



NSSE 2018

Engagement Indicators

Southeast Missouri State University

About Your Engagement Indicators Report

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

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

Report Sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Performance on Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2017 and 2018 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, 2015). 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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Plains Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▼	▼
	Quantitative Reasoning	▼	▼	▼
<i>Learning with Peers</i>	Collaborative Learning	▼	--	▼
	Discussions with Diverse Others	△	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	△	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Plains Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	--	▼
<i>Learning with Peers</i>	Collaborative Learning	▼	--	▼
	Discussions with Diverse Others	△	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	△
	Supportive Environment	--	--	--

Academic Challenge: First-year students

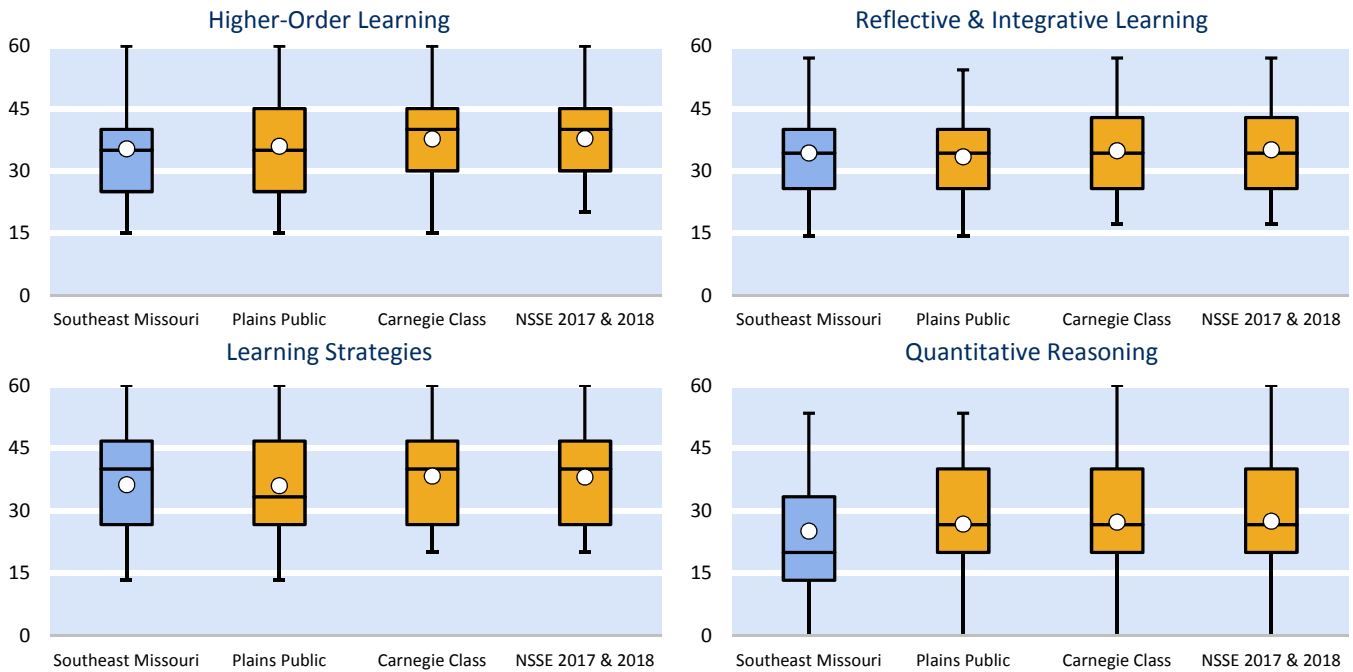
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	Southeast Missouri Mean	Your first-year students compared with					
		Plains Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2017 & 2018 Mean	Effect size
Higher-Order Learning	35.3	36.0	-.05	37.7 ***	-.18	37.8 ***	-.19
Reflective & Integrative Learning	34.3	33.4	.07	34.9	-.05	35.1	-.06
Learning Strategies	36.2	36.0	.02	38.3 **	-.15	38.1 *	-.13
Quantitative Reasoning	25.1	26.8 *	-.11	27.2 **	-.14	27.5 **	-.16

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.

	Southeast Missouri	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	63	-4	-6	-7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-2	-6	-7
4d. Evaluating a point of view, decision, or information source	68	+3	-3	-2
4e. Forming a new idea or understanding from various pieces of information	60	-3	-8	-8
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	51	+1	+0	-0
2b. Connected your learning to societal problems or issues	48	+2	-4	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+5	-1	-1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+4	-0	-1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+5	+1	+0
2f. Learned something that changed the way you understand an issue or concept	63	+0	-3	-4
2g. Connected ideas from your courses to your prior experiences and knowledge	75	-0	-1	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	70	-1	-6	-6
9b. Reviewed your notes after class	62	+1	-4	-3
9c. Summarized what you learned in class or from course materials	59	+0	-5	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-5	-6	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	34	-1	-4	-4
6c. Evaluated what others have concluded from numerical information	33	-3	-4	-5

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

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

Academic Challenge: Seniors

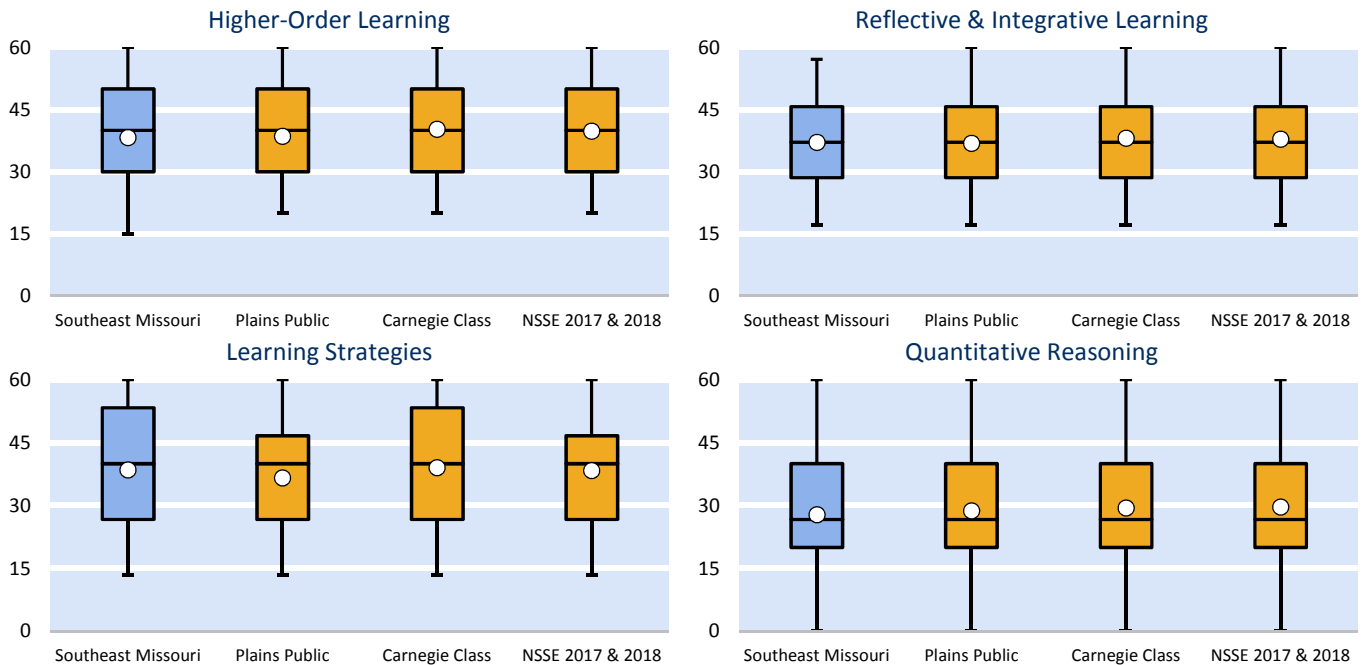
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

Mean Comparisons

Engagement Indicator	Southeast Missouri Mean	Your seniors compared with					
		Plains Public Mean	Plains Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2017 & 2018 Mean	NSSE 2017 & 2018 Effect size
Higher-Order Learning	38.2	38.6	-.03	40.3 **	-.15	39.8 *	-.12
Reflective & Integrative Learning	37.1	36.9	.01	38.1	-.08	37.8	-.06
Learning Strategies	38.5	36.6 *	.13	39.0	-.03	38.3	.01
Quantitative Reasoning	27.8	28.7	-.06	29.4	-.10	29.6 *	-.11

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

Score Distributions



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

Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	Southeast Missouri	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	-3	-4	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	-5	-5
4d. Evaluating a point of view, decision, or information source	70	+3	-2	-0
4e. Forming a new idea or understanding from various pieces of information	68	+0	-4	-3
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	67	-2	-1	-1
2b. Connected your learning to societal problems or issues	61	+3	-1	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+3	-0	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	-0	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+5	+2	+2
2f. Learned something that changed the way you understand an issue or concept	64	-5	-8	-7
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2	+1	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+1	-2	-1
9b. Reviewed your notes after class	63	+6	-0	+2
9c. Summarized what you learned in class or from course materials	67	+8	+2	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	-2	-4	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	-1	-3	-3
6c. Evaluated what others have concluded from numerical information	36	-4	-7	-8

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

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Learning with Peers: First-year students

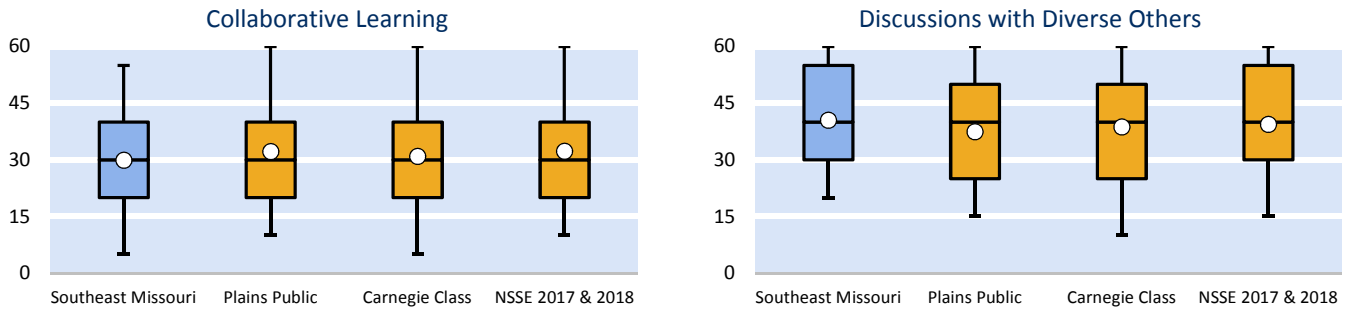
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Southeast Missouri Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	29.9	32.2 **	-.16	31.0	-.07	32.3 ***	-.16
Discussions with Diverse Others	40.5	37.5 ***	.20	38.7 *	.11	39.4	.07

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Collaborative Learning	Southeast Missouri	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	43	-11	-6	-9
1f. Explained course material to one or more students	57	-1	+3	-0
1g. Prepared for exams by discussing or working through course material with other students	40	-9	-7	-10
1h. Worked with other students on course projects or assignments	47	-6	-5	-7
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	68	+8	-1	-2
8b. People from an economic background other than your own	72	+5	+2	+0
8c. People with religious beliefs other than your own	70	+6	+5	+4
8d. People with political views other than your own	72	+5	+7	+7

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Learning with Peers: Seniors

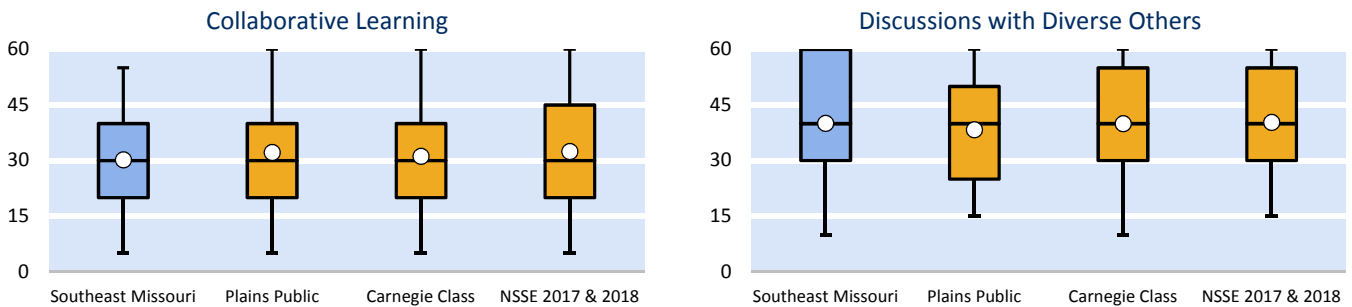
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Mean Comparisons

Engagement Indicator	Southeast Missouri Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.2	32.2 **	-.13	31.2	-.06	32.5 **	-.15
Discussions with Diverse Others	40.0	38.3 *	.11	40.0	.00	40.3	-.02

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

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Collaborative Learning	Southeast Missouri	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	42	-3	+1	-2
1f. Explained course material to one or more students	57	-2	+1	-2
1g. Prepared for exams by discussing or working through course material with other students	42	-4	-3	-5
1h. Worked with other students on course projects or assignments	57	-6	-4	-7
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	70	+7	-1	-2
8b. People from an economic background other than your own	72	+4	+0	-1
8c. People with religious beliefs other than your own	67	+1	-1	-1
8d. People with political views other than your own	70	+3	+3	+4

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Experiences with Faculty: First-year students

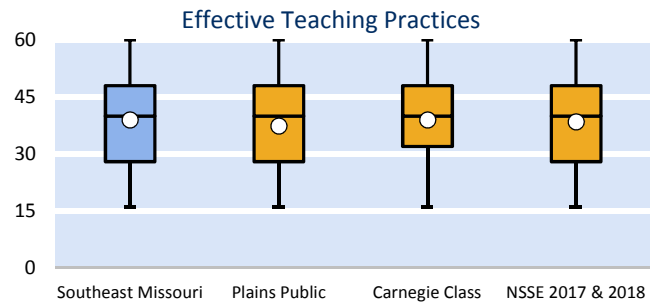
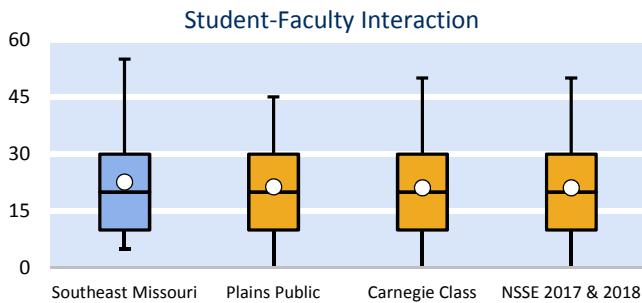
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

Mean Comparisons

Engagement Indicator	Your first-year students compared with					
	Plains Public		Carnegie Class		NSSE 2017 & 2018	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.4	.09	21.1 *	.11	21.1 *	.10
Effective Teaching Practices	37.4 *	.12	38.9	.00	38.5	.03

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

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Student-Faculty Interaction	Southeast Missouri	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	47	+9	+10	+11
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	+2	+4	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	+1	+1
3d. Discussed your academic performance with a faculty member	29	+1	-2	-1
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	76	-0	-2	-1
5b. Taught course sessions in an organized way	73	-1	-2	-2
5c. Used examples or illustrations to explain difficult points	73	+1	-1	-1
5d. Provided feedback on a draft or work in progress	68	+8	+3	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+9	+3	+5

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Experiences with Faculty: Seniors

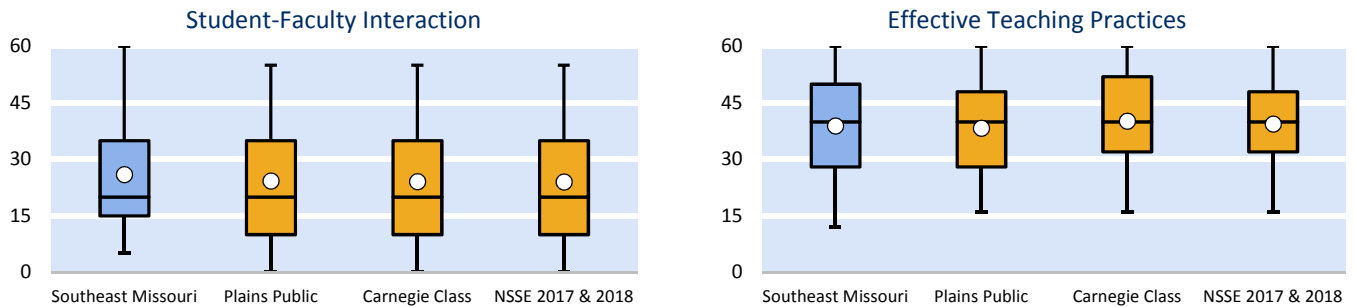
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Engagement Indicator	Your seniors compared with					
	Plains Public		Carnegie Class		NSSE 2017 & 2018	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.2 *	.11	24.0 *	.12	23.9 *	.13
Effective Teaching Practices	38.2	.04	40.1	-.10	39.4	-.04

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	%			
3a. Talked about career plans with a faculty member	51	+7	+7	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	32	+3	+5	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+3	+3	+3
3d. Discussed your academic performance with a faculty member	38	+5	+3	+4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	78	+0	-3	-2
5b. Taught course sessions in an organized way	75	-1	-3	-2
5c. Used examples or illustrations to explain difficult points	75	+0	-3	-2
5d. Provided feedback on a draft or work in progress	59	+1	-4	-1
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+3	-1	+1

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

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

Campus Environment: First-year students

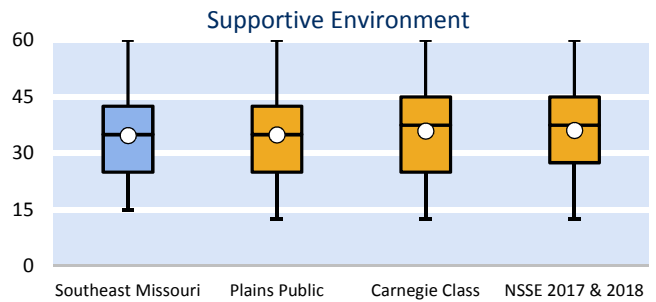
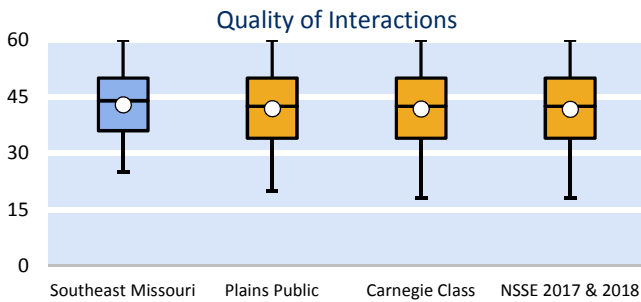
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Your first-year students compared with					
	Plains Public		Carnegie Class		NSSE 2017 & 2018	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	.08	41.8	.08	41.7 *	.10
Supportive Environment	34.9	-.02	36.0	-.09	36.1	-.10

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	Southeast Missouri	Percentage point difference ^a between your FY students and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-5	-5	-5
13b. Academic advisors	53	+3	+4	+4
13c. Faculty	49	+2	-0	+1
13d. Student services staff (career services, student activities, housing, etc.)	45	+1	+1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+0	-0	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	72	-2	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	74	+1	-3	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+1	-3	-3
14e. Providing opportunities to be involved socially	71	+0	+1	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	65	-4	-4	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-9	-12	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-3	-0	-3
14i. Attending events that address important social, economic, or political issues	41	-6	-9	-9

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

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

Campus Environment: Seniors

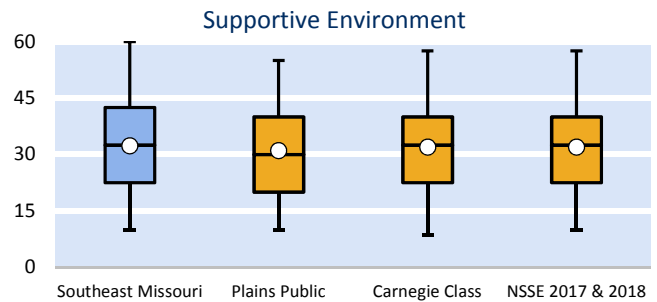
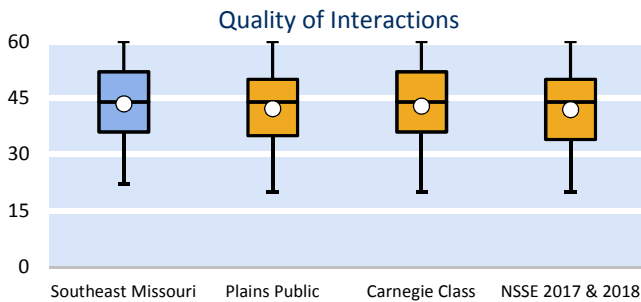
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Your seniors compared with					
	Plains Public		Carnegie Class		NSSE 2017 & 2018	
	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.2	.10	42.8	.05	42.0 *	.12
Supportive Environment	31.1	.09	32.0	.02	32.0	.02

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

Score Distributions



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

Performance on Indicator Items

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

Quality of Interactions	Southeast Missouri	Percentage point difference ^a between your seniors and		
		Plains Public	Carnegie Class	NSSE 2017 & 2018
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	52	-4	-6	-4
13b. Academic advisors	61	+10	+8	+10
13c. Faculty	54	+2	-4	-1
13d. Student services staff (career services, student activities, housing, etc.)	46	+5	+2	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	+1	+5
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	67	-1	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	62	+2	-4	-3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	+8	+3	+4
14e. Providing opportunities to be involved socially	67	+3	+4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+5	+4	+4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	+3	-1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+2	+7	+3
14i. Attending events that address important social, economic, or political issues	42	+1	+0	-0

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), 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 2017 and 2018 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2017 and 2018 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

Theme	Engagement Indicator	Southeast Missouri Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	35.3	38.9 ***	-.28		40.5 ***	-.39	
	Reflective and Integrative Learning	34.3	36.5 ***	-.18		38.1 ***	-.31	
	Learning Strategies	36.2	39.5 ***	-.24		41.6 ***	-.38	
	Quantitative Reasoning	25.1	28.7 ***	-.23		30.4 ***	-.35	
<i>Learning with Peers</i>	Collaborative Learning	29.9	35.1 ***	-.38		37.2 ***	-.54	
	Discussions with Diverse Others	40.5	41.4	-.06	✓	43.4 ***	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.6	24.3 *	-.11		27.2 ***	-.29	
	Effective Teaching Practices	38.9	40.3 *	-.10		42.0 ***	-.22	
<i>Campus Environment</i>	Quality of Interactions	42.9	43.9	-.09	✓	45.9 ***	-.25	
	Supportive Environment	34.7	37.9 ***	-.24		39.7 ***	-.38	

Seniors

Theme	Engagement Indicator	Southeast Missouri Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	41.3 ***	-.23		42.5 ***	-.31	
	Reflective and Integrative Learning	37.1	39.6 ***	-.20		41.1 ***	-.33	
	Learning Strategies	38.5	40.2 *	-.12		42.3 ***	-.27	
	Quantitative Reasoning	27.8	30.7 ***	-.18		32.7 ***	-.31	
<i>Learning with Peers</i>	Collaborative Learning	30.2	35.7 ***	-.39		38.1 ***	-.58	
	Discussions with Diverse Others	40.0	41.9 *	-.12		43.8 ***	-.24	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.9	29.2 ***	-.21		33.3 ***	-.46	
	Effective Teaching Practices	38.8	41.1 **	-.17		43.1 ***	-.31	
<i>Campus Environment</i>	Quality of Interactions	43.5	44.4	-.08	✓	46.5 ***	-.25	
	Supportive Environment	32.3	34.3 **	-.14		36.4 ***	-.29	

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 2017 and 2018 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Southeast Missouri (N = 385)	35.3	13.2	.67	15	25	35	40	60				
Plains Public	36.0	12.9	.16	15	25	35	45	60	7,040	-.7	.332	-.051
Carnegie Class	37.7	13.3	.05	15	30	40	45	60	59,492	-2.4	.000	-.181
NSSE 2017 & 2018	37.8	13.2	.03	20	30	40	45	60	201,290	-2.5	.000	-.191
Top 50%	38.9	13.1	.04	20	30	40	50	60	119,734	-3.6	.000	-.278
Top 10%	40.5	13.3	.08	20	30	40	50	60	28,745	-5.2	.000	-.390
Reflective & Integrative Learning												
Southeast Missouri (N = 417)	34.3	11.7	.57	14	26	34	40	57				
Plains Public	33.4	11.7	.14	14	26	34	40	54	7,383	.9	.143	.074
Carnegie Class	34.9	11.9	.05	17	26	34	43	57	62,766	-.6	.317	-.049
NSSE 2017 & 2018	35.1	11.9	.03	17	26	34	43	57	212,464	-.8	.192	-.064
Top 50%	36.5	11.8	.04	17	29	37	43	57	112,430	-2.2	.000	-.182
Top 10%	38.1	12.0	.08	20	29	37	46	60	24,408	-3.8	.000	-.313
Learning Strategies												
Southeast Missouri (N = 373)	36.2	14.7	.76	13	27	40	47	60				
Plains Public	36.0	13.7	.17	13	27	33	47	60	412	.2	.767	.017
Carnegie Class	38.3	13.8	.06	20	27	40	47	60	376	-2.1	.007	-.151
NSSE 2017 & 2018	38.1	13.7	.03	20	27	40	47	60	373	-1.8	.017	-.134
Top 50%	39.5	13.7	.04	20	27	40	53	60	374	-3.3	.000	-.241
Top 10%	41.6	14.1	.09	20	33	40	53	60	23,701	-5.4	.000	-.384
Quantitative Reasoning												
Southeast Missouri (N = 373)	25.1	15.1	.78	0	13	20	33	53				
Plains Public	26.8	14.7	.18	0	20	27	40	53	6,881	-1.7	.032	-.114
Carnegie Class	27.2	15.3	.06	0	20	27	40	60	58,236	-2.1	.008	-.139
NSSE 2017 & 2018	27.5	15.3	.03	0	20	27	40	60	196,572	-2.4	.003	-.156
Top 50%	28.7	15.2	.04	0	20	27	40	60	126,596	-3.6	.000	-.234
Top 10%	30.4	15.3	.09	7	20	27	40	60	31,225	-5.3	.000	-.346
Learning with Peers												
Collaborative Learning												
Southeast Missouri (N = 429)	29.9	14.1	.68	5	20	30	40	55				
Plains Public	32.2	14.1	.17	10	20	30	40	60	7,684	-2.3	.001	-.160
Carnegie Class	31.0	14.7	.06	5	20	30	40	60	65,679	-1.0	.149	-.070
NSSE 2017 & 2018	32.3	14.4	.03	10	20	30	40	60	223,221	-2.4	.001	-.165
Top 50%	35.1	13.6	.04	15	25	35	45	60	132,147	-5.2	.000	-.382
Top 10%	37.2	13.6	.08	15	25	40	45	60	29,844	-7.3	.000	-.538
Discussions with Diverse Others												
Southeast Missouri (N = 373)	40.5	14.5	.75	20	30	40	55	60				
Plains Public	37.5	15.3	.19	15	25	40	50	60	6,621	3.0	.000	.200
Carnegie Class	38.7	15.9	.07	10	25	40	50	60	378	1.8	.019	.113
NSSE 2017 & 2018	39.4	15.5	.04	15	30	40	55	60	185,161	1.1	.160	.073
Top 50%	41.4	15.0	.04	15	30	40	55	60	120,592	-.9	.256	-.059
Top 10%	43.4	14.8	.09	20	35	45	60	60	27,149	-2.9	.000	-.197

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Southeast Missouri (N = 399)	22.6	14.6	.73	5	10	20	30	55				
Plains Public	21.4	14.1	.17	0	10	20	30	45	7,154	1.3	.084	.089
Carnegie Class	21.1	14.6	.06	0	10	20	30	50	60,803	1.5	.035	.106
NSSE 2017 & 2018	21.1	14.6	.03	0	10	20	30	50	205,700	1.5	.036	.105
Top 50%	24.3	14.8	.05	5	15	20	35	55	74,756	-1.6	.027	-.111
Top 10%	27.2	15.8	.14	5	15	25	40	60	428	-4.6	.000	-.293
Effective Teaching Practices												
Southeast Missouri (N = 390)	38.9	13.5	.68	16	28	40	48	60				
Plains Public	37.4	12.9	.16	16	28	40	48	60	7,071	1.6	.021	.120
Carnegie Class	38.9	13.2	.05	16	32	40	48	60	59,694	.0	.988	-.001
NSSE 2017 & 2018	38.5	13.1	.03	16	28	40	48	60	201,746	.5	.493	.035
Top 50%	40.3	13.1	.04	20	32	40	52	60	88,245	-1.4	.040	-.104
Top 10%	42.0	13.7	.09	20	32	40	52	60	23,272	-3.0	.000	-.223
Campus Environment												
Quality of Interactions												
Southeast Missouri (N = 345)	42.9	10.7	.58	25	36	44	50	60				
Plains Public	41.9	12.0	.16	20	34	43	50	60	395	.9	.112	.080
Carnegie Class	41.8	12.6	.06	18	34	43	50	60	350	1.1	.065	.085
NSSE 2017 & 2018	41.7	12.5	.03	18	34	43	50	60	346	1.2	.040	.095
Top 50%	43.9	11.6	.04	22	38	46	52	60	348	-1.0	.074	-.089
Top 10%	45.9	12.1	.10	22	40	48	56	60	364	-3.0	.000	-.250
Supportive Environment												
Southeast Missouri (N = 357)	34.7	13.1	.69	15	25	35	43	60				
Plains Public	34.9	13.1	.17	13	25	35	43	60	6,315	-.2	.780	-.015
Carnegie Class	36.0	13.7	.06	13	25	38	45	60	51,583	-1.2	.090	-.090
NSSE 2017 & 2018	36.1	13.6	.03	13	28	38	45	60	174,460	-1.4	.058	-.101
Top 50%	37.9	13.2	.04	15	30	40	48	60	94,419	-3.2	.000	-.244
Top 10%	39.7	13.1	.09	18	30	40	50	60	22,941	-5.0	.000	-.378

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 SEM) 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	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Southeast Missouri (N = 356)	38.2	13.6	.72	15	30	40	50	60				
Plains Public	38.6	13.5	.14	20	30	40	50	60	9,174	-.3	.636	-.026
Carnegie Class	40.3	13.6	.05	20	30	40	50	60	79,114	-2.0	.005	-.149
NSSE 2017 & 2018	39.8	13.7	.03	20	30	40	50	60	251,182	-1.6	.028	-.117
Top 50%	41.3	13.5	.04	20	35	40	55	60	118,013	-3.1	.000	-.228
Top 10%	42.5	13.7	.07	20	35	40	55	60	35,697	-4.2	.000	-.308
Reflective & Integrative Learning												
Southeast Missouri (N = 363)	37.1	11.5	.60	17	29	37	46	57				
Plains Public	36.9	12.3	.13	17	29	37	46	60	396	.2	.795	.013
Carnegie Class	38.1	12.4	.04	17	29	37	46	60	366	-1.0	.087	-.083
NSSE 2017 & 2018	37.8	12.4	.02	17	29	37	46	60	363	-.8	.201	-.062
Top 50%	39.6	12.2	.04	20	31	40	49	60	365	-2.5	.000	-.204
Top 10%	41.1	12.2	.08	20	33	40	51	60	375	-4.1	.000	-.333
Learning Strategies												
Southeast Missouri (N = 347)	38.5	14.1	.76	13	27	40	53	60				
Plains Public	36.6	14.4	.16	13	27	40	47	60	8,607	1.9	.014	.134
Carnegie Class	39.0	14.5	.05	13	27	40	53	60	73,424	-.5	.549	-.032
NSSE 2017 & 2018	38.3	14.5	.03	13	27	40	47	60	232,711	.2	.783	.015
Top 50%	40.2	14.4	.04	20	33	40	53	60	124,465	-1.7	.031	-.116
Top 10%	42.3	14.2	.08	20	33	40	53	60	33,921	-3.8	.000	-.269
Quantitative Reasoning												
Southeast Missouri (N = 348)	27.8	15.6	.84	0	20	27	40	60				
Plains Public	28.7	15.8	.17	0	20	27	40	60	9,020	-.9	.272	-.060
Carnegie Class	29.4	16.1	.06	0	20	27	40	60	77,803	-1.6	.066	-.099
NSSE 2017 & 2018	29.6	16.1	.03	0	20	27	40	60	246,532	-1.8	.033	-.114
Top 50%	30.7	16.0	.04	0	20	33	40	60	161,271	-2.9	.001	-.182
Top 10%	32.7	15.7	.08	7	20	33	40	60	35,459	-4.9	.000	-.311
Learning with Peers												
Collaborative Learning												
Southeast Missouri (N = 373)	30.2	14.0	.72	5	20	30	40	55				
Plains Public	32.2	15.0	.16	5	20	30	40	60	407	-2.0	.008	-.132
Carnegie Class	31.2	15.5	.05	5	20	30	40	60	376	-1.0	.191	-.061
NSSE 2017 & 2018	32.5	15.0	.03	5	20	30	45	60	373	-2.2	.002	-.149
Top 50%	35.7	13.9	.04	15	25	35	45	60	151,288	-5.4	.000	-.393
Top 10%	38.1	13.5	.08	15	30	40	50	60	25,493	-7.8	.000	-.582
Discussions with Diverse Others												
Southeast Missouri (N = 350)	40.0	16.4	.88	10	30	40	60	60				
Plains Public	38.3	15.6	.17	15	25	40	50	60	8,643	1.7	.044	.110
Carnegie Class	40.0	16.2	.06	10	30	40	55	60	73,731	.1	.928	.005
NSSE 2017 & 2018	40.3	15.8	.03	15	30	40	55	60	233,966	-.2	.769	-.016
Top 50%	41.9	15.6	.04	15	30	40	60	60	163,540	-1.9	.024	-.121
Top 10%	43.8	15.5	.08	20	35	45	60	60	39,621	-3.8	.000	-.242

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Southeast Missouri (N = 360)	25.9	15.9	.84	5	15	20	35	60				
Plains Public	24.2	15.8	.17	0	10	20	35	55	9,278	1.7	.040	.111
Carnegie Class	24.0	16.0	.06	0	10	20	35	55	80,289	1.9	.024	.119
NSSE 2017 & 2018	23.9	15.9	.03	0	10	20	35	55	255,208	2.0	.017	.126
Top 50%	29.2	15.8	.06	5	20	30	40	60	65,361	-3.3	.000	-.207
Top 10%	33.3	16.1	.18	10	20	35	45	60	8,615	-7.3	.000	-.456
Effective Teaching Practices												
Southeast Missouri (N = 359)	38.8	14.5	.76	12	28	40	50	60				
Plains Public	38.2	13.6	.14	16	28	40	48	60	9,186	.6	.417	.044
Carnegie Class	40.1	13.8	.05	16	32	40	52	60	79,422	-1.3	.070	-.096
NSSE 2017 & 2018	39.4	13.7	.03	16	32	40	48	60	251,981	-.5	.457	-.039
Top 50%	41.1	13.6	.04	16	32	40	52	60	102,309	-2.3	.001	-.170
Top 10%	43.1	13.7	.09	20	36	44	56	60	21,226	-4.3	.000	-.312
Campus Environment												
Quality of Interactions												
Southeast Missouri (N = 334)	43.5	11.3	.62	22	36	44	52	60				
Plains Public	42.2	11.8	.13	20	35	44	50	60	8,028	1.2	.064	.104
Carnegie Class	42.8	12.4	.05	20	36	44	52	60	337	.6	.328	.049
NSSE 2017 & 2018	42.0	12.3	.03	20	34	44	50	60	335	1.5	.017	.120
Top 50%	44.4	11.9	.04	22	38	46	54	60	84,267	-1.0	.146	-.080
Top 10%	46.5	12.3	.08	22	40	50	58	60	345	-3.1	.000	-.250
Supportive Environment												
Southeast Missouri (N = 346)	32.3	13.9	.75	10	23	33	43	60				
Plains Public	31.1	13.6	.15	10	20	30	40	55	8,320	1.3	.094	.092
Carnegie Class	32.0	14.3	.05	9	23	33	40	58	70,593	.3	.654	.024
NSSE 2017 & 2018	32.0	14.1	.03	10	23	33	40	58	224,263	.3	.672	.023
Top 50%	34.3	13.7	.04	13	25	35	43	60	102,164	-2.0	.008	-.142
Top 10%	36.4	13.7	.10	13	28	38	45	60	21,210	-4.0	.000	-.293

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 SEM) 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.