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.indiana.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://nssesurvey.org/test/main/1/edit.cfm?packaged=true&sectionList=main,demo_us,closing,test

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

FY24 NATIONAL SURVEY OF STUDENT ENGAGEMENT

SUMMER 2023, FALL 2023 AND SPRING 2024 GRADUATES

Selected NSSE Results and Interpretation

NSSE results are 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. 77 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 2023 and 2024 participating colleges. The 706 U.S. colleges and universities that administered NSSE.

In 2024, 231 Truman first-year students responded to the NSSE. The first-year response rate was 31%. In the same year, 155 Truman seniors answered the survey with a response rate of 25%. Response rates for all comparison groups are in the following table.

	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024
First-year	31%	27%	33%	25%
Senior	25%	26%	31%	24%

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 and response rates for Truman students.

Academic engagement or participation…

Academic engagement questions seek to answer how frequently students seek or give help to their colleagues and in what ways students participate. All Truman students gave course presentations and contributed to course discussion more frequently than COPLAC and all NSSE participating institutions. All Truman students asked other students for help understanding course material, explained course material to other students, prepared for exams by discussing course material with other students, and worked with other students on course projects more than all comparison groups.

Interdisciplinary concepts…

Interdisciplinary 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 similarly frequent interdisciplinary experiences compared to COPLAC and all NSSE Institutions, but reported fewer interdisciplinary experiences compared to the National Liberal Arts group.

Working with faculty…

Truman first-year students and seniors discussed career plans with faculty, worked with faculty on activities other than coursework, discussed course topics with faculty outside of class, and discussed academic performance with faculty more frequently than COPLAC and all NSSE institutions. Truman students discussed the same topics with similar frequency as National Liberal Arts institutions, though first-year students discussed academic performance with faculty less frequently.

Coursework emphasis…

First-year students reported memorizing course material more frequently than National Liberal Arts and all NSSE institutions. Truman first-year students report similar experiences as all comparison groups applying facts to practical problems, analyzing ideas by examining their parts, and forming a new idea from various pieces of information. First-year students evaluate a point of view or information source less frequently than National Liberal Arts and all NSSE institutions. Regarding all coursework emphasis areas, seniors reported similar experiences compared to all comparison groups, with the exception of memorizing course material, where Truman seniors memorized more than National Liberal Arts institutions.

Instructor provisions…

All Truman students reported that course goals and requirements were clearly explained at similar levels compared to all comparison groups. First-year students felt courses were taught in an organized way, examples or illustrations were used to explain difficult points, and students received prompt feedback on tests with higher frequency than COPLAC institutions. First-year students received less feedback on drafts, summarized fewer key ideas or concepts, and were taught in a way that did not align with how they prefer to learn compared to all NSSE institutions. Seniors had similar experiences, except that seniors felt courses were taught in a similarly organized way to our comparison institutions. Truman first-year and seniors had very similar experiences to the all NSSE institutions group.

Quantitative data usage…

First-year Truman students reported 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 more often reached conclusions based on analysis of numerical information and evaluated what others have concluded from numerical information more frequently than COPLAC institutions. Truman seniors had similar experiences to all comparison groups, beyond their two stronger examples.

Length of papers, reports, or other writing tasks…

Questions about written assignments are broken down by groupings of assigned pages – up to 5, 6-10, 11 or more, including a total of estimated pages written. First-year Truman students reported fewer assigned page lengths than all comparison groups, though the number of 5 page assignments were similar to COPLAC and all NSSE institutions. First-year Truman students estimated being assigned 46.5 pages of writing, down from last year's estimate of 56.7 pages. It may also be noteworthy that COPLAC reported 71.7 pages, National Liberal Arts reported 61.2, and all NSSE institutions reported 58.2 estimated pages of assigned work. First-year Truman students estimated writing 11.7 fewer pages of reports than the next lowest comparison group and 25.2 pages fewer than the highest producing group.

Truman seniors estimated similar amounts of written work as National Liberal Arts and all NSSE institutions. Seniors generally estimate fewer pages compared to COPLAC. In terms of the number of pages seniors estimate writing, seniors are up from 76.5 last year to 77.3 pages this year. COPLAC

seniors estimate writings 98 pages, National Liberal Arts seniors estimate 84.5 pages, and all NSSE institutions estimate 81.4 pages of assigned written work. That is a difference of only 4.1 pages on the low end and 20.7 on the high end.

Interactions with people…

First-year Truman students reported more interactions with people from different economic backgrounds, religious beliefs, political views, and sexual orientation than their own compared to COPLAC and all NSSE institutions. First-year students engaged with people from countries other than their own more frequently than National Liberal Arts and all NSSE institutions. First-year Truman students had generally similar experiences compared to National Liberal Arts, and they had similar engagement with people of other races or ethnicities as all comparison groups.

Truman seniors had much less engagement with people of other races and ethnicities than all comparison groups. Seniors talked with people from different economic backgrounds and people from different countries about as often as all comparison groups. Seniors talked to people with differing political views more often than all comparison groups. Seniors talked to people with differing sexual orientations much more than COPLAC and all NSSE institutions.

Roles prior to graduation…

As a percentage, Truman students show a lot of interest in achieving formal leadership goals. 26% of first-year students and 75% of seniors have, or intend to have, a formal leadership role, compared to just 9-15% of first-year students from our comparison groups and 32-55% of seniors in our comparison groups. 73% of Truman seniors report an intent to complete a culminating senior experience. 39% of COPLAC students, 71% of National Liberal Arts students, and 45% of all NSSE institution students plan to complete a culminating senior experience. First-year and seniors indicate similar levels of participation in internships, learning communities, and studing abroad than our comparison groups.

Community-based projects…

First-year Truman students reported more courses included a community-level project than COPLAC and National Liberal Arts institutions. Senior Truman students reported more service learning than COPLAC institutions and similar amounts compared to National Liberal Arts and all NSSE institutions.

Interactions with various types of people and offices…

First-year and senior Truman students reported much lower quality interactions with academic advisors than National Liberal Arts and all NSSE institutions. First-year students indicated higher quality interactions with other students, faculty, student services staff, and administrative office staff compared to COPLAC institutions. Seniors reported lower quality interactions with everyone other than their fellow students compared to National Liberal Arts and all NSSE institutions.

Institution emphasis on various activities…

All Truman students reported the university placed more emphasis on spending significant amounts of time studying and on academic work than all comparison groups. First-year Truman students indicated more university emphasis on providing support to help students succeed academically, use learning services, encouraging contact among students from different backgrounds, providing opportunities to be involved socially, and attending campus activities than COPLAC institutions. Compared to National Liberal Arts and all NSSE institutions, first-year students indicated similar or lower amounts of university emphasis in the same areas. First-year Truman students also reported less emphasis on providing support for their overall well-being.

Truman seniors indicated that the university emphasized providing opportunities to be involved socially and attending campus events more frequently than COPLAC institutions. In terms of providing support to help students academically, using learning services, and providing for your overall well-being, Truman seniors indicated less university emphasis than National Liberal Arts and all NSSE institutions.

Student perception of being valued…

First-year Truman students reported feeling more comfortable being themselves, feeling valued by the institution, and like they were part of the community compared to COPLAC institutions. First-year students felt less valued by the institution than National Liberal Arts institutions. Truman seniors reportedly felt more like part of the community than COPLAC institutions, felt less valued by the institution than National Liberal Arts and all NSSE institutions, and felt less comfortable being themselves than all NSSE institutions.

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

First-year Truman students experienced fewer university contributions to their ability to write clearly, think critically, solve complex real-world problems, be an informed citizen, and develop a personal code of ethics than National Liberal Arts and all NSSE institutions. First-year students reported more university contributions regarding acquisition of job-related knowledge and skills. First-year students experienced similar levels of university contributions regarding speaking clearly, analyzing statistical information, working effectively with others, and understanding people of other backgrounds compared with all three cohorts.

Truman seniors experienced fewer university contributions to the ability to write clearly, speak clearly, develop a personal code of ethics, understand people of other backgrounds, and be an informed citizen than National Liberal Arts institutions. Truman seniors received more contributions to acquiring job-related skills and working effectively with others than COPLAC institutions. Seniors experienced similar institutional contributions to thinking critically, analyzing statistics, and solving real-world problems compared with all three cohorts.

Topical Modules…

NSSE provides the opportunity to survey students in a few fields appended to the core questions. These prompts can only be compared to the institutions who participated in a given topical module, unlike the core survey where institutions can designate specific comparison groups. There are ten topical modules available. Institutions are able to select up to two topical modules.

Topical Module – Academic Advising…

About 166 Truman first-year students responded to the Academic Advising prompt, and 48,000 responses were collected from all institutions who selected this prompt. 115 Truman seniors and 50,000 seniors from other institutions responded to this prompt.

Truman first-year students reported discussing academic interests, course selections, or academic performance as frequently with assigned faculty, as frequently with academic advisors available to all students, more frequently with faculty *not* assigned to advise them, as frequently with student service staff (career services, etc.), less frequently with academic coaches, and as frequently with peer mentors than other institutions. Truman seniors reported discussing the same topics as frequently with assigned faculty, much less frequently with academic advisors available to all students, much more frequently with faculty *not* assigned to advise them, less frequently with student service staff (career services, etc.), less frequently with academic coaches, and as frequently with peer mentors than other institutions.

Truman first-year students perceived academic advisors to be as available, as prompt, less informative regarding support services, as communicative of important policies/deadlines, less communicative regarding academic progress, as inquisitive on educational needs, similar active listening to concerns, as respectful for student identities/cultures, and as caring about overall well-being than other institutions who used this prompt. Truman seniors responded similarly to other institutions, but they felt advisors reached out about academic progress less often than other institutions.

First-year Truman students indicated similar frequency of discussions regarding academic goals, similar discussion about future plans, similar discussion about special opportunities (study abroad, internship, etc.), similar discussion about participating in co-curricular activities, and similar discussion about resources for well-being compared with other institutions with this prompt. Truman seniors indicated more discussions regarding academic goals, much more discussion about future plans, similar discussion about special opportunities (study abroad, internship, etc.), more discussion about participating in co-curricular activities, and similar discussion about resources for well-being compared with other institutions with this prompt.

Topical Module – Inclusiveness and Engagement with Diversity…

About 160 Truman first-year students responded to the Diversity prompt, and 35,000 responses were collected from all institutions who selected this prompt. 115 Truman seniors and 40,000 seniors from other institutions responded to this prompt.

In coursework, first-year Truman students perceived less emphasis on developing skills to work effectively with people from various backgrounds, less emphasis on recognizing one's own cultural norms/biases, similar emphasis on sharing your own perspectives/experiences, similar emphasis on exploring one's own background through assignments, similar emphasis on learning about other cultures, less emphasis on discussing issues of equity/privilege, and less emphasis on respecting the expression of diverse ideas compared to other institutions. Seniors perceived similar emphasis in all areas, except developing skills to work with people of various backgrounds and exploring one's own background through assignments, where Truman seniors reported less emphasis than other institutions.

First-year students reported similar institutional emphasis compared with other institutions on demonstrating a commitment to diversity, similar emphasis on providing students with the knowledge and skills needed for success in a multicultural world, similar emphasis on creating an overall sense of community among students, similar emphasis on appreciating the expression of differing opinions and values, similar emphasis on ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.), more emphasis on providing information about antidiscrimination/harassment policies, more emphasis on taking allegations of harassment seriously, similar emphasis on helping students develop skills to confront harassment, similar emphasis on appreciating one's unique experiences, similar emphasis on connecting to groups of people at this institution with mutual interests, and similar emphasis on connecting to groups of people outside of this institution with mutual interests. Seniors felt Truman placed less or much less emphasis on all prompts, except for providing information about harassment policies, where seniors felt Truman placed similar emphasis to other institutions.

First-year students felt Truman provided a similarly supportive environment for racial identity diversity, similarly supportive for gender identity diversity, similarly supportive for economic background diversity, similarly supportive for political affiliation diversity, similarly supportive for religious affiliation diversity, similarly supportive for sexual orientation diversity, less support for disability status diversity, and similarly supportive for citizenship status diversity. Truman seniors reported similarly supportive environments compared to other institutions, except regarding racial identity diversity, disability status diversity, and citizenship status diversity, where Truman seniors reported fewer supportive environments.

First-year Truman students participated in a similar amount of participation in activities that reflect an appreciation for diverse groups of people, more participation in activities related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.), similar participation in diversity-related clubs, similar participation in demonstrations for a diversity-related cause (rally, protest, etc.), and similar amount of reflection on cultural identities. Truman senior experiences were similar to other institutions, except more Truman seniors participated in activities related to specific groups (racial, cultural, religious, etc.) and fewer Truman seniors participated in demonstrations for diversity-related causes (rally, protest, etc.).

Out of 160 first-year Truman students, 123 reported that they did not experience or witness an incident of discrimination, bias, or harassment at Truman. 28 experienced or witnessed an incident that did not interfere with their education, and 9 experienced or witnessed an incident that did interfere with their education. 115 Truman seniors answered the same question. 64 reported no incident, 37 reported yes – didn't interfere with their education, and 14 reported yes – did interfere with their education.

Out of 160 first-year Truman students, 30 reported that they did not know how to find support related to an incident of discrimination, bias, or harassment at Truman. 21 reported that they knew where to find support, but it didn't interfere with their education. 109 knew where to find support, and it did interfere with their education. 114 Truman seniors answered the same question. 17 answered no, 26 answered yes – didn't interfere, and 71 answered yes – did interfere with their education.
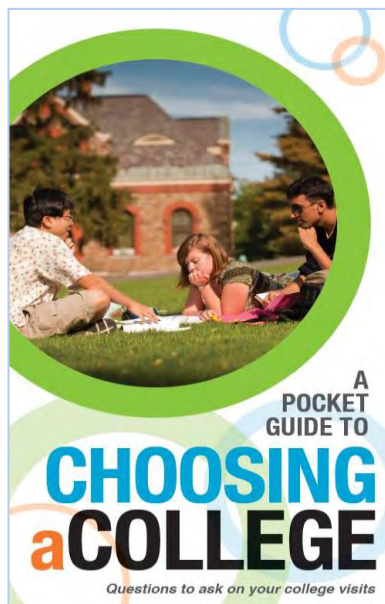
To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College.* This helpful brochure gives prospective students and their families key questions to ask during their campus visits or virtual tours, allowing them to actively consider 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 2024 Answers from Students* , part of your NSSE *Institutional Report 2024* .

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2024 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 2024 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 2024 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@iu.edu** or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College:
NSSE 2024 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 386 Truman students on the 2024 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 16 hours per week preparing for class while seniors spent an average of 16 hours per week.

Hours per week:
- First-year: 16
- Senior: 16
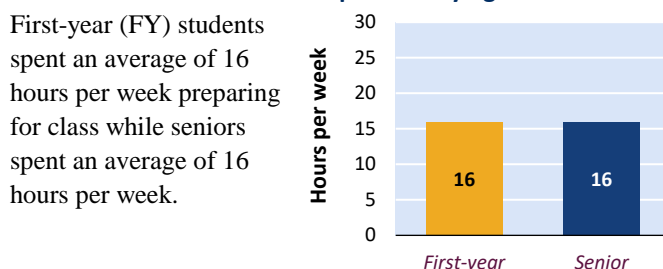
Do courses challenge students to do their best?[a]

45% 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 47 pages of writing and seniors estimated an average of 77 pages.

How much reading is expected?

FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 7 hours per week.

How often do students make course presentations?[b]

42% of FY students and 63% of seniors frequently gave course presentations.

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

50% of FY students frequently included diverse perspectives in course discussions or assignments.

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

42% of FY students frequently used numerical information to examine a real-world problem or issue; 56% 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]

56% 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]

39% of FY and 52% 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]

60% of FY students and 69% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.

- First-year: 60%
- Senior: 69%
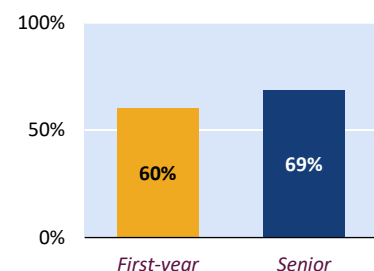
How often do students talk with faculty members outside class about what they are learning?[b]

33% 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?

10% of FY students and 46% 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]

59% of FY students and 75% of seniorsfrequently worked with their peers on course projects and assignments.

First-year   *Senior*
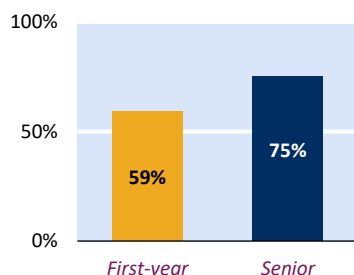
Do students help each other learn?[b]

60% of seniors frequently explained course material to one or more students.

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

44% 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, 64% frequently had discussions with people with different political views, 78% frequently had discussions with people from different economic backgrounds, and 72% frequently had discussions with people from different races or ethnicities.

Campus Environment

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

75% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?[c]

40% of FY students and 37% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?[c]

60% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

81% of FY and 77% 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, 9% of students participated in a learning community. By spring of their senior year, 73% 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, 53% 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]

62% of FY students and 70% of seniors said at least some of their courses included a community-based service-learning project.

First-year   *Senior*
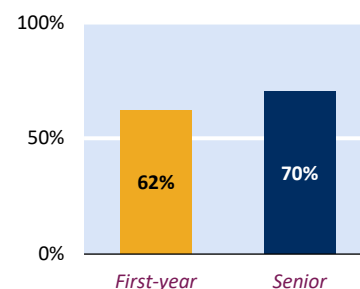
Notes

a. Highly is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."

b. Frequently is "Often" or "Very often."

c. A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."

d. Substantially is "Quite a bit" or "Very much."

e. At least some is defined by combining responses of "Some," "Most,"and "All."

NSSE 2024 Snapshot

Truman State University

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.

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

Engagement Indicators

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

Key:

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

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

-- No significant difference.

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

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

Your students compared with COPLAC

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

High-Impact Practices

Due to their positive associations with student learning and retention, 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

First-year:
- Truman: 13% / 52%
- COPLAC: 6% / 43%

Senior:
- Truman: 80% / 16%
- COPLAC: 56% / 26%
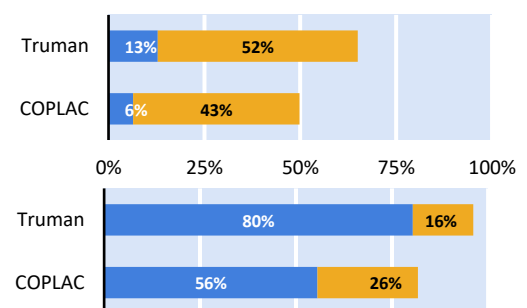
■ Participated in two or more HIPs   ■ Participated in one HIP

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.

First-year
- Truman: 15.6
- COPLAC: 15.9

Senior
- Truman: 15.6
- COPLAC: 16.3

Average Hours per Week Preparing for Class
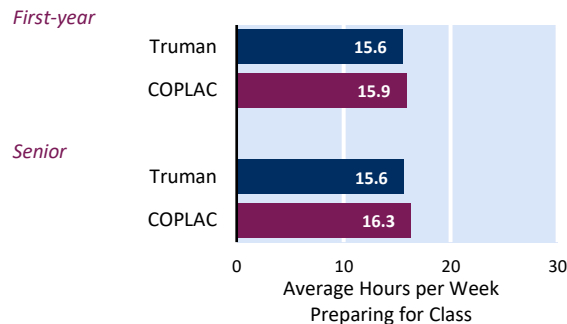
Reading and Writing

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.

First-year
- Truman: 6.4
- COPLAC: 7.0

Senior
- Truman: 7.1
- COPLAC: 7.6

Average Hours per Week on Course Reading

First-year
- Truman: 46.5
- COPLAC: 71.7

Senior
- Truman: 77.3
- COPLAC: 98.0

Average Pages of Assigned Writing, Current Year
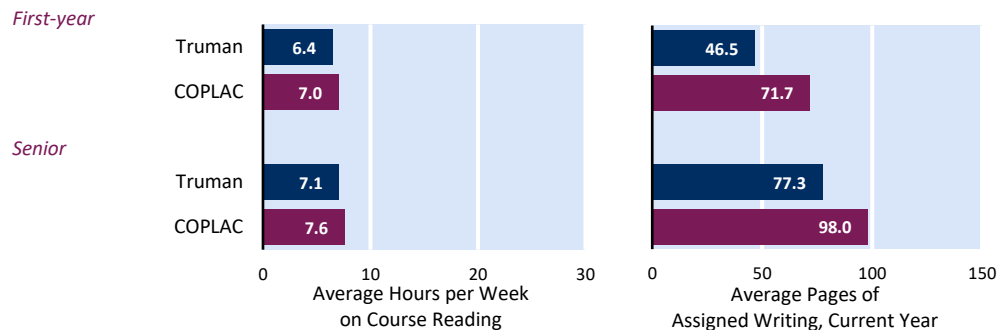
Challenging Students to Do Their Best Work

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."

First-year
- Truman: High challenge 45%, Moderate challenge 52%
- COPLAC: High challenge 43%, Moderate challenge 54%

Senior
- Truman: High challenge 43%, Moderate challenge 53%
- COPLAC: High challenge 47%, Moderate challenge 50%

- High challenge (6 or 7)
- Moderate challenge (3, 4, or 5)
- Low challenge (1 or 2)
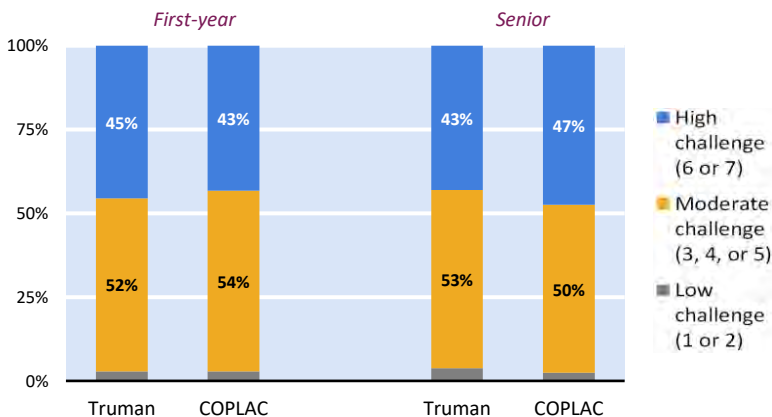
Academic Emphasis

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."

First-year
- Truman: 86%
- COPLAC: 76%

Senior
- Truman: 91%
- COPLAC: 77%

Percentage Responding "Very much" or "Quite a bit"

national survey of student engagement

Truman State University
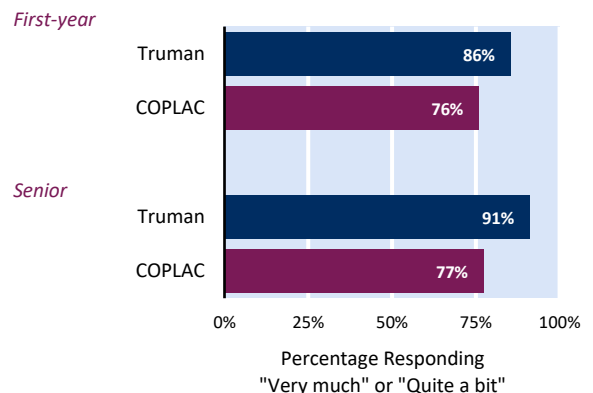
Item Comparisons

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)

Instructors taught course sessions in an organized way[c] (ET)

Institution emphasis on attending campus activities and events (...)[c] (SE)

Discussions with...People with sexual orientations other than your own

Talked about career plans with a faculty member[b] (SF)

Item	Difference
12.	+16
5b.	+14
14h.	+14
8e.	+14
3a.	+14

Lowest Performing Relative to COPLAC

Examined the strengths and weaknesses of your own views on a topic or issue[b] (RI)

Spent more than 15 hours per week preparing for class

Spent more than 10 hours per week on assigned reading[f]

Institution emphasis on attending events that address important social/econ./polit. issues[c] (SE)

Assigned more than 50 pages of writing[g]

Item	Difference
2d.	-3
16a.	-4
17.	-5
14i.	-5
7.	-12

Percentage Point Difference with COPLAC
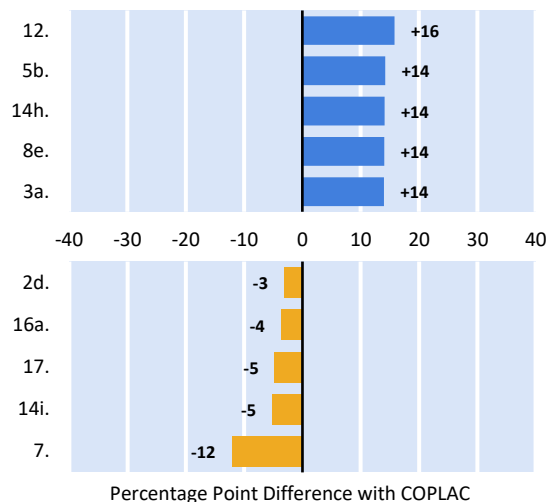
Senior

Highest Performing Relative to COPLAC

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

Worked with a faculty member on a research project (HIP)

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

Talked about career plans with a faculty member[b] (SF)

Worked with a faculty member on activities other than coursework (...)[b] (SF)

Item	Difference
11f.	+34
11e.	+23
12.	+18
3a.	+18
3b.	+18

Lowest Performing Relative to COPLAC

Discussions with...People from countries other than your own

Assigned more than 50 pages of writing[g]

Institution emphasis on attending events that address important social/econ./polit. issues[c] (SE)

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

Discussions with... People of races or ethnicities other than your own[b] (DD)

Item	Difference
8f.	-7
7.	-8
14i.	-13
13e.	-13
8a.	-14

Percentage Point Difference with COPLAC
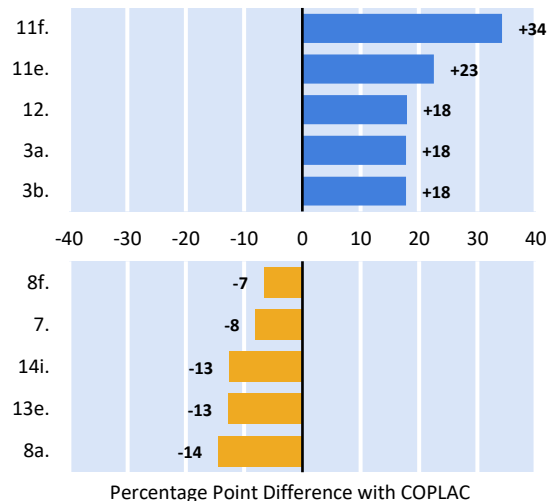
a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, 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%
Working effectively with others	77%
Writing clearly and effectively	75%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	68%
Acquiring job- or work-related knowledge and skills	66%
Speaking clearly and effectively	64%
Analyzing numerical and statistical information	63%
Solving complex real-world problems	62%
Developing or clarifying a personal code of values and ethics	53%
Being an informed and active citizen	48%

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"

First-year
Truman	81%
COPLAC	72%

Senior
Truman	77%
COPLAC	75%

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

First-year
Truman	86%
COPLAC	79%

Senior
Truman	75%
COPLAC	76%
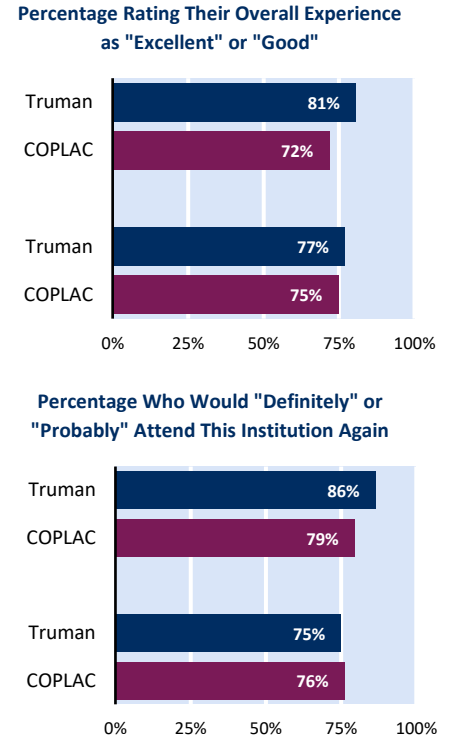
Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	231	31%	63%	99%
Senior	155	25%	63%	83%

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 nearly 1,700 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.iu.edu**

NSSE 2024 Frequencies and Statistical Comparisons
Truman State University

	First-year: 2023 Truman	First-year: 2024 Truman	FY COPLAC Mean	FY COPLAC Effect size[e]	FY Natl Liberal Arts Mean	FY Natl Liberal Arts Effect size[e]	FY NSSE 2023 & 2024 Mean	FY NSSE 2023 & 2024 Effect size[e]	Seniors: 2023 Truman	Seniors: 2024 Truman	SR COPLAC Mean	SR COPLAC Effect size[e]	SR Natl Liberal Arts Mean	SR Natl Liberal Arts Effect size[e]	SR NSSE 2023 & 2024 Mean	SR NSSE 2023 & 2024 Effect size[e]
Item wording or description	Mean	Mean	Mean		Mean		Mean		Mean	Mean	Mean		Mean		Mean	
1. During the current school year, about how often have																
Scale: 1 (Never) to 4 (Very often)																
a. Asked questions or contributed to course discussions in other ways	2.8	2.9	2.6 *** ▲	.39	3.0	-.13	2.8 * △	.14	3.1	3.3	2.9 *** ▲	.36	3.3	-.01	3.1 ** △	.24
b. Asked another student to help you understand course material	2.6	2.6	2.5	.11	2.5	.07	2.4 * △	.17	2.5	2.5	2.4 * △	.17	2.5	.06	2.4	.15
c. Explained course material to one or more students	2.6	2.7	2.6	.13	2.6	.04	2.5 ** △	.18	2.7	2.7	2.6	.14	2.8	-.08	2.6	.13
d. Prepared for exams by discussing or working through course material with other students	2.5	2.5	2.4	.13	2.4	.03	2.3 * △	.16	2.5	2.5	2.3 ** △	.21	2.5	.00	2.3 * △	.17
e. Worked with other students on course projects or assignments	2.8	2.7	2.5 *** △	.26	2.7	.07	2.5 *** △	.22	2.9	3.1	2.8 *** ▲	.31	2.9 * △	.20	2.8 *** ▲	.33
f. Given a course presentation	2.3	2.4	2.0 *** ▲	.45	2.4	.06	2.2 ** △	.21	2.6	2.8	2.7	.13	2.9	-.07	2.6 *** △	.24
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	2.6	2.5	.10	2.7	-.06	2.6	.04	3.0	3.0	2.9	.13	3.0	-.01	2.9	.11
b. Connected your learning to societal problems or issues	2.5	2.5	2.5	-.02	2.8 *** ▽	-.27	2.6	-.08	2.8	2.8	2.8	-.02	3.0 ** ▽	-.25	2.8	-.01
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.6	2.5	2.6	-.03	2.8 *** ▼	-.33	2.6	-.09	2.8	2.8	2.7	.05	2.9 * ▽	-.17	2.7	.09

Statistical Comparisons[b] — *Your first-year students compared with*

Statistical Comparisons[b] — *Your seniors compared with*

d. Examined the strengths and weaknesses of your own views on a topic or issue	**2.8**	**2.7**	2.7	-.02	2.9 ** ▽	-.20	2.8	-.12	**2.8**	**3.0**	2.8	.14	3.0	.00	2.9	.09
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	**2.9**	**2.9**	2.8	.02	3.0	-.14	2.9	-.07	**2.9**	**3.0**	2.9	.06	3.0	-.05	3.0	.00
f. Learned something that changed the way you understand an issue or concept	**2.8**	**2.8**	2.9	-.07	2.9 * ▽	-.18	2.9	-.11	**2.9**	**2.9**	3.0	-.14	3.0 ** ▽	-.25	3.0 * ▽	-.18
g. Connected ideas from your courses to your prior experiences and knowledge	**3.0**	**3.1**	3.0	.09	3.1	-.09	3.1	.02	**3.2**	**3.2**	3.2	.04	3.3	-.12	3.2	-.02

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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	**2.3**	**2.4**	1.9 *** ▲	.52	2.4	.04	2.3	.10	**2.6**	**2.8**	2.2 *** ▲	.56	2.7	.02	2.5 *** △	.29
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	**1.9**	**2.0**	1.7 *** ▲	.41	2.0	.06	1.9 ** △	.18	**2.2**	**2.5**	1.9 *** ▲	.57	2.3	.14	2.0 *** ▲	.44
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	**2.0**	**2.3**	1.9 *** ▲	.39	2.3	-.01	2.0 *** △	.23	**2.4**	**2.5**	2.1 *** ▲	.43	2.5	-.02	2.2 *** ▲	.33
d. Discussed your academic performance with a faculty member	**2.0**	**2.2**	1.9 *** ▲	.32	2.3 * ▽	-.17	2.2	-.01	**2.4**	**2.3**	2.0 *** ▲	.35	2.4	-.08	2.2	.13

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4. During the current school year, how much has your coursework emphasized the following?
Scale: 1 (Very little) to 4 (Very much)

a. Memorizing course material	**3.0**	**3.0**	3.0	.07	2.8 *** △	.25	2.9 * △	.16	**2.9**	**2.8**	2.8	.05	2.6 ** △	.25	2.8	.07
b. Applying facts, theories, or methods to practical problems or new situations	**2.9**	**3.0**	2.9	.05	3.0	.03	2.9	.06	**3.1**	**3.1**	3.0	.09	3.1	-.01	3.1	.02
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	**2.9**	**2.9**	2.9	.06	3.0	-.08	2.9	.03	**3.0**	**3.1**	3.0	.05	3.2	-.13	3.1	-.02
d. Evaluating a point of view, decision, or information source	**2.8**	**2.8**	2.8	-.04	3.0 *** ▽	-.27	2.9 * ▽	-.15	**2.9**	**3.0**	2.9	.07	3.1	-.13	3.0	.02
e. Forming a new idea or understanding from various pieces of information	**2.8**	**3.0**	2.8	.13	3.0	-.05	2.9	.02	**2.9**	**3.0**	2.9	.08	3.1	-.14	3.0	-.02

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	.12	3.1	-.11	3.1	-.05	3.2	3.3	3.1 * △	.21	3.2	.04	3.2	.10
b. Taught course sessions in an organized way	2.9	3.1	2.9 *** △	.29	3.1	.04	3.0	.12	3.2	3.1	3.0	.07	3.2	-.15	3.1	-.02
c. Used examples or illustrations to explain difficult points	3.0	3.0	2.9 * △	.17	3.1	-.06	3.0	.02	3.2	3.1	3.0	.09	3.2	-.11	3.1	.00
d. Provided feedback on a draft or work in progress	2.7	2.7	2.5 ** △	.20	3.0 ** ▽	-.26	2.9	-.14	2.9	2.8	2.7	.13	3.0 ** ▽	-.24	2.9	-.07
e. Provided prompt and detailed feedback on tests or completed assignments	2.7	2.8	2.5 *** △	.28	2.9	-.15	2.8	.00	2.9	2.9	2.7 * △	.19	3.0	-.11	2.9	.04
f. Explained in advance the criteria for successfully completing your assignments	2.9	3.0	2.8 * △	.17	3.0	-.09	3.0	-.06	3.2	3.1	2.9 * △	.18	3.1	-.08	3.1	.00
g. Reviewed and summarized key ideas or concepts	2.9	2.9	2.9	.02	3.0 * ▽	-.18	3.0	-.14	3.1	3.0	3.0	.05	3.2 * ▽	-.19	3.1	-.10
h. Taught in a way that aligns with how you prefer to learn	2.6	2.6	2.5	.10	2.8 * ▽	-.18	2.7	-.08	2.7	2.7	2.7	.04	2.9 ** ▽	-.27	2.8	-.10
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	3.1	3.1	3.0 * △	.17	3.1	-.02	3.1	.03	3.1	3.1	3.0	.14	3.2	-.06	3.2	-.03

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

Scale: 1 (Never) to 4 (Very often)

a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.6	2.6	2.5	.10	2.6	.00	2.6	-.02	2.6	2.7	2.5 * △	.21	2.7	.03	2.7	.05
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.4	2.3	2.3	.07	2.4	-.10	2.4	-.07	2.5	2.5	2.4	.10	2.5	-.09	2.5	-.06
c. Evaluated what others have concluded from numerical information	2.3	2.4	2.3	.11	2.4	-.06	2.4	-.01	2.5	2.6	2.4 * △	.18	2.6	-.05	2.5	.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	6.3	6.0	6.9	-.14	7.5 ***	-.25	6.5	-.08	7.4	7.1	7.7	-.09	8.2	-.17	7.5	-.06
b. Between 6 and 10	2.5	2.1	3.2 ***	-.24	2.7 *	-.17	2.5	-.10	3.4	3.4	4.3 **	-.19	3.8	-.09	3.6	-.04
c. 11 pages or more	1.2	.8	1.8 ***	-.24	1.2	-.12	1.3 *	-.14	1.8	1.9	2.8 **	-.18	2.0	-.03	2.1	-.03
Estimated number of assigned pages of student writing.	56.7	46.5	71.7 ***	-.25	61.2 *	-.18	58.2 *	-.13	76.5	77.3	98.0 **	-.19	84.5	-.08	81.4	-.04

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 races or ethnicities other than your own	2.9	3.1	3.1	.01	3.2	-.08	3.0	.10	2.9	2.8	3.1 ***	-.35	3.2 ***	-.38	3.0 **	-.24
b. People from economic backgrounds other than your own	3.1	3.2	2.9 ***	.25	3.1	.04	3.0 **	.20	3.0	3.0	3.0	.02	3.2	-.15	3.0	.01
c. People with religious beliefs other than your own	3.1	3.1	3.0 *	.18	3.0	.12	2.9 ***	.26	3.0	3.1	3.0	.15	3.0	.12	2.9 *	.22
d. People with political views other than your own	2.9	2.9	2.7 **	.22	2.8	.15	2.8 *	.17	3.0	3.1	2.8 ***	.30	2.8 ***	.29	2.8 **	.23
e. People with sexual orientations other than your own	3.1	3.0	2.7 ***	.28	3.0	-.01	2.8 **	.23	3.0	3.2	2.8 ***	.35	3.1	.09	2.8 ***	.33
f. People from countries other than your own	2.8	3.0	3.0	.06	2.8 **	.20	2.7 ***	.38	2.6	2.7	2.9 **	-.23	2.8	-.11	2.7	.01

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	2.8	3.0	2.9	.09	3.1	-.14	3.0	.03	3.1	3.2	3.1	.11	3.2	-.11	3.1	.08
b. Reviewed your notes after class	2.8	2.9	2.8 *	.15	2.9	.03	2.9	.02	2.8	2.7	2.8	-.04	2.8	-.06	2.9 *	-.21

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	Col13	Col14	Col15	Col16
c. Summarized what you learned in class or from course materials	2.8	2.8	2.8	-.03	2.9	-.11	2.9	-.10	2.9	2.8	2.8	-.01	2.9	-.10	2.9	-.14

10. During the current school year, to what extent have your courses challenged you to do your best work?

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	Col13	Col14	Col15	Col16
Scale: 1 (Not at all) to 7 (Very much)	5.5	5.3	5.3	-.02	5.4	-.12	5.4	-.08	5.3	5.2	5.4 * ▽	-.19	5.5 ** ▽	-.27	5.5 ** ▽	-.27

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"

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	Col13	Col14	Col15	Col16
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	7%	6%	5%	.05	8%	-.07	8%	-.07	51%	53%	50%	.06	64% * ▽	-.21	49%	.09
b. Hold a formal leadership role in a student organization or group	26%	26%	9% *** ▲	.45	15% ** △	.27	10% *** ▲	.41	68%	75%	33% *** ▲	.88	55% *** ▲	.43	32% *** ▲	.90
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	7%	9%	7%	.07	9%	.00	11%	-.07	21%	25%	18%	.18	26%	-.03	22%	.06
d. Participate in a study abroad program	2%	2%	3%	-.04	3%	-.06	3%	-.05	8%	12%	8%	.16	27% *** ▼	-.36	10%	.06
e. Work with a faculty member on a research project	6%	10%	4% * △	.23	7%	.13	6%	.17	35%	46%	23% *** ▲	.48	42%	.07	23% *** ▲	.48
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	0%	3%	3%	.00	2%	.06	3%	.01	74%	73%	39% *** ▲	.71	71%	.04	45% *** ▲	.56

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

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	Col13	Col14	Col15	Col16
Scale: 1 (None) to 4 (all)	1.8	1.7	1.6 ** △	.21	1.6 * △	.16	1.7	.10	1.7	1.8	1.6 * △	.21	1.7	.06	1.7	.04

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

Scale: 1 (Poor) to 7 (Excellent)

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10	Col11	Col12	Col13	Col14	Col15	Col16
a. Students	5.6	5.5	5.2 ** △	.18	5.5	.03	5.4	.09	5.7	5.5	5.5	-.02	5.5	-.05	5.6	-.10
b. Academic advisors	4.8	4.9	5.0	-.05	5.5 *** ▼	-.41	5.5 *** ▼	-.37	4.9	4.8	4.9	-.06	5.5 *** ▼	-.48	5.3 ** ▽	-.27
c. Faculty	5.4	5.5	5.0 ***	.30	5.7 *	-.17	5.5	.02	5.5	5.5	5.3	.15	5.8 *	-.25	5.6	-.06

d. Student services staff (career services, student activities, housing, etc.)	**5.2**	**5.4**	4.9 ***	.28	5.3	.04	5.2	.10	**4.8**	**4.5**	4.7	-.11	4.9 *	-.24	5.1 ***	-.31
e. Other administrative staff and offices (registrar, financial aid, etc.)	**5.1**	**5.3**	4.8 ***	.28	5.3	.00	5.2	.08	**4.8**	**4.4**	4.7	-.11	4.9 **	-.27	5.0 ***	-.34

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**	**3.2**	3.0 **	.25	3.1 **	.23	3.0 **	.25	**3.5**	**3.4**	3.1 ***	.41	3.1 ***	.39	3.1 ***	.42
b. Providing support to help students succeed academically	**2.7**	**2.9**	2.8 *	.16	3.1 **	-.22	3.0	-.11	**2.6**	**2.6**	2.6	-.01	3.0 ***	-.42	2.9 ***	-.30
c. Using learning support services (tutoring services, writing center, etc.)	**2.7**	**3.0**	2.8 **	.18	3.1 **	-.20	3.0	-.09	**2.6**	**2.6**	2.6	-.02	3.0 ***	-.38	2.8 **	-.23
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	**2.5**	**2.9**	2.6 **	.23	2.8	.04	2.8	.11	**2.5**	**2.6**	2.5	.14	2.7	-.08	2.6	-.04
e. Providing opportunities to be involved socially	**2.9**	**3.0**	2.7 ***	.29	3.0	.00	2.9	.07	**2.8**	**2.9**	2.6 **	.27	2.9	-.05	2.8	.05
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	**2.5**	**2.7**	2.7	.06	2.9 **	-.23	2.9 *	-.18	**2.4**	**2.5**	2.5	-.03	2.7 ***	-.31	2.7 **	-.27
g. Helping you manage your non-academic responsibilities (work, family, etc.)	**1.9**	**2.1**	2.1	.02	2.3 *	-.18	2.3 **	-.20	**1.8**	**1.9**	1.9	.05	2.1	-.15	2.1 *	-.20
h. Attending campus activities and events (performing arts, athletic events, etc.)	**2.7**	**2.8**	2.6 ***	.23	2.9	-.11	2.8	.02	**2.6**	**2.6**	2.4 **	.22	2.8	-.14	2.6	.04
i. Attending events that address important social, economic, or political issues	**2.1**	**2.3**	2.4	-.06	2.6 ***	-.38	2.4 *	-.13	**2.2**	**2.1**	2.2	-.15	2.6 ***	-.50	2.3 *	-.19

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	**3.3**	**3.2**	3.1 *	.17	3.2	-.01	3.2	-.01	**3.2**	**3.1**	3.2	-.07	3.2	-.14	3.3 *	-.23
b. I feel valued by this institution.	**2.8**	**2.9**	2.8 **	.21	3.0 *	-.16	3.0	-.10	**2.7**	**2.7**	2.6	.10	2.9 *	-.22	2.9 **	-.24

			△		▽							▽		▽	
c. I feel like part of the community at this institution.	**2.9**	**3.0**	2.8 ** △	.23	3.0	-.07	3.0	.00	**2.9**	**2.9**	2.7 * △	.19	3.0	-.13	3.0	-.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	**15.7**	**15.6**	15.9	-.04	15.3	.04	14.4	.14	**16.1**	**15.6**	16.3	-.07	15.6	.01	15.3	.04
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	**7.1**	**7.9**	5.0 *** ▲	.42	7.5	.05	5.3 *** ▲	.37	**7.9**	**7.6**	4.8 *** ▲	.39	7.7	-.02	4.9 *** ▲	.38
c. Working for pay **on campus**	**2.2**	**2.8**	1.9	.15	3.1	-.06	2.5	.05	**3.6**	**5.0**	2.6 *** ▲	.38	5.2	-.04	3.4 * △	.22
d. Working for pay **off campus**	**2.1**	**2.5**	7.1 *** ▼	-.49	3.8 ** ▽	-.16	6.7 *** ▼	-.40	**6.4**	**4.8**	10.5 *** ▼	-.50	7.2 *** ▽	-.23	12.7 *** ▼	-.60
Estimated number of hours working for pay	**4.3**	**5.3**	9.0 *** ▼	-.31	6.9 * ▽	-.16	9.1 *** ▼	-.31	**10.0**	**9.8**	13.1 *** ▽	-.27	12.4 * ▽	-.23	16.1 *** ▼	-.47
e. Doing community service or volunteer work	**1.9**	**1.9**	2.7 ** ▽	-.15	1.9	.00	2.3	-.09	**2.2**	**2.3**	3.4 *** ▽	-.20	2.3	-.02	2.9 * ▽	-.13
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	**11.9**	**12.1**	12.4	-.03	12.8	-.08	12.2	-.01	**12.1**	**12.4**	11.6	.09	12.1	.04	11.1	.16
g. Providing care for dependents (children, parents, etc.)	**.8**	**.9**	3.9 *** ▼	-.42	1.8 *** ▽	-.17	3.7 *** ▼	-.34	**1.1**	**1.2**	4.6 *** ▼	-.38	2.4 *** ▽	-.17	6.0 *** ▼	-.44
h. Commuting to campus (driving, walking, etc.)	**2.4**	**2.4**	6.8 *** ▼	-.66	2.7	-.06	4.1 *** ▽	-.27	**3.2**	**4.1**	6.5 *** ▼	-.38	3.1 * △	.20	4.7	-.11

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)

	2.4	**2.6**	2.7	-.11	2.9 *** ▽	-.29	2.6	-.03	**2.8**	**2.8**	2.8	-.03	3.0	-.17	2.7	.05
(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs *based on* reading, *where Very little=.10; Some=.25;*	**6.0**	**6.4**	7.0	-.09	7.6 * ▽	-.19	6.2	.04	**7.7**	**7.1**	7.6	-.08	8.0	-.14	7.0	.01

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	2.7	-.06	2.9 *** ▼	-.34	2.8 ** ▽	-.26	3.0	3.0	3.0	.04	3.2 * ▽	-.19	3.0	.00
b. Speaking clearly and effectively	2.4	2.6	2.5	.10	2.7	-.12	2.7	-.15	2.8	2.8	2.8	-.03	3.1 ** ▽	-.29	2.9	-.14
c. Thinking critically and analytically	3.0	3.0	3.0	.00	3.1 * ▽	-.19	3.1	-.13	3.2	3.3	3.2	.10	3.4	-.13	3.3	.03
d. Analyzing numerical and statistical information	2.6	2.6	2.6	.00	2.6	-.03	2.7	-.13	2.9	2.8	2.8	.02	2.9	-.13	2.9	-.17
e. Acquiring job- or work-related knowledge and skills	2.5	2.5	2.4 * △	.16	2.6	-.08	2.7	-.15	2.8	2.9	2.7 * △	.18	2.9	-.02	3.0	-.11
f. Working effectively with others	2.7	2.7	2.6	.13	2.8	-.11	2.8	-.12	3.0	3.0	2.9 * △	.16	3.1	-.09	3.1	-.02
g. Developing or clarifying a personal code of values and ethics	2.4	2.5	2.5	-.04	2.7 *** ▽	-.28	2.7 ** ▽	-.25	2.8	2.7	2.7	-.04	2.9 ** ▽	-.29	2.9 * ▽	-.21
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.7	2.8	2.7	.06	2.9	-.14	2.8	-.06	2.9	2.8	2.8	-.02	3.0 * ▽	-.19	2.9	-.11
i. Solving complex real-world problems	2.5	2.5	2.5	-.02	2.7 ** ▽	-.22	2.7 ** ▽	-.21	2.8	2.8	2.7	.09	2.9	-.16	2.9	-.12
j. Being an informed and active citizen	2.5	2.4	2.5	-.10	2.7 *** ▼	-.33	2.7 ** ▽	-.24	2.7	2.5	2.7	-.15	2.9 *** ▼	-.38	2.7 ** ▽	-.24

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

Scale: 1 (Poor) to 4 (Excellent)

	3.0	3.1	2.9 ** △	.25	3.2	-.13	3.1	-.06	3.0	3.1	2.9	.15	3.2 ** ▽	-.24	3.2	-.16

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	3.1	3.0	.13	3.1	.00	3.2	-.06	2.9	3.0	3.0	-.02	3.1	-.12	3.2 ** ▽	-.25

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

(Means indicate the percentage who responded "Yes.") **92%** **92%** 87% * .15 88% .13 88% .12

△

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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context. You may not see all of these symbols in your report.