

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

TRUMAN STATE UNIVERSITY

**FY22 NATIONAL SURVEY OF STUDENT
ENGAGEMENT**

**SUMMER 2021, FALL 2021 AND SPRING 2022
GRADUATES**

Selected NSSE Results and Interpretation

NSSE results are now tied to state performance funding, so it 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 15 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. 72 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 2021 and 2022 colleges. The 685 U.S. colleges and universities that administered NSSE in 2021 and/or 2022.

In 2022, 255 Truman first-year students responded for a response rate of 36%. In the same year, 304 Truman seniors answered the survey for a response rate of 33%. Response rates for all comparison groups are in the following table.

	Truman	COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
First-year	36%	29%	33%	29%
Senior	33%	29%	33%	28%

Select Findings...

The following information are select findings derived from NSSE's Frequencies and Statistical Comparisons file. Means and statistical significance can be found in the NSSE Appendix within the Assessment Almanac. The appendix contains a complete listing of tables and values for our three comparison groups, Truman's current responses, and Truman's responses from the previous year.

Academic engagement or participation...

All Truman students asked another student to help understand course material at a higher rate than other institutions. All Truman students reportedly explained course material to other students, prepared for exams by discussing course material with other students, and worked with other students on projects at a higher rate than our comparison groups. Truman students gave course presentations at a higher rate, except Truman seniors who did not give presentations as frequently as the National Liberal Arts comparison group.

Interdisciplinary concepts...

This set of questions are directed at the frequency students combine ideas from different courses when completing assignments, connecting education to societal problems, including diverse perspectives in assignments, examining strengths/weaknesses of one's own views, trying to better understand someone else's perspective, learning something that changed how a student understands an issue, and connecting ideas from courses to prior experience. Truman's first-year and seniors reported similar experiences to our comparison groups across the board, with the exception of seniors generally reporting fewer of these experiences than the National Liberal Arts cohort.

Working with faculty...

Generally, Truman students talked about career plans with faculty, worked with faculty on activities other than coursework, discussed concepts outside of class, and discussed academic performance with faculty with similar frequency to our comparison groups. All Truman students reported discussing academic performance less frequently than COPLAC and National Liberal Arts. Truman seniors reported more faculty interaction than all NSSE participating groups.

Coursework emphasis...

First-year and senior Truman students reported similarly to other comparison groups regarding how often they memorized course material, applied theories to practical problems, analyzed a line of reasoning by examining its parts, evaluated a point of view, and formed new understandings from various pieces of information. First-year Truman students reported fewer instances of evaluating a point of view than National Liberal Arts and all NSSE groups. Seniors reported more instances of memorizing course material than all comparison groups.

Instructor provisions...

All Truman students perceived instructors' presentation of materials similarly to all our comparison groups. Specifically, instructors clearly explained course requirements, taught course sessions in an organized way, used examples to explain difficult points, provided feedback on drafts, provided detailed feedback on assignments, explained in advance the criteria for successfully completing assignments, taught in a way that aligns with how students prefer to learn, and enabled students to demonstrate learning through various activities. The one notable exception is that first-year Truman students reported less feedback on drafts or work in progress than all of our comparison groups.

Quantitative data usage...

First-year Truman students reported at similar rates to all comparison groups regarding reaching conclusions based on analysis of numerical information, using numerical information to examine a real-world problem, and evaluating what others have concluded from numerical information. Truman seniors reported a lower frequency compared to all comparison groups for these questions.

Length of papers, reports, or other writing tasks...

This question is broken down by groupings of pages written – up to 5, 6-10, 11 or more, and total estimated pages of assigned writing. Across all categories, all Truman students reported writing less than all comparison groups. First-year Truman students estimated being assigned 42.8 pages, while seniors reported 65 pages. First-year comparison groups reported 55.7 pages, on average, and senior comparison groups reported 83 pages of assigned writing.

Interactions with people...

First-year Truman students reported more interactions with people from different economic backgrounds than their own, different religious beliefs, and people from different countries than our comparison groups. Senior Truman students had fewer interactions with people of a race or ethnicity than their own compared to all comparison groups, but had more interactions with people of other religious beliefs and people with sexual orientations different from their own.

Roles prior to graduation...

First-year Truman students reported that they planned to hold formal leadership roles and work with faculty on research projects at a higher rate than all of our comparison groups, but expected to participate less in a learning community where groups of students take two or more classes together than all comparison groups. Senior Truman students reported more participation in formal leadership roles in student organizations and completing a culminating senior experience than all comparison groups.

Community-based projects...

First-year Truman students reported more courses included a community-level project than all comparison groups, and senior Truman students reported a similar amount of community-based project compared to all comparison groups.

Interactions with various types of people and offices...

First-year Truman students reported lower quality interactions with academic advisors and other administrative staff/offices (registrar, financial aid, etc.) than all comparison groups. Senior Truman students reported lower quality interactions with academics advisors, student staff services (career services, student activities, housing, etc.), and other administrative staff/offices (registrar, financial aid, etc.).

Institution emphasis on various activities...

All Truman students reported the university emphasized spending significant amounts of time studying and on academic work more than all comparison groups. All Truman students reported less university emphasis regarding providing support to help students succeed academically, using support services (tutoring, writing center, etc.), encouraging contact among students from different backgrounds, providing support for student overall well-being (recreation, health care, counseling, etc.), helping students manage non-academic responsibilities, and attending events that address important issues than our comparison groups.

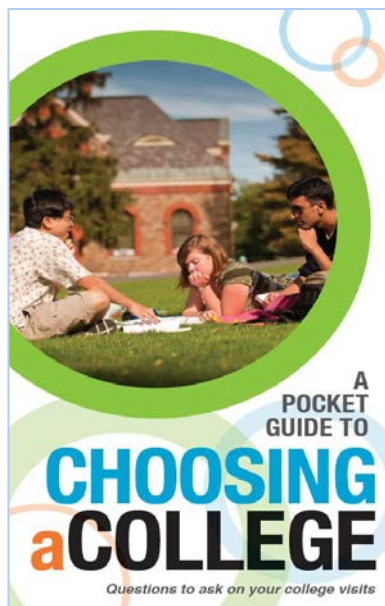
Student perception of being valued...

All Truman students reported feeling less valued by the university than all of our comparison groups. All Truman students reported similarly to our comparison groups regarding feeling comfortable being themselves at this institution and feeling like part of the community at this institution.

How experience at this institution contributes to knowledge, skills, and personal development...

First-year Truman students reported fewer university contributions regarding writing effectively, speaking effectively, acquiring job-related skills, developing a personal code of ethics, understanding people of other backgrounds, and being an informed citizen compared to mostly National Liberal Arts and all NSSE participating groups. Senior Truman students reported less university contributions regarding understanding of people of other backgrounds compared to COPLAC and the National Liberal Arts institutions. Of the 10 prompts in this area, Truman students' other responses were similar to our comparison groups, but none indicated significantly more contributions to knowledge, skills, and personal development.

A Pocket Guide to Choosing a College: NSSE 2022 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 2022 Answers from Students*, part of your NSSE *Institutional Report 2022*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2022 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?

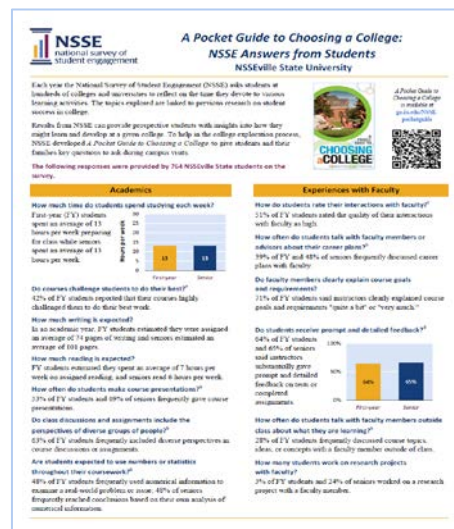
A Pocket Guide to Choosing a College: NSSE 2022 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2022* 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 nss@indiana.edu or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College: NSSE 2022 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 or virtual tours.

The following responses were provided by 559 Truman students on the 2022 survey.



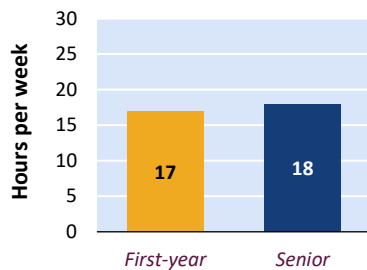
A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 17 hours per week preparing for class while seniors spent an average of 18 hours per week.



Do courses challenge students to do their best?^a

47% 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 65 pages.

How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

How often do students make course presentations?^b

34% of FY students and 51% of seniors frequently gave course presentations.

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

55% of FY students frequently included diverse perspectives in course discussions or assignments.

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

44% of FY students frequently used numerical information to examine a real-world problem or issue; 51% 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

50% 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

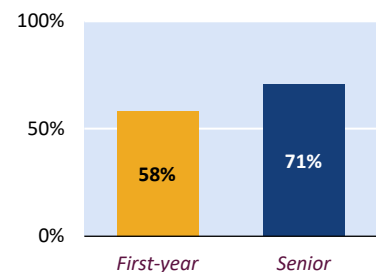
32% of FY and 43% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?^c

72% 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

58% of FY students and 71% 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.

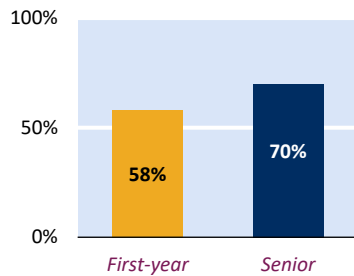
How many students work on research projects with faculty?

8% of FY students and 33% 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

58% of FY students and 70% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

57% of seniors frequently explained course material to one or more students.

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

42% 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, 66% frequently had discussions with people with different political views, 75% frequently had discussions with people from a different economic background, and 65% 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

63% of FY students said the institution substantially emphasized the use of learning support services.

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

25% of FY students and 49% of seniors gave the quality of their interactions with academic advisors a high rating.

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

53% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

78% 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, 4% of students participated in a learning community. By spring of their senior year, 75% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

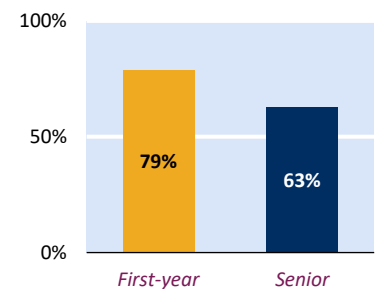
By their senior year, 5% of students had studied abroad.

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

By spring of their senior year, 46% 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

79% of FY students and 63% 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 2022 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:

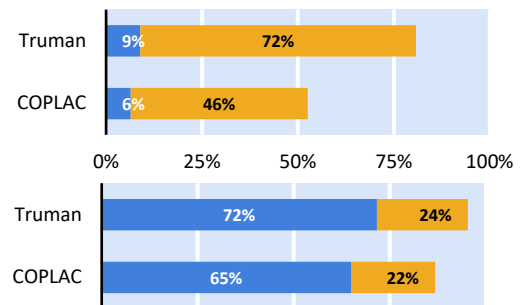
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) 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, certain 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



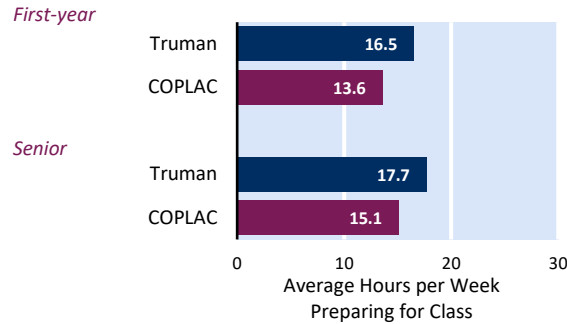
■ Participated in two or more HIPs ■ Participated in one HIP

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.

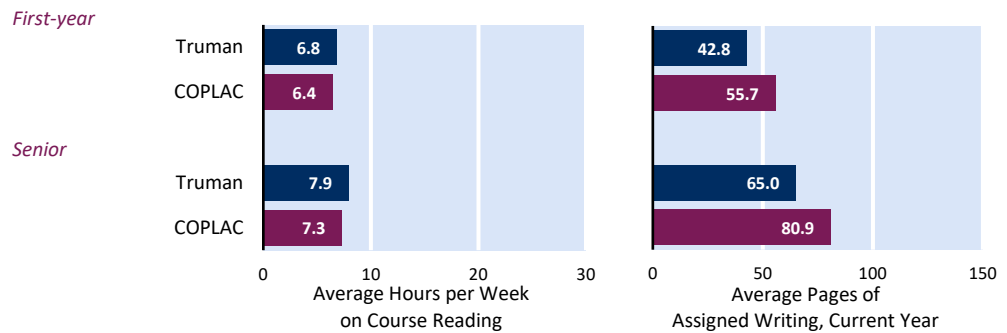
Time Spent Preparing for Class

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



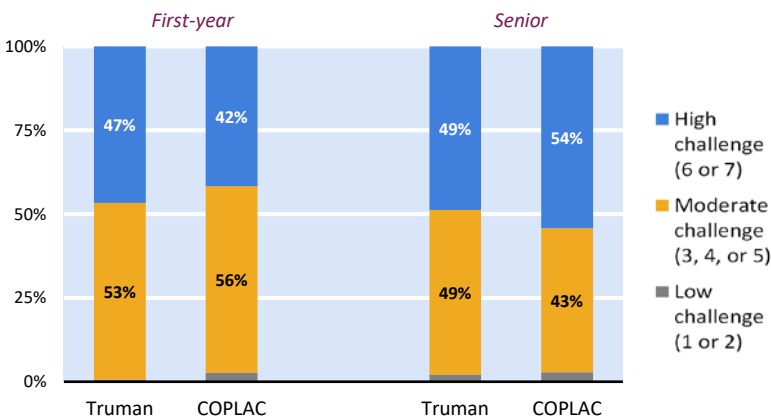
Reading and Writing

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.



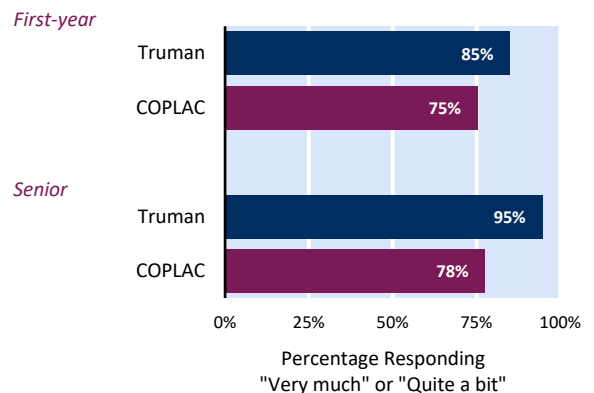
Challenging Students to Do Their Best Work

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."



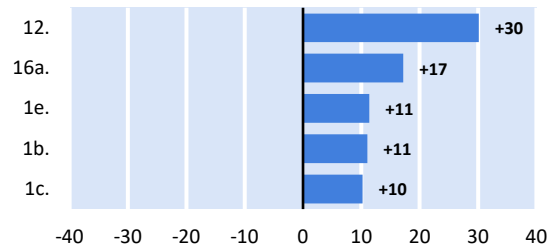
Item Comparisons

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, or equally available to all students. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

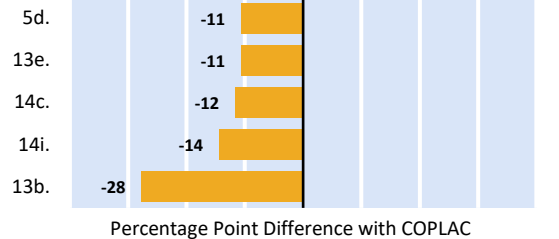
Highest Performing Relative to COPLAC

- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Spent more than 15 hours per week preparing for class
- Worked with other students on course projects or assignments^b (CL)
- Asked another student to help you understand course material^b (CL)
- Explained course material to one or more students^b (CL)



Lowest Performing Relative to COPLAC

- Instructors provided feedback on a draft or work in progress^c (ET)
- Quality of interactions with other administrative staff and offices (...) ^d (QI)
- Institution emphasis on using learning support services (...) ^c (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Quality of interactions with academic advisors^d (QI)

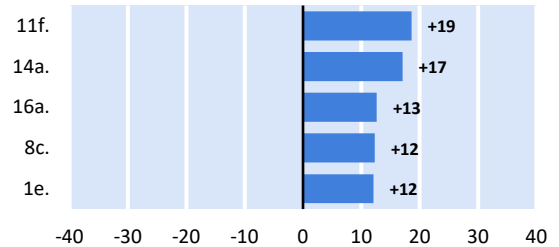


Percentage Point Difference with COPLAC

Senior

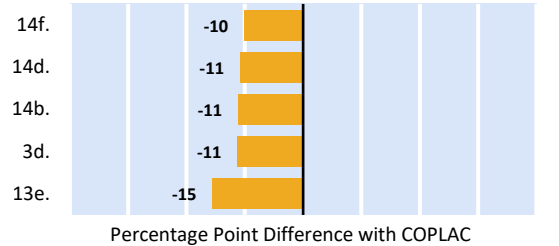
Highest Performing Relative to COPLAC

- Completed a culminating senior experience (...) (HIP)
- Institution emphasis on studying and academic work^c
- Spent more than 15 hours per week preparing for class
- Discussions with... People with religious beliefs other than your own^b (DD)
- Worked with other students on course projects or assignments^b (CL)



Lowest Performing Relative to COPLAC

- Institution emphasis on providing support for your overall well-being...^c (SE)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Institution emphasis on providing support to help students succeed academically^c (SE)
- Discussed your academic performance with a faculty member^b (SF)
- Quality of interactions with other administrative staff and offices (...) ^d (QI)



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 certain aspects of 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.

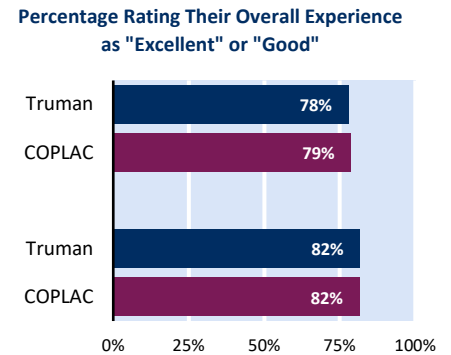
Perceived Gains Among Seniors

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

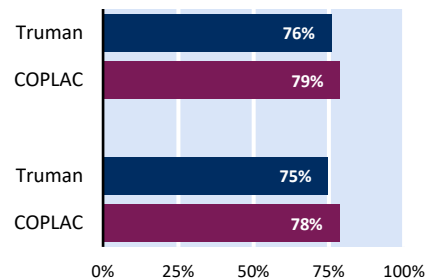
Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"	
Thinking critically and analytically	87%	First-year
Working effectively with others	77%	
Writing clearly and effectively	76%	Senior
Speaking clearly and effectively	70%	
Solving complex real-world problems	66%	
Acquiring job- or work-related knowledge and skills	64%	
Analyzing numerical and statistical information	63%	First-year
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	62%	
Developing or clarifying a personal code of values and ethics	62%	Senior
Being an informed and active citizen	57%	

Satisfaction with Truman

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



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



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	255	36%	66%	99%
Senior	304	33%	65%	97%

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 & 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

Prepared 2022-07-27

IPEDS: 178615

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	2021		2022		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022		2021		2022		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022	
		Truman	Truman	Mean	Mean	Mean	Effect size ^e	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	2.8	2.9	2.8	.07	3.0	-.08	2.8 *	.13	3.0	3.1	3.1	-.07	3.2 **	-.16	3.0	.07				
b.	Asked another student to help you understand course material	2.4	2.7	2.4 ***	.32	2.4 ***	.29	2.4 ***	.30	2.5	2.6	2.3 ***	.26	2.4 **	.18	2.3 ***	.24				
c.	Explained course material to one or more students	2.5	2.6	2.5 **	.19	2.5 *	.15	2.4 **	.21	2.7	2.8	2.6 *	.15	2.7	.05	2.5 ***	.24				
d.	Prepared for exams by discussing or working through course material with other students	2.2	2.4	2.2 *	.13	2.3	.06	2.2 *	.13	2.4	2.5	2.3 ***	.27	2.4 *	.14	2.2 ***	.27				
e.	Worked with other students on course projects or assignments	2.6	2.7	2.5 ***	.29	2.6 ***	.22	2.4 ***	.34	3.0	3.0	2.7 ***	.27	2.8 ***	.19	2.7 ***	.29				
f.	Given a course presentation	2.1	2.3	2.2	.09	2.3	-.03	2.1 ***	.19	2.5	2.6	2.6	-.03	2.8 ***	-.21	2.5 **	.13				

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with								Your seniors compared with							
		2021 Truman Mean	2022 Truman Mean	COPLAC Mean	Effect size ^e	Natl Liberal Arts Mean	Effect size ^e	NSSE 2021 & 2022 Mean	Effect size ^e	2021 Truman Mean	2022 Truman Mean	COPLAC Mean	Effect size ^e	Natl Liberal Arts Mean	Effect size ^e	NSSE 2021 & 2022 Mean	Effect size ^e
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	2.7	2.6 *	.13	2.6	.09	2.5 **	.16	2.9	2.9	2.9	-.01	3.0	-.04	2.9	.07
b. Connected your learning to societal problems or issues		2.5	2.6	2.6	-.05	2.7 *	-.15	2.6	.01	2.8	2.8	2.9	-.10	3.0 **	-.19	2.8	.01
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments		2.5	2.6	2.7	-.11	2.8 **	-.19	2.6	-.01	2.6	2.7	2.8	-.11	2.9 **	-.20	2.6	.04
d. Examined the strengths and weaknesses of your own views on a topic or issue		2.7	2.8	2.8	-.04	2.8	-.07	2.8	-.04	2.8	2.8	2.9	-.11	2.9 **	-.15	2.9	-.08
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective		2.8	2.9	2.9	-.07	2.9	-.07	2.9	-.05	3.0	2.9	3.0	-.11	3.0 *	-.14	3.0	-.06
f. Learned something that changed the way you understand an issue or concept		2.7	2.8	2.8	-.02	2.9	-.07	2.8	-.04	2.9	2.9	3.0 *	-.13	3.0 **	-.18	3.0	-.11
g. Connected ideas from your courses to your prior experiences and knowledge		2.9	3.1	3.0	.12	3.1	.04	3.0	.08	3.2	3.2	3.2	-.05	3.3	-.09	3.2	-.01
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	2.3	2.3	-.01	2.3	-.02	2.2	.01	2.5	2.5	2.5	-.01	2.6 *	-.13	2.4 *	.13
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)		1.7	1.9	1.8	.07	1.8	.05	1.7 *	.14	2.1	2.2	2.0 *	.14	2.2	.01	1.9 ***	.30
c. Discussed course topics, ideas, or concepts with a faculty member outside of class		1.9	2.0	2.0	-.03	2.1	-.12	1.9	.04	2.2	2.3	2.2	.08	2.4	-.07	2.1 ***	.24
d. Discussed your academic performance with a faculty member		1.9	2.0	2.2 **	-.21	2.2 ***	-.22	2.1	-.10	2.1	2.1	2.3 ***	-.23	2.3 ***	-.23	2.2	-.03

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with								Your seniors compared with							
		2021 Truman	2022 Truman	COPLAC	Nat'l Liberal Arts		NSSE 2021 & 2022		2021 Truman	2022 Truman	COPLAC	Nat'l Liberal Arts		NSSE 2021 & 2022			
		Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
h. Taught in a way that aligns with how you prefer to learn		2.6	2.6	2.6	-.02	2.7	-.12	2.6	-.06	2.7	2.7	2.8	-.08	2.8	-.08	2.7	.01
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities		3.1	3.0	3.1	-.05	3.1	-.11	3.1	-.06	3.1	3.2	3.1	.03	3.1	.02	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.)		2.5	2.6	2.6	.03	2.6	.06	2.6	.02	2.5	2.5	2.7	-.13	2.7 *	-.13	2.7 *	-.15
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		2.3	2.4	2.4	.04	2.4	.05	2.4	.04	2.3	2.4	2.5 *	-.14	2.5 **	-.17	2.5 *	-.13
c. Evaluated what others have concluded from numerical information		2.3	2.5	2.3 *	.15	2.3	.13	2.3	.13	2.5	2.4	2.5	-.04	2.5	-.11	2.5	-.04
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		6.1	6.2	6.8	-.11	7.4 **	-.20	6.4	-.04	8.3	7.1	7.7	-.08	8.5 ***	-.20	7.5	-.06
b. Between 6 and 10 pages		2.1	2.0	2.3	-.10	2.6 ***	-.18	2.3	-.08	3.4	2.8	3.6 **	-.16	3.9 ***	-.24	3.5 **	-.15
c. 11 pages or more		.6	.6	1.1 **	-.16	1.0 **	-.14	1.1 **	-.15	1.9	1.4	2.0 ***	-.15	2.1 ***	-.20	2.0 ***	-.14
Estimated number of assigned pages of student writing.		43.4	42.8	55.7 ***	-.17	58.0 ***	-.21	53.4 **	-.13	79.8	65.0	80.9 ***	-.17	88.4 ***	-.25	79.7 ***	-.15
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		2.7	2.9	3.0	-.08	3.0	-.10	2.9	-.04	2.8	2.8	3.0 **	-.20	3.0 **	-.20	3.0 *	-.14

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with								Your seniors compared with							
		2021 Truman	2022 Truman	COPLAC	Effect size ^e	Natl Liberal Arts	Effect size ^e	NSSE 2021 & 2022	Effect size ^e	2021 Truman	2022 Truman	COPLAC	Effect size ^e	Natl Liberal Arts	Effect size ^e	NSSE 2021 & 2022	Effect size ^e
b. People from an economic background other than your own		2.8	3.1	2.9 ** ▲	.18	3.0	.13	2.9 *** ▲	.20	2.9	3.0	3.0	.02	3.0	-.03	3.0	.07
c. People with religious beliefs other than your own		2.9	3.1	2.9 ** ▲	.22	2.9 ** ▲	.21	2.8 *** ▲	.26	3.0	3.1	2.9 ** ▲	.17	2.9 ** ▲	.16	2.9 *** ▲	.20
d. People with political views other than your own		2.8	2.9	2.7 * ▲	.15	2.8	.12	2.8	.12	2.9	2.9	2.8	.11	2.8	.09	2.8	.10
e. People with a sexual orientation other than your own		N/A	3.0	2.9	.05	3.0	-.01	2.8 ** ▲	.20	N/A	3.1	2.9 ** ▲	.19	3.0	.09	2.8 *** ▲	.33
f. People from a country other than your own		N/A	2.7	2.5 ** ▲	.18	2.6	.05	2.5 * ▲	.14	N/A	2.5	2.6	-.08	2.6	-.11	2.6	-.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		2.9	2.9	3.0	-.08	3.1 ** ▼	-.22	3.0	-.07	3.1	3.1	3.1	-.01	3.2	-.06	3.1	.06
b. Reviewed your notes after class		2.8	2.8	2.8	-.06	2.8	-.06	2.9	-.12	2.6	2.7	2.8 *	-.14 ▼	2.8	-.07	2.9 ** ▼	-.18
c. Summarized what you learned in class or from course materials		2.7	2.7	2.8	-.07	2.8	-.08	2.8	-.10	2.7	2.8	2.9	-.07	2.9	-.03	2.9	-.08
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)																	
		5.3	5.4	5.3	.09	5.4	-.02	5.4	.02	5.2	5.4	5.6	-.09	5.5	-.04	5.5	-.06
11. Which of the following have you done while in college 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%	5%	7%	-.10	7%	-.09	7%	-.07	49%	46%	49%	-.06	58% *** ▼	-.24	44%	.05
b. Hold a formal leadership role in a student organization or group		22%	24%	10% *** ▲	.39	11% *** ▲	.35	9% *** ▲	.42	68%	68%	33% *** ▲	.70	50% *** ▲	.37	30% *** ▲	.76

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with							Your seniors compared with								
		2021 Truman	2022 Truman	COPLAC	Effect size ^e	Natl Liberal Arts	Effect size ^e	NSSE 2021 & 2022	2021 Truman	2022 Truman	COPLAC	Effect size ^e	Natl Liberal Arts	Effect size ^e	NSSE 2021 & 2022		
		Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
c. Participate in a learning community or some other formal program where groups of students take two or more classes together		7%	4%	8% *	-.18	8% *	-.19	10% **	-.25	17%	22%	22%	-.01	26%	-.11	21%	.02
d. Participate in a study abroad program		3%	3%	2%	.05	2%	.04	2%	.03	12%	5%	4%	.03	17% ***	-.41	8%	-.13
e. Work with a faculty member on a research project		8%	8%	4% *	.16	5% *	.14	5% *	.15	32%	33%	30%	.08	37%	-.08	21% ***	.29
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)		2%	2%	2%	.01	1%	.05	2%	.00	76%	75%	56% ***	.39	67% *	.17	43% ***	.65
12. About how many of your courses at this institution have included a community-based project (service-learning)?																	
Scale: 1 (None) to 4 (all)																	
		1.8	1.8	1.6 ***	.43	1.6 ***	.41	1.6 ***	.36	1.6	1.7	1.8	-.05	1.8	-.07	1.7	-.03
13. Indicate the quality of your interactions with the following people at your institution.																	
Scale: 1 (Poor) to 7 (Excellent)																	
a. Students		5.2	5.4	5.2 **	.16	5.3	.07	5.3	.09	5.6	5.6	5.5	.05	5.5	.06	5.6	.04
b. Academic advisors		4.8	4.4	5.3 ***	-.54	5.4 ***	-.60	5.4 ***	-.60	4.8	5.0	5.4 **	-.21	5.5 ***	-.32	5.3 **	-.17
c. Faculty		5.1	5.3	5.3	.04	5.5	-.10	5.3	.00	5.3	5.5	5.6	-.09	5.7 *	-.15	5.5	.00
d. Student services staff (career services, student activities, housing, etc.)		4.9	4.9	5.0	-.08	5.1	-.13	5.1	-.13	4.8	4.7	5.1 **	-.20	4.9	-.09	5.0 *	-.16
e. Other administrative staff and offices (registrar, financial aid, etc.)		4.8	4.7	5.1 ***	-.28	5.1 ***	-.25	5.1 ***	-.26	4.6	4.6	5.1 ***	-.34	4.9 *	-.16	5.0 ***	-.26
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		3.3	3.2	3.0 ***	.33	3.1 **	.20	3.1 ***	.24	3.6	3.6	3.1 ***	.68	3.2 ***	.58	3.1 ***	.61

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with							Your seniors compared with								
		2021 Truman	2022 Truman	COPLAC	Effect size ^e	Natl Liberal Arts	Effect size ^e	NSSE 2021 & 2022	2021 Truman	2022 Truman	COPLAC	Effect size ^e	Natl Liberal Arts	Effect size ^e	NSSE 2021 & 2022		
		Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e		
b.	Providing support to help students succeed academically	2.7	2.8	2.9	-0.14	3.0 **	-0.23	2.9 *	-0.15	2.6	2.6	2.9 ***	-0.33	2.9 ***	-0.38	2.9 ***	-0.28
						▽		▽				▽		▽		▽	
c.	Using learning support services (tutoring services, writing center, etc.)	2.8	2.8	3.0 ***	-0.26	3.0 ***	-0.29	3.0 **	-0.20	2.5	2.7	2.8 *	-0.16	3.0 ***	-0.32	2.8 *	-0.15
				▽		▽		▽				▽		▽		▽	
d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.5	2.6	2.7 *	-0.16	2.7	-0.14	2.7	-0.09	2.3	2.4	2.7 ***	-0.26	2.7 ***	-0.26	2.6 **	-0.18
				▽								▽		▽		▽	
e.	Providing opportunities to be involved socially	2.7	2.9	2.8	.07	2.8	.07	2.8	.12	2.7	2.8	2.8	.04	2.9	-0.02	2.7	.11
f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.6	2.6	2.7 *	-0.17	2.8 **	-0.21	2.8 **	-0.21	2.3	2.5	2.7 **	-0.21	2.7 ***	-0.23	2.7 ***	-0.22
				▽		▽		▽				▽		▽		▽	
g.	Helping you manage your non-academic responsibilities (work, family, etc.)	1.9	2.0	2.2 *	-0.18	2.2 **	-0.22	2.2 ***	-0.24	1.7	1.8	2.1 ***	-0.25	2.1 ***	-0.24	2.1 ***	-0.27
				▽		▽		▽				▽		▽		▽	
h.	Attending campus activities and events (performing arts, athletic events, etc.)	2.4	2.7	2.7	-0.02	2.6	.08	2.6 *	.11	2.4	2.5	2.6	-0.05	2.6	-0.11	2.5	.04
								△									
i.	Attending events that address important social, economic, or political issues	2.4	2.3	2.5 ***	-0.24	2.5 ***	-0.29	2.4	-0.09	2.2	2.3	2.5 *	-0.14	2.5 ***	-0.22	2.3	.03
				▽		▽						▽		▽			

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with								Your seniors compared with							
		2021 Truman Mean	2022 Truman Mean	COPLAC Mean	Effect size ^e	Natl Liberal Arts Mean	Effect size ^e	NSSE 2021 & 2022 Mean	Effect size ^e	2021 Truman Mean	2022 Truman Mean	COPLAC Mean	Effect size ^e	Natl Liberal Arts Mean	Effect size ^e	NSSE 2021 & 2022 Mean	Effect size ^e
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.	3.1	3.2	3.2	.02	3.2	-.01	3.2	-.06	3.2	3.2	3.2	-.01	3.2	.01	3.3	-.08
b.	I feel valued by this institution.	2.8	2.8	2.9 *	-.19	3.0 ***	-.26	3.0 **	-.23	2.7	2.7	2.9 **	-.22	2.9 **	-.21	2.9 ***	-.23
c.	I feel like part of the community at this institution.	2.8	2.9	2.9	.01	3.0	-.09	2.9	-.05	2.9	2.9	2.9	-.03	3.0	-.11	2.9	-.07
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)	17.7	16.5	13.6 ***	.36	15.4	.13	15.2 *	.15	17.4	17.7	15.1 ***	.29	16.0 **	.20	15.9 **	.20
b.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	6.9	7.2	4.9 ***	.33	6.3	.12	4.9 ***	.34	6.8	7.6	4.7 ***	.40	6.8	.10	4.5 ***	.44
c.	Working for pay on campus	1.6	1.8	1.8	.00	2.3	-.10	2.1	-.06	3.6	3.3	3.3	.00	4.7 ***	-.20	3.0	.05
d.	Working for pay off campus	2.1	2.1	6.7 ***	-.46	5.0 ***	-.30	7.2 ***	-.46	4.5	4.8	12.4 ***	-.59	8.7 ***	-.34	13.5 ***	-.65
	Estimated number of hours working for pay	3.7	3.9	8.4 ***	-.41	7.2 ***	-.32	9.2 ***	-.44	8.1	8.0	15.7 ***	-.59	13.4 ***	-.44	16.5 ***	-.62
e.	Doing community service or volunteer work	1.5	1.8	1.8	-.02	1.8	-.02	2.1	-.07	1.8	2.5	2.8	-.06	2.6	-.02	2.9 *	-.08
f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	12.6	13.1	12.5	.07	12.3	.10	12.3	.10	12.1	12.1	11.0 *	.14	11.8	.04	11.0 *	.13
g.	Providing care for dependents (children, parents, etc.)	1.0	.8	2.5 ***	-.27	2.3 ***	-.24	3.5 ***	-.33	.8	.9	5.5 ***	-.46	3.4 ***	-.31	6.7 ***	-.51
h.	Commuting to campus (driving, walking, etc.)	2.3	2.2	3.9 ***	-.27	2.3	-.02	3.4 ***	-.22	3.2	3.3	4.4 ***	-.20	2.9	.06	4.0 **	-.12

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	2021		2022		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022		2021		2022		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022	
		Truman	Truman	Truman	Truman	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
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)		2.5	2.6	2.8 **	-.22	3.0 ***	-.39	2.7	-.10	2.7	2.7	2.9	-.13	3.0 ***	-.27	2.8	-.07				
<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>		7.1	6.8	6.4	.07	7.9 *	-.17	6.7	.03	7.7	7.9	7.3	.10	8.3	-.06	7.5	.06				

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	Your first-year students compared with								Your seniors compared with							
		2021 Truman Mean	2022 Truman Mean	COPLAC Mean	Effect size ^e	Natl Liberal Arts Mean	Effect size ^e	NSSE 2021 & 2022 Mean	Effect size ^e	2021 Truman Mean	2022 Truman Mean	COPLAC Mean	Effect size ^e	Natl Liberal Arts Mean	Effect size ^e	NSSE 2021 & 2022 Mean	Effect size ^e
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		2.5	2.6	2.8 ***	-.31	2.9 ***	-.36	2.8 ***	-.29	3.0	3.1	3.1	.02	3.2	-.07	3.0	.07
b. Speaking clearly and effectively		2.4	2.5	2.6	-.14	2.7 **	-.20	2.7 *	-.18	2.9	2.9	2.9	.00	3.1 *	-.15	2.9	.02
c. Thinking critically and analytically		3.0	3.0	3.0	.00	3.1	-.09	3.1	-.06	3.3	3.3	3.3	.05	3.4	-.05	3.3	.07
d. Analyzing numerical and statistical information		2.5	2.6	2.6	-.04	2.6	-.01	2.7	-.12	2.8	2.8	2.8	-.03	2.9	-.10	2.9	-.12
e. Acquiring job- or work-related knowledge and skills		2.3	2.4	2.5	-.11	2.5 *	-.15	2.6 **	-.22	2.8	2.8	2.9	-.09	2.9	-.08	2.9	-.12
f. Working effectively with others		2.4	2.7	2.7	.04	2.7	-.03	2.7	-.03	3.0	3.1	3.0	.07	3.1	-.02	3.0	.05
g. Developing or clarifying a personal code of values and ethics		2.3	2.5	2.6	-.14	2.7 **	-.22	2.7 *	-.16	2.7	2.8	2.9	-.11	2.9 **	-.19	2.9	-.10
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)		2.5	2.7	2.8 *	-.17	2.9 **	-.20	2.8	-.11	2.7	2.8	2.9 **	-.18	3.0 **	-.20	2.9	-.10
i. Solving complex real-world problems		2.4	2.6	2.6	-.01	2.6	-.07	2.6	-.07	2.7	2.8	2.8	-.01	2.9	-.07	2.9	-.04
j. Being an informed and active citizen		2.5	2.5	2.6	-.11	2.7 **	-.21	2.6	-.13	2.6	2.7	2.8	-.13	2.9 **	-.19	2.8	-.07
19. How would you evaluate your entire educational experience at this institution?																	
Scale: 1 (Poor) to 4 (Excellent)																	
		2.8	3.0	3.0	-.01	3.1	-.13	3.1	-.11	3.1	3.1	3.1	-.10	3.2 **	-.20	3.2 *	-.15
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)																	
		3.0	2.9	3.0	-.14	3.1 **	-.23	3.2 ***	-.31	3.0	2.9	3.1 **	-.19	3.1 **	-.19	3.2 ***	-.32

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	Variable name ^c	2021 Truman		2022 Truman		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022		2021 Truman		2022 Truman		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022	
		Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e
21. Do you intend to return to this institution next year?^f																					
Percentage who responded "Yes."		91%	90%	87%	.09	86%	.13	88%	.07	N/A	N/A										
22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?																					
Scale: 1 (Very little) to 4 (Very much)		2.9	2.9	3.0 **	-.21	3.0 **	-.22	3.0 **	-.19	2.8	2.8	3.1 ***	-.25	3.0 **	-.19	3.0 **	-.19	3.0 **	-.19	3.0 **	-.19

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.