

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

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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National Survey of Student Engagement

Truman State University

Benchmark Comparisons

August 2006

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. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.¹ In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. NSSE institutions. 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 on the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.htm.

Class and Sample
Means are reported for first-year students and seniors (institution reported). All randomly selected students are included in these analyses. Students in targeted or locally administered 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 description of 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 (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

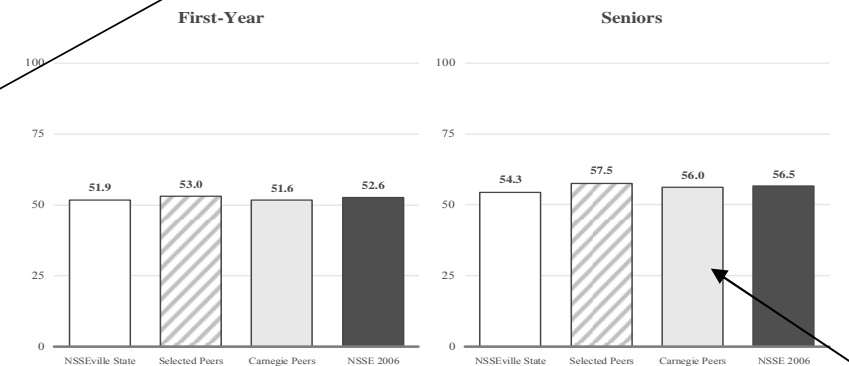
Effect Size

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 to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). 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 (LAC)

Benchmark Mean Comparisons

Class	NSSEville State compared with:											
	NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *	Mean *	Sig *	Effect Size *
First-Year	51.9			53.0			51.6			52.6		
Seniors	54.3			57.5			56.0			56.5		



Level of Academic Challenge (LAC) 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

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

Level of Academic Challenge (LAC)

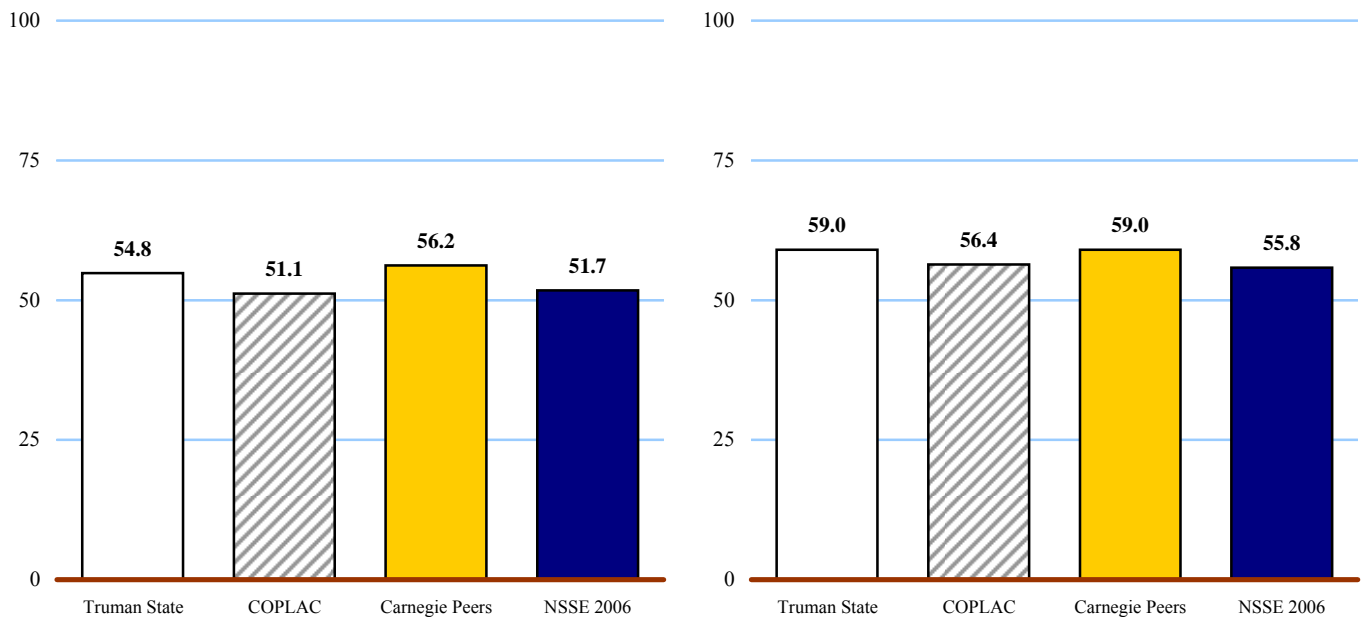
Benchmark Comparisons

Truman State compared with:

Class	Truman State	COPLAC			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	54.8	51.1	***	.28	56.2			51.7	***	.23
Senior	59.0	56.4	**	.19	59.0			55.8	***	.23

First-Year

Senior



Level of Academic Challenge (LAC) 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 Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Active and Collaborative Learning (ACL)

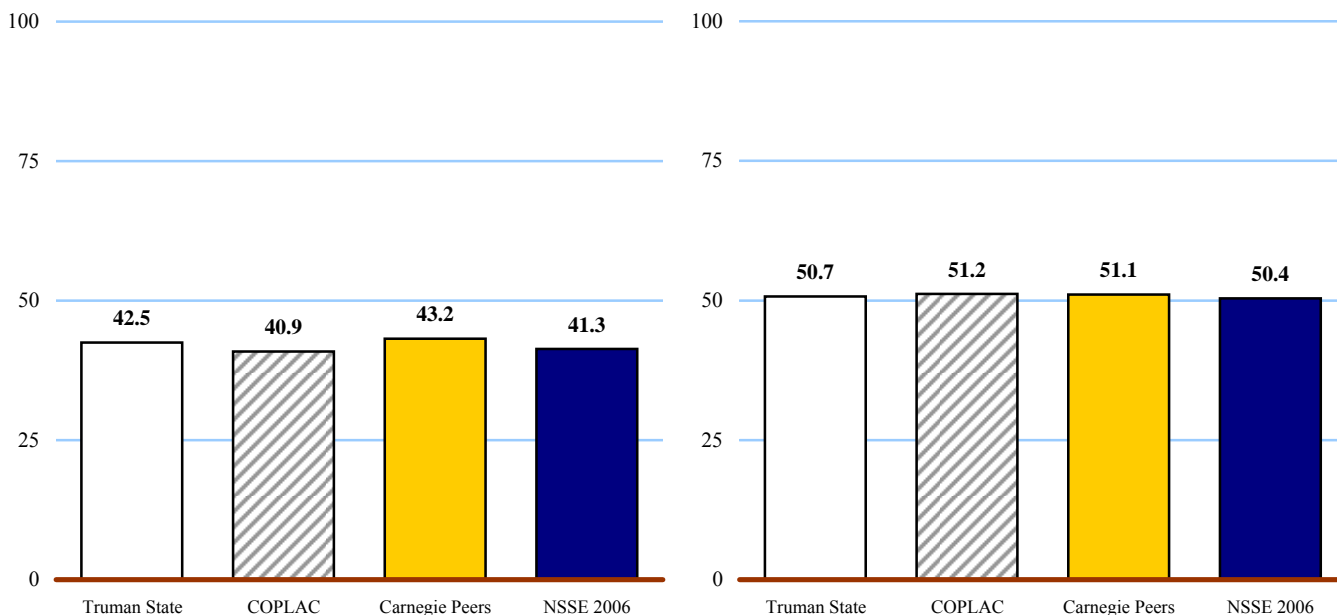
Benchmark Comparisons

Truman State compared with:

Class	Truman State	COPLAC			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	42.5	40.9			43.2			41.3		
Senior	50.7	51.2			51.1			50.4		

First-Year

Senior



Active and Collaborative Learning (ACL) 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 Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

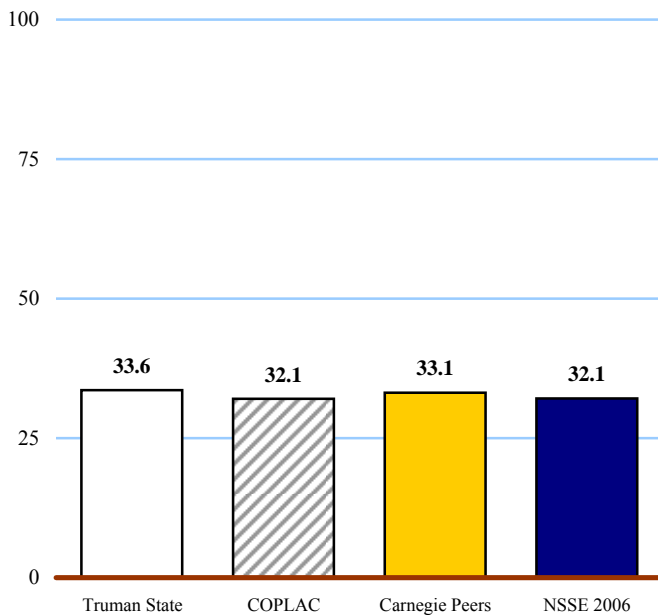
Student-Faculty Interaction (SFI)

Benchmark Comparisons

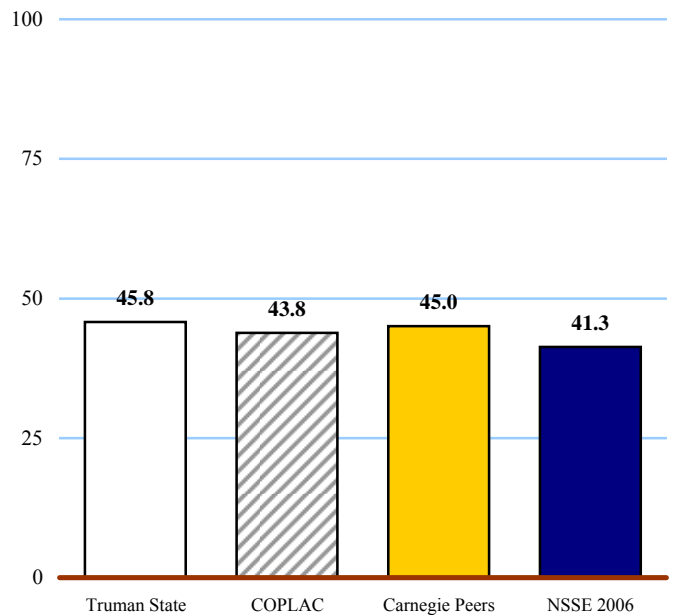
Truman State compared with:

Class	Truman State Mean ^a	COPLAC			Carnegie Peers			NSSE 2006		
		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	33.6	32.1			33.1			32.1		
Senior	45.8	43.8			45.0			41.3	***	.22

First-Year



Senior



Student-Faculty Interaction (SFI) 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 written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

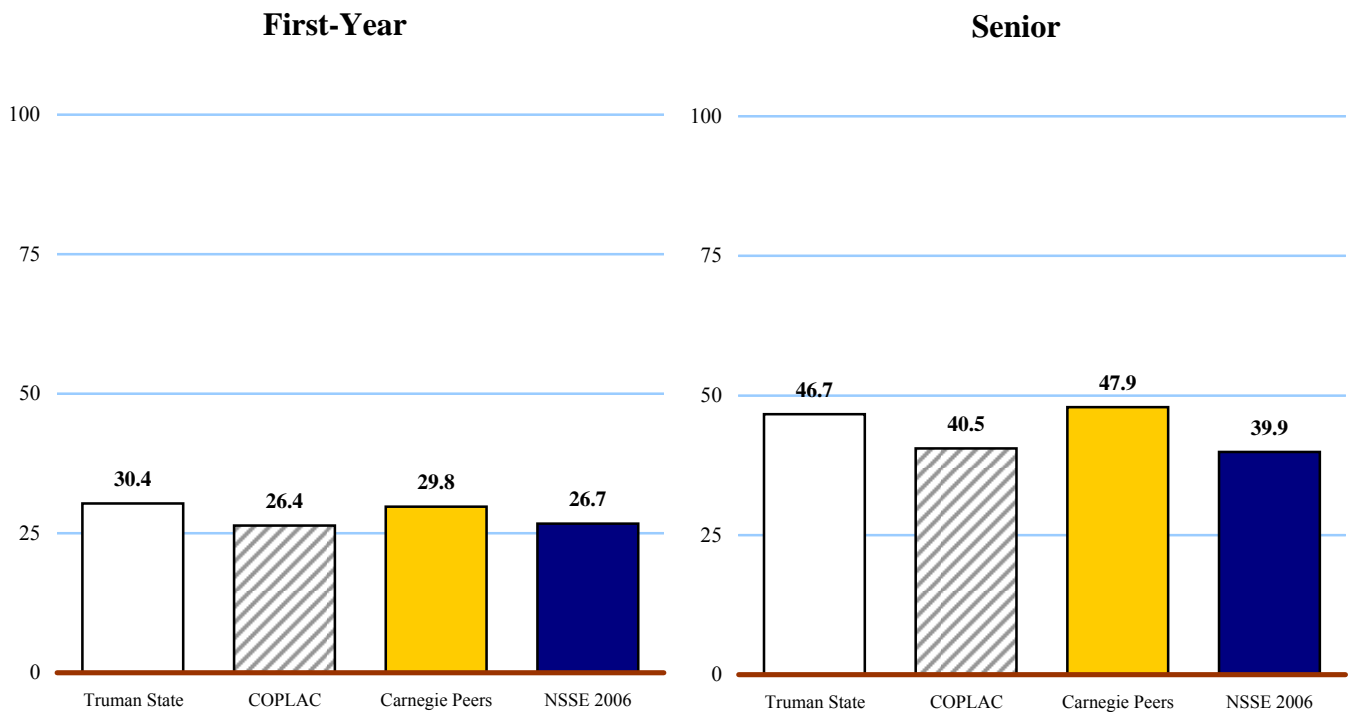
^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

Benchmark Comparisons

Truman State compared with:

Class	Truman State	COPLAC			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	30.4	26.4	***	.32	29.8			26.7	***	.28
Senior	46.7	40.5	***	.35	47.9			39.9	***	.38



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance 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 (capstone course, senior project or thesis, comprehensive exam, 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 Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

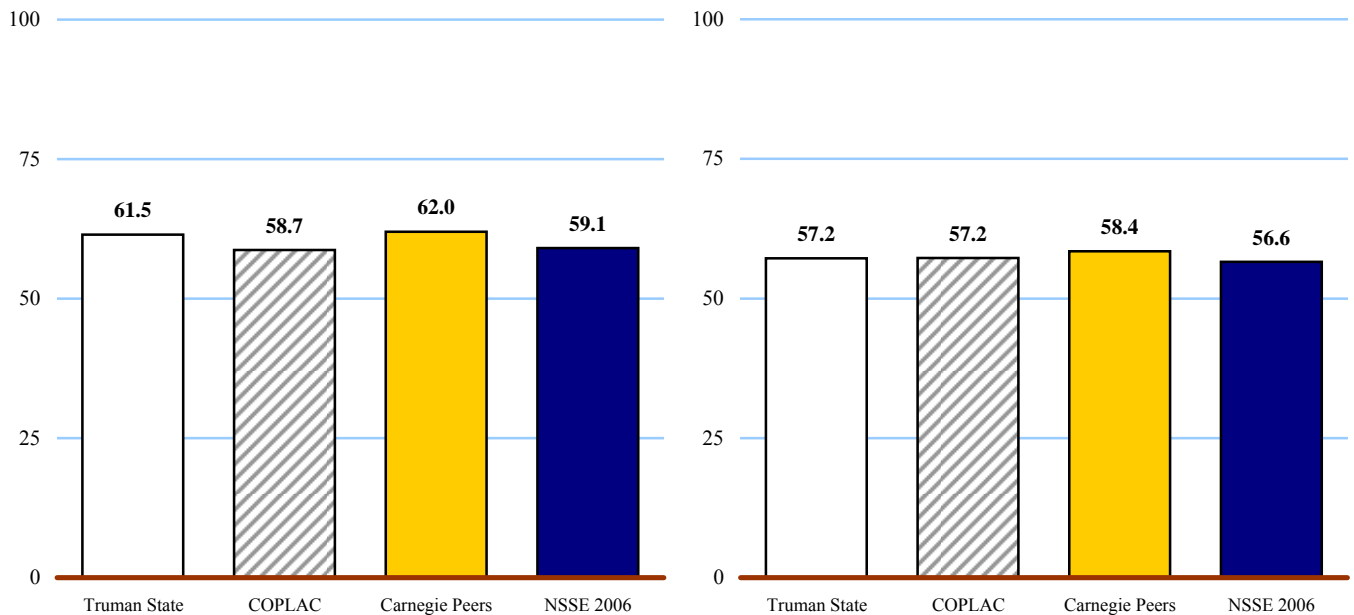
Benchmark Comparisons

Truman State compared with:

Class	Truman State	COPLAC			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	61.5	58.7	**	.16	62.0			59.1	*	.13
Senior	57.2	57.2			58.4			56.6		

First-Year

Senior



Supportive Campus Environment (SCE) 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 Weighted by gender, enrollment status, and institutional size.

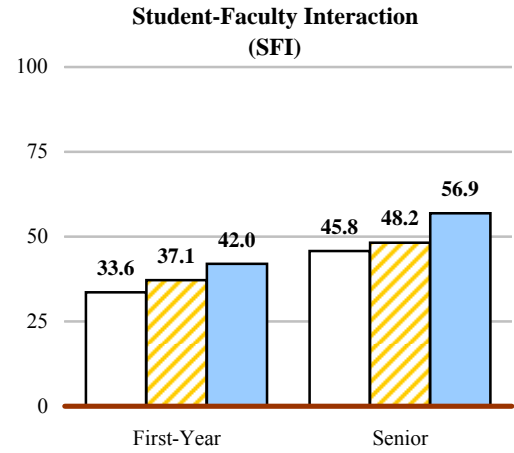
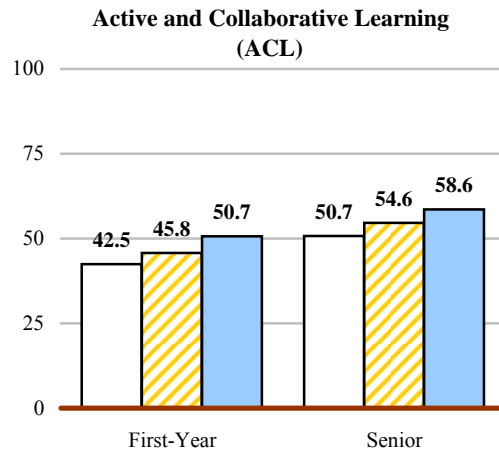
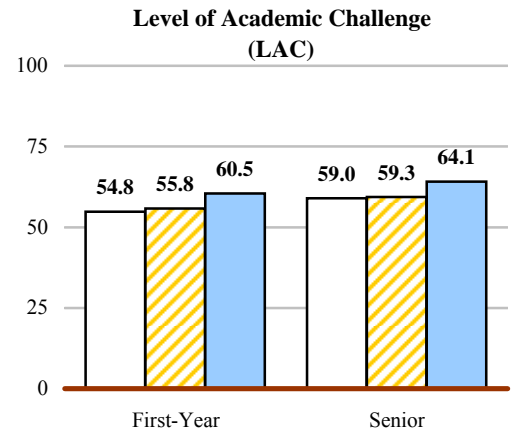
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



Truman State compared with

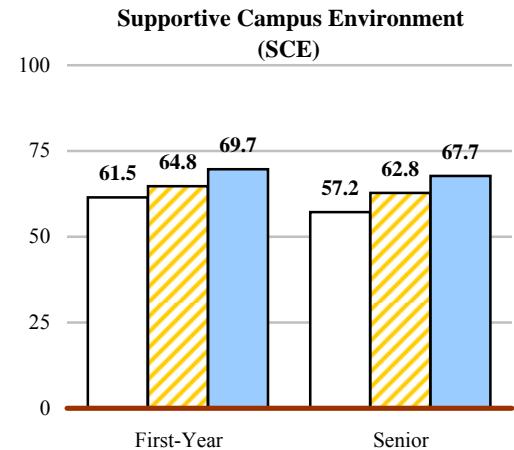
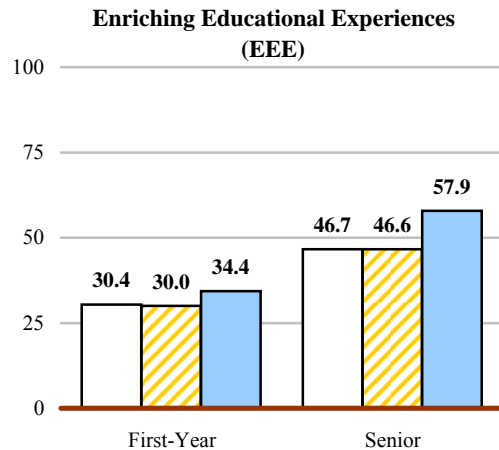
	Truman State	NSSE 2006 Top 50%			NSSE 2006 Top 10%			
		Mean ^a	Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	54.8	55.8			60.5	***	-.47
	ACL	42.5	45.8	***	-.21	50.7	***	-.51
	SFI	33.6	37.1	***	-.19	42.0	***	-.43
	EEE	30.4	30.0			34.4	***	-.31
	SCE	61.5	64.8	***	-.18	69.7	***	-.46
Senior	LAC	59.0	59.3			64.1	***	-.41
	ACL	50.7	54.6	***	-.23	58.6	***	-.47
	SFI	45.8	48.2	*	-.11	56.9	***	-.51
	EEE	46.7	46.6			57.9	***	-.70
	SCE	57.2	62.8	***	-.31	67.7	***	-.58



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 2006 U.S. institutions on the benchmark.



^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

First-Year Students

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Truman State	288	54.8	12.0	.7	35	46	55	64	74				
COPLAC	2,778	51.1	13.2	.2	31	42	50	60	74	3.7	.8	.000	.28
Carnegie Peers	20,627	56.2	12.7	.1	35	48	56	65	77	-1.4	.8	.070	-.11
NSSE 2006	120,441	51.7	13.4	.0	30	43	52	61	74	3.1	.7	.000	.23
Top 50%	38,265	55.8	12.9	.1	34	47	56	65	77	-1.0	.8	.209	-.07
Top 10%	5,824	60.5	12.2	.2	40	52	60	69	80	-5.7	.7	.000	-.47
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Truman State	307	42.5	14.9	.9	19	33	42	52	67				
COPLAC	3,027	40.9	15.4	.3	19	29	38	50	67	1.6	.9	.078	.11
Carnegie Peers	22,088	43.2	15.2	.1	19	33	43	52	71	-.7	.9	.441	-.04
NSSE 2006	130,617	41.3	16.0	.0	19	29	38	52	71	1.2	.9	.207	.07
Top 50%	38,001	45.8	15.9	.1	24	33	43	57	75	-3.3	.9	.000	-.21
Top 10%	5,004	50.7	16.0	.2	29	38	48	62	81	-8.2	.9	.000	-.51
STUDENT-FACULTY INTERACTION (SFI)													
Truman State	292	33.6	16.4	1.0	11	22	33	44	67				
COPLAC	2,804	32.1	17.4	.3	11	22	28	39	67	1.6	1.1	.143	.09
Carnegie Peers	20,791	33.1	17.3	.1	11	22	28	44	67	.5	1.0	.639	.03
NSSE 2006	121,736	32.1	17.6	.1	11	20	28	44	67	1.5	1.0	.120	.09
Top 50%	27,964	37.1	18.3	.1	11	22	33	50	72	-3.5	1.0	.000	-.19
Top 10%	3,887	42.0	19.4	.3	17	28	39	56	78	-8.4	1.0	.000	-.43
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Truman State	286	30.4	11.8	.7	12	22	29	38	50				
COPLAC	2,720	26.4	12.5	.2	8	17	25	34	48	4.0	.8	.000	.32
Carnegie Peers	20,254	29.8	12.5	.1	11	21	29	37	51	.6	.7	.419	.05
NSSE 2006	117,761	26.7	13.0	.0	8	17	25	35	50	3.6	.7	.000	.28
Top 50%	47,815	30.0	13.1	.1	11	21	29	38	52	.3	.7	.650	.02
Top 10%	6,485	34.4	12.9	.2	14	25	34	43	56	-4.0	.7	.000	-.31
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Truman State	277	61.5	16.0	1.0	33	53	61	72	86				
COPLAC	2,675	58.7	17.9	.3	28	47	58	69	89	2.8	1.0	.007	.16
Carnegie Peers	19,975	62.0	17.3	.1	33	50	61	75	89	-.5	1.0	.623	-.03
NSSE 2006	115,877	59.1	18.5	.1	28	47	58	72	89	2.4	1.0	.013	.13
Top 50%	33,257	64.8	18.0	.1	33	53	67	78	94	-3.3	1.0	.001	-.18
Top 10%	5,852	69.7	17.7	.2	39	58	69	83	97	-8.2	1.0	.000	-.46

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.

Seniors

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Truman State	264	59.0	12.9	.8	37	50	58	69	79				
COPLAC	2,884	56.4	14.2	.3	32	47	56	67	79	2.6	.8	.002	.19
Carnegie Peers	19,871	59.0	13.6	.1	36	50	59	69	81	.0	.8	.992	.00
NSSE 2006	122,669	55.8	14.2	.0	32	46	56	66	79	3.2	.8	.000	.23
Top 50%	35,451	59.3	13.7	.1	36	50	60	69	81	-3	.8	.713	-.02
Top 10%	4,245	64.1	12.6	.2	43	56	65	73	83	-5.1	.8	.000	-.41
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Truman State	277	50.7	15.5	.9	24	38	48	62	76				
COPLAC	2,986	51.2	16.4	.3	29	38	52	62	81	-.5	1.0	.658	-.03
Carnegie Peers	20,844	51.1	16.4	.1	24	38	52	62	81	-.4	1.0	.719	-.02
NSSE 2006	128,175	50.4	17.0	.0	24	38	48	62	81	.3	.9	.710	.02
Top 50%	36,203	54.6	16.7	.1	29	43	52	67	83	-3.9	1.0	.000	-.23
Top 10%	4,958	58.6	16.7	.2	33	48	57	71	86	-7.9	1.0	.000	-.47
STUDENT-FACULTY INTERACTION (SFI)													
Truman State	266	45.8	19.4	1.2	17	33	44	56	83				
COPLAC	2,909	43.8	21.2	.4	17	28	39	56	83	2.0	1.3	.144	.09
Carnegie Peers	20,013	45.0	21.7	.2	11	28	44	61	83	.8	1.2	.526	.03
NSSE 2006	123,609	41.3	20.8	.1	11	28	39	56	83	4.5	1.3	.000	.22
Top 50%	28,269	48.2	21.3	.1	17	33	44	61	89	-2.4	1.2	.044	-.11
Top 10%	2,821	56.9	21.7	.4	22	39	56	72	94	-11.1	1.3	.000	-.51
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Truman State	262	46.7	15.2	.9	22	37	47	58	71				
COPLAC	2,842	40.5	17.5	.3	12	28	40	53	70	6.1	1.0	.000	.35
Carnegie Peers	19,608	47.9	17.6	.1	19	36	48	60	77	-1.2	.9	.189	-.07
NSSE 2006	120,803	39.9	17.9	.1	12	26	39	52	71	6.7	.9	.000	.38
Top 50%	40,931	46.6	17.7	.1	17	34	47	59	76	.0	.9	.973	.00
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-11.2	1.0	.000	-.70
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Truman State	260	57.2	15.9	1.0	31	47	58	67	83				
COPLAC	2,811	57.2	17.9	.3	28	44	58	69	88	-.1	1.0	.938	.00
Carnegie Peers	19,410	58.4	18.1	.1	28	47	58	72	89	-1.3	1.0	.201	-.07
NSSE 2006	119,362	56.6	18.9	.1	25	44	56	69	89	.6	1.0	.560	.03
Top 50%	33,171	62.8	18.3	.1	31	50	64	75	94	-5.6	1.0	.000	-.31
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-10.6	1.0	.000	-.58

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.

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 2006 *Institutional Report* Web site: http://nsse.iub.edu/html/2006_inst_report.htm.

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 ^c 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 2004-2006 Enriching Educational Experiences benchmarks ^d and earlier years.

**Table 1
Recalculated Benchmarks for All Years of NSSE Participation ^a**

<i>Benchmark</i>	<i>Class</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004^b</i>	<i>2005^b</i>	<i>2006^b</i>
Level of Academic Challenge	FY		55.1	53.8	53.6	53.7	54.8
	SR		60.7	58.2	58.9	60.1	59.0
Active and Collaborative Learning	FY		42.3	41.0	40.7	40.0	42.5
	SR		50.3	50.0	50.1	53.2	50.7
Student-Faculty Interaction ^c	FY		40.7	36.5	35.7	37.9	39.5
	SR		50.5	49.2	47.6	51.2	48.7
Supportive Campus Environment	FY		60.0	60.2	61.4	61.5	61.5
	SR		53.5	58.8	58.1	59.5	57.2

Note: Due to changes in the response set for survey items that comprise the Enriching Educational Experiences ^d benchmark, it is not possible to compare results since 2004 with those of 2003 and earlier, hence its omission from the table above.

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

This report is a brief introduction to comparing 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 to better understand the changes within 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. However, keep in mind that all of your recalculated benchmarks are weighted by gender and enrollment status.^b
- 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.^d 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 since 2004 compared to prior years, particularly for first-year students.*

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 2006 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 the 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

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| <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. Starting with 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</p> | <p>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. See note 'd' for more details. Therefore the Student-Faculty Interaction scores on this report do not include the 'research' item. This also means that the score on this report will not match benchmarks reported on</p> | <p>previous year reports, or on your 2006 Benchmark Comparisons report.</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 (NSSE 2004-2006) 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 2004-2006 Enriching Educational Experiences benchmark with prior years (2001-2003).</p> |
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National Survey of Student Engagement

Truman State University

Mean Comparisons

August 2006

Interpreting the Mean Comparisons Report

Sample

The Mean Comparisons report is based on information from all randomly selected students for both your institution and your comparison institutions.¹ Targeted oversamples (i.e., non-randomly selected students) are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to: www.nsse.iub.edu/html/2006_inst_report.htm.

Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to 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. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to start by interpreting only those items with three asterisks ($p < .001$) and to consult effect sizes (see below) to judge the practical meaning of the results.

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. 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 your institution. A negative sign indicates the institution



NSSE 2006 Means Comparison Report
NSSEville State University

				NSSEville State compared with:											
				NSSEville State			Selected Peers			Carnegie Peers			NSSE 2006		
				Mean ^a			Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
Variable	Benchmark	Class		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	2.64		2.68			2.61			2.86	*	-.27
				SR	2.95		2.91			2.91			3.16	*	-.25
b.	Made a class presentation	CLPRESEN	ACL	FY	1.96		2.01			2.03			2.28	***	-.41
				SR	2.83		2.64	*	.22	2.63	*	.23	2.88		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.57		2.69			2.54			2.65		
				SR	2.58		2.34	*	.24	2.36			2.51		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.95		2.97			2.95			3.08		
				SR	3.31		3.23			3.23			3.37		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.66		2.70			2.71			2.77		
				SR	2.60		2.65			2.68			2.83	**	-.26
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.07		2.10			2.16			2.03		
				SR	1.99		2.27	***	-.35	2.24	***	-.31	2.08		

lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

¹ U.S. institutions include only U.S. schools in their comparison groups. Canadian institutions contain both Canadian and U.S. institutions.

				Truman State compared with:										
				Truman State		COPLAC		Carnegie Peers			NSSE 2006			
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
1. Academic and Intellectual Experiences														
<i>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</i>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.89	2.77	*	.15	2.87			2.78	*	.14
				SR	3.06	3.15			3.08			3.06		
b.	Made a class presentation	CLPRESEN	ACL	FY	2.25	2.21			2.23			2.23		
				SR	2.81	2.85			2.78			2.80		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.49	2.53			2.50			2.65	**	-.16
				SR	2.41	2.44			2.33			2.49		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.97	3.03			3.04			3.03		
				SR	3.31	3.36			3.35			3.30		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.70	2.76			2.79			2.76		
				SR	2.69	2.87	**	-.21	2.76			2.78		
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.03	2.07			2.04			2.03		
				SR	2.21	2.07	**	.18	2.20			2.12		
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.22	2.38	***	-.20	2.28			2.40	***	-.22
				SR	2.32	2.53	***	-.25	2.36			2.51	***	-.22
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.66	2.39	***	.34	2.60			2.36	***	.35
				SR	2.94	2.68	***	.31	2.90			2.75	***	.21
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.62	2.56			2.64			2.57		
				SR	2.91	2.93			2.97			2.91		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.67	1.61			1.75			1.67		
				SR	2.02	1.89	*	.13	1.97			1.89	*	.14
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.36	1.49	**	-.17	1.51	***	-.19	1.50	***	-.17
				SR	1.57	1.73	**	-.18	1.69	*	-.14	1.69	*	-.13

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
Truman State University**

				<i>Truman State compared with:</i>										
				Truman State	COPLAC			Carnegie Peers			NSSE 2006			
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.61	2.60		2.74	*	-.13	2.64			
				SR	2.79	2.78		2.88			2.85			
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.08	3.04		3.15			3.01			
				SR	3.38	3.34		3.44			3.31			
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.54	2.53		2.56			2.56			
				SR	2.72	2.83	*	-.13	2.76			2.79		
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.20	2.02	***	.21	2.11			2.10		
				SR	2.49	2.51			2.52			2.40		
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.82	1.82		1.87			1.81			
				SR	2.07	2.18	*	-.12	2.16			2.08		
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.72	2.64		2.66			2.58	**	.17	
				SR	2.98	2.86	**	.16	2.79	***	.24	2.76	***	.28
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.58	2.49		2.59			2.58			
				SR	2.50	2.68	***	-.22	2.66	**	-.19	2.69	***	-.23
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.63	1.60		1.62			1.56			
				SR	2.04	1.88	**	.17	1.98			1.81	***	.25
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.81	2.67	**	.16	2.77			2.68	*	.14
				SR	2.85	2.89			2.90			2.84		
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.65	2.50	*	.14	2.63			2.55		
				SR	2.51	2.57			2.68	**	-.17	2.64	*	-.13
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.96	2.77	***	.20	2.84	*	.13	2.68	***	.29
				SR	2.82	2.74			2.86			2.71		

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

				<i>Truman State compared with:</i>											
				Truman State			COPLAC			Carnegie Peers			NSSE 2006		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<i>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</i>															
2. Mental Activities															
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.96	2.82	**	.16	2.80	**	.18	2.87				
			SR	2.84	2.63	***	.23	2.66	***	.19	2.74				
b.	Analyzing 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	3.13	3.05		3.23	*	-.13	3.06				
			SR	3.32	3.23			3.34			3.22	*	.13		
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.91	2.78	*	.15	2.98		2.83				
			SR	3.12	3.02			3.14			3.01	*	.12		
d.	Making judgments 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	2.83	2.80		2.86			2.82				
			SR	2.95	2.95			3.01			2.94				
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	3.09	2.90	***	.23	3.10		2.98	*	.13		
			SR	3.21	3.12			3.24			3.17				
<i>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</i>															
3. Reading and Writing															
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.41	3.38		3.64	***	-.25	3.26	**	.16		
			SR	3.45	3.33			3.44			3.18	***	.27		
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.14	2.09		2.03	*	.13	2.06				
			SR	2.26	2.28			2.19			2.21				
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	FY	1.16	1.25	**	-.14	1.23	*	-.12	1.25	**	-.14	
			SR	1.67	1.66			1.73			1.64				
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	FY	2.35	2.35		2.52	***	-.21	2.29				
			SR	2.78	2.68			2.81			2.59	***	.21		
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	FY	3.20	3.20		3.26			3.05	*	.14		
			SR	3.17	3.11			3.14			2.98	**	.16		

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

				<i>Truman State compared with:</i>											
				Truman State			COPLAC			Carnegie Peers			NSSE 2006		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
4. Problem Sets				<i>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</i>											
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.88	2.53	***	.33	2.67	**	.18	2.63	***	.23		
			SR	2.52	2.44			2.40			2.57				
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.99	2.71	***	.24	2.63	***	.29	2.74	***	.20		
			SR	2.36	2.24			2.12	***	.21	2.34				
5. Examinations				<i>1=very little to 7=very much</i>											
	To what extent have your examinations during the current school year challenged you to do your best work?	EXAMS	FY	5.62	5.25	***	.32	5.60			5.41	***	.18		
			SR	5.52	5.38	*	.11	5.39			5.41				
6. Additional Collegiate Experiences				<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>											
a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	ATDART05	FY	2.54	2.16	***	.42	2.23	***	.35	2.10	***	.48		
			SR	2.23	2.06	**	.18	2.18			2.01	***	.25		
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	3.01	2.92			3.02			2.77	***	.23		
			SR	2.95	2.72	***	.22	2.98			2.70	***	.24		
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY	2.36	1.86	***	.49	2.07	***	.27	2.09	***	.24		
			SR	2.19	1.96	**	.21	2.07			2.18				
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.65	2.60			2.65			2.57				
			SR	2.82	2.69	*	.14	2.74			2.69	*	.14		
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.81	2.76			2.78			2.74				
			SR	2.85	2.85			2.87			2.83				
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.82	2.79			2.87			2.80				
			SR	2.81	2.89			2.92	*	-.14	2.87				
7. Enriching Educational Experiences				<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 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.)</i>											
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.04	.06		.07	*	-.11	.07	**	-.13		
			SR	.48	.56	**	-.17	.66	***	-.40	.53				

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
Truman State University**

				<i>Truman State compared with:</i>									
				Truman State	COPLAC			Carnegie Peers			NSSE 2006		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.38			.42			.37		
				SR	.73	***	.29	.71			.59	***	.30
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	FY	.10			.14	*	-.13	.16	**	-.16
				SR	.19			.26	**	-.15	.25	*	-.13
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.04			.04			.05		
				SR	.30	***	.25	.29			.19	***	.28
e.	Foreign language coursework	FORLNG04	EEE	FY	.51	***	.74	.37	***	.29	.22	***	.68
				SR	.82	***	.85	.58	***	.50	.41	***	.84
f.	Study abroad	STDABR04	EEE	FY	.01			.02			.03	*	-.09
				SR	.25	***	.27	.30	*	-.12	.14	***	.29
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.01			.02			.03	*	-.10
				SR	.16	***	-.19	.25	***	-.22	.19		
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01			.01			.01		
				SR	.54	***	.35	.48	*	.14	.32	***	.47
8. Quality of Relationships				<i>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</i>									
a.	Relationships with other students	ENVSTU	SCE	FY	5.74	***	.19	5.65			5.48	***	.19
				SR	5.86	***	.21	5.68	**	.14	5.60	***	.19
				<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>									
b.	Relationships with faculty members	ENVFAC	SCE	FY	5.22			5.34			5.19		
				SR	5.55			5.50			5.42	*	.10
				<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>									
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.49			4.68	*	-.13	4.60		
				SR	4.41			4.48			4.50		

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

				<i>Truman State compared with:</i>											
				Truman State			COPLAC			Carnegie Peers			NSSE 2006		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>															
<i>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</i>															
9. Time Usage															
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	4.73	3.88	***	.55	4.62		3.99	***	.46		
				SR	4.60	4.06	***	.31	4.47		4.10	***	.29		
b.	Working for pay on campus	WORKON01		FY	1.34	1.54	***	-.18	1.61	***	1.53	***	-.16		
				SR	2.16	1.84	**	.20	2.06		1.83	***	.20		
c.	Working for pay off campus	WORKOF01		FY	1.20	2.04	***	-.45	1.45	***	2.59	***	-.58		
				SR	2.02	3.56	***	-.58	2.43	***	3.81	***	-.64		
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.83	2.35	***	.31	2.67		2.17	***	.44		
				SR	2.94	2.10	***	.54	2.69	**	2.08	***	.57		
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.88	3.99			3.88		3.79				
				SR	3.75	3.55			3.80		3.48	**	.17		
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.12	1.41	***	-.26	1.21	*	1.78	***	-.39		
				SR	1.22	2.19	***	-.44	1.39	**	2.34	***	-.49		
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	1.87	2.02	**	-.17	2.00	*	2.24	***	-.36		
				SR	2.00	2.29	***	-.29	2.15	***	2.38	***	-.37		
<i>To what extent does your institution emphasize each of the following?</i>															
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>															
10. Institutional Environment															
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.40	2.98	***	.54	3.25	***	3.07	***	.43		
				SR	3.55	3.06	***	.65	3.22	***	3.08	***	.61		
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	3.14	2.97	***	.22	3.16		2.99	**	.19		
				SR	2.94	2.92			2.99		2.87				
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.78	2.55	***	.24	2.65	*	2.57	***	.21		
				SR	2.31	2.39			2.39		2.40				

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
Truman State University**

				<i>Truman State compared with:</i>									
				Truman State	COPLAC			Carnegie Peers			NSSE 2006		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.18			2.19			2.13		
				SR	1.79	*	-.12	1.96	**	-.19	1.91	*	-.12
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.51	**	.18	2.47			2.37	**	.15
				SR	2.13			2.24	*	-.12	2.14		
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.99	***	.23	3.01			2.75	***	.25
				SR	2.83	***	.25	2.85			2.57	***	.27
g.	Using computers in academic work	ENVCOMPT		FY	3.26			3.39	**	-.17	3.32		
				SR	3.49			3.53			3.47		

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	NGENLED		FY	3.36	***	.32	3.28			3.12	***	.31
				SR	3.52	***	.28	3.40	**	.16	3.24	***	.35
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.70	*	.15	2.77			2.70		
				SR	2.88			2.98			3.02	*	-.15
c.	Writing clearly and effectively	GNWRITE		FY	2.94			3.01			2.95		
				SR	3.16			3.17			3.07		
d.	Speaking clearly and effectively	GNSPEAK		FY	2.85	**	.18	2.73	*	.12	2.75		
				SR	2.99			3.02			2.96		
e.	Thinking critically and analytically	GNANALY		FY	3.21	*	.14	3.30	*	-.12	3.16		
				SR	3.40			3.48			3.33		
f.	Analyzing quantitative problems	GNQUANT		FY	2.96	***	.21	2.95			2.85	*	.12
				SR	2.99			3.07			3.02		
g.	Using computing and information technology	GNCMPTS		FY	2.92			3.00			3.00		
				SR	3.10			3.18			3.21	*	-.13
h.	Working effectively with others	GNOTHERS		FY	2.97	*	.15	3.00			2.92		
				SR	3.14			3.20			3.14		

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

**NSSE 2006 Mean Comparisons
Truman State University**

				<i>Truman State compared with:</i>											
				Truman State			COPLAC			Carnegie Peers			NSSE 2006		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>		
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.79	2.05	***	-.27	1.88			1.92	*	-.14		
			SR	2.14	2.23			2.16			2.10				
j.	Learning effectively on your own	GNINQ	FY	2.88	2.79			2.93			2.85				
			SR	3.06	2.98			3.11			3.00				
k.	Understanding yourself	GNSSELF	FY	2.71	2.66			2.78			2.71				
			SR	2.80	2.80			2.92			2.78				
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.55	2.52			2.57			2.57				
			SR	2.34	2.56	***	-.22	2.53	***	-.19	2.57	***	-.24		
m.	Solving complex real-world problems	GNSPROBSV	FY	2.58	2.51			2.65			2.58				
			SR	2.65	2.65			2.79	*	-.15	2.72				
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.54	2.52			2.69	**	-.16	2.59				
			SR	2.58	2.58			2.75	**	-.17	2.65				
o.	Contributing to the welfare of your community	GNSCOMMUN	FY	2.37	2.34			2.52	**	-.15	2.34				
			SR	2.43	2.38			2.56	*	-.13	2.42				
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	2.02	1.89	*	.14	2.06			2.05				
			SR	1.85	1.76			1.95			1.92				
12. Academic Advising	<i>1=poor, 2=fair, 3=good, 4=excellent</i>														
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.94	2.87			3.01			2.94				
			SR	2.64	2.90	***	-.27	2.91	***	-.29	2.82	**	-.19		
13. Satisfaction	<i>1=poor, 2=fair, 3=good, 4=excellent</i>														
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.29	3.13	***	.22	3.35			3.16	**	.18		
			SR	3.29	3.23			3.38	*	-.13	3.19	*	.13		
14.	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>														
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.19	3.12			3.34	**	-.19	3.20				
			SR	3.17	3.20			3.31	**	-.17	3.17				

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement 2006

The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often ▼	Often ▼	Some- times ▼	Never ▼		Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 During the current school year, about how much reading and writing have you done?

- a. Number of assigned textbooks, books, or book-length packs of course readings
- None 1-4 5-10 11-20 More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- None 1-4 5-10 11-20 More than 20
- c. Number of written papers or reports of **20 pages or more**
- None 1-4 5-10 11-20 More than 20
- d. Number of written papers or reports **between 5 and 19 pages**
- None 1-4 5-10 11-20 More than 20
- e. Number of written papers or reports of **fewer than 5 pages**
- None 1-4 5-10 11-20 More than 20

4 In a typical week, how many homework problem sets do you complete?

- None 1-2 3-4 5-6 More than 6
- a. Number of problem sets that take you **more** than an hour to complete
-
- b. Number of problem sets that take you **less** than an hour to complete
-

5 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

- Very little Very much
- 1 2 3 4 5 6 7

6 During the current school year, about how often have you done each of the following?

- Very often Often times Never
- a. Attended an art exhibit, gallery, play, dance, or other theater performance
- b. Exercised or participated in physical fitness activities
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- f. Learned something that changed the way you understand an issue or concept

7 Which of the following have you done or do you plan to do before you graduate from your institution?

- | | Done | Plan to do | Do not plan to do | Have not decided |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Practicum, internship, field experience, co-op experience, or clinical assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Community service or volunteer work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Work on a research project with a faculty member outside of course or program requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Foreign language coursework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Study abroad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Independent study or self-designed major | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- a. Relationships with **other students**
- Unfriendly, Unsupportive, Sense of alienation Friendly, Supportive, Sense of belonging
- 1 2 3 4 5 6 7
- b. Relationships with **faculty members**
- Unavailable, Unhelpful, Unsympathetic Available, Helpful, Sympathetic
- 1 2 3 4 5 6 7
- c. Relationships with **administrative personnel and offices**
- Unhelpful, Inconsiderate, Rigid Helpful, Considerate, Flexible
- 1 2 3 4 5 6 7

9 About how many hours do you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
e. Relaxing and socializing (watching TV, partying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

10 To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Overall, how would you evaluate the quality of academic advising you have received at your institution?

Excellent
 Good
 Fair
 Poor

13 How would you evaluate your entire educational experience at this institution?

Excellent
 Good
 Fair
 Poor

14 If you could start over again, would you go to the same institution you are now attending?

Definitely yes
 Probably yes
 Probably no
 Definitely no

15 Write in your year of birth:

16 Your sex
 Male Female

17 Are you an international student or foreign national?
 Yes No

18 What is your racial or ethnic identification? (Mark only one.)
 American Indian or other Native American
 Asian, Asian American, or Pacific Islander
 Black or African American
 White (non-Hispanic)
 Mexican or Mexican American
 Puerto Rican
 Other Hispanic or Latino
 Multiracial
 Other
 I prefer not to respond

19 What is your current classification in college?
 Freshman/first-year Senior
 Sophomore Unclassified
 Junior

20 Did you begin college at your current institution or elsewhere?
 Started here Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)
 Vocational or technical school
 Community or junior college
 4-year college other than this one
 None
 Other

22 Thinking about this current academic term, how would you characterize your enrollment?
 Full-time Less than full-time

23 Are you a member of a social fraternity or sorority?
 Yes No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?
 Yes No (Go to question 25.)

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?
 A B+ C+
 A- B C
 B- C- or lower

26 Which of the following best describes where you are living now while attending college?
 Dormitory or other campus housing (not fraternity/sorority house)
 Residence (house, apartment, etc.) within walking distance of the institution
 Residence (house, apartment, etc.) within driving distance of the institution
 Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother

<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

THANKS FOR SHARING YOUR VIEWS!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2005 Indiana University.