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	Central Missouri	*Percentage point difference[a] between your FY students and*		
Student-Faculty Interaction		Plains Public	Carnegie Class	Small Peer
Percentage of students who responded that they "Very often" or "Often"…	%			
3a. Talked about career plans with a faculty member	43	+3	+6	-0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+1	+4	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	+5	+5	+3
3d. Discussed your academic performance with a faculty member	35	+6	+2	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	77	+1	+0	-2
5b. Taught course sessions in an organized way	78	+5	+6	+6
5c. Used examples or illustrations to explain difficult points	68	-5	-4	-5
5d. Provided feedback on a draft or work in progress	59	-2	-7	-5
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-3	-9	-5

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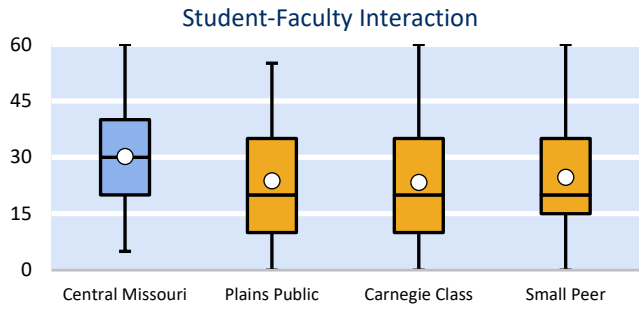
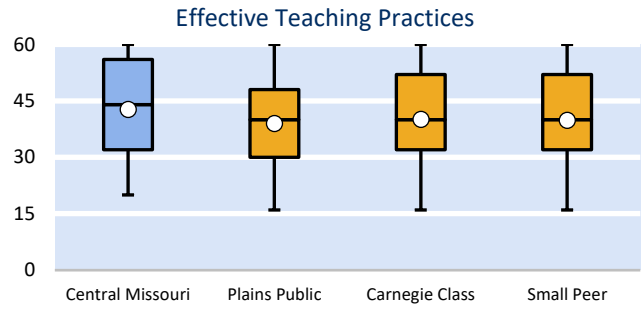
	Central Missouri	*Your seniors compared with*					
		Plains Public		Carnegie Class		Small Peer	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	30.2	23.7 ***	.40	23.3 ***	.42	24.7 ***	.34
Effective Teaching Practices	42.7	39.0 ***	.28	40.1 **	.18	39.8 ***	.21

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 seniors 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	57	+14	+15	+10
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	38	+10	+12	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+14	+14	+13
3d. Discussed your academic performance with a faculty member	46	+14	+11	+13
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	81	+2	+1	-1
5b. Taught course sessions in an organized way	78	+2	+3	+1
5c. Used examples or illustrations to explain difficult points	84	+8	+8	+8
5d. Provided feedback on a draft or work in progress	70	+9	+6	+6
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+10	+7	+7

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

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

NSSE 2023 Engagement Indicators

Campus Environment

University of Central Missouri

Campus Environment: First-year students

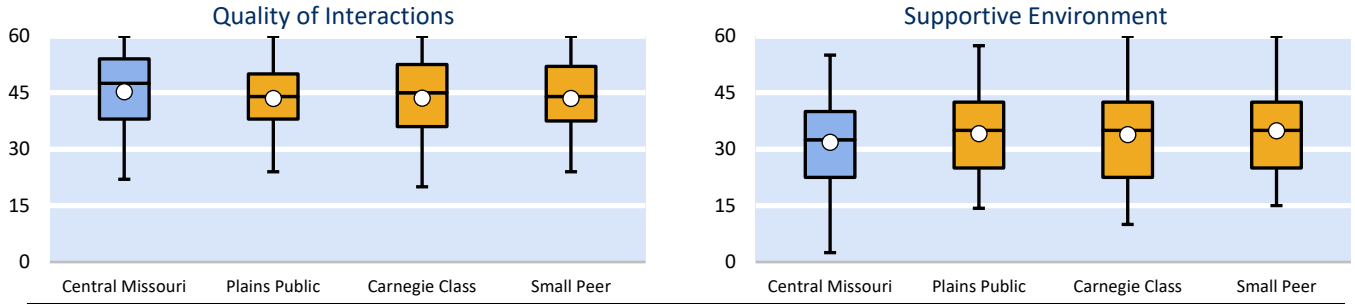
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Central Missouri	*Your first-year students compared with*					
		Plains Public		Carnegie Class		Small Peer	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	45.2	43.5	.16	43.6	.14	43.5	.16
Supportive Environment	31.9	34.1	-.17	33.9	-.14	34.9 *	-.23

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	52	+1	+2	+3
13b. Academic advisors	61	+5	+4	+5
13c. Faculty	61	+10	+6	+10
13d. Student services staff (career services, student activities, housing, etc.)	62	+13	+11	+13
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+7	+4	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	64	-8	-7	-8
14c. Using learning support services (tutoring services, writing center, etc.)	70	-1	-2	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	-4	-6	-8
14e. Providing opportunities to be involved socially	60	-10	-4	-10
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-7	-3	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	-1	-6	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	-7	+3	-6
14i. Attending events that address important social, economic, or political issues	37	-5	-6	-8

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

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

Campus Environment: Seniors

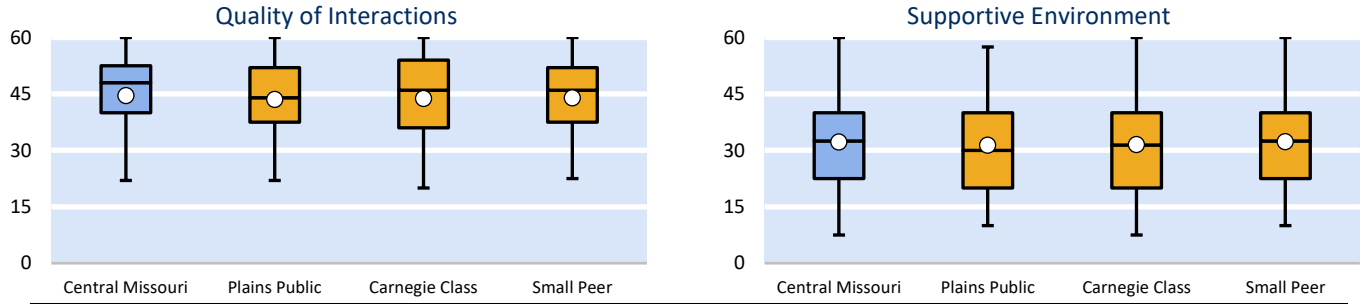
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your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

Mean Comparisons

	Central Missouri	Your seniors compared with					
		Plains Public		Carnegie Class		Small Peer	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Quality of Interactions	44.6	43.5	.09	43.9	.06	44.0	.05
Supportive Environment	32.2	31.4	.06	31.6	.04	32.3	-.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.

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*		
Quality of Interactions		Plains Public	Carnegie Class	Small Peer
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…	%			
13a. Students	61	+3	+1	+3
13b. Academic advisors	61	+4	+4	+3
13c. Faculty	61	+7	+2	+5
13d. Student services staff (career services, student activities, housing, etc.)	52	+5	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	54	+7	+4	+5
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	73	+6	+5	+5
14c. Using learning support services (tutoring services, writing center, etc.)	59	-3	-5	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	+1	-3	-3
14e. Providing opportunities to be involved socially	65	+1	+5	-1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+4	+7	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+10	+5	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+1	+7	+1
14i. Attending events that address important social, economic, or political issues	39	+2	-0	-1

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

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

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NSSE 2023 Engagement Indicators

Comparisons with High-Performing Institutions

University of Central Missouri

Comparisons with Top 50% and Top 10% Institutions

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

(a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
(b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

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

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

First-Year Students

			Your first-year students compared with					
		Central Missouri	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	36.3	39.5 **	-.25		42.2 ***	-.47	
	Reflective and Integrative Learning	34.7	37.2 *	-.21		39.8 ***	-.44	
	Learning Strategies	37.4	39.8	-.17		42.8 ***	-.39	
	Quantitative Reasoning	27.5	30.7 *	-.21		33.4 ***	-.38	
Learning with Peers	Collaborative Learning	25.9	33.2 ***	-.52		36.5 ***	-.77	
	Discussions with Diverse Others	36.1	40.5 **	-.30		43.6 ***	-.54	
Experiences with Faculty	Student-Faculty Interaction	22.0	25.4 *	-.22		29.3 ***	-.47	
	Effective Teaching Practices	37.2	40.1 *	-.22		43.3 ***	-.46	
Campus Environment	Quality of Interactions	45.2	45.2	.00	✓	48.1 *	-.24	
	Supportive Environment	31.9	36.8 ***	-.37		39.6 ***	-.61	

Seniors

			Your seniors compared with					
		Central Missouri	NSSE Top 50%			NSSE Top 10%		
Theme	*Engagement Indicator*	*Mean*	*Mean*	*Effect size*	✓	*Mean*	*Effect size*	✓
Academic Challenge	Higher-Order Learning	41.9	42.1	-.02	✓	44.7 ***	-.22	
	Reflective and Integrative Learning	40.6	40.6	.00	✓	43.1 **	-.21	
	Learning Strategies	39.0	40.9 *	-.14		43.6 ***	-.33	
	Quantitative Reasoning	32.1	32.7	-.03	✓	36.3 ***	-.26	
Learning with Peers	Collaborative Learning	32.4	34.7 *	-.16		38.1 ***	-.42	
	Discussions with Diverse Others	39.0	41.1 *	-.13		43.9 ***	-.33	
Experiences with Faculty	Student-Faculty Interaction	30.2	29.6	.04	✓	34.3 ***	-.25	
	Effective Teaching Practices	42.7	42.1	.04	✓	44.7 *	-.15	
Campus Environment	Quality of Interactions	44.6	45.4	-.07	✓	47.9 ***	-.26	
	Supportive Environment	32.2	34.5 *	-.16		37.7 ***	-.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 were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Central Missouri (N = 123)	36.3	13.4	1.21	15	25	40	45	60				
Plains Public	36.6	12.9	.21	15	30	35	45	60	3,860	-.4	.761	-.028
Carnegie Class	38.0	13.6	.10	15	30	40	45	60	20,023	-1.7	.160	-.127
Small Peer	36.8	12.9	.36	15	30	40	45	60	1,450	-.6	.652	-.042
Top 50%	39.5	13.2	.06	20	30	40	50	60	50,937	-3.3	.006	-.248
Top 10%	42.2	12.8	.16	20	35	40	55	60	6,285	-6.0	.000	-.467
Reflective & Integrative Learning												
Central Missouri (N = 133)	34.7	11.6	1.01	14	26	34	43	54				
Plains Public	34.4	11.7	.18	17	26	34	43	57	4,139	.2	.812	.021
Carnegie Class	35.3	12.4	.08	17	26	34	43	57	21,955	-.6	.584	-.048
Small Peer	35.3	11.9	.31	17	27	34	43	57	1,555	-.6	.548	-.054
Top 50%	37.2	12.0	.05	20	29	37	46	60	47,862	-2.6	.014	-.214
Top 10%	39.8	11.8	.15	20	31	40	49	60	6,339	-5.2	.000	-.439
Learning Strategies												
Central Missouri (N = 110)	37.4	13.7	1.30	13	27	40	47	60				
Plains Public	36.4	13.7	.23	13	27	40	47	60	3,628	1.0	.471	.070
Carnegie Class	38.7	14.2	.10	20	27	40	47	60	18,359	-1.3	.349	-.090
Small Peer	36.5	13.9	.39	13	27	33	47	60	1,371	.9	.510	.066
Top 50%	39.8	13.9	.07	20	27	40	53	60	40,943	-2.4	.073	-.171
Top 10%	42.8	14.0	.15	20	33	40	60	60	8,622	-5.4	.000	-.386
Quantitative Reasoning												
Central Missouri (N = 114)	27.5	14.3	1.34	7	20	27	40	47				
Plains Public	28.7	14.8	.25	7	20	27	40	60	3,671	-1.2	.393	-.081
Carnegie Class	29.0	15.7	.12	0	20	27	40	60	18,712	-1.5	.316	-.094
Small Peer	28.3	14.9	.42	7	20	27	40	60	1,386	-.8	.597	-.052
Top 50%	30.7	15.3	.07	7	20	27	40	60	49,804	-3.2	.027	-.207
Top 10%	33.4	15.4	.17	7	20	33	40	60	8,087	-5.9	.000	-.383
Learning with Peers												
Collaborative Learning												
Central Missouri (N = 139)	25.9	14.9	1.26	5	15	25	35	50				
Plains Public	30.3	14.2	.22	5	20	30	40	55	4,402	-4.4	.000	-.310
Carnegie Class	25.6	16.1	.10	0	15	25	35	55	23,758	.3	.813	.020
Small Peer	29.1	14.1	.36	5	20	30	40	55	1,638	-3.1	.013	-.221
Top 50%	33.2	13.9	.06	10	25	35	40	60	55,776	-7.3	.000	-.523
Top 10%	36.5	13.7	.13	15	25	35	45	60	11,296	-10.6	.000	-.773
Discussions with Diverse Others												
Central Missouri (N = 112)	36.1	17.3	1.63	0	25	35	50	60				
Plains Public	38.2	14.9	.25	15	25	40	50	60	116	-2.1	.207	-.139
Carnegie Class	36.0	17.0	.13	0	20	40	50	60	18,500	.0	.977	.003
Small Peer	38.7	15.3	.43	15	30	40	50	60	1,378	-2.7	.083	-.171
Top 50%	40.5	14.8	.07	20	30	40	55	60	112	-4.4	.008	-.300
Top 10%	43.6	13.9	.19	20	35	40	60	60	114	-7.5	.000	-.541

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 = 127)	22.0	17.2	1.52	0	10	15	35	55				
Plains Public	21.7	14.5	.23	0	10	20	30	50	132	.3	.843	.021
Carnegie Class	21.3	15.2	.11	0	10	20	30	50	127	.7	.629	.049
Small Peer	22.7	14.9	.40	0	10	20	35	50	144	-.6	.689	-.042
Top 50%	25.4	15.3	.09	5	15	25	35	60	127	-3.3	.032	-.217
Top 10%	29.3	15.3	.25	5	20	25	40	60	133	-7.2	.000	-.469
Effective Teaching Practices												
Central Missouri (N = 122)	37.2	13.3	1.21	12	28	36	48	60				
Plains Public	37.5	12.7	.21	16	28	36	44	60	3,850	-.3	.784	-.025
Carnegie Class	38.7	13.9	.10	16	28	40	48	60	19,945	-1.5	.220	-.112
Small Peer	38.0	12.9	.35	16	28	40	48	60	1,451	-.9	.484	-.066
Top 50%	40.1	13.5	.07	16	32	40	52	60	35,305	-3.0	.015	-.220
Top 10%	43.3	13.3	.20	20	36	44	56	60	4,699	-6.1	.000	-.459
Campus Environment												
Quality of Interactions												
Central Missouri (N = 86)	45.2	11.1	1.20	22	38	48	54	60				
Plains Public	43.5	10.9	.19	24	38	44	50	60	3,408	1.8	.138	.162
Carnegie Class	43.6	12.4	.10	20	36	45	53	60	16,295	1.7	.207	.136
Small Peer	43.5	11.0	.32	24	38	44	52	60	1,270	1.7	.158	.157
Top 50%	45.2	11.5	.07	24	38	46	54	60	28,083	.0	.997	.000
Top 10%	48.1	12.1	.17	24	42	50	60	60	5,320	-2.9	.027	-.239
Supportive Environment												
Central Missouri (N = 109)	31.9	13.9	1.33	3	23	33	40	55				
Plains Public	34.1	12.8	.22	14	25	35	43	58	3,530	-2.2	.075	-.173
Carnegie Class	33.9	14.1	.11	10	23	35	43	60	17,707	-2.0	.141	-.141
Small Peer	34.9	12.8	.36	15	25	35	43	60	1,334	-3.0	.019	-.234
Top 50%	36.8	13.1	.07	15	28	38	45	60	30,810	-4.9	.000	-.373
Top 10%	39.6	12.8	.21	20	30	40	50	60	3,733	-7.8	.000	-.605

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SE*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Academic Challenge												
Higher-Order Learning												
Central Missouri (N = 260)	41.9	13.3	.83	20	35	40	50	60				
Plains Public	39.2	13.4	.15	20	30	40	50	60	8,082	2.6	.002	.195
Carnegie Class	40.7	13.9	.07	20	30	40	50	60	39,726	1.1	.196	.081
Small Peer	39.8	13.5	.27	20	30	40	50	60	2,823	2.1	.018	.154
Top 50%	42.1	13.7	.05	20	35	40	55	60	70,647	-.2	.807	-.015
Top 10%	44.7	12.8	.16	20	40	45	60	60	7,016	-2.9	.000	-.223
Reflective & Integrative Learning												
Central Missouri (N = 276)	40.6	13.2	.79	20	31	40	51	60				
Plains Public	37.4	12.5	.14	17	29	37	46	60	292	3.2	.000	.255
Carnegie Class	38.5	13.0	.06	17	29	40	49	60	42,467	2.1	.007	.163
Small Peer	38.9	12.5	.24	20	31	40	49	60	2,956	1.6	.040	.130
Top 50%	40.6	12.5	.05	20	31	40	51	60	277	.0	.985	-.001
Top 10%	43.1	11.8	.15	23	34	43	54	60	294	-2.5	.002	-.210
Learning Strategies												
Central Missouri (N = 257)	39.0	14.9	.93	13	27	40	53	60				
Plains Public	37.0	14.4	.17	13	27	40	47	60	7,754	1.9	.035	.134
Carnegie Class	39.7	14.7	.08	13	27	40	53	60	37,362	-.8	.409	-.052
Small Peer	38.2	14.2	.29	13	27	40	47	60	2,731	.7	.432	.052
Top 50%	40.9	14.5	.05	20	33	40	53	60	75,933	-2.0	.028	-.137
Top 10%	43.6	14.1	.13	20	33	40	60	60	11,254	-4.6	.000	-.326
Quantitative Reasoning												
Central Missouri (N = 261)	32.1	17.0	1.05	7	20	33	47	60				
Plains Public	30.3	15.9	.18	0	20	27	40	60	276	1.9	.082	.117
Carnegie Class	30.9	16.6	.09	0	20	33	40	60	37,905	1.2	.254	.071
Small Peer	29.8	16.1	.32	0	20	27	40	60	2,756	2.4	.025	.146
Top 50%	32.7	16.5	.06	7	20	33	40	60	88,955	-.6	.589	-.034
Top 10%	36.3	16.2	.19	7	20	40	47	60	7,392	-4.1	.000	-.255
Learning with Peers												
Collaborative Learning												
Central Missouri (N = 287)	32.4	15.9	.94	10	20	35	45	60				
Plains Public	30.6	15.5	.17	5	20	30	40	60	8,836	1.7	.060	.113
Carnegie Class	27.9	16.9	.08	0	15	30	40	60	44,576	4.5	.000	.264
Small Peer	29.7	15.6	.30	5	20	30	40	60	3,051	2.6	.006	.170
Top 50%	34.7	14.2	.05	10	25	35	45	60	288	-2.3	.014	-.163
Top 10%	38.1	13.6	.14	15	30	40	50	60	299	-5.7	.000	-.418
Discussions with Diverse Others												
Central Missouri (N = 260)	39.0	15.8	.98	15	25	40	55	60				
Plains Public	37.6	15.6	.18	10	25	40	50	60	7,778	1.4	.154	.090
Carnegie Class	37.6	17.1	.09	0	25	40	55	60	37,536	1.4	.176	.084
Small Peer	38.0	15.6	.31	15	25	40	50	60	2,730	1.0	.306	.067
Top 50%	41.1	15.6	.06	15	30	40	55	60	78,428	-2.1	.034	-.132
Top 10%	43.9	14.8	.16	20	35	45	60	60	8,578	-4.9	.000	-.333

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 = 270)	30.2	16.6	1.01	5	20	30	40	60				
Plains Public	23.7	16.0	.18	0	10	20	35	55	8,273	6.5	.000	.404
Carnegie Class	23.3	16.5	.08	0	10	20	35	60	40,971	6.9	.000	.417
Small Peer	24.7	16.1	.31	0	15	20	35	60	2,890	5.5	.000	.343
Top 50%	29.6	16.2	.09	5	20	30	40	60	34,085	.6	.518	.039
Top 10%	34.3	15.8	.25	10	20	35	45	60	4,150	-4.0	.000	-.255
Effective Teaching Practices												
Central Missouri (N = 268)	42.7	13.2	.81	20	32	44	56	60				
Plains Public	39.0	13.5	.15	16	30	40	48	60	8,079	3.7	.000	.277
Carnegie Class	40.1	14.6	.07	16	32	40	52	60	39,656	2.6	.003	.181
Small Peer	39.8	13.6	.27	16	32	40	52	60	2,824	2.9	.001	.212
Top 50%	42.1	13.8	.06	20	32	40	56	60	52,444	.6	.504	.041
Top 10%	44.7	13.4	.15	20	36	44	56	60	8,466	-2.0	.016	-.150
Campus Environment												
Quality of Interactions												
Central Missouri (N = 226)	44.6	12.1	.80	22	40	48	53	60				
Plains Public	43.5	11.4	.14	22	38	44	52	60	7,092	1.0	.176	.091
Carnegie Class	43.9	12.8	.07	20	36	46	54	60	33,183	.7	.395	.057
Small Peer	44.0	11.5	.24	23	38	46	52	60	2,504	.6	.431	.055
Top 50%	45.4	12.1	.05	22	38	48	55	60	56,367	-.8	.327	-.065
Top 10%	47.9	12.5	.11	22	40	50	60	60	14,191	-3.3	.000	-.263
Supportive Environment												
Central Missouri (N = 250)	32.2	14.6	.93	8	23	33	40	60				
Plains Public	31.4	13.6	.16	10	20	30	40	58	7,628	.8	.344	.061
Carnegie Class	31.6	14.9	.08	8	20	31	40	60	36,350	.7	.485	.044
Small Peer	32.3	13.9	.28	10	23	33	40	60	2,683	-.1	.934	-.005
Top 50%	34.5	14.3	.06	10	25	35	45	60	51,872	-2.3	.011	-.162
Top 10%	37.7	13.9	.20	15	28	38	48	60	5,207	-5.4	.000	-.390

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.