

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
P: (812) 856-5824; e-mail: nsse@indiana.edu
<http://nsse.iub.edu>

When are results typically available?

Early Fall

What type of information is sought?

NSSE attempts to measure levels of student engagement. The survey asks 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 survey is available at https://survey.indiana.edu/nsse/survey/2021/test/main/1/edit.cfm?sectionList=main,demo_us,closing&packaged=true

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 19 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. 93 Liberal Arts institutions with similar size and educational goals to Truman. These institutions are found in both the NSSE participating institutions and an in-house listing of identified institutions for comparison.
3. NSSE 2020 and 2021 colleges. The 748 U.S. colleges and universities that administered NSSE in 2020 and/or 2021.

In 2021, 328 Truman first-year students responded for a response rate of 39%. In the same year, 341 Truman seniors answered the survey for a response rate of 31%.

Select First-Year Findings:

First-year Truman students reported at a higher frequency than COPLAC institutions that they asked another student to help them understand course material, with less frequency compared to National Liberal Arts, and about the same compared to all NSSE participating institutions. First-year Truman students reported at a lower frequency than COPLAC institutions that they explained course material to one or more students, and about the same compared to National Liberal Arts and all NSSE institutions. First-year Truman students reported preparing for exams by discussing or working through course materials with other students similarly often compared to students within the COPLAC and National Liberal Arts, and less often compared to all NSSE participating institutions. First-year reported memorizing course materials about as often as all comparison groups. First-year students reported their courses challenged them to do their best less often compared to COPLAC and National Liberal Arts, and about the same as all NSSE participating groups. Related to the number of hours spent in a typical 7-day week on various activities, first-year 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 having discussions with people with political views other than their own as frequently compared to all three comparison groups. First-year students reported having discussions about religious beliefs other than their own with similar frequency to all comparison groups. First-year Truman students reported lower quality of interactions with fellow students compared to COPLAC and National Liberal Arts institutions, and similar quality compared to all NSSE institutions. First-year Truman students had lower quality of interactions with academic advisors compared to all comparison groups. First-year Truman students had similar quality of interactions with faculty compare to COPLAC institutions, and lower quality interactions compared to National Liberal Arts and all NSSE participating groups.

First-year Truman students reported holding a formal leadership role in a student organization or group significantly more than all comparison groups. First-year Truman students worked with a faculty member on a research project more often than all comparison groups.

First-year 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.) less than all comparison groups. First-year Truman students reported fewer opportunities to be involved socially compared to all comparison groups. First-year students reported spending more time participating in co-curricular activities (organizations, campus publications, student government, etc.) than COPLAC and all NSSE participating groups, and equally compared to National Liberal Arts institutions.

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

Select Senior Findings:

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

Senior Truman students reported having discussions with people with political views other than their own as frequently compared to all three comparison groups. Senior students reported having discussions about religious beliefs other than their own with similar frequency compared to COPLAC and all NSSE institutions, and with more frequency than National Liberal Arts institutions. Seniors reported similar quality of interactions with fellow students compared to all comparison groups. Senior Truman students had lower quality of interactions with academic advisors compared to National Liberal Arts and all NSSE participating institutions, and had similar quality interactions compared to COPLAC institutions. Senior Truman students had similar quality of interactions with faculty compare to COPLAC institutions, and lower quality interactions compared to National Liberal Arts and all NSSE participating groups.

Senior Truman students reported holding a formal leadership role in a student organization or group significantly more than all comparison groups. Seniors participated in study abroad about as often as COPLAC and all NSSE participating groups, and less often than National Liberal Arts institutions. Seniors worked with a faculty member on a research project as often as COPLAC, less often as National Liberal Arts, and more often compared to all NSSE participating groups. Seniors completed a culminating senior experience more than all comparison groups.

Senior students reported that Truman emphasizes spending significant amounts of time studying and on academic work similarly compared to all comparison groups. Senior Truman students reported Truman provided support for their overall well-being (recreation, health care, counseling, etc.) less than all comparison groups. Seniors reported Truman provided opportunities to be involved socially equally compared to COPLAC and all NSSE participating groups, and fewer opportunities than National Liberal Arts institutions. Truman seniors reported that Truman contributed equally to their knowledge, skills, and personal development related to thinking critically and analytically compare to COPLAC and NSSE groups and contribute less compare to National Liberal Arts institutions. Seniors reported spending more time participating in co-curricular activities (organizations, campus publications, student government,

etc.) than COPLAC and all NSSE participating groups, and equally compared to National Liberal Arts institutions.

Senior Truman students evaluated their entire educational experience as poorer than students' educational experiences in National Liberal Arts and NSSE groups and equally compared to COPLAC institutions. Senior Truman students reported that if they could start over again, they would consider attending the same university less often than students in National Liberal Arts and NSSE groups and equally compared to COPLAC institutions.

First-Year Weaknesses:

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: Applying facts, theories, or methods to practical problems or new situations; Having discussions with people of a different race or ethnicity; Having discussions with people of a different economic background; Participate in an internship, co-op, field experience, student teaching, or clinical placement; Quality of interactions with academic advisors; Quality of interactions with student services staff (career services, student activities, house, etc.); Quality of interactions with other administrative staff and offices (registrar, financial aid, etc.); Institution's emphasis on providing support to help students succeed academically; Institution's emphasis on using learning support services (tutoring services, writing center, etc.); Institution's emphasis on encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.); Institution's emphasis on providing opportunities to be involved socially; Institution's emphasis on providing support for your overall well-being (recreation, health care, counseling, etc.); Institution's emphasis on helping you manage your non-academic responsibilities (work, family, etc.); Institution's emphasis on attending campus activities and events (performing arts, athletic events, etc.); Feeling comfortable being myself at this institution; Feeling valued by their institutions; Feeling like part of the community at this institution; Experience at this institution contributed to writing clearly and effectively; Experience at this institution contributed to working effectively with others; Experience at this institution contributed to developing or clarifying a personal code of values and ethics; Experience at this institution contributed to understanding people of other backgrounds (economic, racial/ethnic, political religious, nationality, etc.); How you would evaluate your entire educational experience at this institution; The extent faculty and staff at your institution did a good job helping student adapt to the changes brought on by the COVID-19 pandemic.

First-Year Strengths:

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: Planned to hold a formal leadership role in a student organization or group; Planned to work with a faculty member on a research project; Enrolled in courses that include a community-based project (service-learning); and Spent more hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).

Senior Weaknesses:

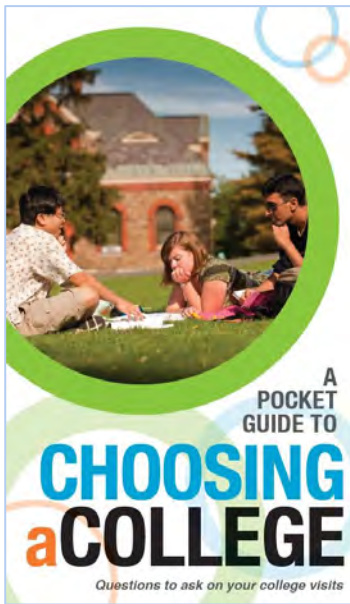
Areas where Truman seniors' responses did not compare well with all three comparison groups were: Instructors less frequently explained course goals and requirements clearly; Had discussions with people of a race or ethnicity other than your own; Reviewed your notes after class; Summarized what you learned in class or from course materials; Courses challenged you to do your best work; Participate in a learning community or some other formal program where groups of students take two or more classes together; Interactions with other administrative staff and offices (registrar, financial aid, etc.); Institution emphasizes providing support to help student succeed academically; Institution emphasizes using learning support services (tutoring services, writing center, etc.); Institution emphasizes encouraging contact

among students from different background (social, racial/ethnic, religious, etc.); Institution emphasizes providing support for your overall well-being (recreation, health care, counseling, etc.); Institution emphasized helping you manage your non-academic responsibilities (work, family, etc.); Time spent doing community service or volunteer work; The extent faculty and staff at your institution did a good job helping students adapt to the changes brought on by the COVID-19 pandemic.

Senior Strengths:

Areas where Truman seniors' responses compared well against all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Worked with other students on course projects or assignments; Plan to hold a formal leadership role in a student organization or group; Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.);

A Pocket Guide to Choosing a College: NSSE 2021 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits or virtual tours, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a report entitled *A Pocket Guide to Choosing a College: NSSE 2021 Answers from Students*, part of your NSSE *Institutional Report 2021*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2021 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2021 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2021* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

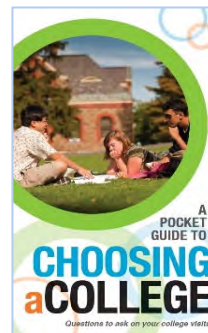
go.iu.edu/NSSE-pocketguide

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.

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 or virtual tours.

The following responses were provided by 669 Truman students on the 2021 survey.



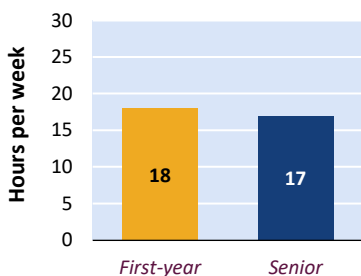
A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 18 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 43 pages of writing and seniors estimated an average of 80 pages.

How much reading is expected?

FY students estimated they spent an average of 3 hours per week on assigned reading, and seniors read 3 hours per week.

How often do students make course presentations?^b

24% of FY students and 49% of seniors frequently gave course presentations.

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

46% of FY students frequently included diverse perspectives in course discussions or assignments.

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

39% of FY students frequently used numerical information to examine a real-world problem or issue; 47% 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

46% 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

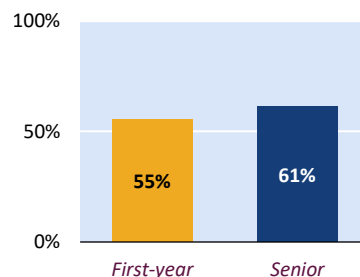
30% of FY and 43% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

78% 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

55% of FY students and 61% 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

19% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

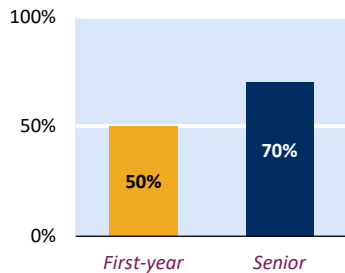
How many students work on research projects with faculty?

8% of FY students and 32% 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

50% of FY students and 70% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

55% of seniors frequently explained course material to one or more students.

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

36% 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, 58% frequently had discussions with people with different political views, 64% frequently had discussions with people from a different economic background, and 53% 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

64% of FY students said the institution substantially emphasized the use of learning support services.

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

35% of FY students and 38% of seniors gave the quality of their interactions with academic advisors a high rating.

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

44% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

73% 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, 76% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

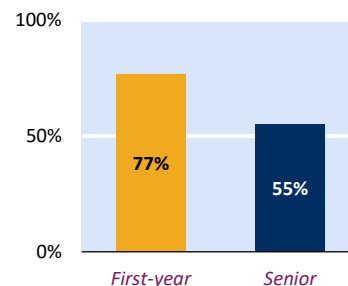
By their senior year, 12% of students had studied abroad.

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

By spring of their senior year, 49% 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

77% of FY students and 55% 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."



Center for Postsecondary Research
Indiana University School of Education
201 North Rose Avenue
Bloomington, IN 47405-1006
Phone: 812-856-5824
Email: nsse@indiana.edu
Web: nsse.indiana.edu
Twitter: @NSSEsurvey, @NSSEinstitute
Blog: NSSEsightings.indiana.edu

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 2021 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.

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	▼	▼

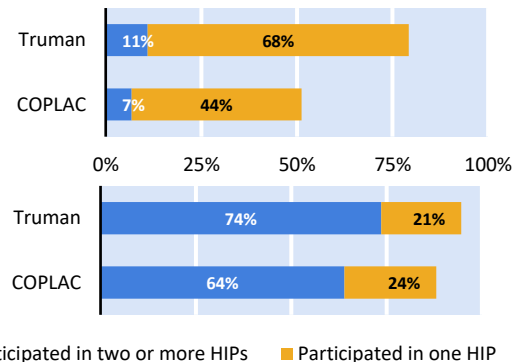
Key:

- ▲ 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.

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

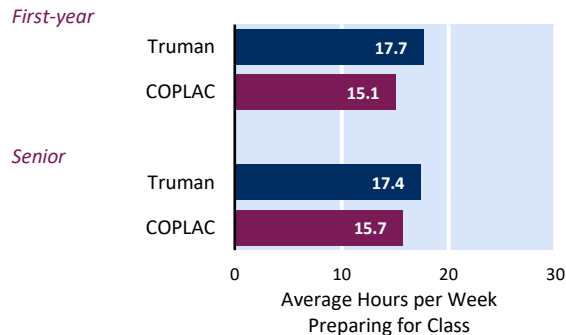


Academic Challenge: Additional Results

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.

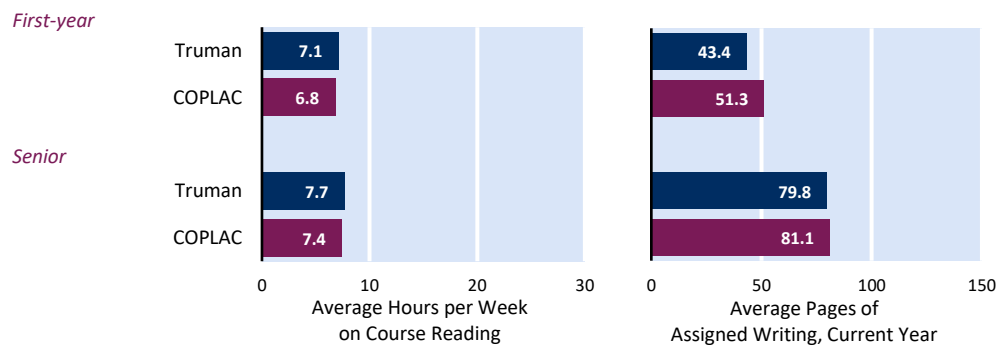
Time Spent Preparing for Class

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



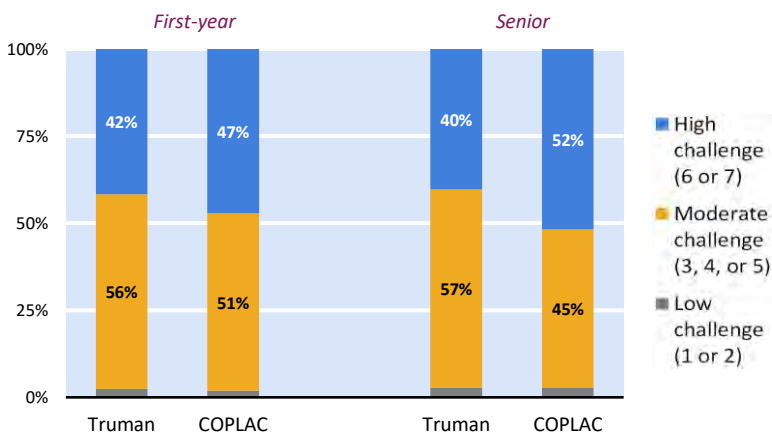
Reading and Writing

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.



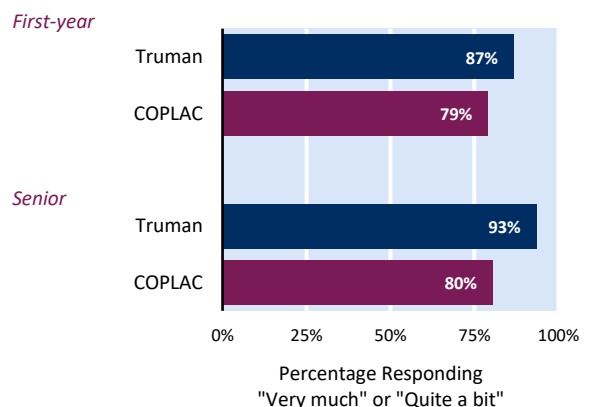
Challenging Students to Do Their Best Work

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

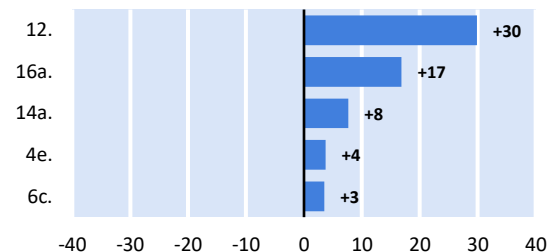
About how many courses have included a community-based project (service-learning)?^e (HIP)

Spent more than 15 hours per week preparing for class

Institution emphasis on studying and academic work^c

Forming a new idea or understanding from various pieces of information^c (HO)

Evaluated what others have concluded from numerical information^b (QR)



Lowest Performing Relative to COPLAC

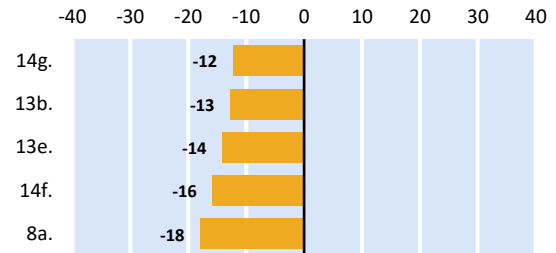
Institution emphasis on helping you manage your non-academic responsibilities (...)^c (SE)

Quality of interactions with academic advisors^d (QI)

Quality of interactions with other administrative staff and offices (...)^d (QI)

Institution emphasis on providing support for your overall well-being...^c (SE)

Discussions with... People of a race or ethnicity other than your own^b (DD)



Percentage Point Difference with COPLAC

Senior

Highest Performing Relative to COPLAC

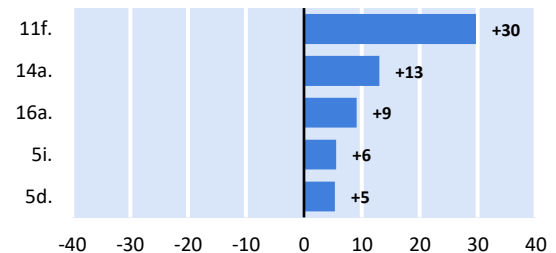
Completed a culminating senior experience (...)^c (HIP)

Institution emphasis on studying and academic work^c

Spent more than 15 hours per week preparing for class

Instructors enabled you to demonstrate your learning through quizzes, assignments (...)^c

Instructors provided feedback on a draft or work in progress^c (ET)



Lowest Performing Relative to COPLAC

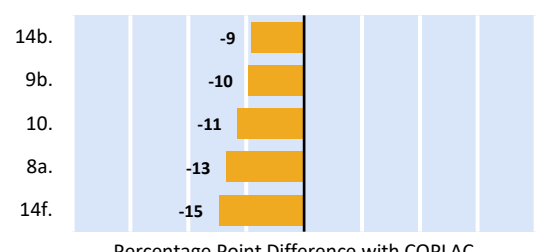
Institution emphasis on providing support to help students succeed academically^c (SE)

Reviewed your notes after class^b (LS)

Extent to which courses challenged you to do your best work^d

Discussions with... People of a race or ethnicity other than your own^b (DD)

Institution emphasis on providing support for your overall well-being...^c (SE)



Percentage Point Difference with COPLAC

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). 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.

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.

h. Combination of students responding "strongly agree" or "agree."

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

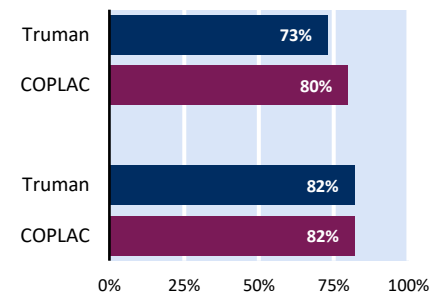
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	89%
Writing clearly and effectively	77%
Working effectively with others	77%
Speaking clearly and effectively	69%
Solving complex real-world problems	63%
Acquiring job- or work-related knowledge and skills	62%
Analyzing numerical and statistical information	61%
Developing or clarifying a personal code of values and ethics	58%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	57%
Being an informed and active citizen	56%

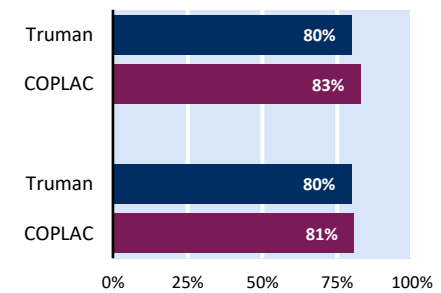
Satisfaction with Truman

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

Percentage Rating Their Overall Experience as "Excellent" or "Good"



Percentage Who Would "Definitely" or "Probably" Attend This Institution Again



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	328	38%	69%	77%
Senior	341	31%	68%	84%

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

Additional Questions

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

Academic Advising

Inclusiveness and Engagement with Cultural Diversity

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

Statistical Comparisons^b
Your first-year students compared with

Statistical Comparisons^b
Your seniors compared with

Item wording or description	2020	2021	COPLAC		Natl Liberal Arts		NSSE 2020 & 2021		2020	2021	COPLAC		Natl Liberal Arts		NSSE 2020 & 2021	
	Truman	Truman	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Truman	Truman	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
1. During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
a. Asked questions or contributed to course discussions in other ways	2.9	2.8	2.6 *** △	.21	3.0 ** ▽	-.18	2.8	.04	3.1	3.0	3.0	.02	3.2 *** ▽	-.23	3.0	.01
b. Asked another student to help you understand course material	2.8	2.4	2.6 *** ▽	-.19	2.5	-.07	2.4	-.02	2.7	2.5	2.4	.04	2.5	.00	2.4 * △	.10
c. Explained course material to one or more students	2.7	2.5	2.6 *** ▽	-.21	2.6	-.11	2.5	-.07	2.9	2.7	2.7	-.10	2.8 * ▽	-.12	2.6	.03
d. Prepared for exams by discussing or working through course material with other students	2.6	2.2	2.5 *** ▽	-.22	2.4 ** ▽	-.16	2.3	-.09	2.6	2.4	2.5	-.07	2.5	-.09	2.4	.02
e. Worked with other students on course projects or assignments	2.8	2.6	2.6	-.03	2.6	.03	2.5 * △	.11	3.0	3.0	2.9 * △	.12	2.9 * △	.12	2.7 *** △	.23
f. Given a course presentation	2.4	2.1	2.1	.01	2.2 * ▽	-.10	2.2	-.02	2.8	2.5	2.8 *** ▽	-.26	2.8 *** ▽	-.31	2.6	-.04
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	2.6	2.5	2.5	-.06	2.6 ** ▽	-.15	2.5	-.06	2.9	2.9	2.9	-.07	3.0 ** ▽	-.17	2.9	-.03
b. Connected your learning to societal problems or issues	2.5	2.5	2.5	-.03	2.7 *** ▽	-.25	2.6	-.07	2.7	2.8	2.8	-.05	3.0 *** ▽	-.23	2.8	-.01

c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.5	2.5	2.5	-.01	2.7 ***	-.26	2.6	-.06	2.6	2.6	2.6	.00	2.8 ***	-.22	2.6	.02
					▽								▽			
d. Examined the strengths and weaknesses of your own views on a topic or issue	2.7	2.7	2.7	-.03	2.8 **	-.18	2.8	-.10	2.8	2.8	2.8	-.05	2.9 **	-.18	2.8	-.08
					▽								▽			
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	2.9	2.8	2.9	-.05	3.0 **	-.18	2.9	-.11	3.0	3.0	3.0	.03	3.0	-.06	3.0	.00
					▽											
f. Learned something that changed the way you understand an issue or concept	2.8	2.7	2.8	-.11	2.9 ***	-.23	2.8 *	-.13	3.0	2.9	3.0 *	-.13	3.0 ***	-.21	3.0	-.10
					▽		▽			▽			▽			
g. Connected ideas from your courses to your prior experiences and knowledge	3.0	2.9	3.0	-.03	3.1 ***	-.21	3.0	-.09	3.2	3.2	3.2	-.04	3.3 **	-.15	3.2	-.04
					▽								▽			

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	2.2	2.2	2.1 *	.12	2.2	-.05	2.3	-.09	2.6	2.5	2.4	.06	2.6 **	-.16	2.4	.06
			△										▽			
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.8	1.7	1.7	.05	1.8	-.06	1.7	-.03	2.2	2.1	2.0	.09	2.2 *	-.14	1.9 *	.13
													▽		△	
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	2.2	1.9	1.9	-.08	2.1 ***	-.22	1.9	-.07	2.5	2.2	2.2	.00	2.4 ***	-.21	2.1 *	.11
					▽								▽		△	
d. Discussed your academic performance with a faculty member	2.1	1.9	2.0	-.08	2.1 ***	-.23	2.1 **	-.19	2.2	2.1	2.2	-.09	2.3 ***	-.23	2.2	-.10
					▽		▽						▽			

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	2.9	2.8	2.9	-.12	2.8	.06	2.9	-.03	2.8	2.8	2.8	.03	2.6 ***	.24	2.7	.09
													△			

b. Applying facts, theories, or methods to practical problems or new situations	2.9	2.8	2.9 *	-0.15	3.0 ***	-0.22	2.9 *	-0.12	3.1	3.0	3.0	-0.03	3.1 *	-0.14	3.0	-0.07
			▽		▽		▽						▽			
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.9	2.8	2.9	-0.04	3.0 **	-0.19	2.9	-0.06	3.0	3.0	3.0	.00	3.1 ***	-0.21	3.0	-0.08
					▽								▽			
d. Evaluating a point of view, decision, or information source	2.8	2.8	2.8	.01	3.0 **	-0.20	2.9	-0.09	2.9	2.9	2.9	.01	3.0 **	-0.15	2.9	-0.04
					▽								▽			
e. Forming a new idea or understanding from various pieces of information	2.9	2.8	2.8	-0.03	3.0 ***	-0.23	2.9	-0.12	2.9	2.9	2.9	.03	3.1 **	-0.19	3.0	-0.06
					▽								▽			

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	3.0	3.0	3.0	.04	3.1 *	-0.12	3.0	-0.01	3.2	3.0	3.1 *	-0.13	3.2 ***	-0.23	3.1 *	-0.14
					▽						▽		▽		▽	
b. Taught course sessions in an organized way	3.0	2.9	3.0	-0.02	3.1 **	-0.19	3.0	-0.03	3.1	3.0	3.1	-0.10	3.1 ***	-0.22	3.0	-0.06
					▽								▽			
c. Used examples or illustrations to explain difficult points	3.0	2.9	3.0	-0.12	3.1 ***	-0.26	3.0 *	-0.13	3.2	3.0	3.1	-0.08	3.2 **	-0.19	3.1	-0.03
					▽		▽						▽			
d. Provided feedback on a draft or work in progress	2.7	2.7	2.7	-0.01	2.9 **	-0.20	2.8 *	-0.13	2.8	2.8	2.7	.06	2.9 *	-0.14	2.8	.00
					▽		▽						▽			
e. Provided prompt and detailed feedback on tests or completed assignments	2.7	2.7	2.6	.07	2.8 *	-0.15	2.7	-0.04	2.9	2.7	2.8	-0.07	2.9 ***	-0.25	2.8	-0.10
					▽								▽			
f. Explained in advance the criteria for successfully completing your assignments	N/A	3.0	3.0	.03	3.0	-0.05	3.0	.01	N/A	3.0	3.1 *	-0.16	3.1 *	-0.14	3.0	-0.07
											▽		▽			
g. Reviewed and summarized key ideas or concepts	N/A	2.9	3.0 *	-0.17	3.0 *	-0.14	2.9	-0.08	N/A	3.0	3.2 **	-0.24	3.1 *	-0.12	3.0	-0.04
			▽		▽						▽		▽			

h. Taught in a way that aligns with how you prefer to learn	N/A	2.6	2.6	-.02	2.7	-.08	2.6	.00	N/A	2.7	2.8 **	-.21	2.8 *	-.15	2.7	-.03
											▽		▽			
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	N/A	3.1	3.0	.04	3.2	-.11	3.1	-.01	N/A	3.1	3.1	.04	3.2	-.05	3.1	.02

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.)	2.6	2.5	2.5	.02	2.6	-.03	2.6	-.05	2.6	2.5	2.5	-.05	2.7 ***	-.21	2.7 **	-.18
													▽		▽	
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.4	2.3	2.3	.08	2.4	-.02	2.3	-.01	2.4	2.3	2.3	-.01	2.5 ***	-.22	2.5 *	-.13
													▽		▽	
c. Evaluated what others have concluded from numerical information	2.4	2.3	2.3	.07	2.4	-.04	2.3	.01	2.5	2.5	2.4 *	.14	2.6	-.08	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	6.4	6.1	6.8	-.11	7.9 ***	-.28	6.5	-.06	8.4	8.3	7.4 *	.14	8.7	-.06	7.6	.11
					▽						△					
b. Between 6 and 10 pages	2.1	2.1	2.2	-.04	2.5 *	-.15	2.3	-.06	3.9	3.4	3.6	-.05	3.8	-.10	3.6	-.05
					▽											
c. 11 pages or more	.6	.6	.9 *	-.10	.9 *	-.11	1.0 **	-.14	2.2	1.9	2.1	-.06	2.0	-.05	2.0	-.04
			▽		▽		▽									
Estimated number of assigned pages of student writing.	44.7	43.4	51.3 *	-.11	56.5 ***	-.21	52.8 *	-.12	87.1	79.8	81.1	-.01	86.7	-.08	81.3	-.02
			▽		▽		▽									

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	2.9	2.7	3.1 ***	-.42	3.0 ***	-.34	3.0 ***	-.29	2.9	2.8	3.1 ***	-.33	3.0 ***	-.24	3.0 ***	-.26
			▽		▽		▽				▽		▽		▽	

b. People from an economic background other than your own	3.0	2.8	3.0 **	-20	3.0 ***	-24	2.9 *	-13	3.0	2.9	3.0	-10	3.0 *	-15	3.0	-09
			▽		▽		▽						▽			
c. People with religious beliefs other than your own	3.1	2.9	3.0	-09	2.8	.10	2.8	.05	3.1	3.0	3.0	-01	2.8 **	.14	2.9	.05
													△			
d. People with political views other than your own	3.0	2.8	2.9	-09	2.9	-04	2.8	.01	2.9	2.9	2.8	.03	2.8	.05	2.9	.02

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	-01	3.1 ***	-24	3.0	-06	3.1	3.1	3.1	-04	3.2 **	-18	3.1	.00
					▽								▽			
b. Reviewed your notes after class	2.9	2.8	2.8	-06	2.8	-06	2.9 *	-13	2.6	2.6	2.7 **	-20	2.7 *	-14	2.9 ***	-32
							▽				▽		▽		▼	
c. Summarized what you learned in class or from course materials	2.8	2.7	2.8	-11	2.8 *	-14	2.8 **	-17	2.8	2.7	2.8 **	-19	2.8 *	-15	2.9 ***	-23
					▽		▽				▽		▽		▽	

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)

	5.4	5.3	5.4 *	-14	5.5 ***	-22	5.4	-11	5.5	5.2	5.5 ***	-22	5.5 ***	-25	5.5 ***	-24
			▽		▽						▽		▽		▽	

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	4%	2%	6% **	-24	7% **	-26	6% **	-24	51%	49%	.5	-04	.6 ***	-29	.5	.07
			▽		▽		▽						▽			
b. Hold a formal leadership role in a student organization or group	18%	22%	10% ***	.36	10% ***	.33	9% ***	.39	68%	68%	.4 ***	.63	.5 ***	.30	.3 ***	.72
			▲		▲		▲				▲		△		▲	
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	7%	7%	8%	-05	7%	-02	11% *	-14	19%	17%	.2 *	-13	.3 ***	-25	.2 *	-13
							▽				▽		▽		▽	

d. Participate in a study abroad program	3%	3%	2%	.05	2%	.05	2%	.03	24%	12%	.1	-.05	.3 ***	-.52	.1	-.01
e. Work with a faculty member on a research project	4%	8%	4% **	.15	4% *	.13	4% **	.14	33%	32%	.3	.04	.4 ***	-.20	.2 ***	.23
			△		△		△						▽		△	
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	2%	2%	2%	.04	1%	.10	2%	.03	73%	76%	.5 ***	.62	.7 **	.19	.4 ***	.66
											▲		△		▲	

12. About how many of your courses at this institution have included a community-based project (service-learning)?

Scale: 1 (None) to 4 (all)

	1.7	1.8	1.6 ***	.40	1.5 ***	.42	1.6 ***	.33	1.7	1.6	1.7	-.10	1.7 ***	-.20	1.7 **	-.18
			▲		▲		▲						▽		▽	

13. Indicate the quality of your interactions with the following people at your institution.

Scale: 1 (Poor) to 7 (Excellent)

a. Students	5.7	5.2	5.4 *	-.13	5.5 **	-.19	5.3	-.08	5.7	5.6	5.5	.07	5.6	.01	5.6	.03
			▽		▽											
b. Academic advisors	4.8	4.8	5.1 **	-.21	5.4 ***	-.41	5.4 ***	-.37	4.9	4.8	5.0	-.11	5.6 ***	-.46	5.3 ***	-.26
			▽		▽		▽						▽		▽	
c. Faculty	5.4	5.1	5.3	-.10	5.6 ***	-.38	5.4 **	-.15	5.5	5.3	5.5	-.10	5.8 ***	-.38	5.5 *	-.12
					▽		▽						▽		▽	
d. Student services staff (career services, student activities, housing, etc.)	5.2	4.9	5.1 **	-.16	5.3 ***	-.28	5.1 **	-.16	5.0	4.8	4.9	-.07	5.0 *	-.12	5.0 *	-.13
			▽		▽		▽						▽		▽	
e. Other administrative staff and offices (registrar, financial aid, etc.)	5.1	4.8	5.1 **	-.19	5.3 ***	-.33	5.1 ***	-.21	4.9	4.6	4.9 **	-.18	5.0 ***	-.25	5.0 ***	-.23
			▽		▽		▽				▽		▽		▽	

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	3.3	3.1 ***	.34	3.2 ***	.22	3.1 ***	.35	3.6	3.6	3.1 ***	.55	3.2 ***	.43	3.1 ***	.55
			▲		△		▲									
b. Providing support to help students succeed academically	2.9	2.7	2.9 **	-.20	3.1 ***	-.41	3.0 ***	-.28	2.7	2.6	2.8 ***	-.22	3.0 ***	-.51	2.9 ***	-.37
			▽		▽		▽				▽		▽		▽	
c. Using learning support services (tutoring services, writing center, etc.)	3.0	2.8	3.0 **	-.18	3.1 ***	-.34	3.0 ***	-.25	2.6	2.5	2.7 **	-.15	2.9 ***	-.43	2.8 ***	-.30
			▽		▽		▽				▽		▽		▽	

d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.6	2.5	2.6 *	-13	2.7 ***	-22	2.7 ***	-22	2.4	2.3	2.4 **	-14	2.6 ***	-26	2.6 ***	-30
			▽		▽		▽				▽		▽		▼	
e. Providing opportunities to be involved socially	2.8	2.7	2.8 **	-20	2.8 **	-18	2.8 **	-18	2.8	2.7	2.7	-01	2.8 **	-16	2.8	-08
			▽		▽		▽						▽			
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.7	2.5	2.8 ***	-32	2.9 ***	-39	2.8 ***	-35	2.5	2.3	2.6 ***	-28	2.7 ***	-42	2.7 ***	-39
			▼		▼		▼				▽		▼		▼	
g. Helping you manage your non-academic responsibilities (work, family, etc.)	2.1	1.9	2.1 ***	-23	2.3 ***	-39	2.3 ***	-38	1.8	1.7	1.9 ***	-22	2.1 ***	-36	2.1 ***	-37
			▽		▼		▼				▽		▼		▼	
h. Attending campus activities and events (performing arts, athletic events, etc.)	2.6	2.4	2.6 ***	-21	2.7 ***	-23	2.6 **	-18	2.5	2.4	2.5	-11	2.7 ***	-32	2.5 *	-12
			▽		▽		▽						▼		▽	
i. Attending events that address important social, economic, or political issues	2.3	2.4	2.4	.00	2.6 *	-16	2.4	.01	2.2	2.2	2.3	-09	2.5 ***	-34	2.3	-07
					▽								▼			

15. To what extent do you agree or disagree with the following statements?

Scale: 1 (Strongly disagree) to 4 (strongly agree)

a. I feel comfortable being myself at this institution.	N/A	3.1	3.2 *	-14	3.2 ***	-20	3.2 ***	-21	N/A	3.2	3.3	-09	3.2	-07	3.3 *	-15
			▽		▽		▽								▽	
b. I feel valued by this institution.	N/A	2.8	2.9 *	-14	3.1 ***	-44	3.0 ***	-31	N/A	2.7	2.8	-08	3.0 ***	-29	2.9 ***	-25
			▽		▼		▼						▽		▽	
c. I feel like part of the community at this institution.	N/A	2.8	2.9 **	-20	3.0 ***	-35	3.0 ***	-28	N/A	2.9	2.9	.06	3.0	-11	2.9	-04
			▽		▼		▽									

16. 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)	16.9	17.7	15.1 ***	.31	16.6 *	.13	15.0 ***	.32	17.3	17.4	15.7 **	.18	16.7	.08	15.4 ***	.22
			▲		△		▲				△				△	

b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	8.3	6.9	4.9 ***	.30	6.3	.08	4.9 ***	.29	7.6	6.8	5.0 ***	.26	7.0	-.02	4.7 ***	.31
			△				△				△				▲	
c. Working for pay on campus	1.4	1.6	1.5	.01	2.9 ***	-.24	2.0	-.07	4.0	3.6	3.3	.05	5.5 ***	-.28	3.2	.05
					▽								▽			
d. Working for pay off campus	1.4	2.1	5.0 ***	-.34	4.1 ***	-.23	6.6 ***	-.42	3.9	4.5	9.8 ***	-.46	7.0 ***	-.23	12.9 ***	-.63
			▼		▽		▼				▼		▽		▼	
Estimated number of hours working for pay	2.8	3.7	6.5 ***	-.28	6.9 ***	-.33	8.5 ***	-.41	7.8	8.1	13.1 ***	-.40	12.5 ***	-.39	16.1 ***	-.59
			▽		▼		▼				▼		▼		▼	
e. Doing community service or volunteer work	1.9	1.5	2.2 **	-.16	1.8	-.07	2.2 **	-.15	2.1	1.8	3.1 ***	-.24	2.5 ***	-.14	3.1 ***	-.22
			▽				▽				▽		▽		▽	
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	11.3	12.6	12.9	-.03	12.3	.05	12.4	.03	11.1	12.1	11.9	.02	11.8	.04	11.1 *	.12
															△	
g. Providing care for dependents (children, parents, etc.)	.9	1.0	2.0 ***	-.19	1.7 **	-.13	3.4 ***	-.30	1.0	.8	4.0 ***	-.36	2.7 ***	-.25	6.2 ***	-.48
			▽		▽		▼				▼		▽		▼	
h. Commuting to campus (driving, walking, etc.)	2.2	2.3	4.6 ***	-.39	2.2	.03	3.5 ***	-.20	2.9	3.2	5.6 ***	-.39	2.6 *	.14	4.4 ***	-.20
			▼				▽				▼		△		▽	
17. 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)	2.8	2.5	2.8 ***	-.20	3.1 ***	-.51	2.7 **	-.18	2.8	2.7	2.9 *	-.12	3.1 ***	-.35	2.8	-.10
			▽		▼		▽				▽		▼			
<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprphrs based on reading, where Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90)</i>	7.5	7.1	6.8	.05	8.8 ***	-.27	6.8	.05	7.7	7.7	7.4	.04	8.8 **	-.17	7.3	.05
					▽								▽			

18. 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	2.7	2.5	2.7 ***	-22	2.9 ***	-41	2.8 ***	-32	3.0	3.0	3.0	.02	3.2 **	-19	3.0	.05
			▽		▼		▼						▽			
b. Speaking clearly and effectively	2.6	2.4	2.5	-10	2.6 ***	-24	2.7 ***	-29	2.9	2.9	2.9	-.01	3.1 **	-20	2.9	-.02
					▽		▽						▽			
c. Thinking critically and analytically	3.0	3.0	3.0	-.05	3.1 ***	-22	3.1 *	-13	3.4	3.3	3.3	.06	3.4 *	-14	3.3	.07
					▽		▽						▽			
d. Analyzing numerical and statistical information	2.7	2.5	2.6	-10	2.6	-11	2.7 **	-20	2.8	2.8	2.8	.01	2.9 **	-16	2.9 *	-.14
							▽						▽		▽	
e. Acquiring job- or work-related knowledge and skills	2.5	2.3	2.4	-.09	2.5 ***	-24	2.6 ***	-29	2.9	2.8	2.8	.04	2.9	-.09	2.9 *	-.13
					▽		▽								▽	
f. Working effectively with others	2.8	2.4	2.7 ***	-28	2.8 ***	-35	2.8 ***	-36	3.0	3.0	3.0	.02	3.1 *	-12	3.0	-.03
			▽		▼		▼						▽			
g. Developing or clarifying a personal code of values and ethics	2.5	2.3	2.6 ***	-22	2.8 ***	-44	2.7 ***	-36	2.7	2.7	2.8	-.11	3.0 ***	-32	2.9 ***	-.20
			▽		▼		▼						▼		▽	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.6	2.5	2.7 ***	-25	2.8 ***	-36	2.8 ***	-34	2.8	2.7	2.8	-.10	2.9 **	-19	2.9 **	-.17
			▽		▼		▼						▽		▽	
i. Solving complex real-world problems	2.5	2.4	2.5	-.11	2.6 ***	-27	2.6 ***	-25	2.8	2.7	2.7	.00	2.9 **	-17	2.9 *	-.13
					▽		▽						▽		▽	
j. Being an informed and active citizen	2.5	2.5	2.5	-.06	2.7 ***	-27	2.6 **	-18	2.6	2.6	2.7	-.04	2.8 ***	-21	2.7	-.09
					▽		▽						▽			

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

Scale: 1 (Poor) to 4 (Excellent)

	3.1	2.8	3.0 ***	-28	3.2 ***	-56	3.1 ***	-38	3.1	3.1	3.1	-.05	3.3 ***	-30	3.2 *	-.13
			▽		▼		▼						▼		▽	

20. 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)

	3.1	3.0	3.1 *	-.16	3.2 ***	-28	3.2 ***	-23	3.0	3.0	3.1	-.10	3.2 *	-13	3.2 **	-.18
			▽		▽		▽						▽		▽	

21. Do you intend to return to this institution next year?^f

Percentage who responded "Yes."

	N/A	91%	87%	.12	89%	.06	88%	.08	N/A	N/A						
--	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	--	--	--	--	--	--

