



NSSE 2015

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 first-year and senior 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.
 - Summary of 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 2014 and 2015 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—Institution Version and your *Major Field Report* (both to be

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., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

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 2014 & 2015
<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 2014 & 2015
<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

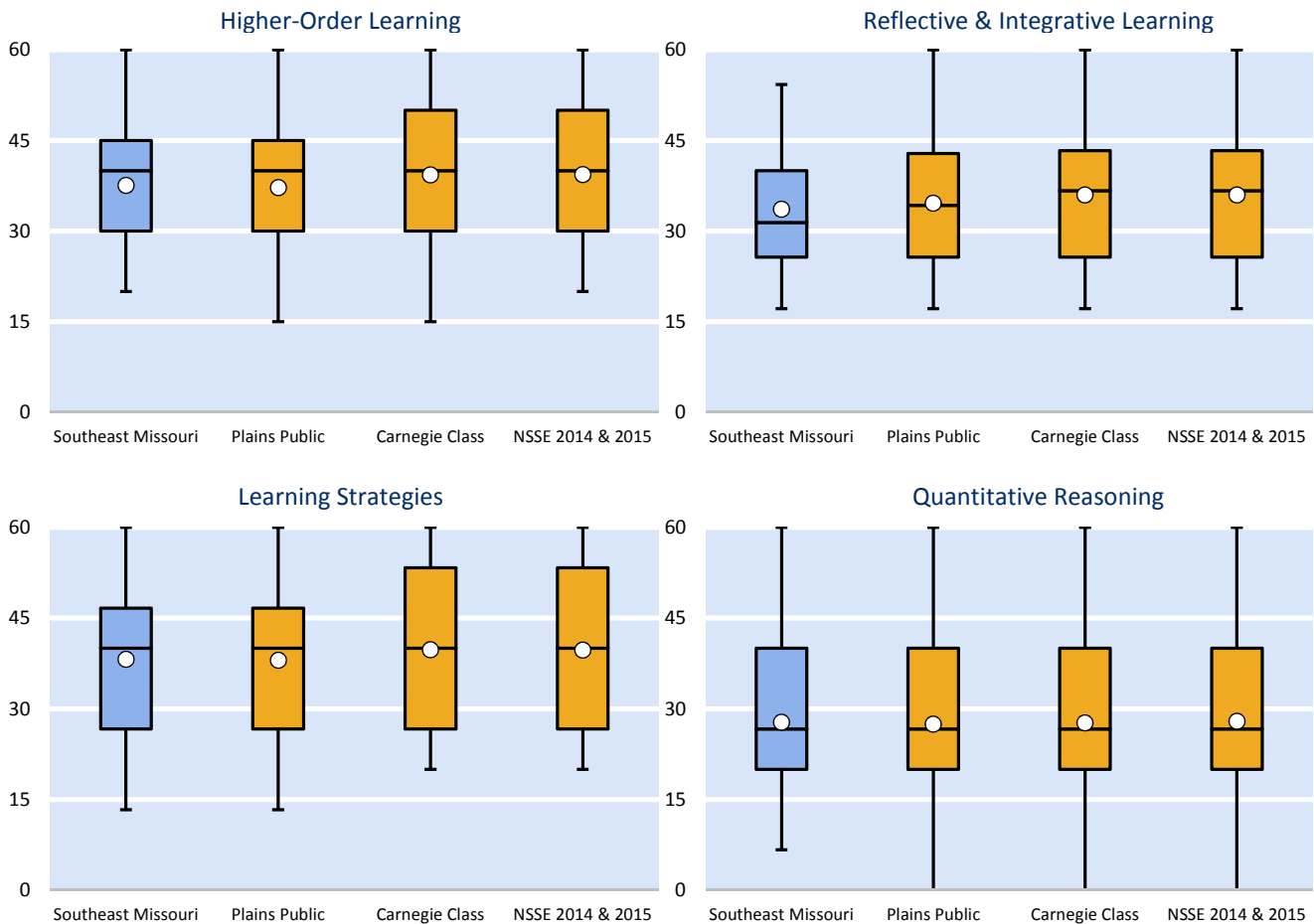
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2014 & 2015	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.6	37.2	.03	39.3	-.12	39.4 *	-.13
Reflective & Integrative Learning	33.6	34.6	-.08	36.0 **	-.19	36.0 **	-.18
Learning Strategies	38.2	38.0	.01	39.8	-.11	39.7	-.11
Quantitative Reasoning	27.8	27.5	.02	27.7	.01	27.9	-.01

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





































































Score Distributions



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

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
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	67 	70 	72 	73 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68 	69 	73 	73 
4d. Evaluating a point of view, decision, or information source	70 	65 	71 	71 
4e. Forming a new idea or understanding from various pieces of information	70 	65 	70 	69 
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	53 	55 	56 	56 
2b. Connected your learning to societal problems or issues	43 	49 	54 	54 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	44 	46 	52 	52 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57 	60 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63 	65 	68 	68 
2f. Learned something that changed the way you understand an issue or concept	60 	63 	66 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	75 	74 	77 	77 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77 	76 	80 	81 
9b. Reviewed your notes after class	67 	63 	67 	66 
9c. Summarized what you learned in class or from course materials	61 	60 	64 	64 
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.)	49 	52 	52 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	35 	38 	39 	39 
6c. Evaluated what others have concluded from numerical information	33 	37 	38 	39 

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.

Academic Challenge: Seniors

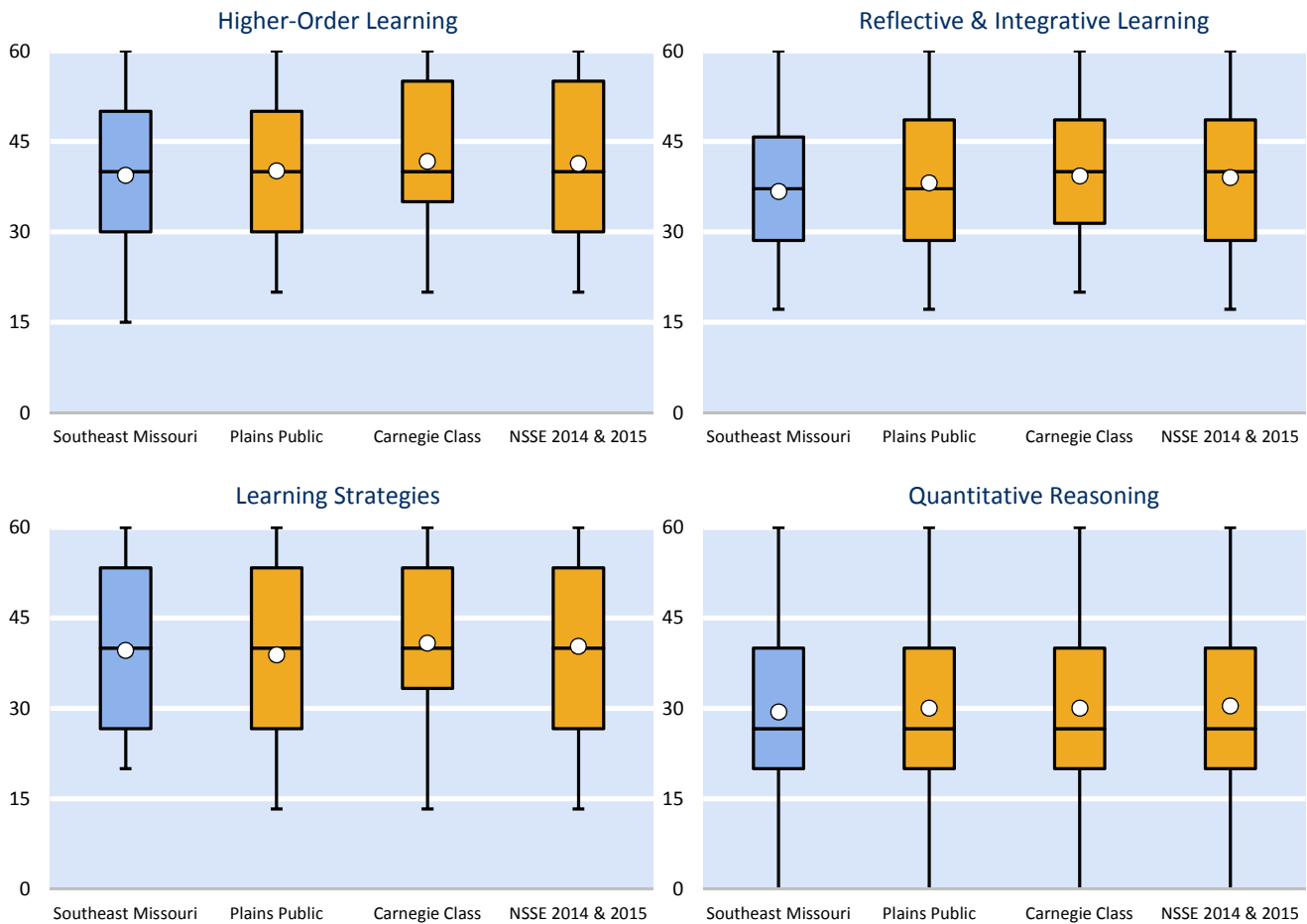
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2014 & 2015	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	40.2	-.06	41.7 ***	-.17	41.4 **	-.14
Reflective & Integrative Learning	36.7	38.2 *	-.11	39.3 ***	-.20	39.0 ***	-.18
Learning Strategies	39.6	38.9	.05	40.8	-.08	40.3	-.05
Quantitative Reasoning	29.4	30.0	-.04	30.0	-.04	30.4	-.06

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)

Summary of Indicator Items

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
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	78 	79 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73 	76 	78 	78 
4d. Evaluating a point of view, decision, or information source	69 	68 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	71 	71 	74 	73 
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	63 	73 	72 	72 
2b. Connected your learning to societal problems or issues	60 	62 	66 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50 	52 	57 	55 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65 	64 	67 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67 	68 	72 	71 
2f. Learned something that changed the way you understand an issue or concept	65 	68 	71 	71 
2g. Connected ideas from your courses to your prior experiences and knowledge	79 	83 	84 	84 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81 	81 	83 	83 
9b. Reviewed your notes after class	62 	59 	65 	64 
9c. Summarized what you learned in class or from course materials	65 	63 	67 	66 
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.)	53 	55 	55 	56 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45 	45 	45 	46 
6c. Evaluated what others have concluded from numerical information	41 	44 	45 	46 

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.

Learning with Peers: First-year students

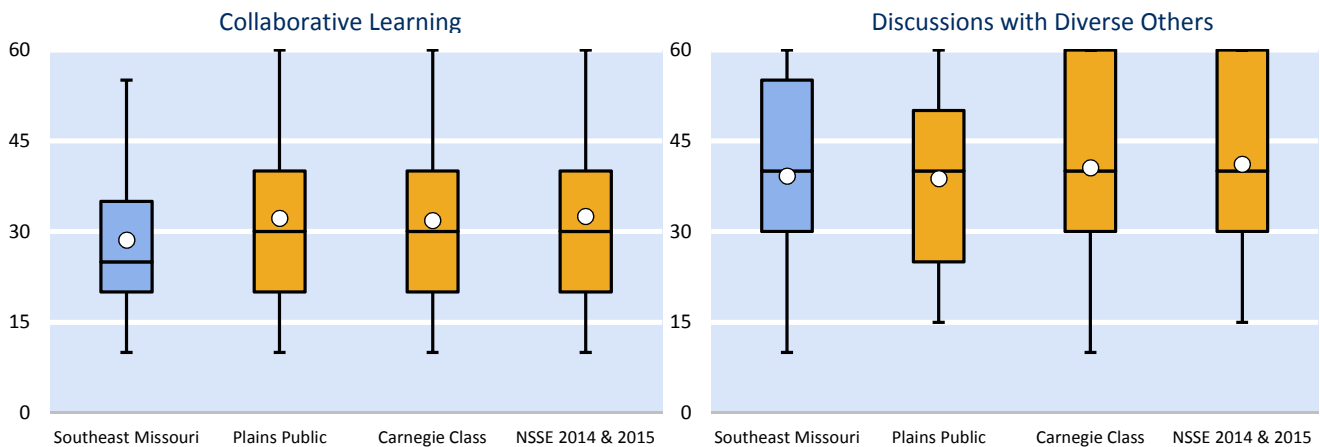
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.6	32.1 ***	-.25	31.8 ***	-.22	32.4 ***	-.27
Discussions with Diverse Others	39.2	38.7	.03	40.5	-.08	41.1	-.12

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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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	41	51	49	50
1f. Explained course material to one or more students	54	56	56	57
1g. Prepared for exams by discussing or working through course material with other students	33	48	48	50
1h. Worked with other students on course projects or assignments	39	52	53	53

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	62	63	72	73
8b. People from an economic background other than your own	70	69	73	74
8c. People with religious beliefs other than your own	68	67	68	69
8d. People with political views other than your own	71	67	67	68

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.

Learning with Peers: Seniors

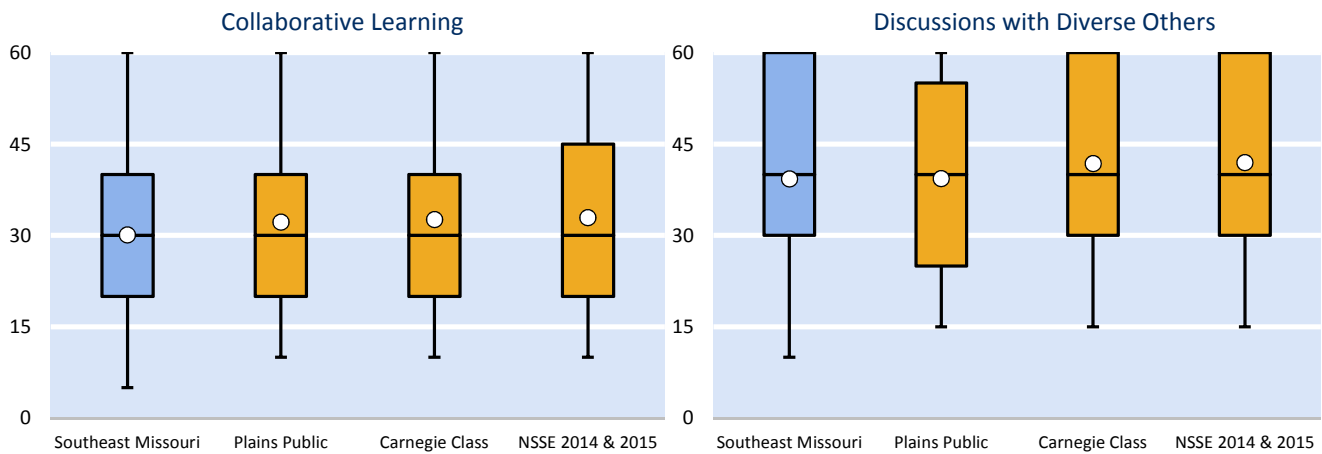
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	Southeast Missouri Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.1	32.2 **	-.14	32.6 ***	-.17	32.9 ***	-.19
Discussions with Diverse Others	39.3	39.3	.00	41.8 **	-.15	42.0 ***	-.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).

Score Distributions



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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
1e. Asked another student to help you understand course material	38	42	41	41
1f. Explained course material to one or more students	54	58	58	59
1g. Prepared for exams by discussing or working through course material with other students	39	44	46	47
1h. Worked with other students on course projects or assignments	54	64	65	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
8a. People from a race or ethnicity other than your own	68	63	74	74
8b. People from an economic background other than your own	70	69	75	75
8c. People with religious beliefs other than your own	65	67	70	71
8d. People with political views other than your own	68	70	70	71

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.

Experiences with Faculty: First-year students

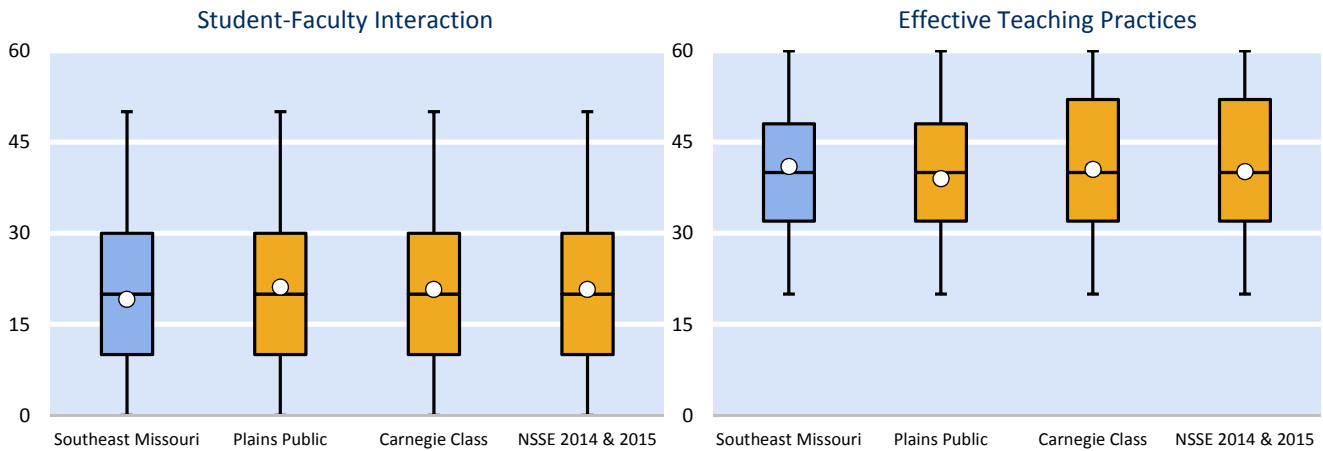
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Southeast Missouri Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2014 & 2015	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.1	21.1 *	-.13	20.7	-.11	20.7	-.11
Effective Teaching Practices	41.0	39.0 *	.16	40.5	.04	40.1	.06

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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Summary of Indicator Items

Student-Faculty Interaction	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	29	35	33	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	21	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	19	25	26	26
3d. Discussed your academic performance with a faculty member	25	28	30	30
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	80	81	80
5b. Taught course sessions in an organized way	81	78	78	79
5c. Used examples or illustrations to explain difficult points	81	76	77	77
5d. Provided feedback on a draft or work in progress	65	61	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	66	60	64	63

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.

Experiences with Faculty: Seniors

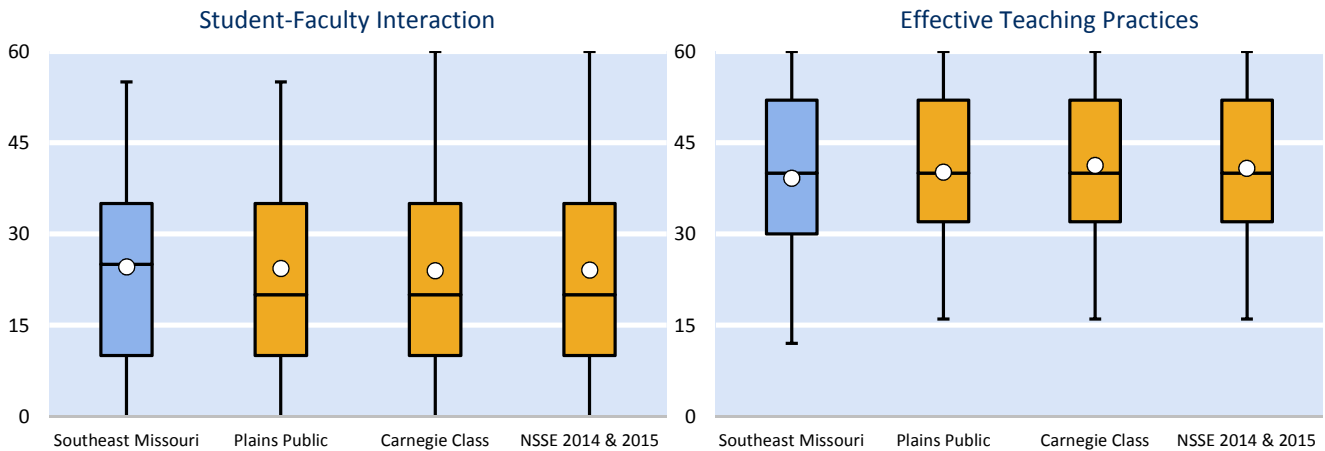
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Southeast Missouri Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2014 & 2015	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.6	24.3	.02	23.9	.04	24.0	.03
Effective Teaching Practices	39.1	40.2	-.08	41.2 **	-.15	40.8 *	-.12

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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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
3a. Talked about career plans with a faculty member	44	44	43	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	28	26	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	34	34	34
3d. Discussed your academic performance with a faculty member	33	33	34	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
5a. Clearly explained course goals and requirements	77	82	83	82
5b. Taught course sessions in an organized way	76	80	80	80
5c. Used examples or illustrations to explain difficult points	75	79	79	79
5d. Provided feedback on a draft or work in progress	61	61	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	66	66	68	67

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.

Campus Environment: First-year students

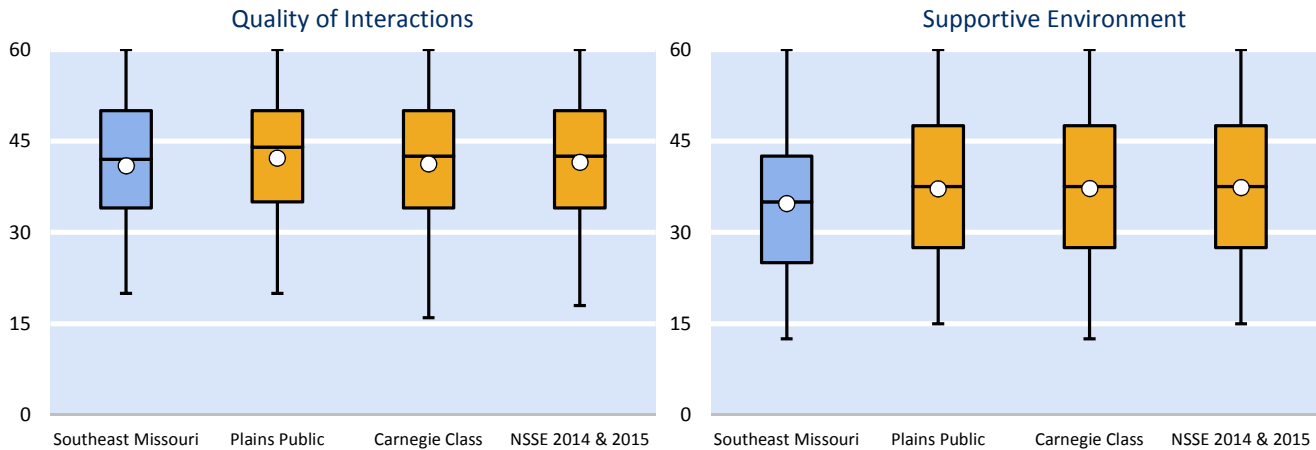
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Southeast Missouri Mean	Your first-year students compared with					
		Plains Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	42.2	-.11	41.2	-.02	41.5	-.04
Supportive Environment	34.7	37.2 *	-.18	37.2 *	-.18	37.3 **	-.19

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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
13a. Students	52	58	57	58
13b. Academic advisors	46	51	48	49
13c. Faculty	48	49	49	50
13d. Student services staff (career services, student activities, housing, etc.)	41	45	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	33	44	41	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	73	77	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	76	76	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	57	61	60
14e. Providing opportunities to be involved socially	66	73	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	73	71	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	43	46	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	71	66	67
14i. Attending events that address important social, economic, or political issues	49	54	53	53

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.

Campus Environment: Seniors

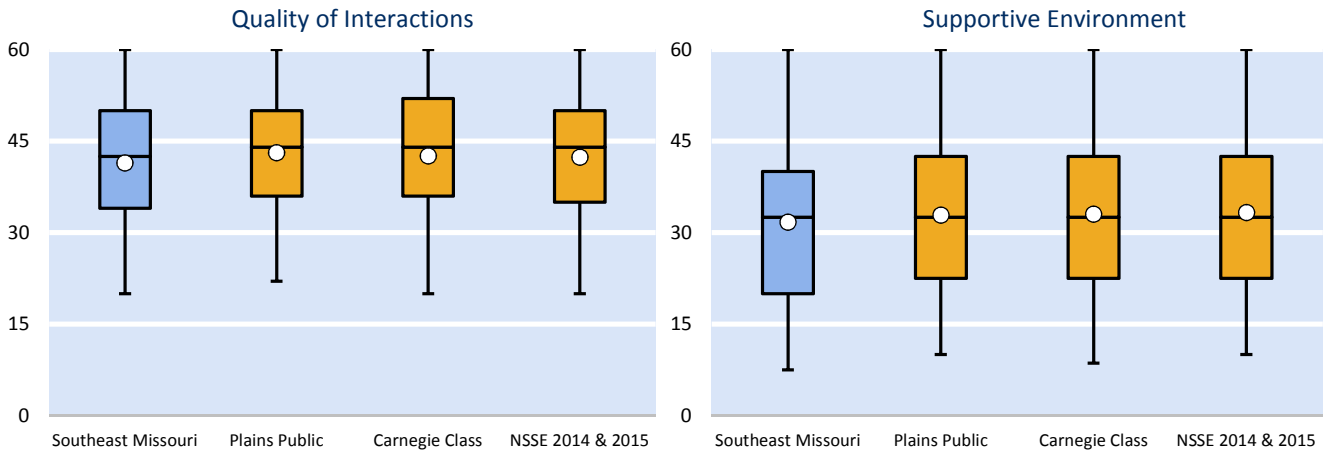
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Southeast Missouri Mean	Your seniors compared with					
		Plains Public		Carnegie Class		NSSE 2014 & 2015	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.4	43.1 **	-.15	42.6	-.09	42.4	-.08
Supportive Environment	31.7	32.9	-.08	33.0	-.09	33.3 *	-.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.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
13a. Students	60	64	63	63
13b. Academic advisors	53	54	53	52
13c. Faculty	50	58	60	59
13d. Student services staff (career services, student activities, housing, etc.)	40	45	43	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	44	42	41

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Southeast Missouri	Plains Public	Carnegie Class	NSSE 2014 & 2015
14b. Providing support to help students succeed academically	66	71	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	66	65	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	51	54	53
14e. Providing opportunities to be involved socially	64	68	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	64	62	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	31	33	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	54	59	54	58
14i. Attending events that address important social, economic, or political issues	40	45	46	46

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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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 2014 and 2015 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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		Southeast Missouri	Your first-year students compared with								
			Theme	Engagement Indicator	Mean	NSSE Top 50%			NSSE Top 10%		
						Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.6	41.0 ***	-.25		43.0 ***	-.40				
	Reflective and Integrative Learning	33.6	37.6 ***	-.31		39.6 ***	-.47				
	Learning Strategies	38.2	41.6 ***	-.24		44.4 ***	-.44				
	Quantitative Reasoning	27.8	29.4	-.10	✓	31.5 ***	-.23				
Learning with Peers	Collaborative Learning	28.6	35.1 ***	-.48		37.3 ***	-.63				
	Discussions with Diverse Others	39.2	43.3 ***	-.27		45.5 ***	-.43				
Experiences with Faculty	Student-Faculty Interaction	19.1	24.0 ***	-.32		27.2 ***	-.50				
	Effective Teaching Practices	41.0	42.3	-.10		44.6 ***	-.28				
Campus Environment	Quality of Interactions	40.9	44.0 ***	-.26		45.8 ***	-.42				
	Supportive Environment	34.7	39.4 ***	-.35		41.3 ***	-.51				

Seniors		Southeast Missouri	Your seniors compared with								
			Theme	Engagement Indicator	Mean	NSSE Top 50%			NSSE Top 10%		
						Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.4	43.5 ***	-.30		45.3 ***	-.44				
	Reflective and Integrative Learning	36.7	41.3 ***	-.36		43.1 ***	-.51				
	Learning Strategies	39.6	42.5 ***	-.20		44.8 ***	-.37				
	Quantitative Reasoning	29.4	31.8 **	-.14		33.6 ***	-.25				
Learning with Peers	Collaborative Learning	30.1	35.7 ***	-.40		38.2 ***	-.59				
	Discussions with Diverse Others	39.3	43.9 ***	-.29		45.9 ***	-.43				
Experiences with Faculty	Student-Faculty Interaction	24.6	29.8 ***	-.32		34.1 ***	-.58				
	Effective Teaching Practices	39.1	43.1 ***	-.29		45.1 ***	-.45				
Campus Environment	Quality of Interactions	41.4	45.0 ***	-.31		46.7 ***	-.45				
	Supportive Environment	31.7	36.1 ***	-.31		38.8 ***	-.51				

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 2014 and 2015 institutions, separately for first-year and senior students. 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 = 236)	37.6	12.5	.81	20	30	40	45	60				
Plains Public	37.2	13.7	.19	15	30	40	45	60	5,243	.4	.689	.027
Carnegie Class	39.3	14.0	.07	15	30	40	50	60	43,324	-1.7	.061	-.122
NSSE 2014 & 2015	39.4	13.9	.04	20	30	40	50	60	132,026	-1.8	.048	-.129
Top 50%	41.0	13.7	.05	20	30	40	50	60	65,135	-3.4	.000	-.248
Top 10%	43.0	13.8	.12	20	35	40	55	60	246	-5.5	.000	-.398
Reflective & Integrative Learning												
Southeast Missouri (N = 243)	33.6	11.2	.72	17	26	31	40	54				
Plains Public	34.6	12.4	.17	17	26	34	43	60	5,438	-1.0	.220	-.080
Carnegie Class	36.0	12.7	.06	17	26	37	43	60	245	-2.4	.001	-.186
NSSE 2014 & 2015	36.0	12.7	.03	17	26	37	43	60	243	-2.3	.001	-.184
Top 50%	37.6	12.7	.05	17	29	37	46	60	244	-4.0	.000	-.313
Top 10%	39.6	12.8	.11	20	31	40	49	60	253	-5.9	.000	-.466
Learning Strategies												
Southeast Missouri (N = 212)	38.2	14.2	.98	13	27	40	47	60				
Plains Public	38.0	14.3	.21	13	27	40	47	60	4,950	.2	.872	.011
Carnegie Class	39.8	14.3	.07	20	27	40	53	60	40,150	-1.6	.104	-.112
NSSE 2014 & 2015	39.7	14.3	.04	20	27	40	53	60	122,606	-1.5	.120	-.107
Top 50%	41.6	14.1	.06	20	33	40	53	60	58,555	-3.4	.000	-.241
Top 10%	44.4	14.0	.12	20	33	47	60	60	13,421	-6.2	.000	-.443
Quantitative Reasoning												
Southeast Missouri (N = 239)	27.8	15.2	.98	7	20	27	40	60				
Plains Public	27.5	16.2	.23	0	20	27	40	60	5,332	.3	.789	.018
Carnegie Class	27.7	16.7	.08	0	20	27	40	60	241	.1	.925	.006
NSSE 2014 & 2015	27.9	16.6	.05	0	20	27	40	60	239	-.2	.872	-.009
Top 50%	29.4	16.6	.06	0	20	27	40	60	240	-1.6	.103	-.097
Top 10%	31.5	16.5	.13	0	20	33	40	60	246	-3.7	.000	-.226
Learning with Peers												
Collaborative Learning												
Southeast Missouri (N = 242)	28.6	12.6	.81	10	20	25	35	55				
Plains Public	32.1	14.2	.19	10	20	30	40	60	270	-3.6	.000	-.251
Carnegie Class	31.8	14.3	.07	10	20	30	40	60	244	-3.2	.000	-.224
NSSE 2014 & 2015	32.4	14.3	.04	10	20	30	40	60	242	-3.9	.000	-.271
Top 50%	35.1	13.8	.05	15	25	35	45	60	243	-6.6	.000	-.477
Top 10%	37.3	13.8	.11	15	25	35	50	60	249	-8.7	.000	-.630
Discussions with Diverse Others												
Southeast Missouri (N = 218)	39.2	15.7	1.06	10	30	40	55	60				
Plains Public	38.7	15.9	.23	15	25	40	50	60	5,002	.5	.672	.029
Carnegie Class	40.5	16.3	.08	10	30	40	60	60	40,632	-1.3	.225	-.083
NSSE 2014 & 2015	41.1	16.1	.05	15	30	40	60	60	124,097	-1.9	.080	-.119
Top 50%	43.3	15.4	.06	20	35	45	60	60	72,317	-4.2	.000	-.272
Top 10%	45.5	14.8	.11	20	40	50	60	60	16,911	-6.4	.000	-.429

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 = 242)	19.1	14.4	.93	0	10	20	30	50				
Plains Public	21.1	14.6	.20	0	10	20	30	50	5,326	-2.0	.040	-.135
Carnegie Class	20.7	15.0	.07	0	10	20	30	50	44,294	-1.6	.097	-.107
NSSE 2014 & 2015	20.7	14.9	.04	0	10	20	30	50	135,003	-1.6	.094	-.108
Top 50%	24.0	15.2	.07	0	15	20	35	55	45,290	-4.9	.000	-.324
Top 10%	27.2	16.1	.18	5	15	25	40	60	261	-8.1	.000	-.504
Effective Teaching Practices												
Southeast Missouri (N = 240)	41.0	11.9	.77	20	32	40	48	60				
Plains Public	39.0	12.9	.18	20	32	40	48	60	5,376	2.0	.017	.158
Carnegie Class	40.5	13.5	.06	20	32	40	52	60	242	.5	.505	.038
NSSE 2014 & 2015	40.1	13.4	.04	20	32	40	52	60	240	.9	.267	.064
Top 50%	42.3	13.2	.06	20	32	40	52	60	242	-1.4	.077	-.103
Top 10%	44.6	13.3	.13	20	36	44	56	60	253	-3.7	.000	-.276
Campus Environment												
Quality of Interactions												
Southeast Missouri (N = 210)	40.9	11.5	.80	20	34	42	50	60				
Plains Public	42.2	12.0	.18	20	35	44	50	60	4,857	-1.3	.136	-.105
Carnegie Class	41.2	12.9	.07	16	34	43	50	60	38,885	-.3	.751	-.022
NSSE 2014 & 2015	41.5	12.6	.04	18	34	43	50	60	118,718	-.6	.525	-.044
Top 50%	44.0	11.7	.05	22	38	46	52	60	45,601	-3.1	.000	-.262
Top 10%	45.8	11.9	.12	23	40	48	55	60	9,805	-4.9	.000	-.415
Supportive Environment												
Southeast Missouri (N = 195)	34.7	14.3	1.03	13	25	35	43	60				
Plains Public	37.2	13.5	.20	15	28	38	48	60	4,656	-2.5	.014	-.181
Carnegie Class	37.2	14.2	.07	13	28	38	48	60	37,200	-2.5	.014	-.176
NSSE 2014 & 2015	37.3	13.9	.04	15	28	38	48	60	114,185	-2.6	.009	-.188
Top 50%	39.4	13.4	.06	18	30	40	50	60	57,708	-4.7	.000	-.354
Top 10%	41.3	13.0	.12	20	33	40	53	60	12,743	-6.6	.000	-.507

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 = 424)	39.4	14.1	.68	15	30	40	50	60				
Plains Public	40.2	13.9	.15	20	30	40	50	60	9,190	-.8	.264	-.056
Carnegie Class	41.7	14.2	.05	20	35	40	55	60	70,566	-2.4	.001	-.166
NSSE 2014 & 2015	41.4	14.2	.03	20	30	40	55	60	205,953	-2.0	.004	-.140
Top 50%	43.5	13.8	.05	20	35	40	55	60	77,872	-4.1	.000	-.297
Top 10%	45.3	13.6	.09	20	40	45	60	60	21,228	-5.9	.000	-.435
Reflective & Integrative Learning												
Southeast Missouri (N = 437)	36.7	13.1	.63	17	29	37	46	60				
Plains Public	38.2	12.9	.14	17	29	37	49	60	9,538	-1.5	.021	-.113
Carnegie Class	39.3	13.1	.05	20	31	40	49	60	73,508	-2.6	.000	-.199
NSSE 2014 & 2015	39.0	13.1	.03	17	29	40	49	60	214,346	-2.3	.000	-.178
Top 50%	41.3	12.7	.05	20	31	40	51	60	77,709	-4.6	.000	-.360
Top 10%	43.1	12.5	.09	20	34	43	54	60	19,579	-6.4	.000	-.511
Learning Strategies												
Southeast Missouri (N = 394)	39.6	15.1	.76	20	27	40	53	60				
Plains Public	38.9	14.8	.16	13	27	40	53	60	8,757	.7	.349	.048
Carnegie Class	40.8	14.8	.06	13	33	40	53	60	66,446	-1.2	.101	-.083
NSSE 2014 & 2015	40.3	14.8	.03	13	27	40	53	60	194,327	-.7	.346	-.048
Top 50%	42.5	14.6	.05	20	33	40	60	60	98,372	-2.9	.000	-.196
Top 10%	44.8	14.2	.09	20	33	47	60	60	26,046	-5.2	.000	-.367
Quantitative Reasoning												
Southeast Missouri (N = 434)	29.4	16.7	.80	0	20	27	40	60				
Plains Public	30.0	16.8	.18	0	20	27	40	60	9,369	-.7	.425	-.039
Carnegie Class	30.0	17.4	.07	0	20	27	40	60	439	-.7	.408	-.038
NSSE 2014 & 2015	30.4	17.4	.04	0	20	27	40	60	435	-1.0	.212	-.058
Top 50%	31.8	17.3	.05	0	20	33	40	60	130,981	-2.4	.004	-.137
Top 10%	33.6	16.9	.10	0	20	33	47	60	29,242	-4.2	.000	-.251
Learning with Peers												
Collaborative Learning												
Southeast Missouri (N = 437)	30.1	15.0	.72	5	20	30	40	60				
Plains Public	32.2	14.6	.15	10	20	30	40	60	9,680	-2.1	.003	-.145
Carnegie Class	32.6	14.6	.05	10	20	30	40	60	74,725	-2.5	.000	-.173
NSSE 2014 & 2015	32.9	14.6	.03	10	20	30	45	60	218,505	-2.8	.000	-.195
Top 50%	35.7	13.9	.04	15	25	35	45	60	109,699	-5.6	.000	-.404
Top 10%	38.2	13.7	.09	15	30	40	50	60	451	-8.1	.000	-.590
Discussions with Diverse Others												
Southeast Missouri (N = 397)	39.3	16.4	.82	10	30	40	60	60				
Plains Public	39.3	16.1	.18	15	25	40	55	60	8,850	.0	.966	-.002
Carnegie Class	41.8	16.3	.06	15	30	40	60	60	67,110	-2.5	.002	-.153
NSSE 2014 & 2015	42.0	16.1	.04	15	30	40	60	60	196,400	-2.7	.001	-.166
Top 50%	43.9	15.9	.04	20	35	45	60	60	125,846	-4.6	.000	-.291
Top 10%	45.9	15.4	.09	20	40	50	60	60	30,470	-6.6	.000	-.429

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 = 429)	24.6	16.2	.78	0	10	25	35	55				
Plains Public	24.3	16.1	.17	0	10	20	35	55	9,368	.3	.737	.017
Carnegie Class	23.9	16.5	.06	0	10	20	35	60	71,928	.6	.420	.039
NSSE 2014 & 2015	24.0	16.4	.04	0	10	20	35	60	209,836	.5	.497	.033
Top 50%	29.8	16.2	.07	5	20	30	40	60	50,491	-5.2	.000	-.319
Top 10%	34.1	16.5	.19	5	20	35	45	60	7,829	-9.5	.000	-.576
Effective Teaching Practices												
Southeast Missouri (N = 432)	39.1	14.7	.71	12	30	40	52	60				
Plains Public	40.2	13.4	.14	16	32	40	52	60	466	-1.0	.158	-.076
Carnegie Class	41.2	14.0	.05	16	32	40	52	60	72,664	-2.1	.002	-.151
NSSE 2014 & 2015	40.8	13.9	.03	16	32	40	52	60	211,961	-1.6	.014	-.119
Top 50%	43.1	13.6	.05	20	36	44	56	60	72,037	-3.9	.000	-.288
Top 10%	45.1	13.4	.12	20	36	48	60	60	13,767	-6.0	.000	-.446
Campus Environment												
Quality of Interactions												
Southeast Missouri (N = 381)	41.4	12.3	.63	20	34	43	50	60				
Plains Public	43.1	11.2	.12	22	36	44	50	60	410	-1.7	.010	-.148
Carnegie Class	42.6	12.2	.05	20	36	44	52	60	64,188	-1.1	.067	-.094
NSSE 2014 & 2015	42.4	12.0	.03	20	35	44	50	60	188,014	-1.0	.121	-.079
Top 50%	45.0	11.4	.04	24	38	46	54	60	384	-3.6	.000	-.312
Top 10%	46.7	11.8	.09	24	40	50	56	60	17,105	-5.3	.000	-.450
Supportive Environment												
Southeast Missouri (N = 366)	31.7	14.5	.76	8	20	33	40	60				
Plains Public	32.9	13.8	.15	10	23	33	43	60	8,406	-1.2	.117	-.084
Carnegie Class	33.0	14.7	.06	9	23	33	43	60	63,097	-1.3	.090	-.089
NSSE 2014 & 2015	33.3	14.5	.03	10	23	33	43	60	184,910	-1.6	.037	-.109
Top 50%	36.1	13.9	.05	13	26	38	45	60	74,821	-4.4	.000	-.314
Top 10%	38.8	13.7	.12	15	30	40	50	60	14,246	-7.0	.000	-.513

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

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

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x 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.