

## Chapter VII: NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

*Who takes it?*

A sample of Freshmen and Seniors.

*When is it administered?*

In the Spring.

*How long does it take for the students to complete the instrument?*

15 minutes.

*What office administers it?*

NSSE personnel administer it online with campus coordination by the Vice President for Academic Affairs Office.

*Who originates this survey?*

National Survey of Student Engagement  
Center for Postsecondary Research  
Indiana University Bloomington  
1900 East Tenth Street  
Eigenmann Hall Suite 419  
Bloomington, IN 47406-7512  
(812) 856-5824

<http://www.indiana.edu/~nsse/>

e-mail: [nsse@indiana.edu](mailto:nsse@indiana.edu)

*When are results typically available?*

November.

*What type of information is sought?*

The Spring 2005 NSSE participants answered questions in five sections: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment.

*From whom are the results available?*

Vice President for Academic Affairs Office.

*To whom are the results regularly distributed?*

The University community through a website, the University Conference, the summer Master Plan and Assessment Workshop, and through this *Almanac*.

*Are the results available by division or discipline?*

No.

*Are the results comparable to data of other universities?*

Yes.

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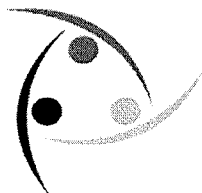
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# NSSE Benchmark Report

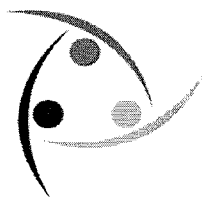
November 2005

Truman State University

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**National Survey  
of Student Engagement**



To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or benchmarks of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. Using approximately 225,000 randomly selected students from 518 institutions that participated in NSSE 2005, this Benchmark Report compares the performance of your institution with its selected peer group, Carnegie group, and the 2005 national norms. In addition, page 8 provides two other comparisons between your school and above-average institutions with benchmarks in the top 50% nationally and high-performing institutions with benchmarks in the top 10% nationally. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found in the 2005 annual report and on the NSSE website at [nsse.iub.edu](http://nsse.iub.edu).

### Guide to Your Benchmark Report

#### Class

Means are reported for first-year students and seniors. Only students who were part of the base random sample or random oversample are included in these analyses. Students in targeted oversamples are not included.

#### Mean

The mean is the weighted arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

#### Benchmark Description & Survey Items

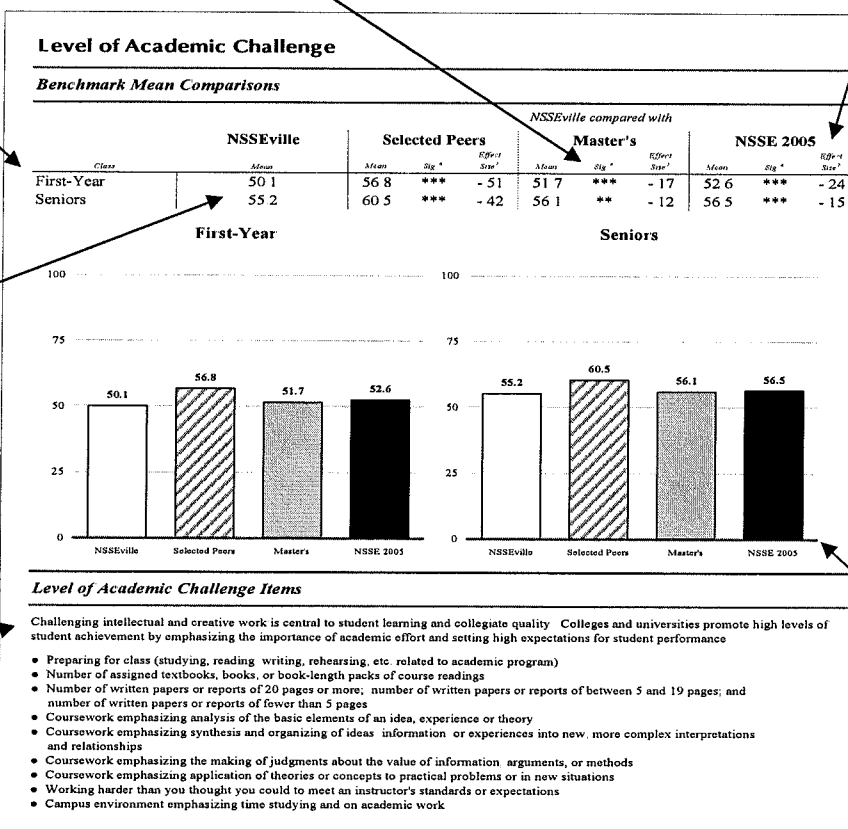
A theoretical rationale for measuring the benchmark and the individual items used in its creation are summarized.

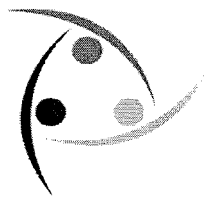
#### Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (like those seen with NSSE data) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

#### Effect Size

Effect size indicates the "practical significance" of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared (selected peers, Carnegie type, or 2005 national norm). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.



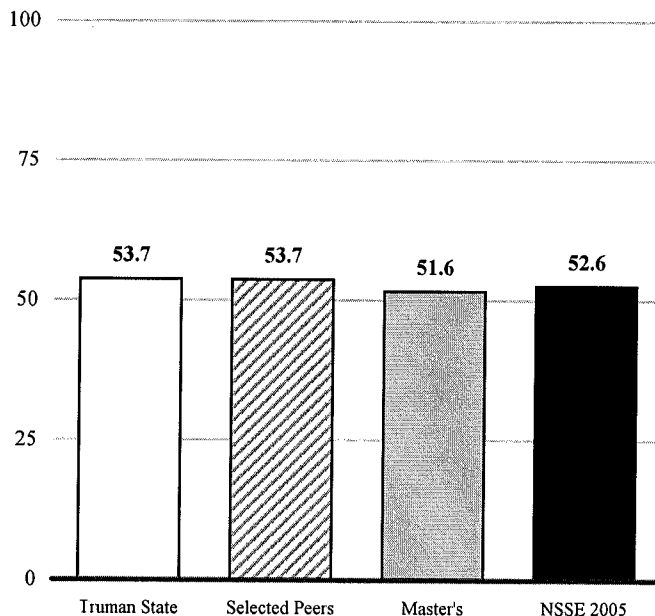


## Level of Academic Challenge

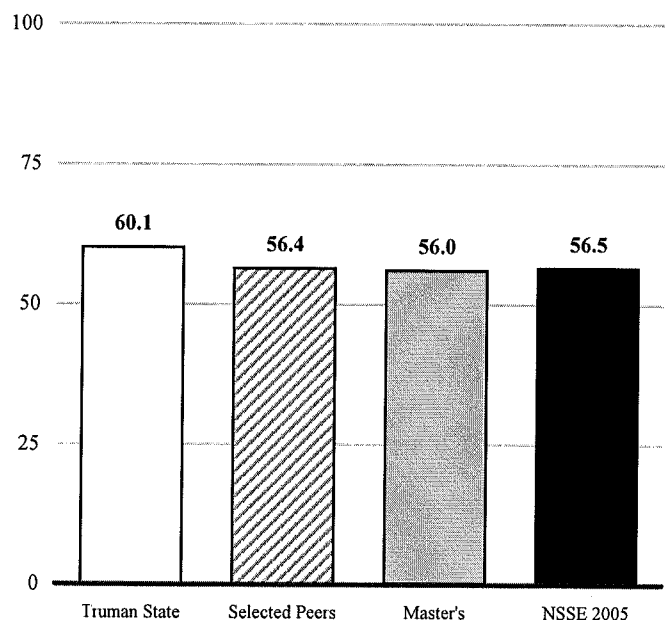
### Benchmark Mean Comparisons

Truman State compared with:											
Truman State		Selected Peers			Master's			NSSE 2005			
Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	
First-Year	53.7	53.7		.00	51.6	*	.16	52.6		.08	
Seniors	60.1	56.4	***	.26	56.0	***	.29	56.5	***	.26	

#### First-Year



#### Seniors



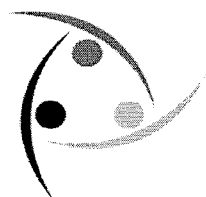
### Level of Academic Challenge Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

a \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation.

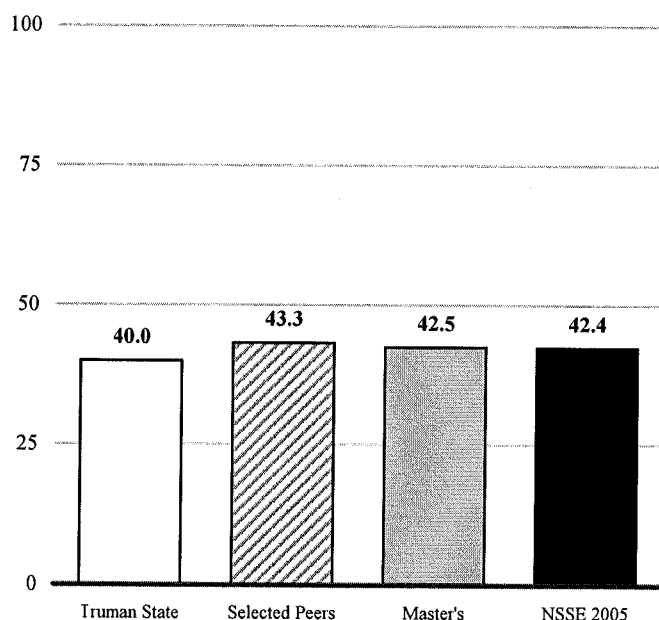


## Active and Collaborative Learning

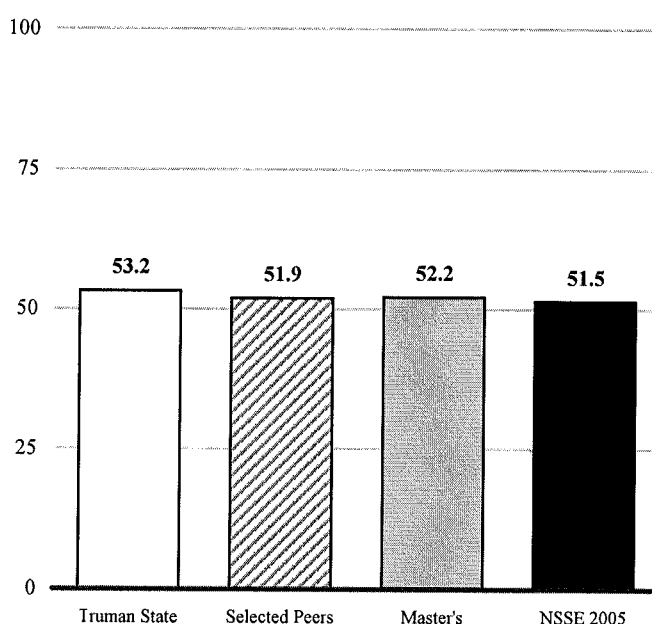
### Benchmark Mean Comparisons

Class	Truman State compared with									
	Truman State	Selected Peers			Master's			NSSE 2005		
	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
First-Year	40.0	43.3	***	-.21	42.5	**	-.16	42.4	*	-.15
Seniors	53.2	51.9		.08	52.2		.06	51.5		.11

#### First-Year



#### Seniors



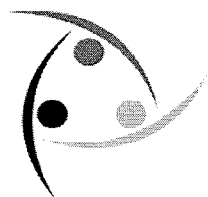
### Active and Collaborative Learning Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

a \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed)

b Effect size = mean difference divided by comparison group standard deviation.

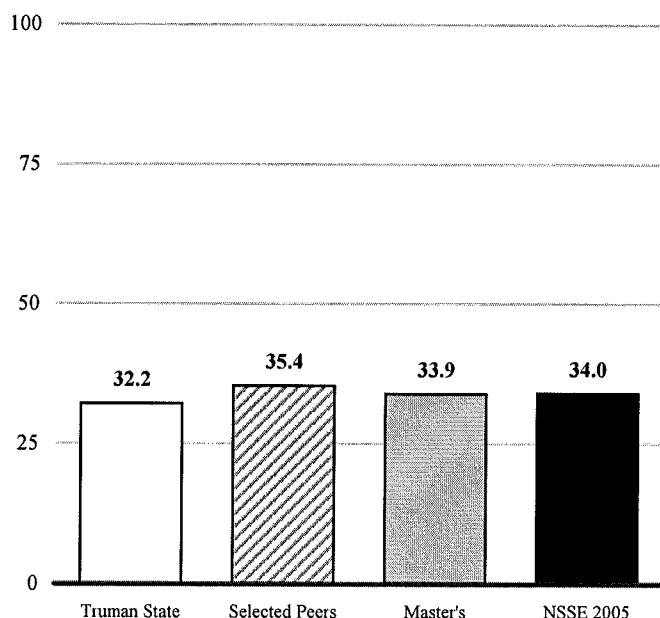


## Student-Faculty Interaction

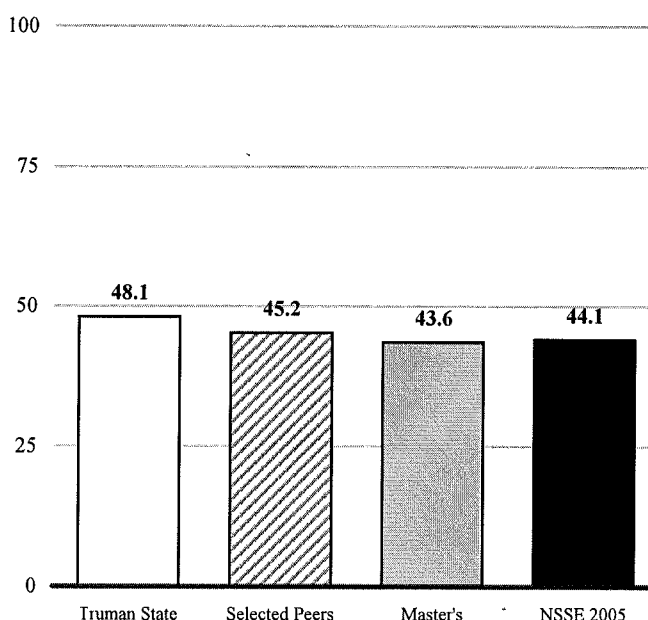
### Benchmark Mean Comparisons

Truman State compared with:											
Truman State		Selected Peers			Master's			NSSE 2005			
Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	
First-Year	32.2	35.4	**	-.18	33.9		-.10	34.0		-.11	
Seniors	48.1	45.2		.14	43.6	**	.22	44.1	**	.19	

#### First-Year



#### Seniors



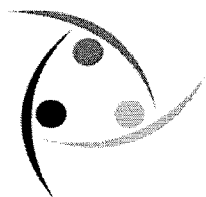
### Student-Faculty Interaction Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc )
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements

a \* p< .05 \*\* p< .01 \*\*\*p< .001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation.



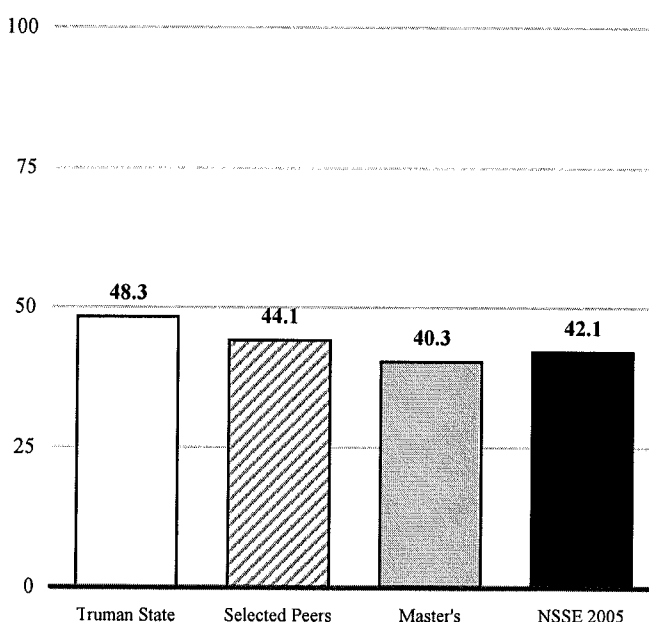
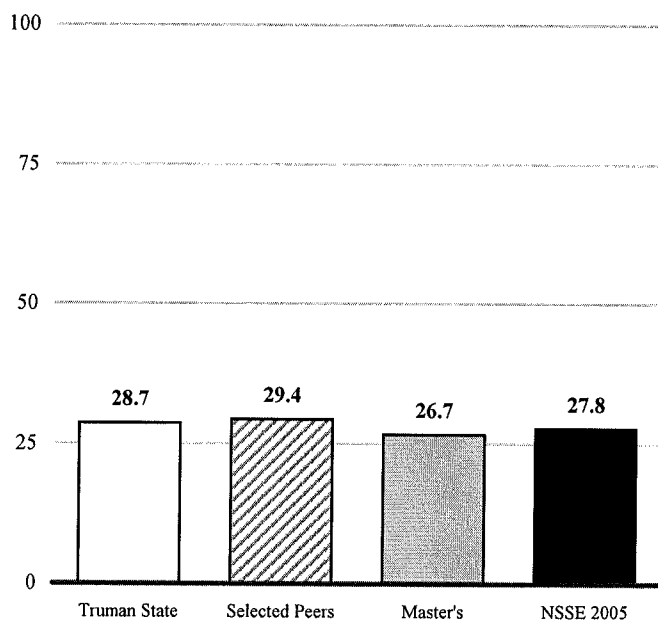
## Enriching Educational Experiences

### Benchmark Mean Comparisons

Class	Truman State compared with									
	Truman State	Selected Peers			Master's			NSSE 2005		
	Mean	Mean	Sig. <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig. <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig. <sup>a</sup>	Effect Size <sup>b</sup>
First-Year	28.7	29.4		-.05	26.7	*	.16	27.8		.07
Seniors	48.3	44.1	**	.23	40.3	***	.45	42.1	***	.34

#### First-Year

#### Seniors



### Enriching Educational Experiences Items

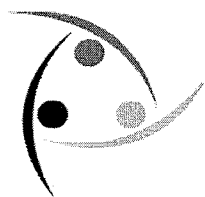
Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

a \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation.





## Supportive Campus Environment

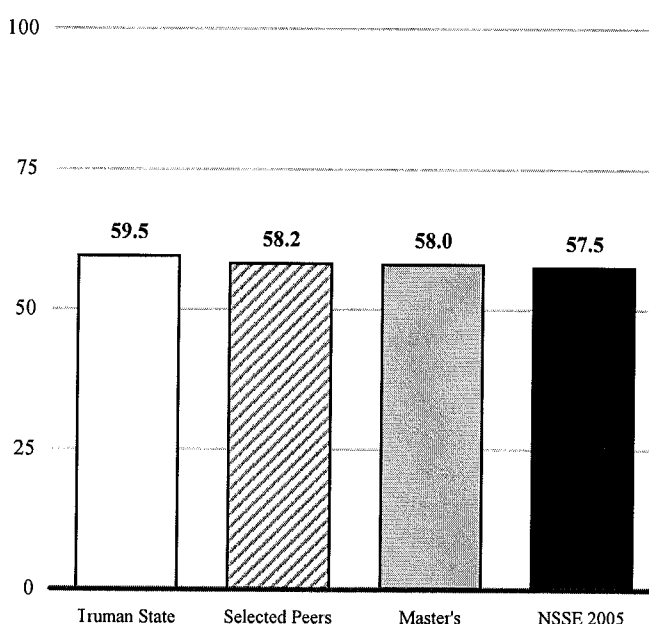
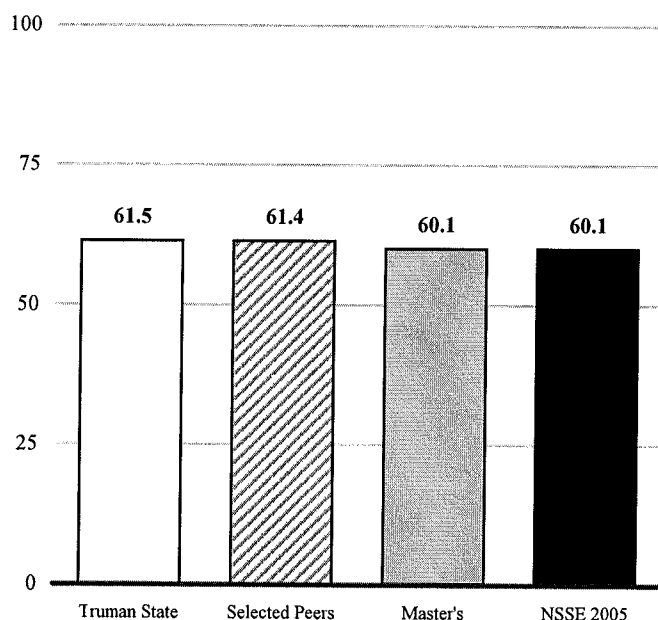
### Benchmark Mean Comparisons

Truman State compared with:

Class	Truman State	Selected Peers			Master's			NSSE 2005		
	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
First-Year	61.5	61.4		.00	60.1		.08	60.1		.07
Seniors	59.5	58.2		.08	58.0		.08	57.5		.11

#### First-Year

#### Seniors



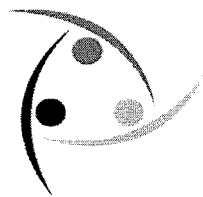
### Supportive Campus Environment Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

a \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

b Effect size = mean difference divided by comparison group standard deviation.



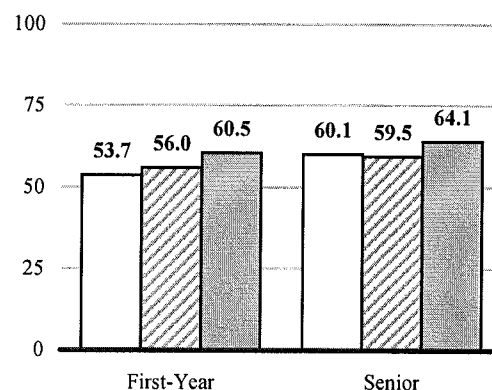
# National Survey of Student Engagement

## NSSE 2005 Benchmark Report Comparisons with Highly Engaging Institutions Truman State University

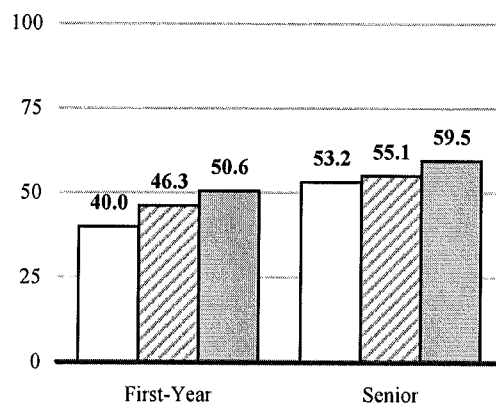
Truman State compared with

	Truman State	NSSE 2005 Top 50%			NSSE 2005 Top 10%		
		mean	sig <sup>a</sup>	effect size <sup>b</sup>	mean	sig <sup>a</sup>	effect size <sup>b</sup>
First-Year	LAC	53.7			60.5	***	-.56
	ACL	40.0			50.6	***	-.67
	SFI	32.2			42.4	***	-.55
	EEE	28.7			33.9	***	-.42
	SCE	61.5			69.5	***	-.49
Senior	LAC	60.1			64.1	***	-.31
	ACL	53.2			59.5	***	-.38
	SFI	48.1			56.9	***	-.41
	EEE	48.3			55.9	***	-.47
	SCE	59.5			67.0	***	-.44

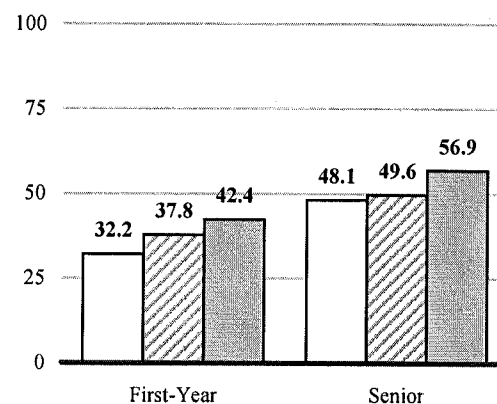
Level of Academic Challenge



Active and Collaborative Learning



Student-Faculty Interaction

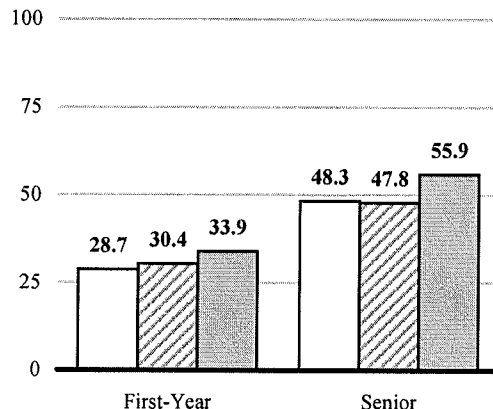


### Legend

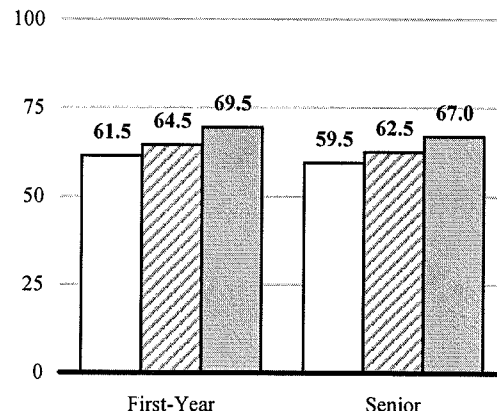
- Truman State
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2005 institutions on the benchmark.

Enriching Educational Experiences

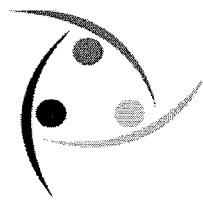


Supportive Campus Environment



a \* p< .05 \*\* p< .01 \*\*\* p< .001 (2-tailed)

b Effect size = mean difference divided by comparison group standard deviation.

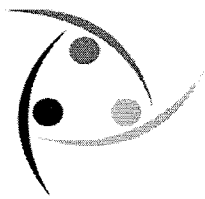


# National Survey of Student Engagement

## NSSE 2005 Benchmark Report Detailed Benchmark Statistics and Effect Sizes Truman State University

### First-Year Students

	N	Mean Statistics					Distribution Statistics					Reference Group Comparison Statistics								
		Mean	SD	SE	Conf. Interval		Percentile Distribution					Mean Diff.	SE	Conf. Interval			Sig.	Effect size	Conf. Interval	
					Lower	Upper	5	25	50	75	95			Lower	Upper	Lower			Upper	
LEVEL OF ACADEMIC CHALLENGE																				
Truman State	198	53.7	12.9	9	52.0	55.5	36	45	53	62	76									
Selected Peers	2,267	53.7	13.5	3	53.2	54.3	32	44	54	63	76	0	1.0	-1.9	2.0	.974	.00	-.14	.15	
Master's	41,442	51.6	13.3	1	51.5	51.8	30	43	51	61	74	2.1	.9	.3	4.0	.026	.16	.02	.30	
NSSE 2005	106,209	52.6	13.4	.0	52.5	52.7	31	44	53	62	75	1.1	1.0	-.7	3.0	.236	.08	-.06	.22	
Top 50%	51,857	56.0	12.8	1	55.9	56.2	35	47	56	65	77	-2.3	.9	-4.1	-.5	.012	-.18	-.32	-.04	
Top 10%	12,161	60.5	12.0	1	60.3	60.7	40	52	61	69	80	-6.8	.9	-8.5	-5.1	.000	-.56	-.70	-.42	
ACTIVE AND COLLABORATIVE LEARNING																				
Truman State	200	40.0	13.1	9	38.1	41.8	24	29	38	48	62									
Selected Peers	2,437	43.3	15.8	3	42.6	43.9	19	33	43	52	71	-3.3	1.0	-5.2	-1.4	.001	-.21	-.33	-.09	
Master's	44,681	42.5	15.9	1	42.3	42.6	19	33	43	52	71	-2.5	.9	-4.4	-.7	.007	-.16	-.28	-.04	
NSSE 2005	114,222	42.4	15.8	.0	42.3	42.5	19	33	43	52	71	-2.4	.9	-4.2	-.6	.010	-.15	-.27	-.04	
Top 50%	49,532	46.3	15.6	1	46.1	46.4	24	33	43	57	75	-6.3	.9	-8.1	-4.5	.000	-.40	-.52	-.29	
Top 10%	10,896	50.6	15.9	2	50.3	50.9	29	38	48	62	76	-10.6	.9	-12.5	-8.8	.000	-.67	-.79	-.55	
STUDENT-FACULTY INTERACTION																				
Truman State	198	32.2	14.7	1.0	30.1	34.2	11	22	33	39	60									
Selected Peers	2,282	35.4	17.6	.4	34.6	36.1	11	22	33	44	67	-3.2	1.1	-5.4	-1.0	.004	-.18	-.31	-.06	
Master's	41,909	33.9	17.6	.1	33.8	34.1	11	22	33	44	67	-1.8	1.0	-3.8	.3	.091	-.10	-.22	.02	
NSSE 2005	107,335	34.0	17.6	.1	33.9	34.1	11	22	33	44	67	-1.9	1.0	-3.9	.2	.076	-.11	-.22	.01	
Top 50%	44,956	37.8	18.2	1	37.7	38.0	11	22	33	50	72	-5.7	1.0	-7.7	-3.6	.000	-.31	-.43	-.20	
Top 10%	8,844	42.4	18.5	2	42.0	42.8	17	28	39	56	78	-10.2	1.1	-12.3	-8.2	.000	-.55	-.67	-.44	
ENRICHING EDUCATIONAL EXPERIENCES																				
Truman State	194	28.7	11.1	8	27.2	30.3	12	21	29	36	48									
Selected Peers	2,219	29.4	13.5	3	28.8	30.0	10	19	29	37	52	-.7	.8	-2.3	1.0	.435	-.05	-.17	.07	
Master's	40,377	26.7	12.8	.1	26.6	26.9	8	17	25	35	50	2.0	.9	.2	3.8	.030	.16	.02	.30	
NSSE 2005	103,622	27.8	12.8	.0	27.7	27.9	8	19	26	36	50	.9	.9	-.9	2.7	.313	.07	-.07	.21	
Top 50%	55,339	30.4	12.7	.1	30.3	30.5	11	22	30	38	52	-1.7	.9	-3.5	.1	.065	-.13	-.27	.01	
Top 10%	10,423	33.9	12.4	1	33.7	34.2	15	25	33	42	55	-5.2	.9	-7.0	-3.4	.000	-.42	-.56	-.28	
SUPPORTIVE CAMPUS ENVIRONMENT																				
Truman State	193	61.5	14.8	1.1	59.4	63.5	36	53	61	69	86									
Selected Peers	2,175	61.4	16.9	.4	60.7	62.2	33	50	61	72	89	.0	1.1	-2.2	2.2	.990	.00	-.13	.13	
Master's	39,651	60.1	18.0	.1	59.9	60.3	31	47	61	72	89	1.4	1.1	-.7	3.4	.206	.08	-.04	.19	
NSSE 2005	101,898	60.1	18.1	.1	60.0	60.2	31	47	61	72	89	1.3	1.1	-.8	3.4	.217	.07	-.04	.19	
Top 50%	46,416	64.5	17.3	.1	64.3	64.7	36	53	64	78	93	-3.0	1.1	-5.1	-1.0	.005	-.18	-.30	-.05	
Top 10%	8,245	69.5	16.5	2	69.1	69.8	42	58	69	81	97	-8.0	1.1	-10.1	-5.9	.000	-.49	-.61	-.36	



# National Survey of Student Engagement

## NSSE 2005 Benchmark Report Detailed Benchmark Statistics and Effect Sizes Truman State University

### Senior Students

	Mean Statistics						Distribution Statistics					Reference Group Comparison Statistics								
	N	Mean	SD	SE	Conf. Interval		Percentile Distribution					Mean Diff.	SE	Conf. Interval		Sig.	Effect size	Conf. Interval		
					Lower	Upper	5	25	50	75	95			Lower	Upper			Lower	Upper	
LEVEL OF ACADEMIC CHALLENGE																				
Truman State	166	60.1	12.3	1.0	58.2	62.0	39	52	59	69	80									
Selected Peers	1,902	56.4	14.0	3	55.8	57.1	32	47	56	66	80	3.7	1.0	1.7	5.7	.000	.26	.12	.41	
Master's	44,574	56.0	14.1	.1	55.9	56.2	32	47	56	66	79	4.1	1.0	2.2	6.0	.000	.29	.16	.43	
NSSE 2005	104,930	56.5	14.1	.0	56.4	56.6	33	47	57	67	79	3.6	1.0	1.7	5.5	.000	.26	.12	.39	
Top 50%	46,076	59.5	13.6	1	59.3	59.6	37	50	60	69	81	.7	1.1	-1.4	2.7	.529	.05	-.10	.20	
Top 10%	9,096	64.1	12.7	.1	63.8	64.3	42	56	65	73	84	-3.9	1.0	-5.9	-2.0	.000	-.31	-.46	-.15	
ACTIVE AND COLLABORATIVE LEARNING																				
Truman State	168	53.2	15.0	1.2	51.0	55.5	29	43	52	62	76									
Selected Peers	1,979	51.9	16.2	4	51.2	52.6	29	43	52	62	81	1.3	1.3	-1.2	3.9	.311	.08	-.08	.24	
Master's	46,195	52.2	16.9	.1	52.0	52.3	24	38	52	62	81	1.1	1.2	-1.2	3.3	.360	.06	-.07	.20	
NSSE 2005	108,968	51.5	16.9	.1	51.4	51.6	24	38	52	62	81	1.8	1.2	-.5	4.1	.125	.11	-.03	.24	
Top 50%	45,461	55.1	16.5	1	55.0	55.3	29	43	52	67	86	-1.9	1.3	-4.4	6	.140	-.11	-.27	.04	
Top 10%	9,597	59.5	16.6	.2	59.2	59.8	33	48	57	71	86	-6.3	1.3	-8.8	-3.7	.000	-.38	-.53	-.22	
STUDENT-FACULTY INTERACTION																				
Truman State	167	48.1	18.9	1.5	45.3	51.0	17	33	44	61	83									
Selected Peers	1,910	45.2	20.6	.5	44.3	46.2	17	28	44	56	83	2.9	1.7	-.4	6.1	.082	.14	-.02	.30	
Master's	44,916	43.6	20.7	.1	43.4	43.8	17	28	39	56	83	4.5	1.6	1.4	7.7	.005	.22	.07	.37	
NSSE 2005	105,709	44.1	21.0	1	43.9	44.2	17	28	39	56	83	4.1	1.5	1.2	6.9	.006	.19	.06	.33	
Top 50%	42,326	49.6	21.2	.1	49.4	49.8	17	33	50	67	89	-1.5	1.5	-4.4	1.4	.308	-.07	-.21	.07	
Top 10%	7,126	56.9	21.4	3	56.4	57.4	22	39	56	72	94	-8.8	1.5	-11.7	-5.9	.000	-.41	-.55	-.27	
ENRICHING EDUCATIONAL EXPERIENCES																				
Truman State	165	48.3	15.2	1.2	45.9	50.6	22	38	48	59	72									
Selected Peers	1,876	44.1	18.0	4	43.3	44.9	14	31	44	57	73	4.2	1.3	1.7	6.6	.001	.23	.09	.37	
Master's	43,940	40.3	17.8	.1	40.2	40.5	12	27	40	53	71	7.9	1.2	5.6	10.3	.000	.45	.31	.58	
NSSE 2005	103,386	42.1	18.1	1	42.0	42.2	14	28	42	55	73	6.2	1.2	3.8	8.5	.000	.34	.21	.47	
Top 50%	49,770	47.8	17.6	.1	47.7	48.0	18	36	48	60	76	.5	1.2	-1.9	2.8	.699	.03	-.11	.16	
Top 10%	9,212	55.9	16.3	2	55.6	56.3	28	46	57	67	82	-7.7	1.3	-10.2	-5.2	.000	-.47	-.62	-.32	
SUPPORTIVE CAMPUS ENVIRONMENT																				
Truman State	164	59.5	14.7	1.1	57.2	61.7	31	50	61	69	83									
Selected Peers	1,861	58.2	17.1	4	57.4	58.9	31	47	58	69	86	1.3	1.2	-1.1	3.7	.280	.08	-.06	.22	
Master's	43,433	58.0	18.4	.1	57.8	58.2	28	44	58	69	89	1.5	1.1	-.8	3.7	.205	.08	-.04	.20	
NSSE 2005	102,198	57.5	18.5	1	57.4	57.6	28	44	58	69	89	2.0	1.1	-.3	4.2	.084	.11	-.01	.23	
Top 50%	39,621	62.5	17.7	1	62.3	62.7	33	50	64	75	92	-3.0	1.1	-5.3	-.8	.009	-.17	-.30	-.04	
Top 10%	7,281	67.0	17.1	2	66.6	67.4	36	56	67	78	94	-7.5	1.2	-9.8	-5.2	.000	-.44	-.57	-.30	

Truman State University IPEDS: 178615

In 2004, changes were made in the process for calculating the NSSE benchmarks of effective educational practice. The changes were a result of our continuing efforts to provide institutions with the best information possible. By revising our calculation process, we enhanced the usability of the information for intra-institutional comparisons. For example, institutions can now calculate scores using the benchmark items at the school, college, or department level. This was not previously possible because the benchmarks were only constructed at the institution level. In addition, using the student-level scores, the precursors to the benchmarks, institutions can compare groups of students (e.g., seniors from two different years). For more information about the benchmark construction process and to download syntax that calculates student-level scores, please see the NSSE Web site: [nsse.iub.edu](http://nsse.iub.edu).

### **Recalculated Benchmarks**

While individual institutions now have more options to reconstruct NSSE benchmark scores for their own purposes, the changes in the benchmark calculation procedures require that benchmarks prior to 2004 also be recalculated to more accurately interpret changes in institutional performance over the years. Table 1 provides all of your institution's scores for four of the five benchmarks based upon this revised process, allowing you to compare benchmark scores from two or more years using the same metric. Note that the Student Faculty Interaction benchmark<sup>c</sup> has been computed in a way to make possible accurate year-to-year comparisons. In contrast, no adjustment could be made to allow for comparisons between the 2004 and 2005 Enriching Educational Experiences benchmarks<sup>d</sup> and earlier years.

**Table 1  
Recalculated Benchmarks for All Years of NSSE Participation<sup>a</sup>**

<i>Benchmark</i>	<i>Class</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004<sup>b</sup></i>	<i>2005<sup>b</sup></i>
Level of Academic Challenge	FY		55	54	54	54
	SR		61	58	59	60
Active and Collaborative Learning	FY		42	41	41	40
	SR		50	50	50	53
Student-Faculty Interaction <sup>c</sup>	FY		41	36	36	38
	SR		50	49	48	51
Supportive Campus Environment	FY		60	60	61	61
	SR		54	59	58	59

Note: Due to changes in the response set for survey items that comprise the Enriching Educational Experiences<sup>d</sup> benchmark, it is not possible to compare 2004 and 2005 results to earlier years, hence its omission from the table above.

## How comparable are benchmark scores from year to year?

This report is a brief introduction to how to compare institutional performance over time, not an exhaustive treatment of all the pertinent issues that need to be considered. We recommend that you do further analysis and investigation to better understand the changes in relation to your institutional context. It is important to keep in mind three issues before comparing benchmark scores from year to year:

- 1) Drawing a random sample from a population results in a certain amount of sampling error – an estimate of the degree to which the characteristics of the sample do not match those of the population. Smaller samples relative to the size of the population risk larger sampling errors. Thus, relatively small benchmark differences could be attributed to random sampling fluctuation.
- 2) In addition to sampling error, you should examine the demographic characteristics of the samples to be sure that similar groups of students are represented among the respondents in various years. If respondent characteristics are different, and these differences likely could affect engagement scores, these differences should be acknowledged and taken into account when attributing reasons for benchmark differences. A more sophisticated approach would be to weight the samples so they more closely resemble the student population, and then recalculate the benchmark scores using the formulas provided by NSSE.
- 3) Some questions and response options were changed over the years based on psychometric analyses to

improve the survey's validity and reliability. Most notably, response options for the 'enriching' items (question 7 on the survey) were revised in 2004.<sup>d</sup> Our analysis shows that these items are not comparable with prior years. *For most institutions, this change will produce a substantially lower Enriching Educational Experiences score in 2004 and 2005 compared to prior years, particularly for first-year students.* See the NSSE website for specific changes to these and other items.

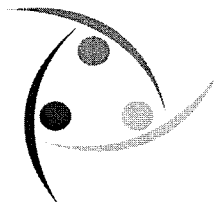
## What constitutes a real change in a benchmark score?

One way to estimate the magnitude of change in a benchmark score over time is to combine your institutional data from all participating years and run statistical analyses between students from the respective years. For example, t-tests can be computed between first-year students in 2003 and first-year students in 2004 to see if the differences between benchmark scores are statistically significant. Effect sizes can also be computed by dividing the difference of the benchmark scores by the standard deviation of the entire distribution. The t-tests can also be weighted according to statistical weights provided by NSSE (based on gender and enrollment status), or institutions can create their own weights based on school records.

Institutions can also conduct regression analyses using this multi-year data and include a dummy variable for the year of participation as an independent variable. With this approach, the regression model could control for student demographic variables or other independent variables to see what the unique effect of the year of administration might be.

### Notes

- |  |  |   |
|--|--|---|
| <p>a. Scores from NSSE 2000 are not included because several significant changes were made to the survey instrument after that year, thus making year-to-year comparisons less suitable.</p> <p>b. Student weights prior to 2004 were computed exclusively using the most recent IPEDS data available. In 2004, institutional population files were used for class rank and gender because these files provide more recent and accurate data. Beginning in 2005, enrollment status information (full-time/part-time) was also taken from institutional population files rather than IPEDS.</p> | <p>c. All items in question 7 on the 2004 instrument were rescaled in 2004. One of these items, "Work on a research project with a faculty member outside of course or program requirements," contributes to the Student-Faculty Interaction benchmark. The old response set (NSSE 2000-2003) was 'yes,' 'no,' or 'undecided' whereas the new response set is 'done,' 'plan to do,' 'do not plan to do,' or 'have not decided.' Our analysis shows that these items are not comparable across years. Therefore the Student-Faculty Interaction scores on this report do not include the 'research' item. This also means that the score on this report</p> | <p>will not match benchmarks reported on previous year reports.</p> <p>d. All items in question 7 on the 2004 instrument were rescaled in 2004. The old response set (NSSE 2000-2003) was 'yes,' 'no,' or 'undecided' whereas the new response set is 'done,' 'plan to do,' 'do not plan to do,' or 'have not decided.' Our analysis shows that these items are not comparable across years. Therefore, it is not possible to compare the 2004 and 2005 Enriching Educational Experiences benchmark with prior years (2001 – 2003).</p> |
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# National Survey of Student Engagement

## NSSE 2005 Selected Peer Institutions Truman State University

This report displays the 2005 comparison institutions for Truman State University. The institutions listed below are represented in the 'Selected Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark reports.

<b>Institution Name</b>	<b>City</b>	<b>State</b>
Bradley University	Peoria	IL
Drake University	Des Moines	IA
Drury University	Springfield	MO
Illinois Wesleyan University	Bloomington	IL
Northwest Missouri State University	Maryville	MO
Saint Louis University	St. Louis	MO
University of Missouri-St. Louis	St. Louis	MO
William Jewell College	Liberty	MO

				Nnserville compared with:												
				Nnserville		Selected Peers		Carnegie		NSSE 2005						
				Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often																
	Variable	Benchmark	Class	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	
1. Academic and Intellectual Experiences																
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.70	2.70	2.74			2.86	***	-.19				
			SR	2.95	3.06	3.08			3.16	**	-.26					
b.	Made a class presentation	CLPRESEN	ACL	FY	1.98	2.23 ***	-.32	2.23	***	-.33	2.28	***	-.38			
			SR	2.85	2.79	2.83			2.88							
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.66	2.74			2.69	2.65						
			SR	2.65	2.56	2.52			2.51	*	.15					
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.15	3.07			3.06	*	.11	3.08				
			SR	3.39	3.32	3.34			3.37							
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.74	2.74			2.75		2.77					
			SR	2.65	2.74	2.76			2.83	**	-.21					
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.15	2.07			2.06	*	.12	2.03	**	.16		
			SR	2.21	2.10	2.10			2.08	*	.17					



## NSSE 2005 Means Comparison Report Truman State University

					Truman State	Truman State compared with:								
					Selected Peers			Master's			NSSE 2005			
	Variable		Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often														
1. Academic and Intellectual Experiences														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.80	2.90			2.84			2.86		
				SR	3.08	3.15			3.15			3.16		
b.	Made a class presentation	CLPRESEN	ACL	FY	2.25	2.32			2.30			2.28		
				SR	2.82	2.86			2.93			2.88		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.37	2.67	***	-.31	2.70	***	-.34	2.65	***	-.30
				SR	2.58	2.47			2.55			2.51		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.91	3.11	***	-.26	3.08	**	-.22	3.08	**	-.22
				SR	3.34	3.39			3.36			3.37		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.59	2.76	**	-.21	2.76	**	-.19	2.77	**	-.21
				SR	2.65	2.79			2.83	**	-.21	2.83	**	-.20
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.10	2.07			2.01			2.03		
				SR	2.11	2.13			2.05			2.08		
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.12	2.34	***	-.28	2.43	***	-.39	2.40	***	-.35
				SR	2.36	2.48			2.58	***	-.26	2.52	**	-.19
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.56	2.51			2.39	**	.21	2.43	*	.16
				SR	3.07	2.86	**	.23	2.76	***	.35	2.77	***	.34
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.49	2.63	*	-.17	2.54			2.57		
				SR	2.90	2.91			2.91			2.93		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.66	1.77			1.68			1.72		
				SR	2.25	1.91	***	.36	1.89	***	.37	1.94	***	.32
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.26	1.53	***	-.33	1.56	***	-.37	1.54	***	-.35
				SR	1.71	1.75			1.80			1.77		

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

**NSSE 2005 Means Comparison Report  
Truman State University**

Truman State		Truman State compared with:												
Selected Peers				Master's			NSSE 2005							
Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>					
2.48	2.71	**	-.23	2.57			2.61							
2.82	2.84			2.81			2.81							
2.96	3.13	**	-.20	3.01			3.06							
3.39	3.34			3.26	*	.16	3.32							
2.46	2.66	**	-.24	2.62	*	-.18	2.62	**	-.19					
2.84	2.82			2.86			2.87							
2.20	2.25			2.18			2.17							
2.57	2.56			2.51			2.53							
1.64	1.90	***	-.30	1.83	**	-.21	1.86	***	-.25					
2.10	2.16			2.13			2.16							
2.81	2.80			2.73			2.76							
2.98	2.95			2.93			2.94							
2.61	2.63			2.64			2.63							
2.65	2.69			2.78			2.76							
1.57	1.70	*	-.16	1.62			1.63							
2.14	1.94	**	.21	1.89	***	.26	1.93	***	.22					
2.73	2.79			2.69			2.73							
2.82	2.86			2.86			2.88							
2.39	2.55	*	-.16	2.52			2.60	**	-.21					
2.45	2.51			2.60	*	-.16	2.65	**	-.21					
2.91	2.80			2.70	***	.22	2.77	*	.15					
2.90	2.75	*	.16	2.71	**	.20	2.76	*	.15					

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

## NSSE 2005 Means Comparison Report Truman State University

				Truman State	Truman State compared with:								
					Selected Peers			Master's			NSSE 2005		
Variable	Bench- mark	Class		Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much													
<b>2. Mental Activities</b>													
a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE		FY	2.98			2.90			2.85	*	.15
				SR	2.88			2.75			2.70	*	.19
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	FY	3.15			3.03	*	.15	3.09		
				SR	3.26			3.22			3.24		
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.81			2.81			2.87		
				SR	3.02			3.03			3.06		
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	LAC	FY	2.68			2.82	*	-.16	2.84	**	-.18
				SR	2.96			2.97			2.99		
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	2.95			2.96			2.99		
				SR	3.19			3.19			3.19		
During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20													
<b>3. Reading and Writing</b>													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.24			3.23			3.31		
				SR	3.44			3.13	***	.30	3.22	**	.22
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.13			2.07			2.08		
				SR	2.29			2.20			2.22		
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	FY	1.16			1.25	*	-.15	1.25	*	-.14
				SR	1.69			1.65			1.68		
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	FY	2.37			2.36			2.40		
				SR	2.80			2.63	*	.18	2.68		
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	FY	3.36			3.20	*	.15	3.21	*	.14
				SR	3.36			3.11	**	.21	3.13	**	.20

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

## NSSE 2005 Means Comparison Report Truman State University

				Truman State	Truman State compared with:										
				Selected Peers			Master's			NSSE 2005					
Variable				Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
4. Problem Sets															
In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6															
a.	Number of problem sets that take you more than an hour to complete	PROBSETA		FY	2.73	2.47	**	.23	2.54	*	.18	2.56	*	.16	
				SR	2.50	2.57			2.53			2.51			
b.	Number of problem sets that take you less than an hour to complete	PROBSETB		FY	2.74	2.71			2.75			2.69			
				SR	2.37	2.45			2.40			2.33			
5. Examinations															
1=very little to 7=very much															
	To what extent have your examinations during the current school year challenged you to do your best work?	EXAMS		FY	5.66	5.54			5.40	**	.23	5.46	*	.18	
				SR	5.52	5.37			5.46			5.44			
6. Additional Collegiate Experiences															
During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often															
a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	ATDART05		FY	2.54	2.22	***	.35	2.14	***	.44	2.17	***	.41	
				SR	2.20	2.07			2.02	**	.20	2.08			
b.	Exercised or participated in physical fitness activities	EXRCSE05		FY	3.07	2.87	*	.20	2.76	***	.30	2.84	**	.22	
				SR	2.89	2.79			2.65	**	.22	2.74	*	.14	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05		FY	2.39	2.31			2.16	**	.20	2.16	**	.21	
				SR	2.55	2.25	**	.28	2.26	**	.27	2.23	***	.29	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW		FY	2.59	2.64			2.56			2.61			
				SR	2.72	2.71			2.70			2.73			
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW		FY	2.72	2.79			2.73			2.77			
				SR	2.81	2.84			2.84			2.86			
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW		FY	2.75	2.81			2.76			2.80			
				SR	2.70	2.84	*	-.18	2.86	*	-.19	2.88	**	-.22	
7. Enriching Educational Experiences															
Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)															
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.03	.11	***	-.27	.08	***	-.20	.09	***	-.22	
				SR	.52	.62	*	-.20	.56			.58			

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

## NSSE 2005 Means Comparison Report Truman State University

Truman State	<i>Truman State compared with:</i>								
	Selected Peers			Master's			NSSE 2005		

	Variable	Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
b.	Community service or volunteer work	EEE	FY	.38	.49	**	-.22	.41			.42		
			SR	.82	.68	***	.30	.62	***	.41	.64	***	.37
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together		FY	.07	.12	**	-.17	.16	***	-.25	.15	***	-.23
			SR	.18	.25	*	-.16	.27	**	-.21	.27	**	-.19
d.	Work on a research project with a faculty member outside of course or program requirements	SFI	FY	.02	.04			.05	*	-.12	.05	*	-.12
			SR	.34	.21	**	.30	.18	***	.40	.21	***	.30
e.	Foreign language coursework	EEE	FY	.53	.29	***	.53	.21	***	.78	.25	***	.64
			SR	.86	.48	***	.76	.41	***	.91	.46	***	.80
f.	Study abroad	EEE	FY	.02	.01			.02			.02		
			SR	.25	.21			.13	***	.37	.18	*	.20
g.	Independent study or self-designed major	EEE	FY	.03	.03			.03			.03		
			SR	.15	.24	**	-.20	.20			.23	**	-.19
h.	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	EEE	FY	.02	.02			.01			.02		
			SR	.61	.45	***	.32	.34	***	.58	.38	***	.48

*Mark the box that best represents the quality of your relationships with people at your institution.*

*1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging*

### 8. Quality of Relationships

a.	Relationships with other students	ENVSTU	SCE	FY	5.80	5.61	*	.14	5.54	**	.19	5.56	**	.18
				SR	5.98	5.65	***	.26	5.70	**	.22	5.68	***	.23

*1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic*

b.	Relationships with faculty members	ENVFAC	SCE	FY	5.40	5.39			5.35			5.36		
				SR	5.66	5.61			5.66			5.64		

*1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible*

c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.78	4.79			4.76			4.76		
				SR	4.50	4.56			4.67			4.63		

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

## NSSE 2005 Means Comparison Report Truman State University

				Truman State	Truman State compared with:								
					Selected Peers			Master's			NSSE 2005		
Variable	Benchmark	Class		Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk													
<b>9. Time Usage</b>													
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.64			4.27	**	.22	3.84	***	.50
				SR	4.60			4.07	***	.30	3.93	***	.39
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.41			1.77	***	-.26	1.61	*	-.16
				SR	2.42			1.98	***	.29	1.80	***	.41
c.	Working for pay <b>off campus</b>	WORKOF01		FY	1.36			2.11	***	-.38	2.54	***	-.51
				SR	2.04			3.33	***	-.49	3.86	***	-.66
d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.80			2.65			2.17	***	.43
				SR	2.93			2.37	***	.36	2.03	***	.61
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.70			3.65			3.64		
				SR	3.42			3.52			3.29		
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.05			1.54	***	-.31	1.75	***	-.42
				SR	1.17			1.92	***	-.38	2.53	***	-.55
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	1.90			2.04	**	-.15	2.19	***	-.27
				SR	2.01			2.13	**	-.15	2.40	***	-.35
<b>10. Institutional Environment</b>													
To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much													
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.36			3.16	***	.26	3.07	***	.38
				SR	3.58			3.14	***	.56	3.08	***	.64
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.15			3.08			3.03	*	.16
				SR	3.01			2.98			2.95		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.68			2.57			2.57		
				SR	2.29			2.35			2.42	*	-.14

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

**NSSE 2005 Means Comparison Report  
Truman State University**

				Truman State	Truman State compared with:								
					Selected Peers			Master's			NSSE 2005		
				Variable	Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY			2.05	2.15			2.16	*	-.12
			SR				1.85	1.92			1.96		1.97
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY			2.38	2.38			2.37		2.38
			SR				2.22	2.14			2.17		2.17
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY			2.99	2.83	**	.18	2.79	***	.22
			SR				2.81	2.58	***	.26	2.56	***	.26
g.	Using computers in academic work	ENVCOMPT		FY			3.32	3.30			3.28		3.32
			SR				3.50	3.44			3.44		3.46

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*

*1=very little, 2=some, 3=quite a bit, 4=very much*

**11. Educational and Personal Growth**

a.	Acquiring a broad general education	GNGENLED		FY			3.40	3.22	**	.23	3.15	***	.32	3.18	***	.28
				SR			3.54	3.35	**	.27	3.30	***	.31	3.33	***	.28
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY			2.64	2.78	*	-.16	2.73			2.72		
				SR			2.90	3.10	**	-.23	3.10	**	-.23	3.04	*	-.15
c.	Writing clearly and effectively	GNWRITE		FY			2.91	2.99			3.00			3.00		
				SR			3.16	3.10			3.12			3.14		
d.	Speaking clearly and effectively	GNSPEAK		FY			2.89	2.77			2.81			2.78		
				SR			2.95	2.98			3.05			3.03		
e.	Thinking critically and analytically	GNANALY		FY			3.21	3.20			3.14			3.18		
				SR			3.38	3.36			3.34			3.37		
f.	Analyzing quantitative problems	GNQUANT		FY			2.91	2.83			2.80			2.84		
				SR			2.92	2.99			3.01			3.02		
g.	Using computing and information technology	GNCMPTS		FY			2.92	2.94			2.96			2.96		
				SR			3.14	3.14			3.20			3.18		
h.	Working effectively with others	GNOTHERS		FY			2.83	2.95			2.96	*	-.14	2.95		
				SR			3.21	3.18			3.20			3.18		

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.



## NSSE 2005 Means Comparison Report Truman State University

Truman State	<i>Truman State compared with:</i>								
	Selected Peers			Master's			NSSE 2005		

	Variable	Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.47	2.50			2.45			2.48		
			SR	2.24	2.22			2.29			2.31		
j.	Learning effectively on your own	GNINQ	FY	2.92	2.96			2.89			2.93		
			SR	3.04	3.01			3.04			3.07		
k.	Understanding yourself	GNSSELF	FY	2.76	2.71			2.76			2.77		
			SR	2.91	2.81			2.85			2.88		
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.45	2.52			2.58	*	-.14	2.59	*	-.15
			SR	2.39	2.50			2.61	**	-.23	2.60	**	-.21
m.	Solving complex real-world problems	GNPROBSV	FY	2.42	2.53			2.56	*	-.15	2.58	**	-.18
			SR	2.64	2.71			2.72			2.72		
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.45	2.67	**	-.24	2.63	*	-.18	2.65	**	-.20
			SR	2.68	2.68			2.73			2.74		
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.25	2.49	**	-.24	2.41	*	-.16	2.43	**	-.19
			SR	2.44	2.46			2.49			2.50		
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.93	2.21	***	-.27	2.19	***	-.25	2.15	**	-.21
			SR	2.06	1.97			2.09			2.04		

### 12. Academic Advising

*1=poor, 2=fair, 3=good, 4=excellent*

Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE		FY	3.01	3.05			2.99			3.00		
			SR	2.78	2.93			2.92			2.94	*	-.18

### 13. Satisfaction

*1=poor, 2=fair, 3=good, 4=excellent*

How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	3.31	3.29			3.18	**	.19	3.22		
			SR	3.34	3.25			3.24			3.27		

### 14.

*1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes*

If you could start over again, would you go to the <i>same institution</i> you are now attending?	SAMECOLL		FY	3.31	3.27			3.20			3.22		
			SR	3.27	3.16			3.19			3.19		

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<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.