

Chapter 2: National Survey of Student Engagement (NSSE)

Who takes it?

All freshmen and seniors are invited to complete the survey.

When is it administered?

During the spring semester

How long does it take for the students to complete the survey?

Approximately 15 minutes

What office administers it?

NSSE personnel administer it online with campus coordination by the Office of Assessment and Testing

Who originates the survey?

Center for Postsecondary Research

Indiana University Bloomington

1900 East Tenth Street

Eigenmann Hall Suite 419

Bloomington, IN 47406-7512

(812) 856-5824

<http://nsse.iub.edu>

e-mail: nsse@indiana.edu

When are results typically available?

Early Fall.

What type of information is sought?

NSSE attempts to measure levels of student engagement. Updated in 2013, the survey asked students to answer questions in five different categories: participation in educationally purposeful activities, institutional requirements and the challenging nature of coursework, perceptions of the college environment, estimates of educational and personal growth since starting college, and background and demographic information. A copy of the 2019 survey is available at http://nsse.indiana.edu/pdf/survey_instruments/2019/NSSE_2019_US.pdf

From whom are the results available?

The Office of Assessment and Testing

To whom are the results regularly distributed?

The University community through this Almanac, the President, and the Strategic Planning and Assessment Workshop.

Are the results available by department or discipline?

No. However, some reports are available by predetermined groupings of majors provided the grouping had at least the minimum number of required responses provided.

Are the results comparable to data of other universities?

Yes.

Selected NSSE Results and Interpretation

Because NSSE results are now tied to state performance funding, NSSE is administered every year, rather than every other year. NSSE allows several kinds of comparisons across institutions. Truman's selected comparison groups were the following:

1. Council of Public Liberal Arts Colleges (COPLAC) Schools. Truman State University is one of 29 public colleges and universities aimed at driving awareness of the importance of public liberal arts education in a student-centered, residential environment per COPLAC's mission statement.
2. National Liberal Arts Colleges.
3. NSSE 2018 and 2019 colleges. The 865 U.S. colleges and universities that administered NSSE in 2018 and/or 2019.

In 2019, 462 Truman first-year students responded for a response rate of 39%. In the same year, 348 Truman seniors answered the survey for a response rate of 30%.

Select Findings:

First-year and senior Truman students reported at a higher frequency than the COPLAC institutions and all NSSE participating institutions that they asked another student to help them understand course material and that they explained course material to one or more students. First-year Truman students reported preparing for exams by discussing or working through course materials with other students more often than the students within the COPLAC and all NSSE participating institutions. Seniors reported preparing for exams by discussing or working through course materials with other students more often than all participating groups. Both first-year and seniors reported memorizing course materials more often than the COPLAC, National Liberal Arts groups, and all NSSE participating institutions. First-year students reported their courses challenged them to do their best as often as COPLAC institutions, but less often than the National Liberal Arts and all NSSE participating groups. Seniors reported their courses challenged them to do their best work less often than all comparison groups. Related to the number of hours spent in a typical 7-day week on various activities, first-year and senior Truman students reported they spent more time preparing for class (studying, reading, writing, doing homework, etc.) than students in all three comparison groups.

First-year Truman students reported at a higher frequency than all comparison groups that they attended an art exhibit, play, or other arts performance (dance, music, etc.), while senior Truman students reported at a higher frequency than COPLAC and NSSE participating institutions. First-year and senior students reported having discussions with people with political views other than their own more frequently than all three comparison groups. First-year and senior students reported having discussions about religious beliefs other than their own more often than all comparison groups. First-year Truman students reported equal quality of interactions compared with student at National Liberal Arts institutions and more positive interactions compared to COPLAC and NSSE participating institutions. Truman seniors reported better quality of interactions with students than all comparison groups.

Seniors reported holding a formal leadership role in a student organization or group significantly more than all comparison groups. Seniors participated in study abroad, worked with a faculty member on a research project or completed a culminating senior experience more than both the COPLAC and all NSSE participating groups.

Both first-year and senior students reported that Truman emphasizes spending significant amounts of time studying and on academic work significantly more than all three comparison groups. First-year Truman students reported Truman provided support for their overall well-being (recreation, health care,

counseling, etc.) significantly less than all comparison groups, and seniors reported that Truman provided support for their overall well-being less than all comparison groups. Seniors reported Truman provided opportunities to be involved socially equally compared to all comparison groups, while first year Truman students reported fewer opportunities to be involved socially compared to all comparison groups. Truman seniors reported that Truman contributed equally to their knowledge, skills, and personal development related to thinking critically and analytically than students in all comparison groups. First-year students reported spending equal time participating in co-curricular activities (organizations, campus publications, student government, etc.) than all comparison groups, and seniors reported spending more time on co-curricular activities than COPLAC and all NSSE participating institutions.

First-year and senior students evaluated their entire educational experience at Truman as poorer than students' educational experiences in all comparison groups. First-year and senior Truman students reported that if they could start over again, they would consider attending the same university less often than students in all other comparison groups.

Areas where Truman first-year students' responses did not compare well with all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Asked a question or contributed to course discussions in other ways; Prepared two or more drafts of a paper or assignment before turning it in; Combined ideas from different courses when completing assignments; Connected your learning to societal problems or issues; Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments; Examined the strengths and weaknesses of your own views on a topic or issue; Tried to better understand someone else's views by imagining how an issue looks from their perspective; learned something that changed the way you understand an issue or concept; Connected ideas from your courses to your prior experiences and knowledge; Talked about career plans with a faculty member; Worked with a faculty member on activities other than coursework (committees, student groups, etc.); Discussed your academic performance with a faculty member; Analyzing an idea, experience, or line of reasoning in depth by examining its parts; Evaluating a point of view, decision, or information source; Forming a new idea or understanding from various pieces of information; Provided feedback on a draft or work in progress; Provided prompt and detailed feedback on tests or completed assignments; Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.); and Evaluated what others have concluded from numerical information.

Areas where Truman first-year students' responses compared well against all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Attended an art exhibit, play, or other arts performance; Asked another student to help you understand course material; and Memorizing course material.

Areas where Truman seniors' responses did not compare well with all three comparison groups were: Prepared two or more drafts of a paper or assignment before turning it in; and Forming a new idea or understanding from various pieces of information.

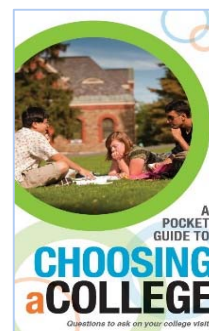
Areas where Truman seniors' responses compared well against all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Asked another student to help you understand course material; Worked with other students on course projects or assignments; and Memorizing course material.

A Pocket Guide to Choosing a College: NSSE 2019 Answers from Students Truman State University

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.

The following responses were provided by 810 Truman students on the 2019 survey.



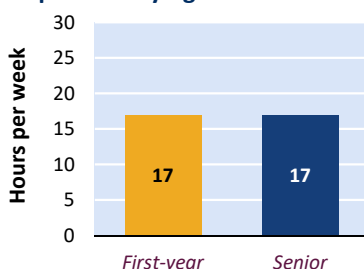
A Pocket Guide to Choosing a College is available at nsse.indiana.edu/links/pocket



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 17 hours per week preparing for class while seniors spent an average of 17 hours per week.



Do courses challenge students to do their best?^a

42% of FY students reported that their courses highly challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 35 pages of writing and seniors estimated an average of 82 pages.

How much reading is expected?

FY students estimated they spent an average of 8 hours per week on assigned reading, and seniors read 9 hours per week.

How often do students make course presentations?^b

35% of FY students and 68% of seniors frequently gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

38% of FY students frequently included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

27% of FY students frequently used numerical information to examine a real-world problem or issue; 53% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

48% of FY students rated the quality of their interactions with faculty as high.

How often do students talk with faculty members or advisors about their career plans?^b

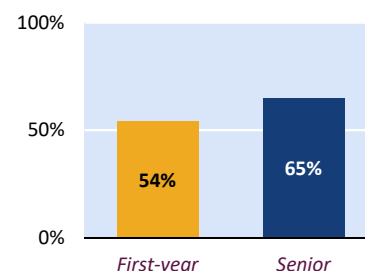
27% of FY and 47% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

74% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

54% of FY students and 65% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

22% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

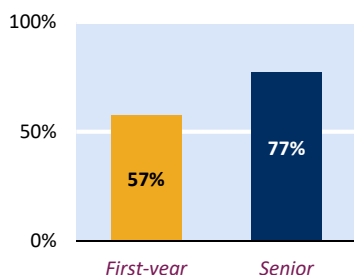
How many students work on research projects with faculty?

4% of FY students and 34% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on course projects and assignments?^b

57% of FY students and 77% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

67% of seniors frequently explained course material to one or more students.

How often do students work together to prepare for exams?^b

52% of FY students frequently prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 67% frequently had discussions with people with different political views, 69% frequently had discussions with people from a different economic background, and 66% frequently had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

71% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

34% of FY students and 35% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?^c

52% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

81% of FY and 82% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 7% of students participated in a learning community. By spring of their senior year, 68% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

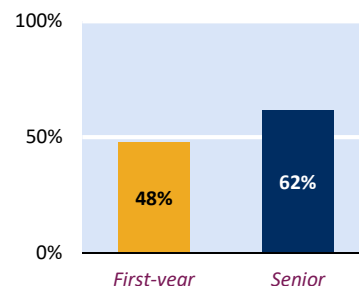
By their senior year, 26% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 56% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

48% of FY students and 62% of seniors said at least some of their courses included a community-based service-learning project.



Notes

- "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- "Frequently" is "Often" or "Very often."
- A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- "Substantially" is "Quite a bit" or "Very much."
- "At least some" is defined by combining responses of "Some," "Most," and "All."



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A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

COPLAC

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with COPLAC	
		First-year	Senior
Academic Challenge	Higher-Order Learning	▼	▼
	Reflective & Integrative Learning	▼	▼
	Learning Strategies	▼	▼
	Quantitative Reasoning	▼	--
Learning with Peers	Collaborative Learning	--	▲
	Discussions with Diverse Others	--	--
Experiences with Faculty	Student-Faculty Interaction	▼	--
	Effective Teaching Practices	▼	▼
Campus Environment	Quality of Interactions	▼	▼
	Supportive Environment	▼	▼

High-Impact Practices

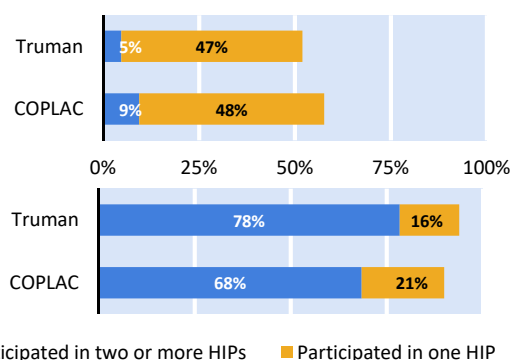
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Service-Learning, Learning Community, and Research w/Faculty

Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

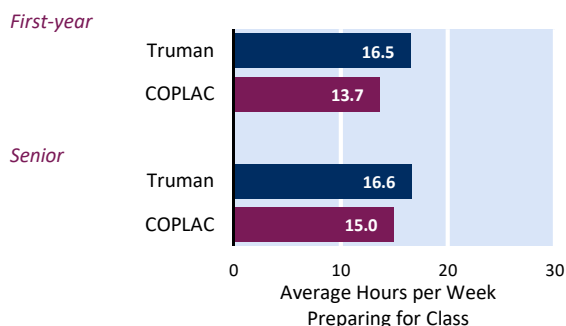


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

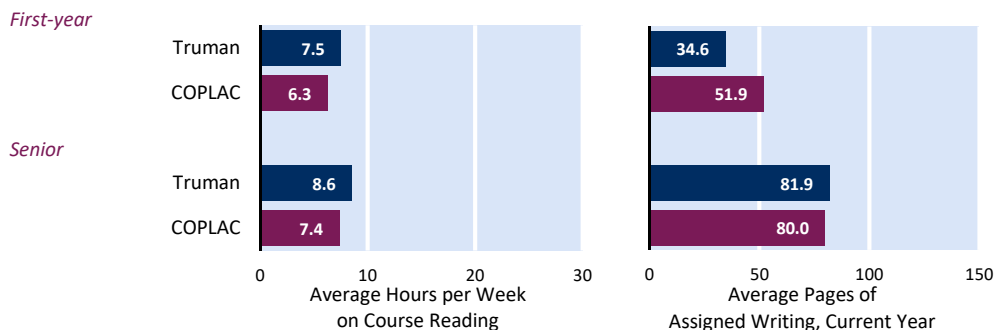
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



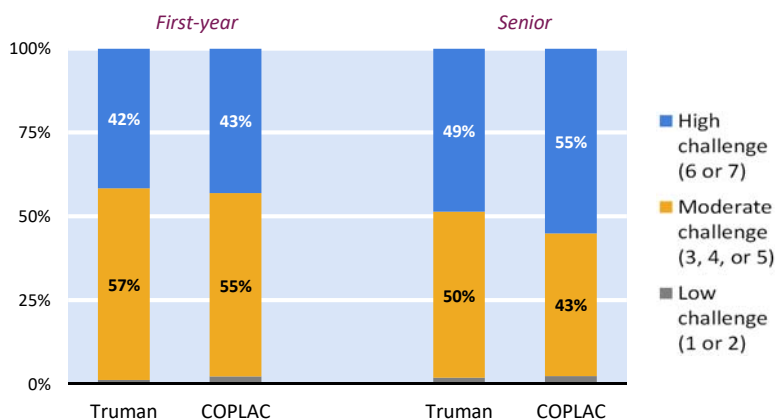
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



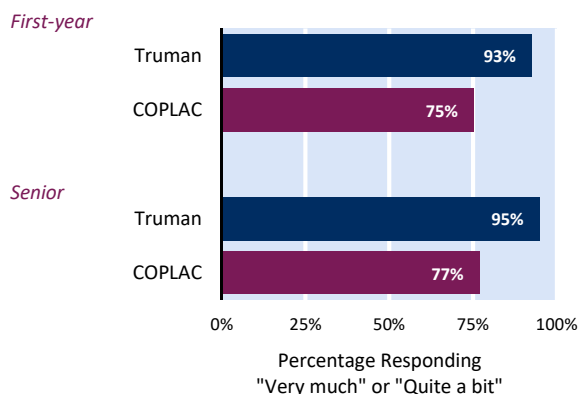
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

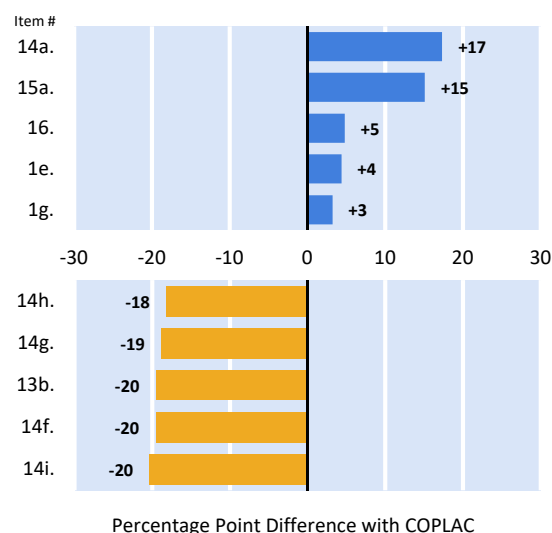
First-year

Highest Performing Relative to COPLAC

- Institution emphasis on studying and academic work^k
- Spent more than 15 hours per week preparing for class
- Spent more than 10 hours per week on assigned reading^f
- Asked another student to help you understand course material^l (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)

Lowest Performing Relative to COPLAC

- Institution emphasis on attending campus activities and events (...) (SE)
- Institution emphasis on helping you manage your non-academic responsibilities (...) (SE)
- Quality of interactions with academic advisors^d (QI)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues^e (SE)



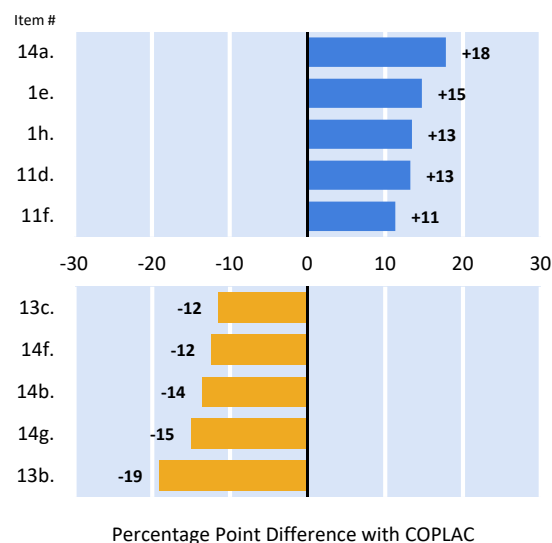
Senior

Highest Performing Relative to COPLAC

- Institution emphasis on studying and academic work^k
- Asked another student to help you understand course material^l (CL)
- Worked with other students on course projects or assignments^b (CL)
- Participated in a study abroad program (HIP)
- Completed a culminating senior experience (...) (HIP)

Lowest Performing Relative to COPLAC

- Quality of interactions with faculty^d (QI)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Institution emphasis on providing support to help students succeed academically^f (SE)
- Institution emphasis on helping you manage your non-academic responsibilities (...) (SE)
- Quality of interactions with academic advisors^d (QI)



a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning. CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

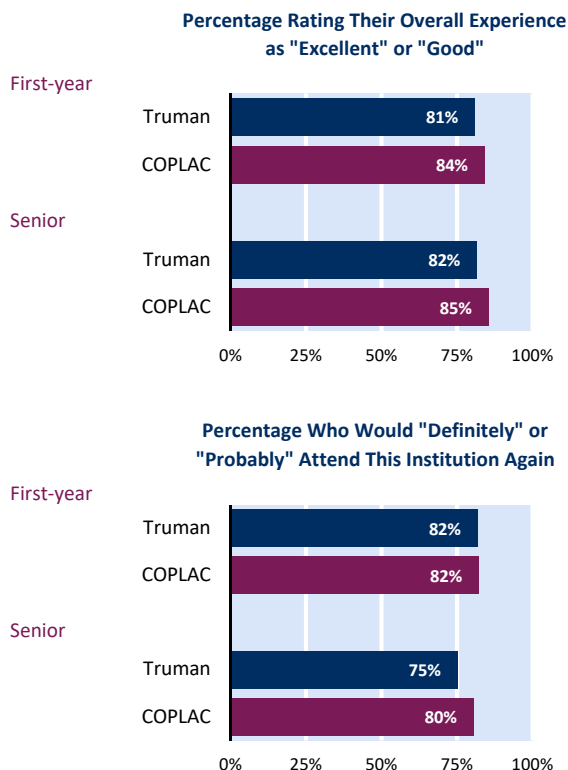
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	89%
Working effectively with others	80%
Writing clearly and effectively	74%
Speaking clearly and effectively	67%
Acquiring job- or work-related knowledge and skills	62%
Solving complex real-world problems	61%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	60%
Analyzing numerical and statistical information	59%
Developing or clarifying a personal code of values and ethics	55%
Being an informed and active citizen	54%

Satisfaction with Truman

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	462	39%	68%	98%
Senior	348	30%	68%	95%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Development of Transferable Skills

Civic Engagement

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

Seniors

Statistical Comparisons^b

Your first-year students compared with

Item wording or description	2018 Truman	2019 Truman						
	Mean	Mean	COPLAC		Nat'l Liberal Arts		NSSE 2018 & 2019	
			Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
1. During the current school year, about how often hav								
Scale: 1 (Never) to 4 (Very often)								
a. Asked questions or contributed to course discussions in other ways	2.8	2.7	2.9 *** ▼	-.22	3.0 *** ▼	-.37	2.8 *** ▼	-.17
b. Prepared two or more drafts of a paper or assignment before turning it in	2.2	2.1	2.5 *** ▼	-.37	2.5 *** ▼	-.41	2.5 *** ▼	-.38
c. Come to class without completing readings or assignments	3.0	3.0	3.0	-.04	3.0	-.09	3.0 * ▼	-.10
d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	2.2	2.2	2.1 *** ▲	.16	2.1	.08	1.9 *** ▲	.33
e. Asked another student to help you understand course material	2.7	2.7	2.6 ** ▲	.14	2.7	.07	2.6 ** ▲	.14
f. Explained course material to one or more students	2.7	2.7	2.7	.03	2.7	-.04	2.7	.01
g. Prepared for exams by discussing or working through course material with other students	2.5	2.6	2.5 * ▲	.10	2.6	.01	2.5	.07
h. Worked with other students on course projects or assignments	2.6	2.7	2.7	.04	2.7	.03	2.6	.08
i. Given a course presentation	2.2	2.3	2.4 *** ▼	-.18	2.4 *** ▼	-.16	2.3	-.06

2. During the current school year, about how often have you done the following?

Scale: 1 (Never) to 4 (Very often)								
a. Combined ideas from different courses when completing assignments	2.5	2.4	2.6 *** ▼	-.26	2.6 *** ▼	-.30	2.6 *** ▼	-.21
b. Connected your learning to societal problems or issues	2.5	2.3	2.6 *** ▼	-.37	2.7 *** ▼	-.44	2.6 *** ▼	-.29
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.5	2.3	2.6 *** ▼	-.34	2.7 *** ▼	-.43	2.6 *** ▼	-.26
d. Examined the strengths and weaknesses of your own views on a topic or issue	2.7	2.6	2.8 *** ▼	-.27	2.8 *** ▼	-.29	2.8 *** ▼	-.24

Statistical Comparisons^b

Your seniors compared with

	2018 Truman	2019 Truman						
	Mean	Mean	COPLAC		Nat'l Liberal Arts		NSSE 2018 & 2019	
			Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
	3.1	3.1	3.2 ** ▼	-.16	3.3 *** ▼	-.23	3.1	-.03
	2.3	2.2	2.5 *** ▼	-.22	2.4 * ▼	-.11	2.4 ** ▼	-.16
	2.9	2.9	3.0 ** ▼	-.16	2.9	-.06	3.0 ** ▼	-.17
	2.1	2.1	1.9 * ▲	.12	2.1	-.09	1.8 *** ▲	.30
	2.7	2.8	2.5 *** ▲	.31	2.6 *** ▲	.19	2.4 *** ▲	.37
	2.9	2.9	2.8	.07	2.9	-.02	2.7 *** ▲	.20
	2.7	2.7	2.5 *** ▲	.18	2.6	.07	2.4 *** ▲	.25
	3.0	3.1	2.8 *** ▲	.30	2.9 *** ▲	.21	2.8 *** ▲	.31
	2.9	2.9	2.9 * ▲	.11	3.0	.00	2.7 *** ▲	.28

	2.9	2.9	3.0	-.08	3.0	-.09	2.9	.02
	2.7	2.7	2.8 * ▼	-.13	2.9 *** ▼	-.21	2.8	-.05
	2.6	2.6	2.7 * ▼	-.14	2.8 *** ▼	-.22	2.6	-.04
	2.8	2.8	2.9 * ▼	-.15	2.9 ** ▼	-.16	2.8	-.10

Topic or Issue																
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	2.9	2.8	3.0 *** ▽	-.19	3.0 *** ▽	-.19	2.9 ** ▽	-.15	2.9	2.9	3.0	-.11	3.0	-.08	3.0	-.04
f. Learned something that changed the way you understand an issue or concept	2.7	2.6	2.9 *** ▽	-.33	2.9 *** ▽	-.36	2.9 *** ▽	-.27	3.0	2.9	3.0	-.08	3.0 * ▽	-.13	3.0	-.05
g. Connected ideas from your courses to your prior experiences and knowledge	3.0	2.9	3.1 *** ▽	-.22	3.1 *** ▽	-.29	3.0 *** ▽	-.19	3.2	3.2	3.2	-.08	3.2 * ▽	-.13	3.2	-.06
3. During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
a. Talked about career plans with a faculty member	2.1	2.1	2.4 *** ▽	-.27	2.3 *** ▽	-.19	2.3 *** ▽	-.21	2.6	2.6	2.6	-.05	2.7	-.09	2.5 * △	.12
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.6	1.7	1.8 *** ▽	-.18	1.9 *** ▽	-.20	1.8 *** ▽	-.16	2.3	2.3	2.1 * △	.12	2.2	.01	2.0 *** △	.28
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	1.9	2.0	2.1	-.09	2.1 ** ▽	-.15	2.0	-.02	2.4	2.4	2.4	.00	2.5	-.10	2.2 *** △	.22
d. Discussed your academic performance with a faculty member	1.9	1.9	2.2 *** ▽	-.35	2.2 *** ▽	-.32	2.2 *** ▽	-.26	2.2	2.2	2.4 *** ▽	-.23	2.4 ** ▽	-.16	2.2	-.02
4. During the current school year, how much has your coursework emphasized the following?																
Scale: 1 (Very little) to 4 (Very much)																
a. Memorizing course material	3.0	3.0	2.8 *** △	.18	2.8 *** △	.18	2.9 * △	.09	2.8	2.9	2.7 *** △	.25	2.7 *** △	.27	2.7 *** △	.21
b. Applying facts, theories, or methods to practical problems or new situations	2.9	2.8	2.8	-.01	3.0 *** ▽	-.17	2.9 * ▽	-.11	3.1	3.0	3.1	-.06	3.1	-.08	3.1	-.06
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.8	2.8	2.9 ** ▽	-.15	3.0 *** ▽	-.29	2.9 *** ▽	-.19	3.1	3.0	3.1 * ▽	-.14	3.1 ** ▽	-.15	3.0	-.10
d. Evaluating a point of view, decision, or information source	2.7	2.7	2.9 *** ▽	-.28	2.9 *** ▽	-.35	2.9 *** ▽	-.27	2.9	2.8	3.0 ** ▽	-.17	3.0 ** ▽	-.17	2.9	-.11
e. Forming a new idea or understanding from various pieces of information	2.7	2.7	2.9 *** ▽	-.25	2.9 *** ▽	-.32	2.9 *** ▽	-.25	2.9	2.8	3.0 ** ▽	-.19	3.0 ** ▽	-.20	3.0 * ▽	-.14
5. During the current school year, to what extent have your instructors done the following?																
Scale: 1 (Very little) to 4 (Very much)																
a. Clearly explained course goals and requirements	3.1	3.0	3.1	-.10	3.1 ** ▽	-.13	3.1	-.09	3.2	3.1	3.2	-.09	3.2	-.05	3.1	-.03
b. Taught course sessions in an organized way	3.1	3.0	3.0	-.03	3.0 * ▽	-.11	3.0	-.04	3.2	3.1	3.1	-.05	3.1	-.05	3.1	.01
c. Used examples or illustrations to explain difficult points	3.0	3.0	3.0	-.01	3.1 * ▽	-.11	3.0	-.05	3.2	3.1	3.2	-.04	3.2	-.06	3.1	.06

d. Provided feedback on a draft or work in progress	2.5	2.7	2.9 *** -.23 ▽	2.9 *** -.26 ▽	2.8 *** -.20 ▽	2.9	2.8	2.9 ** -.16 ▽	2.9	-.09	2.8	.00
e. Provided prompt and detailed feedback on tests or completed assignments	2.6	2.6	2.7 ** -.17 ▽	2.8 *** -.23 ▽	2.7 ** -.15 ▽	2.9	2.8	2.9 * -.15 ▽	2.9	-.10	2.8	-.03
6. During the current school year, about how often have you done the following?												
Scale: 1 (Never) to 4 (Very often)												
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.4	2.4	2.5 -.10	2.5 * -.10 ▽	2.6 ** -.15 ▽	2.6	2.6	2.6 -.04	2.7	-.06	2.6	-.05
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.1	2.1	2.3 *** -.28 ▽	2.3 *** -.26 ▽	2.3 *** -.27 ▽	2.4	2.4	2.4 -.07	2.5	-.10	2.4	-.07
c. Evaluated what others have concluded from numerical information	2.2	2.2	2.3 * -.12 ▽	2.3 ** -.14 ▽	2.3 ** -.13 ▽	2.5	2.5	2.4 .03	2.5	-.04	2.4	.05
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)												
Scale: 0 (None), 1.5 (1-2), 4 (3-5), 8 (6-10), 13 (11-15), 18 (16-20), 23 (more than 20)												
a. Up to 5 pages	6.7	5.8	6.9 *** -.19 ▽	7.9 *** -.34 ▽	6.6 ** -.14 ▽	7.4	7.8	7.8 .00	8.5	-.11	7.7	.01
b. Between 6 and 10 pages	1.7	1.5	2.3 *** -.24 ▽	2.5 *** -.33 ▽	2.4 *** -.25 ▽	3.5	3.8	3.6 .04	3.9	-.02	3.7	.03
c. 11 pages or more	.4	.4	.9 *** -.21 ▽	.9 *** -.21 ▽	1.0 *** -.22 ▽	1.6	1.9	1.9 .01	2.0	-.03	2.0	-.02
Estimated number of assigned pages of student writing.	39.3	34.6	51.9 *** -.26 ▽	56.7 *** -.36 ▽	52.7 *** -.25 ▽	73.0	81.9	80.0 .02	86.5	-.05	81.7	.00
8. During the current school year, about how often have you had discussions with people from the following groups?												
Scale: 1 (Never) to 4 (Very often)												
a. People of a race or ethnicity other than your own	3.0	2.9	3.0 -.08	3.1 * -.13 ▽	3.0 -.09 ▽	2.9	2.9	3.0 * -.13 ▽	3.0 * -.12 ▽	3.1 * -.15 ▽		
b. People from an economic background other than your own	3.1	3.0	3.0 -.06	3.1 * -.13 ▽	3.0 -.05 ▽	3.1	3.1	3.1 -.01	3.1	-.02	3.1	.02
c. People with religious beliefs other than your own	3.2	3.0	3.0 .06	2.9 ** .15 △	2.9 * .10 △	3.0	3.1	3.0 * .13 △	2.9 *** .25 △	3.0 ** .15 △		
d. People with political views other than your own	3.1	3.0	2.9 .07	2.9 * .10 △	2.9 .07 △	3.0	3.0	2.9 * .14 △	2.9 ** .17 △	2.9 .10 △		
9. During the current school year, about how often have you done the following?												
Scale: 1 (Never) to 4 (Very often)												
a. Identified key information from reading assignments	3.0	2.9	3.0 -.10	3.1 *** -.27 ▽	3.0 * -.12 ▽	3.2	3.1	3.1 -.01	3.2	-.08	3.1	.02
b. Reviewed your notes after class	2.8	2.8	2.8 -.06	2.9 -.08	2.9 * -.12 ▽	2.7	2.7	2.9 ** -.17 ▽	2.7	.01	2.8 * -.14 ▽	
c. Summarized what you learned in class	2.6	2.7	2.8 * -.13	2.8 ** -.16	2.8 *** -.18	2.7	2.7	2.9 ** -.19	2.7	-.04	2.8 ** -.16	

or from course materials			▼	▼	▼		
10. During the current school year, to what extent have your courses challenged you to do your best work?							
Scale: 1 (Not at all) to 7 (Very much)	5.5	5.3	5.3	.00	5.5 *** -.16	5.4 * -.09	
					▼	▼	
11. Which of the following have you done or do you plan to do before you graduate?^f							
Percent indicating "Done" or "In progress"							
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	2%	3%	7% ** -.17	8% *** -.22	8% *** -.21		
			▼	▼	▼		
b. Hold a formal leadership role in a student organization or group	16%	19%	10% *** .25	12% *** .19	11% *** .23		
			▲	▲	▲		
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	6%	7%	10% * -.12	9% -.07	13% *** -.20		
			▼		▼		
d. Participate in a study abroad program	2%	2%	3% -.06	3% -.07	3% -.08		
e. Work with a faculty member on a research project	4%	4%	5% -.06	5% -.06	5% -.05		
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	1%	1%	2% -.09	1% -.03	2% -.10		
12. About how many of your courses at this institution have included a community-based project (service-learning)?							
Scale: 1 (None) to 4 (all)	1.5	1.5	1.6 *** -.19	1.6 ** -.13	1.6 *** -.18		
			▼	▼	▼		
13. Indicate the quality of your interactions with the following people at your institution.							
Scale: 1 (Poor) to 7 (Excellent)							
a. Students	5.4	5.5	5.4 .07	5.5 .00	5.4 .04		
b. Academic advisors	5.0	4.7	5.4 *** -.46	5.4 *** -.47	5.3 *** -.41		
			▼	▼	▼		
c. Faculty	5.2	5.2	5.4 ** -.16	5.6 *** -.25	5.4 -.08		
			▼	▼			
d. Student services staff (career services, student activities, housing, etc.)	5.0	5.3	5.2 .07	5.2 .05	5.1 * .10		
					▲		
e. Other administrative staff and offices (registrar, financial aid, etc.)	4.8	4.9	5.2 ** -.19	5.2 *** -.20	5.1 -.10		
			▼	▼			
14. How much does your institution emphasize the following?							
Scale: 1 (Very little) to 4 (Very much)							
a. Spending significant amounts of time studying and on academic work	3.4	3.4	3.0 *** .63	3.2 *** .38	3.1 *** .48		
			▲	▲	▲		
b. Providing support to help students succeed academically	3.0	2.8	3.1 *** -.33	3.1 *** -.40	3.1 *** -.31		
			▼	▼	▼		

		▼		▼		
5.4	5.4	5.6 * -.15	5.5 * -.12	5.6 * -.13		
		▼	▼	▼		
59%	56%	53% .08	64% ** -.16	49% ** .15		
			▼	▲		
68%	74%	38% *** .75	52% *** .46	35% *** .81		
		▲	▲	▲		
21%	21%	23% -.04	28% ** -.17	23% -.04		
			▼			
22%	26%	12% *** .34	33% ** -.17	14% *** .29		
		▲	▼	▲		
38%	34%	31% .08	40% -.11	23% *** .26		
				▲		
71%	68%	57% *** .23	67% .03	45% *** .47		
		▲		▲		
1.7	1.7	1.8 -.10	1.8 -.07	1.8 -.04		
5.5	5.7	5.5 *** .18	5.5 * .13	5.6 * .10		
		▲	▲	▲		
4.8	4.7	5.3 *** -.38	5.5 *** -.51	5.3 *** -.34		
		▼	▼	▼		
5.4	5.4	5.6 *** -.20	5.7 *** -.27	5.5 * -.12		
		▼	▼	▼		
4.9	5.0	4.8 .10	4.8 .10	5.0 .02		
4.8	4.8	5.0 -.10	4.9 -.06	5.0 -.11		
3.6	3.6	3.0 *** .76	3.2 *** .58	3.1 *** .69		
		▲	▲	▲		
2.8	2.7	3.0 *** -.32	3.0 *** -.39	2.9 *** -.29		
		▼	▼	▼		

c. Using learning support services (tutoring services, writing center, etc.)	3.0	2.9	3.1 *** -.28 ▼	3.2 *** -.32 ▼	3.1 *** -.24 ▼	2.6	2.7	2.9 *** -.25 ▼	3.0 *** -.34 ▼	2.9 *** -.23 ▼
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.6	2.4	2.8 *** -.37 ▼	2.8 *** -.34 ▼	2.8 *** -.34 ▼	2.4	2.5	2.6 ** -.16 ▼	2.6 -.10	2.6 ** -.16 ▼
e. Providing opportunities to be involved socially	2.9	2.8	3.0 *** -.22 ▼	3.0 *** -.26 ▼	3.0 *** -.19 ▼	2.8	2.9	2.8 .06	2.9 -.01	2.8 .08
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.9	2.5	2.9 *** -.43 ▼	2.9 *** -.46 ▼	2.9 *** -.41 ▼	2.6	2.5	2.7 *** -.25 ▼	2.8 *** -.26 ▼	2.7 *** -.20 ▼
g. Helping you manage your non-academic responsibilities (work, family, etc.)	2.0	1.9	2.3 *** -.46 ▼	2.3 *** -.48 ▼	2.3 *** -.48 ▼	1.8	1.7	2.1 *** -.38 ▼	2.1 *** -.37 ▼	2.1 *** -.38 ▼
h. Attending campus activities and events (performing arts, athletic events, etc.)	2.6	2.5	2.9 *** -.40 ▼	2.9 *** -.37 ▼	2.8 *** -.27 ▼	2.5	2.5	2.6 ** -.18 ▼	2.7 *** -.24 ▼	2.5 -.05
i. Attending events that address important social, economic, or political issues	2.3	2.2	2.6 *** -.43 ▼	2.7 *** -.48 ▼	2.5 *** -.29 ▼	2.3	2.3	2.5 *** -.19 ▼	2.6 *** -.26 ▼	2.3 -.01

15. About how many hours do you spend in a typical 7-day week doing the following?

Scale: 0 (0), 3 (1-5), 8 (6-10), 13 (11-15), 18 (16-20), 23 (21-25), 28 (26-30), 33 (More than 30)

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	17.0	16.5	13.7 *** .37 ▲	15.7 .10	14.5 *** .25 ▲	16.2	16.6	15.0 ** .19 ▲	15.9 .09	14.9 ** .19 ▲
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	5.6	6.2	5.7 .06	6.7 -.07	5.7 .07	8.0	7.6	5.0 *** .36 ▲	6.8 .09	4.9 *** .37 ▲
c. Working for pay on campus	1.7	1.7	2.5 ** -.15 ▼	3.4 *** -.28 ▼	2.5 ** -.14 ▼	3.9	4.1	4.2 -.01	5.6 *** -.21 ▼	3.7 .06
d. Working for pay off campus	1.5	2.0	5.9 *** -.41 ▼	4.4 *** -.27 ▼	6.1 *** -.40 ▼	4.6	3.7	12.7 *** -.71 ▼	8.0 *** -.38 ▼	13.3 *** -.71 ▼
<i>Estimated number of hours working for pay</i>	3.2	3.7	8.4 *** -.42 ▼	7.8 *** -.39 ▼	8.6 *** -.41 ▼	8.5	7.7	16.8 *** -.73 ▼	13.6 *** -.50 ▼	17.0 *** -.69 ▼
e. Doing community service or volunteer work	1.5	1.6	2.5 *** -.18 ▼	2.1 ** -.11 ▼	2.6 *** -.20 ▼	2.7	2.4	3.4 *** -.18 ▼	2.8 ** -.10 ▼	3.3 *** -.17 ▼
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	11.2	13.5	13.4 .01	12.3 ** .15 ▲	12.5 * .12 ▲	10.6	11.3	10.8 .07	11.2 .02	10.7 .08
g. Providing care for dependents (children, parents, etc.)	.4	.5	2.2 *** -.28 ▼	1.7 *** -.23 ▼	3.2 *** -.35 ▼	.9	.7	5.6 *** -.47 ▼	2.8 *** -.28 ▼	6.7 *** -.52 ▼
h. Commuting to campus (driving, walking, etc.)	1.6	2.0	3.5 *** -.28	3.0 *** -.19	4.1 *** -.33	3.0	3.0	4.9 *** -.32	3.6 ** -.12	4.9 *** -.31

walking, etc.)			▼	▼	▼			▼	▼	▼				
16. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?														
Scale: 1 (Very little) to 5 (Almost all)	2.7	2.8	2.8	.02	3.0 ***	-.26	2.7	.06	2.9	.11	3.0	.00	2.8 **	.19
					▼								▲	
(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25;	7.5	7.5	6.3 ***	.22	8.2 *	-.11	6.5 ***	.18	7.8	.19	8.1	.07	7.1 ***	.23
			▲		▼		▲			▲			▲	
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?														
Scale: 1 (Very little) to 4 (Very much)														
a. Writing clearly and effectively	2.5	2.4	2.8 ***	-.48	2.9 ***	-.54	2.8 ***	-.47	3.1	-.05	3.2 **	-.18	3.0	-.01
			▼		▼		▼				▼			
b. Speaking clearly and effectively	2.4	2.4	2.6 ***	-.23	2.7 ***	-.23	2.7 ***	-.26	2.9	-.08	3.1 **	-.18	2.9	-.04
			▼		▼		▼				▼			
c. Thinking critically and analytically	3.0	2.9	3.0 ***	-.20	3.1 ***	-.29	3.1 ***	-.22	3.4	.04	3.4	-.12	3.3	.04
			▼		▼		▼							
d. Analyzing numerical and statistical information	2.5	2.5	2.6	-.10	2.6 *	-.11	2.7 ***	-.20	2.8	-.03	2.9	-.12	2.9	-.12
					▼		▼							
e. Acquiring job- or work-related knowledge and skills	2.4	2.3	2.5 ***	-.30	2.6 ***	-.34	2.6 ***	-.39	2.8	.13	2.9	-.12	3.0 **	-.19
			▼		▼		▼				▼		▼	
f. Working effectively with others	2.7	2.6	2.8 ***	-.25	2.8 ***	-.27	2.8 ***	-.30	3.1	.09	3.1	.03	3.0	.08
			▼		▼		▼							
g. Developing or clarifying a personal code of values and ethics	2.4	2.3	2.7 ***	-.44	2.8 ***	-.55	2.7 ***	-.49	2.7	-.17	2.9 ***	-.27	2.9 **	-.18
			▼		▼		▼				▼		▼	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.6	2.4	2.8 ***	-.43	2.8 ***	-.40	2.8 ***	-.41	2.7	-.10	2.8	-.06	2.9	-.08
			▼		▼		▼							
i. Solving complex real-world problems	2.3	2.3	2.6 ***	-.37	2.6 ***	-.39	2.7 ***	-.39	2.7	-.09	2.8 *	-.12	2.8 *	-.12
			▼		▼		▼				▼		▼	
j. Being an informed and active citizen	2.4	2.3	2.7 ***	-.42	2.7 ***	-.46	2.7 ***	-.40	2.7	-.12	2.8 *	-.14	2.7	-.07
			▼		▼		▼				▼			
18. How would you evaluate your entire educational experience at this institution?														
Scale: 1 (Poor) to 4 (Excellent)	3.1	3.1	3.2 **	-.16	3.3 ***	-.27	3.2 ***	-.17	3.2	-.18	3.3 ***	-.26	3.3 **	-.17
			▼		▼		▼				▼		▼	
19. If you could start over again, would you go to the same institution you are now attending?														
Scale: 1 (Definitely no) to 4 (Definitely yes)	3.2	3.1	3.2 *	-.11	3.2 **	-.17	3.2 **	-.16	3.1	-.17	3.2 **	-.16	3.2 ***	-.23
			▼		▼		▼				▼		▼	

Key to symbols:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.