
NSSE 2024

Engagement Indicators

Truman State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-End)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following 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.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with COPLAC	Your first-year students compared with Natl Liberal Arts	Your first-year students compared with NSSE 2023 & 2024
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	△	▽	--

Seniors

Theme	Engagement Indicator	Your seniors compared with COPLAC	Your seniors compared with Natl Liberal Arts	Your seniors compared with NSSE 2023 & 2024
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	--	▼	▼

Academic Challenge: First-year students

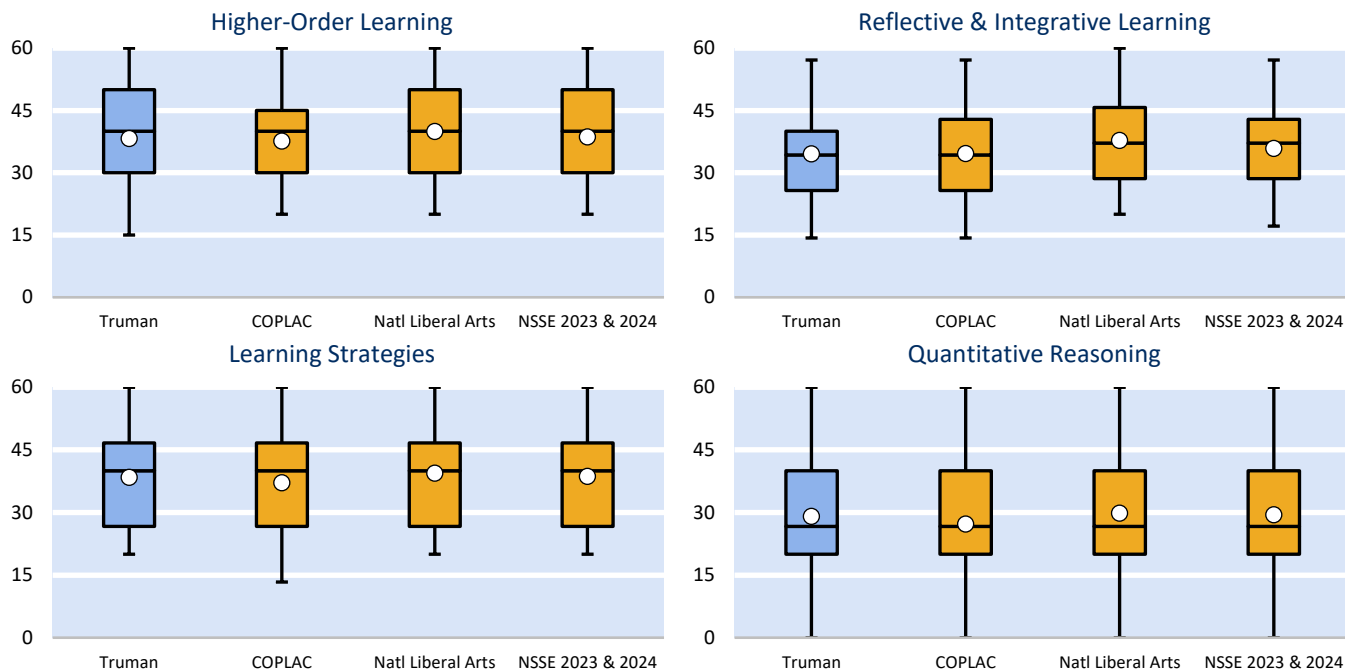
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC Mean	Effect size	Natl Liberal Arts Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	38.3	37.7	.05	39.9	-.13	38.6	-.02
Reflective & Integrative Learning	34.6	34.6	.00	37.8 ***	-.28	35.8	-.11
Learning Strategies	38.4	37.1	.09	39.4	-.08	38.6	-.02
Quantitative Reasoning	29.0	27.2	.12	29.9	-.05	29.5	-.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	72	+1	-2	+1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+3	-4	+1	
4d. Evaluating a point of view, decision, or information source	65	-1	-10	-6	
4e. Forming a new idea or understanding from various pieces of information	73	+6	-1	+2	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	57	+7	+0	+4	
2b. Connected your learning to societal problems or issues	48	-1	-12	-4	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	-1	-13	-4	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-3	-12	-8	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	+3	-4	-1	
2f. Learned something that changed the way you understand an issue or concept	64	-3	-6	-4	
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+6	-2	+2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	73	+2	-7	-1	
9b. Reviewed your notes after class	67	+6	+1	+1	
9c. Summarized what you learned in class or from course materials	64	+0	-4	-3	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	+3	-1	-2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	+3	-3	-2	
6c. Evaluated what others have concluded from numerical information	45	+6	-0	+2	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

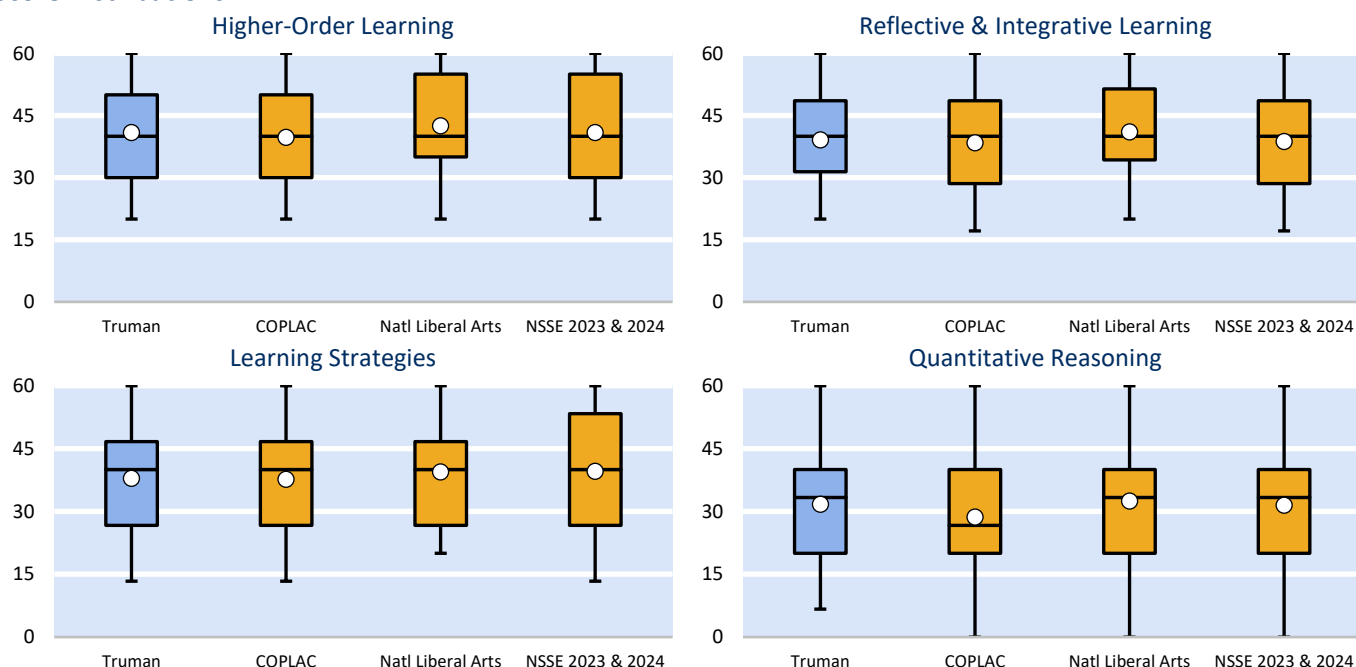
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC Mean	Effect size	Natl Liberal Arts Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Higher-Order Learning	40.9	39.8	.08	42.5	-.13	40.9	.00
Reflective & Integrative Learning	39.1	38.4	.06	41.0	-.16	38.7	.03
Learning Strategies	37.9	37.6	.02	39.4	-.11	39.5	-.11
Quantitative Reasoning	31.7	28.6 *	.19	32.4	-.04	31.4	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	80	+5	+1	+2	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	+1	-5	-0	
4d. Evaluating a point of view, decision, or information source	76	+5	-2	+4	
4e. Forming a new idea or understanding from various pieces of information	74	+4	-5	-0	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	76	+7	+2	+7	
2b. Connected your learning to societal problems or issues	63	+1	-8	+1	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+2	-7	+4	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	74	+9	+2	+7	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+5	-0	+2	
2f. Learned something that changed the way you understand an issue or concept	67	-4	-8	-5	
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3	-2	+2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	84	+9	+0	+7	
9b. Reviewed your notes after class	56	-2	-2	-9	
9c. Summarized what you learned in class or from course materials	60	-3	-7	-8	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+5	-3	-2	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+0	-7	-6	
6c. Evaluated what others have concluded from numerical information	48	+4	-5	-1	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: First-year students

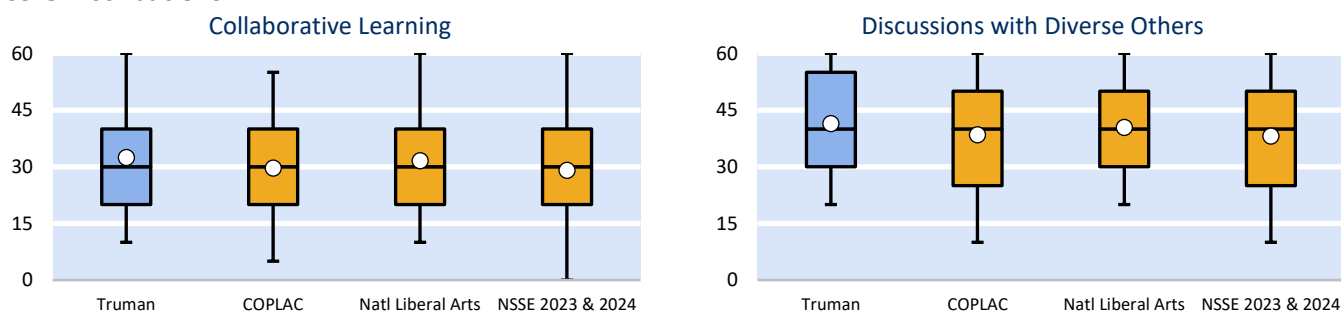
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC Mean	Effect size	Natl Liberal Arts Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Collaborative Learning	32.4	29.7 **	.19	31.6	.06	29.1 ***	.22
Discussions with Diverse Others	41.4	38.4 *	.19	40.4	.07	38.1 **	.21

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		Percentage point difference ^a between your FY students and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	48	+1	+1	+4	
1c. Explained course material to one or more students	54	+4	+1	+6	
1d. Prepared for exams by discussing or working through course material with other students	44	+3	-1	+3	
1e. Worked with other students on course projects or assignments	59	+11	+2	+8	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	72	-0	-4	+3	
8b. People from economic backgrounds other than your own	78	+10	+2	+8	
8c. People with religious beliefs other than your own	76	+8	+6	+12	
8d. People with political views other than your own	64	+8	+6	+5	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: Seniors

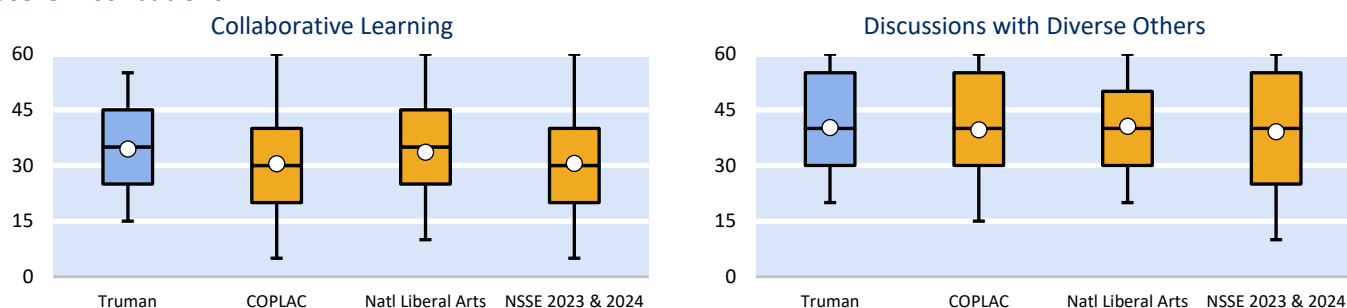
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
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Collaborative Learning	34.5	30.5 ***	.27	33.6	.06	30.6 ***	.24
Discussions with Diverse Others	40.3	39.6	.04	40.6	-.02	39.1	.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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		Percentage point difference ^a between your seniors and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
	%				
1b. Asked another student to help you understand course material	48	+8	+4	+6	
1c. Explained course material to one or more students	60	+9	-1	+8	
1d. Prepared for exams by discussing or working through course material with other students	46	+7	-2	+5	
1e. Worked with other students on course projects or assignments	75	+13	+7	+14	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of races or ethnicities other than your own	60	-14	-16	-11	
8b. People from economic backgrounds other than your own	74	+3	-4	+2	
8c. People with religious beliefs other than your own	73	+4	+3	+7	
8d. People with political views other than your own	69	+12	+12	+9	

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Experiences with Faculty: First-year students

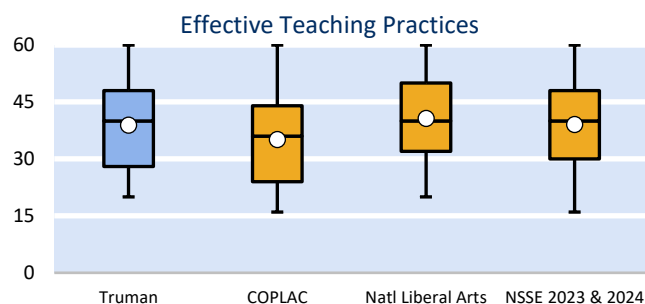
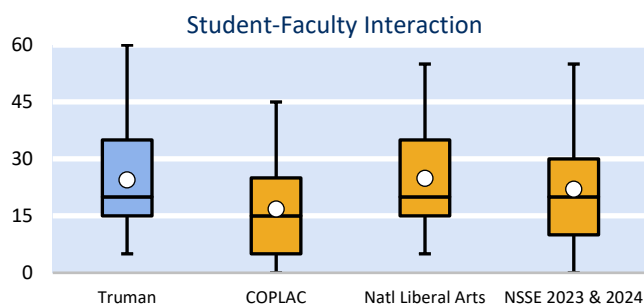
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC Mean	Effect size	Natl Liberal Arts Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Student-Faculty Interaction	24.5	16.8 ***	.51	24.9	-.03	22.0 *	.16
Effective Teaching Practices	38.9	35.1 ***	.29	40.6	-.14	39.0	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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		Percentage point difference ^a between your FY students and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	39	+14	-1	+1	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+9	+1	+4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+9	-3	+5	
3d. Discussed your academic performance with a faculty member	30	+7	-7	-2	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	+6	-3	+0	
5b. Taught course sessions in an organized way	82	+14	+4	+8	
5c. Used examples or illustrations to explain difficult points	75	+6	-3	+0	
5d. Provided feedback on a draft or work in progress	57	+6	-13	-8	
5e. Provided prompt and detailed feedback on tests or completed assignments	60	+10	-8	-2	

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Experiences with Faculty: Seniors

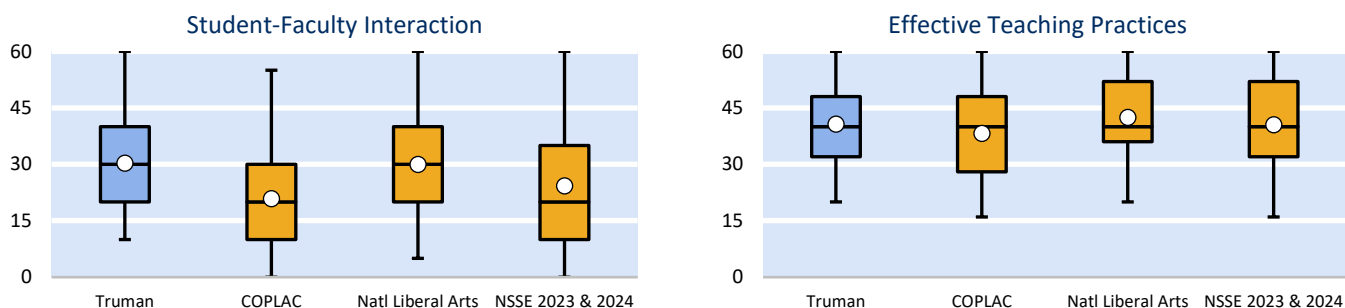
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	30.2	20.8 ***	.58	29.9	.02	24.2 ***	.36
Effective Teaching Practices	40.6	38.2 *	.18	42.4	-.14	40.4	.01

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3a. Talked about career plans with a faculty member	52	+18	-3	+8	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	42	+18	+3	+13	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	41	+11	-6	+8	
3d. Discussed your academic performance with a faculty member	41	+15	-0	+8	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	89	+10	+4	+8	
5b. Taught course sessions in an organized way	80	+5	-3	+3	
5c. Used examples or illustrations to explain difficult points	84	+10	+3	+7	
5d. Provided feedback on a draft or work in progress	61	+5	-11	-4	
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+10	-4	+3	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

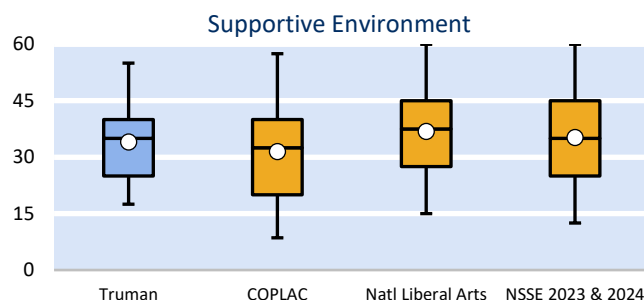
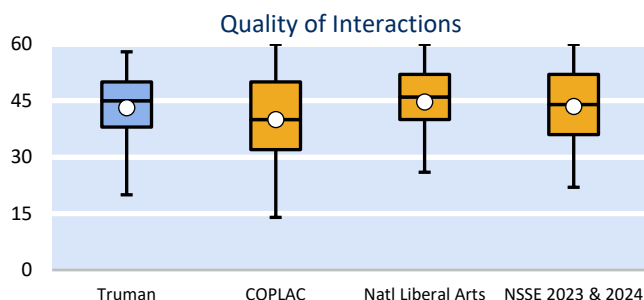
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC Mean	Effect size	Natl Liberal Arts Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	43.2	40.0 ***	.24	44.7	-.15	43.5	-.03
Supportive Environment	34.1	31.5 **	.19	36.9 **	-.22	35.2	-.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your FY students and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...		%			
13a. Students	60	+12	+7	+8	
13b. Academic advisors	40	-3	-17	-17	
13c. Faculty	56	+13	-7	+1	
13d. Student services staff (career services, student activities, housing, etc.)	52	+10	+1	+3	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	52	+13	+2	+5	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	73	+11	-4	+0	
14c. Using learning support services (tutoring services, writing center, etc.)	75	+11	-4	+0	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	+7	-1	+3	
14e. Providing opportunities to be involved socially	74	+14	+1	+4	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	+4	-7	-5	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-2	-9	-10	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+14	-0	+5	
14i. Attending events that address important social, economic, or political issues	37	-5	-19	-8	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

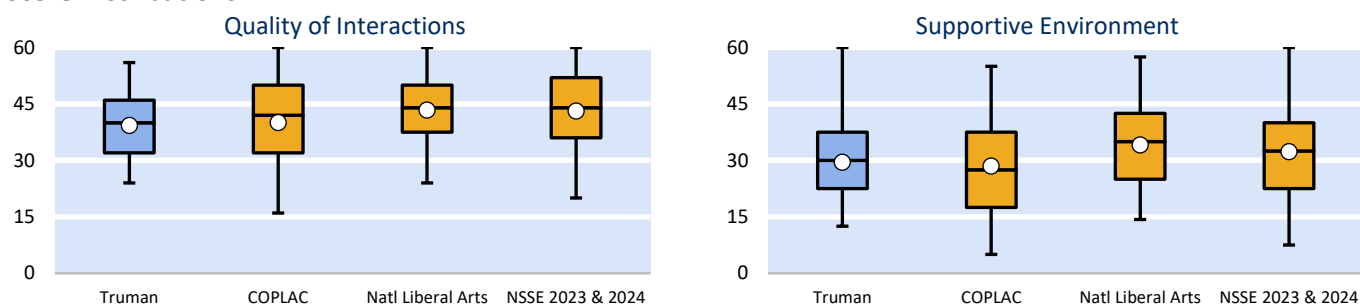
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC Mean	Effect size	Natl Liberal Arts Mean	Effect size	NSSE 2023 & 2024 Mean	Effect size
Quality of Interactions	39.3	40.1	-.06	43.4 ***	-.38	43.1 ***	-.31
Supportive Environment	29.6	28.5	.08	34.1 ***	-.36	32.4 *	-.19

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2023 & 2024	
Quality of Interactions					
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	51	<div><div></div></div> -5	<div><div></div></div> -5	<div><div></div></div> -8	
13b. Academic advisors	37	<div><div></div></div> -6	<div><div></div></div> -23	<div><div></div></div> -16	
13c. Faculty	52	+3 <div><div></div></div>	<div><div></div></div> -14	<div><div></div></div> -7	
13d. Student services staff (career services, student activities, housing, etc.)	34	<div><div></div></div> -4	<div><div></div></div> -7	<div><div></div></div> -12	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	24	<div><div></div></div> -13	<div><div></div></div> -17	<div><div></div></div> -21	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	57	+1 <div><div></div></div>	<div><div></div></div> -16	<div><div></div></div> -11	
14c. Using learning support services (tutoring services, writing center, etc.)	54	<div><div></div></div> -2	<div><div></div></div> -17	<div><div></div></div> -11	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	55	+8 <div><div></div></div>	<div><div></div></div> -2	<div><div></div></div> -1	
14e. Providing opportunities to be involved socially	68	+14 <div><div></div></div>	<div><div></div></div> -1	+4 <div><div></div></div>	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	46	<div><div></div></div> -2	<div><div></div></div> -15	<div><div></div></div> -13	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	+3 <div><div></div></div>	<div><div></div></div> -4	<div><div></div></div> -7	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	+8 <div><div></div></div>	<div><div></div></div> -8	+0 <div><div></div></div>	
14i. Attending events that address important social, economic, or political issues	24	<div><div></div></div> -13	<div><div></div></div> -28	<div><div></div></div> -16	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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NSSE 2024 Engagement Indicators

Comparisons with High-Performing Institutions

Truman State University

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		Truman Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.3	39.8	-.12		42.4 ***	-.33	
	Reflective and Integrative Learning	34.6	37.3 **	-.23		39.9 ***	-.46	
	Learning Strategies	38.4	40.2	-.13		43.1 ***	-.33	
	Quantitative Reasoning	29.0	30.8	-.12		33.3 ***	-.28	
Learning with Peers	Collaborative Learning	32.4	33.4	-.07	✓	36.7 ***	-.31	
	Discussions with Diverse Others	41.4	40.7	.05	✓	44.2 **	-.20	
Experiences with Faculty	Student-Faculty Interaction	24.5	25.4	-.06	✓	29.9 ***	-.35	
	Effective Teaching Practices	38.9	40.8	-.14		43.6 ***	-.33	
Campus Environment	Quality of Interactions	43.2	45.7 **	-.22		48.7 ***	-.46	
	Supportive Environment	34.1	37.1 ***	-.23		40.4 ***	-.50	
Seniors		Truman Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.9	42.4	-.11		44.9 ***	-.31	
	Reflective and Integrative Learning	39.1	40.6	-.12		43.2 ***	-.34	
	Learning Strategies	37.9	41.2 *	-.23		44.1 ***	-.44	
	Quantitative Reasoning	31.7	32.8	-.07	✓	36.2 **	-.28	
Learning with Peers	Collaborative Learning	34.5	34.7	-.02	✓	38.0 **	-.26	
	Discussions with Diverse Others	40.3	41.4	-.07	✓	44.1 **	-.27	
Experiences with Faculty	Student-Faculty Interaction	30.2	29.9	.02	✓	34.9 ***	-.29	
	Effective Teaching Practices	40.6	42.5	-.14		45.2 ***	-.35	
Campus Environment	Quality of Interactions	39.3	45.4 ***	-.50		48.1 ***	-.71	
	Supportive Environment	29.6	34.6 ***	-.36		38.0 ***	-.61	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

NSSE 2024 Engagement Indicators

Detailed Statistics^a

Truman State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Truman (N = 187)	38.3	13.1	.95	15	30	40	50	60				
COPLAC	37.7	13.4	.16	20	30	40	45	60	6,939	.6	.521	.048
Natl Liberal Arts	39.9	12.6	.13	20	30	40	50	60	9,133	-1.6	.079	-.130
NSSE 2023 & 2024	38.6	13.4	.03	20	30	40	50	60	226,473	-.3	.744	-.024
Top 50%	39.8	13.2	.03	20	30	40	50	60	148,138	-1.5	.114	-.116
Top 10%	42.4	12.5	.10	20	35	40	55	60	17,228	-4.1	.000	-.326
Reflective & Integrative Learning												
Truman (N = 204)	34.6	12.2	.85	14	26	34	40	57				
COPLAC	34.6	12.1	.14	14	26	34	43	57	7,542	.0	.964	-.003
Natl Liberal Arts	37.8	11.8	.12	20	29	37	46	60	9,918	-3.3	.000	-.277
NSSE 2023 & 2024	35.8	12.2	.02	17	29	37	43	57	249,330	-1.3	.133	-.105
Top 50%	37.3	12.0	.03	17	29	37	46	60	133,496	-2.7	.001	-.228
Top 10%	39.9	11.7	.09	20	31	40	49	60	15,818	-5.4	.000	-.457
Learning Strategies												
Truman (N = 175)	38.4	13.5	1.02	20	27	40	47	60				
COPLAC	37.1	13.8	.17	13	27	40	47	60	6,426	1.3	.225	.093
Natl Liberal Arts	39.4	13.4	.15	20	27	40	47	60	8,442	-1.0	.315	-.077
NSSE 2023 & 2024	38.6	13.9	.03	20	27	40	47	60	206,561	-.2	.835	-.016
Top 50%	40.2	13.9	.04	20	33	40	53	60	119,864	-1.8	.092	-.127
Top 10%	43.1	14.5	.09	20	33	40	60	60	27,058	-4.7	.000	-.327
Quantitative Reasoning												
Truman (N = 178)	29.0	15.8	1.19	0	20	27	40	60				
COPLAC	27.2	15.6	.20	0	20	27	40	60	6,529	1.8	.128	.116
Natl Liberal Arts	29.9	15.4	.17	0	20	27	40	60	8,565	-.8	.483	-.053
NSSE 2023 & 2024	29.5	15.7	.03	0	20	27	40	60	211,214	-.4	.722	-.027
Top 50%	30.8	15.5	.04	7	20	33	40	60	141,661	-1.8	.121	-.116
Top 10%	33.3	15.4	.09	7	20	33	40	60	26,913	-4.2	.000	-.275
Learning with Peers												
Collaborative Learning												
Truman (N = 224)	32.4	14.7	.98	10	20	30	40	60				
COPLAC	29.7	14.4	.16	5	20	30	40	55	8,090	2.8	.005	.192
Natl Liberal Arts	31.6	13.8	.13	10	20	30	40	60	232	.9	.376	.063
NSSE 2023 & 2024	29.1	15.3	.03	0	20	30	40	60	273,595	3.4	.001	.221
Top 50%	33.4	13.9	.03	10	25	35	40	60	162,549	-1.0	.307	-.068
Top 10%	36.7	13.7	.08	15	25	35	45	60	30,575	-4.3	.000	-.311
Discussions with Diverse Others												
Truman (N = 177)	41.4	14.8	1.11	20	30	40	55	60				
COPLAC	38.4	15.6	.20	10	25	40	50	60	6,476	3.0	.012	.192
Natl Liberal Arts	40.4	14.3	.16	20	30	40	50	60	8,493	1.0	.348	.071
NSSE 2023 & 2024	38.1	16.1	.04	10	25	40	50	60	208,525	3.3	.006	.208
Top 50%	40.7	14.9	.04	20	30	40	55	60	133,419	.8	.502	.051
Top 10%	44.2	13.8	.12	20	35	45	60	60	14,356	-2.8	.007	-.202

NSSE 2024 Engagement Indicators

Detailed Statistics^a

Truman State University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Truman (N = 196)	24.5	15.4	1.10	5	15	20	35	60				
COPLAC	16.8	15.2	.18	0	5	15	25	45	7,195	7.7	.000	.507
Natl Liberal Arts	24.9	14.8	.15	5	15	20	35	55	9,504	-.4	.713	-.027
NSSE 2023 & 2024	22.0	15.3	.03	0	10	20	30	55	237,112	2.5	.024	.161
Top 50%	25.4	15.3	.05	5	15	25	35	60	84,884	-.9	.417	-.058
Top 10%	29.9	15.5	.15	5	20	30	40	60	10,564	-5.4	.000	-.348
Effective Teaching Practices												
Truman (N = 186)	38.9	12.2	.90	20	28	40	48	60				
COPLAC	35.1	13.2	.16	16	24	36	44	60	6,913	3.8	.000	.287
Natl Liberal Arts	40.6	12.5	.13	20	32	40	50	60	9,101	-1.8	.057	-.141
NSSE 2023 & 2024	39.0	13.4	.03	16	30	40	48	60	225,153	-.2	.857	-.013
Top 50%	40.8	13.5	.04	20	32	40	52	60	107,778	-1.9	.055	-.141
Top 10%	43.6	14.1	.10	20	36	44	56	60	189	-4.7	.000	-.334
Campus Environment												
Quality of Interactions												
Truman (N = 164)	43.2	10.5	.82	20	38	45	50	58				
COPLAC	40.0	13.1	.18	14	32	40	50	60	180	3.1	.000	.242
Natl Liberal Arts	44.7	10.3	.12	26	40	46	52	60	8,059	-1.5	.063	-.147
NSSE 2023 & 2024	43.5	11.7	.03	22	36	44	52	60	163	-.3	.680	-.029
Top 50%	45.7	11.5	.04	24	40	48	54	60	80,612	-2.5	.005	-.219
Top 10%	48.7	11.9	.10	24	42	52	60	60	167	-5.5	.000	-.463
Supportive Environment												
Truman (N = 170)	34.1	11.4	.88	18	25	35	40	55				
COPLAC	31.5	13.9	.18	9	20	33	40	58	183	2.6	.005	.185
Natl Liberal Arts	36.9	12.7	.14	15	28	38	45	60	178	-2.8	.002	-.221
NSSE 2023 & 2024	35.2	13.6	.03	13	25	35	45	60	170	-1.2	.189	-.085
Top 50%	37.1	13.0	.04	17	28	38	45	60	170	-3.0	.001	-.232
Top 10%	40.4	12.6	.14	20	33	40	50	60	8,315	-6.4	.000	-.504

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2024 Engagement Indicators

Detailed Statistics^a

Truman State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Truman (N = 136)	40.9	12.3	1.06	20	30	40	50	60				
COPLAC	39.8	13.6	.20	20	30	40	50	60	4,733	1.1	.333	.084
Natl Liberal Arts	42.5	12.8	.16	20	35	40	55	60	6,337	-1.6	.145	-.126
NSSE 2023 & 2024	40.9	13.8	.03	20	30	40	55	60	218,462	.0	.979	-.002
Top 50%	42.4	13.6	.04	20	35	40	55	60	92,199	-1.5	.189	-.113
Top 10%	44.9	12.8	.13	20	40	45	60	60	9,753	-4.0	.000	-.312
Reflective & Integrative Learning												
Truman (N = 143)	39.1	12.2	1.02	20	31	40	49	60				
COPLAC	38.4	12.5	.18	17	29	40	49	60	5,064	.7	.500	.057
Natl Liberal Arts	41.0	12.1	.15	20	34	40	51	60	6,686	-1.9	.064	-.157
NSSE 2023 & 2024	38.7	12.9	.03	17	29	40	49	60	233,558	.4	.715	.031
Top 50%	40.6	12.4	.04	20	31	40	51	60	92,316	-1.5	.154	-.120
Top 10%	43.2	11.8	.13	23	34	43	54	60	9,033	-4.1	.000	-.343
Learning Strategies												
Truman (N = 124)	37.9	14.2	1.27	13	27	40	47	60				
COPLAC	37.6	14.6	.22	13	27	40	47	60	4,475	.3	.844	.018
Natl Liberal Arts	39.4	13.8	.18	20	27	40	47	60	5,984	-1.5	.224	-.111
NSSE 2023 & 2024	39.5	14.6	.03	13	27	40	53	60	204,461	-1.6	.211	-.112
Top 50%	41.2	14.5	.04	20	33	40	53	60	112,141	-3.3	.012	-.227
Top 10%	44.1	14.2	.12	20	33	47	60	60	13,947	-6.2	.000	-.438
Quantitative Reasoning												
Truman (N = 128)	31.7	16.9	1.49	7	20	33	40	60				
COPLAC	28.6	16.5	.25	0	20	27	40	60	4,533	3.1	.038	.187
Natl Liberal Arts	32.4	16.9	.22	0	20	33	40	60	6,049	-.7	.630	-.043
NSSE 2023 & 2024	31.4	16.7	.04	0	20	33	40	60	207,820	.3	.857	.016
Top 50%	32.8	16.5	.05	7	20	33	40	60	120,809	-1.1	.438	-.069
Top 10%	36.2	16.2	.15	7	20	40	47	60	12,181	-4.5	.002	-.277
Learning with Peers												
Collaborative Learning												
Truman (N = 153)	34.5	13.3	1.07	15	25	35	45	55				
COPLAC	30.5	15.1	.21	5	20	30	40	60	164	4.0	.000	.268
Natl Liberal Arts	33.6	14.1	.17	10	25	35	45	60	7,066	.9	.429	.065
NSSE 2023 & 2024	30.6	16.0	.03	5	20	30	40	60	152	3.9	.000	.243
Top 50%	34.7	14.2	.04	10	25	35	45	60	111,845	-.3	.827	-.018
Top 10%	38.0	13.6	.11	15	30	40	50	60	14,418	-3.5	.001	-.258
Discussions with Diverse Others												
Truman (N = 122)	40.3	14.5	1.31	20	30	40	55	60				
COPLAC	39.6	15.6	.24	15	30	40	55	60	4,498	.6	.667	.039
Natl Liberal Arts	40.6	14.1	.18	20	30	40	50	60	6,012	-.3	.815	-.021
NSSE 2023 & 2024	39.1	16.4	.04	10	25	40	55	60	205,718	1.1	.443	.070
Top 50%	41.4	15.6	.05	15	30	40	60	60	115,779	-1.1	.429	-.072
Top 10%	44.1	14.5	.12	20	35	45	60	60	13,566	-3.8	.003	-.266

NSSE 2024 Engagement Indicators

Detailed Statistics^a

Truman State University

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Truman (N = 141)	30.2	14.5	1.22	10	20	30	40	60				
COPLAC	20.8	16.1	.23	0	10	20	30	55	4,893	9.4	.000	.584
Natl Liberal Arts	29.9	16.0	.20	5	20	30	40	60	6,496	.3	.836	.018
NSSE 2023 & 2024	24.2	16.5	.03	0	10	20	35	60	140	6.0	.000	.364
Top 50%	29.9	16.3	.07	5	20	30	40	60	140	.3	.806	.019
Top 10%	34.9	16.1	.22	10	20	35	45	60	149	-4.7	.000	-.291
Effective Teaching Practices												
Truman (N = 133)	40.6	11.2	.97	20	32	40	48	60				
COPLAC	38.2	13.9	.20	16	28	40	48	60	144	2.4	.015	.177
Natl Liberal Arts	42.4	12.7	.16	20	36	40	52	60	139	-1.8	.065	-.144
NSSE 2023 & 2024	40.4	14.0	.03	16	32	40	52	60	132	.2	.862	.012
Top 50%	42.5	13.8	.05	20	32	44	56	60	132	-1.9	.056	-.135
Top 10%	45.2	13.1	.13	20	36	48	60	60	136	-4.6	.000	-.355
Campus Environment												
Quality of Interactions												
Truman (N = 121)	39.3	10.3	.94	24	32	40	46	56				
COPLAC	40.1	13.0	.21	16	32	42	50	60	132	-.7	.447	-.057
Natl Liberal Arts	43.4	10.6	.14	24	38	44	50	60	5,809	-4.0	.000	-.379
NSSE 2023 & 2024	43.1	12.4	.03	20	36	44	52	60	120	-3.8	.000	-.305
Top 50%	45.4	12.0	.04	22	38	48	55	60	81,256	-6.1	.000	-.504
Top 10%	48.1	12.3	.10	23	42	50	60	60	15,758	-8.8	.000	-.715
Supportive Environment												
Truman (N = 121)	29.6	11.9	1.08	13	23	30	38	60				
COPLAC	28.5	14.1	.22	5	18	28	38	55	130	1.1	.338	.076
Natl Liberal Arts	34.1	12.8	.17	14	25	35	43	58	5,868	-4.6	.000	-.357
NSSE 2023 & 2024	32.4	14.4	.03	8	23	33	40	60	120	-2.8	.011	-.194
Top 50%	34.6	14.2	.05	10	25	35	45	60	120	-5.1	.000	-.357
Top 10%	38.0	13.7	.15	15	28	40	48	60	125	-8.4	.000	-.613

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2024

High-Impact Practices

Truman State University

About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

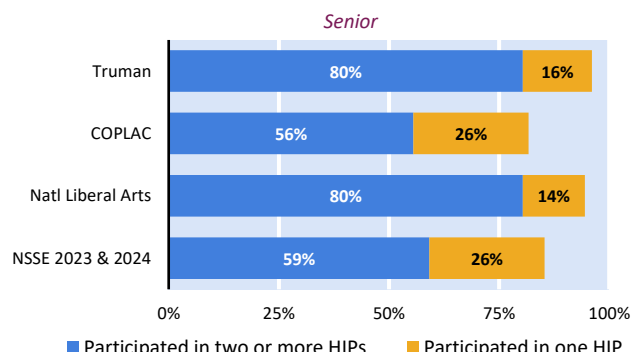
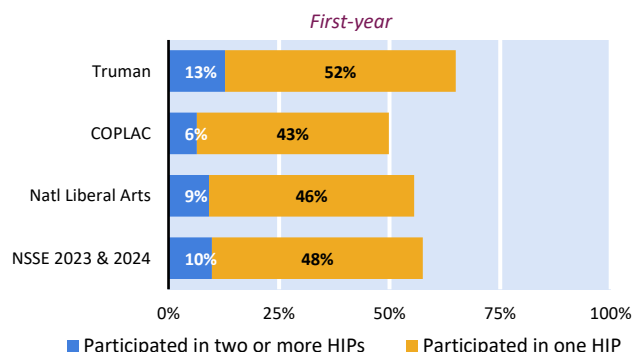
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

The figures below display the level of participation of students in High-Impact Practices. Both figures include participation in service-learning, learning communities, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	Truman	Your students' participation compared with:									
		COPLAC		Natl Liberal Arts				NSSE 2023 & 2024			
First-year	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b				
Service-Learning	62	+16	***	.32	+11	**	.22	+9	*	.19	
Learning Community	9	+2		.07	+0		.00	-2		-.07	
Research with Faculty	10	+6	*	.23	+4		.13	+5		.17	
Participated in at least one	65	+15	***	.31	+9	*	.19	+7	*	.15	
Participated in two or more	13	+6	*	.22	+4		.12	+3		.09	
Senior											
Service-Learning	70	+18	***	.37	+8		.16	+11	*	.23	
Learning Community	25	+7		.18	-1		-.03	+3		.06	
Research with Faculty	46	+23	***	.48	+3		.07	+23	***	.48	
Internship or Field Exp.	53	+3		.06	-11	*	-.21	+5		.09	
Study Abroad	12	+5		.16	-14	***	-.36	+2		.06	
Culminating Senior Exp.	73	+34	***	.71	+2		.04	+27	***	.56	
Participated in at least one	96	+14	***	.49	+2		.08	+11	***	.39	
Participated in two or more	80	+25	***	.54	-0		.00	+21	***	.47	

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

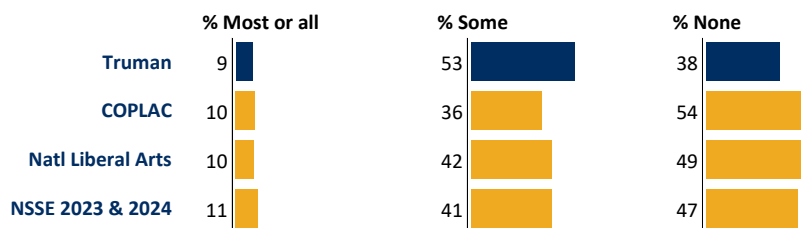
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

First-year students

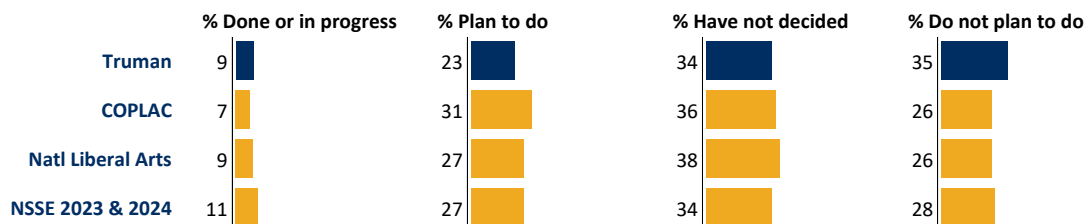
Service-Learning

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



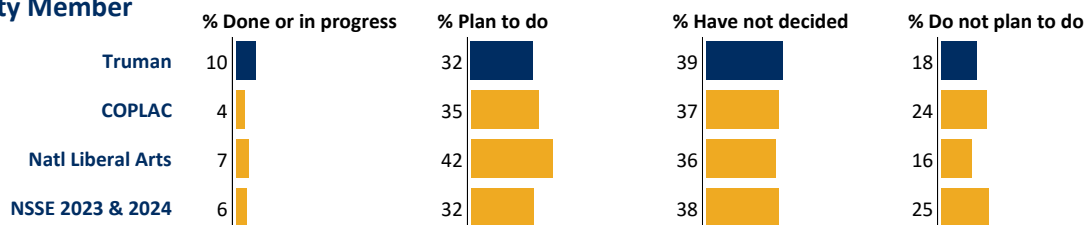
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



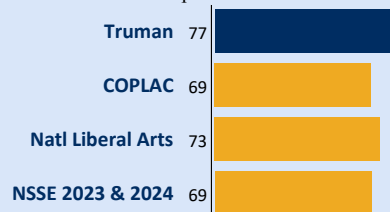
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

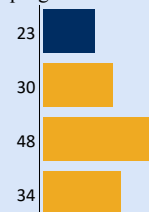
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



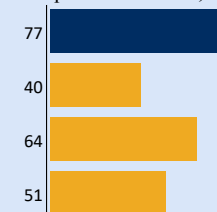
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



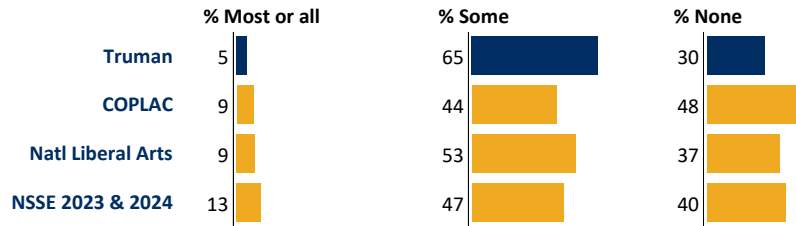
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

Seniors

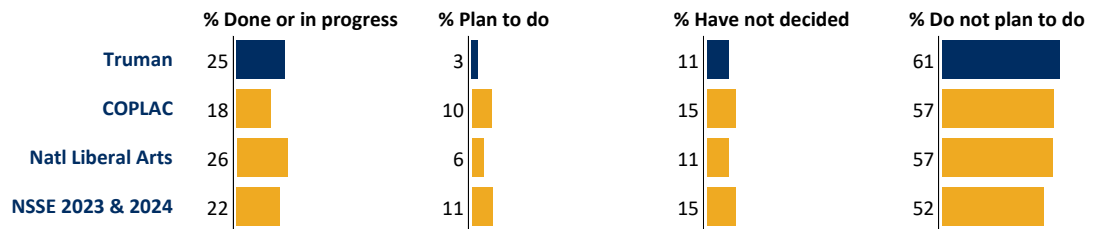
Service-Learning

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



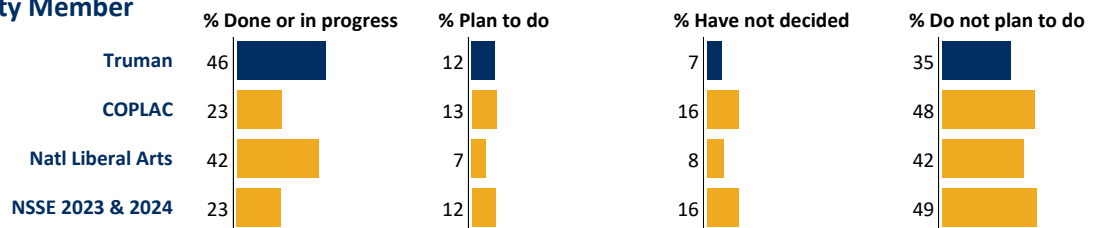
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



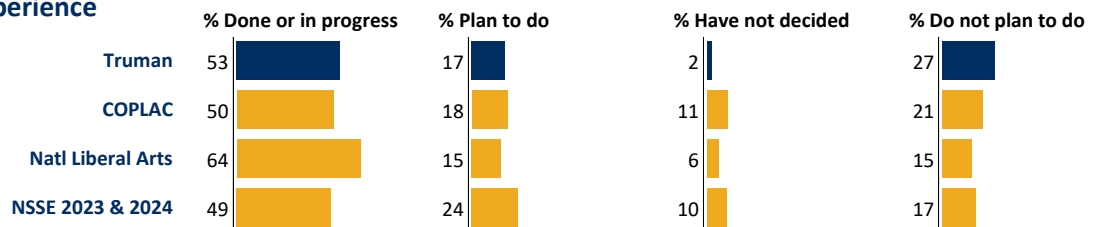
Research with a Faculty Member

Work with a faculty member on a research project.



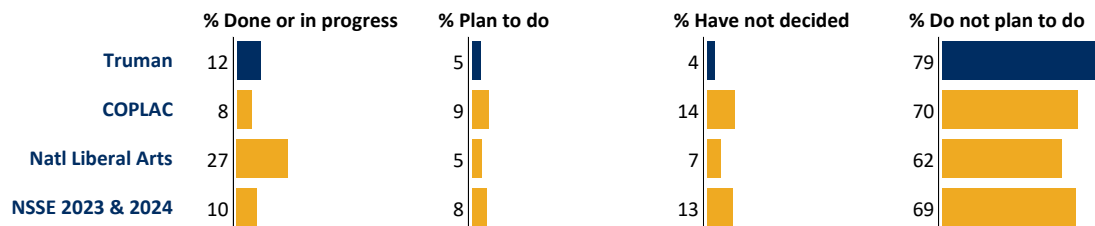
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



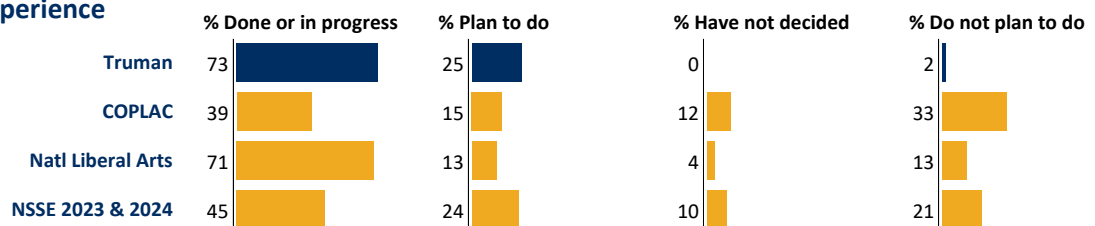
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



Note: Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

NSSE 2024 High-Impact Practices

Disaggregated Results

Truman State University

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	11/26	42	1/26	4	2/26	8	14/22	64	4/22	18	9/22	41	13/22	59	3/22	14	14/22	64
Bio. sci., agric., and natural res.	13/17	76	1/18	6	3/18	17	12/18	67	7/18	39	12/18	67	11/18	61	4/18	22	13/18	72
Physical sci., math, computer sci.	18/31	58	4/31	13	6/31	19	3/4	75	0/4	0	3/4	75	1/4	25	0/4	0	3/4	75
Social sciences	16/24	67	1/24	4	4/24	17	12/16	75	3/16	19	8/16	50	5/16	31	1/16	6	14/16	88
Business	14/24	58	3/24	13	0/24	0	9/16	56	2/16	13	2/16	13	8/16	50	3/16	19	12/16	75
Communications, media, public rel.	1/3	33	0/3	0	0/2	0	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0
Education	4/10	40	0/10	0	0/10	0	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	1/2	50
Engineering	1/1	100	0/1	0	0/1	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Health professions	24/27	89	6/27	22	2/27	7	28/33	85	13/33	39	18/33	55	22/33	67	0/33	0	26/33	79
Social service professions	0/0	0	0/0	0	0/0	0	3/3	100	0/3	0	0/3	0	1/3	33	0/3	0	2/3	67
Undecided/undeclared	1/2	50	0/2	0	0/3	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	98/149	66	12/151	8	16/150	11	64/92	70	25/92	27	44/92	48	54/92	59	11/92	12	71/92	77
Started elsewhere	5/17	29	3/17	18	0/17	0	21/27	78	5/27	19	10/27	37	10/27	37	1/27	4	16/27	59
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	1/1	100	0/1	0	0/2	0	14/21	67	8/21	38	8/21	38	13/21	62	3/21	14	17/21	81
Full-time	104/168	62	16/172	9	17/170	10	72/101	71	23/101	23	47/101	47	54/102	53	12/101	12	71/101	70
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	76/124	61	12/125	10	12/123	10	62/94	66	25/94	27	43/94	46	51/94	54	12/94	13	73/94	78
First-generation	24/37	65	3/38	8	4/39	10	21/24	88	6/24	25	12/24	50	14/24	58	1/24	4	15/24	63
I prefer not to respond	2/4	50	0/4	0	0/4	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	9/14	64	1/14	7	4/14	29	9/11	82	4/11	36	5/11	45	6/11	55	4/11	36	8/11	73
Black or African American	11/16	69	1/16	6	2/17	12	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
Hispanic, Latina/o, Latine, or Latinx	4/8	50	1/8	13	2/8	25	2/2	100	0/2	0	2/2	100	1/2	50	0/2	0	1/2	50
Indigenous, American Indian, etc.	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Middle Eastern or North African	1/2	50	0/2	0	0/2	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
Native Hawaiian or Pacific Islander	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
White	84/137	61	12/139	9	11/137	8	73/104	70	26/104	25	47/104	45	57/104	55	8/104	8	78/104	75
Another race or ethnicity	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0	0/0	0
I prefer not to respond	1/2	50	0/2	0	0/2	0	2/4	50	1/4	25	2/4	50	1/4	25	1/4	25	2/4	50

NSSE 2024 High-Impact Practices

Disaggregated Results

Truman State University

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
International status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not an international student	89/147	61	13/149	9	11/147	7	81/114	71	29/114	25	54/114	47	62/114	54	10/114	9	84/114	74
International student	14/19	74	2/19	11	5/20	25	4/6	67	2/6	33	1/6	17	3/6	50	3/6	50	4/6	67
Gender identity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Woman	55/91	60	9/92	10	6/90	7	56/70	80	21/70	30	32/70	46	41/70	59	7/70	10	52/70	74
Man	42/67	63	5/68	7	8/69	12	23/39	59	7/39	18	18/39	46	21/39	54	5/39	13	31/39	79
Trans/Transgender	2/5	40	1/5	20	1/5	20	5/7	71	2/7	29	3/7	43	3/7	43	2/7	29	3/7	43
Agender or gender neutral	1/3	33	0/3	0	1/3	33	0/2	0	0/2	0	0/2	0	2/2	100	0/2	0	2/2	100
Demigender	0/3	0	0/3	0	0/3	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	0/1	0
Genderqueer, non-binary, etc.	3/7	43	2/7	29	1/7	14	4/7	57	3/7	43	3/7	43	3/7	43	1/7	14	4/7	57
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	8/16	50	1/16	6	2/16	13	8/13	62	2/13	15	4/13	31	7/13	54	0/13	0	9/13	69
Questioning or unsure	4/6	67	0/6	0	2/6	33	2/2	100	0/2	0	1/2	50	1/2	50	0/2	0	0/2	0
Another gender identity	0/1	0	0/1	0	1/1	100	0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/2	100	0/2	0	0/2	0	3/4	75	0/4	0	2/4	50	0/4	0	0/4	0	1/4	25
Sexual orientation ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Straight or heterosexual	77/114	68	9/115	8	11/115	10	57/77	74	21/77	27	37/77	48	44/77	57	7/77	9	61/77	79
Bisexual	10/24	42	2/24	8	2/23	9	8/14	57	3/14	21	5/14	36	6/14	43	1/14	7	9/14	64
Lesbian	1/5	20	0/5	0	0/5	0	3/3	100	0/3	0	2/3	67	2/3	67	1/3	33	2/3	67
Gay	1/3	33	0/4	0	1/4	25	1/2	50	2/2	100	1/2	50	2/2	100	1/2	50	2/2	100
Queer	5/12	42	1/12	8	2/12	17	6/10	60	1/10	10	4/10	40	3/10	30	0/10	0	6/10	60
Pansexual or polysexual	2/5	40	2/5	40	0/5	0	5/7	71	1/7	14	5/7	71	4/7	57	1/7	14	4/7	57
Ace, gray, or asexual	1/8	13	0/8	0	1/8	13	4/5	80	0/5	0	1/5	20	2/5	40	0/5	0	3/5	60
Demisexual	3/5	60	0/5	0	2/5	40	3/4	75	1/4	25	2/4	50	3/4	75	1/4	25	2/4	50
Questioning or unsure	4/7	57	1/7	14	1/7	14	3/4	75	0/4	0	1/4	25	2/4	50	0/4	0	2/4	50
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	6/8	75	0/8	0	1/8	13	5/9	56	3/9	33	5/9	56	6/9	67	2/9	22	6/9	67
Age ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
FY 21+, Seniors 25+	3/8	38	0/8	0	2/9	22	3/3	100	0/3	0	1/3	33	1/3	33	0/3	0	2/3	67
FY < 21, Seniors < 25	102/161	63	16/165	10	15/163	9	83/119	70	31/119	26	54/119	45	66/120	55	15/119	13	86/119	72

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Disability status ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Sensory disability	1/1	100	0/1	0	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Physical disability	1/1	100	1/1	100	0/1	0	0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	11/18	61	1/18	6	4/18	22	11/17	65	6/17	35	7/17	41	11/17	65	2/17	12	10/17	59
Another disability or condition	1/2	50	0/2	0	0/2	0	2/2	100	0/2	0	2/2	100	1/2	50	0/2	0	2/2	100
Multiple types of disab. or cond.	10/13	77	4/13	31	3/13	23	9/13	69	4/13	31	5/13	38	6/13	46	0/13	0	10/13	77
No disability or condition	74/120	62	9/122	7	9/121	7	61/83	73	20/83	24	41/83	49	46/83	55	9/83	11	65/83	78
I prefer not to respond	4/10	40	0/10	0	0/10	0	2/3	67	1/3	33	0/3	0	0/3	0	2/3	67	1/3	33
Residence	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not on campus	13/25	52	2/25	8	5/25	20	74/98	76	22/98	22	45/98	46	53/98	54	10/98	10	74/98	76
On campus	88/139	63	13/141	9	11/140	8	11/20	55	8/20	40	9/20	45	11/20	55	2/20	10	13/20	65
Athlete status	N/total	%	N/total	%	N/total	0	N/total	%	N/total	0	N/total	%	N/total	%	N/total	%	N/total	%
Not an athlete	89/149	60	14/151	9	16/149	11	76/106	72	27/106	25	50/106	47	58/106	55	10/106	9	79/106	75
Student-athlete	13/16	81	1/16	6	0/17	0	9/12	75	3/12	25	4/12	33	6/12	50	2/12	17	8/12	67
Greek membership	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not a member	74/120	62	8/120	7	14/119	12	55/79	70	17/79	22	32/79	41	39/79	49	6/79	8	55/79	70
Member	27/43	63	7/45	16	2/44	5	29/39	74	14/39	36	22/39	56	25/39	64	6/39	15	33/39	85
Military status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
No military service	100/162	62	15/164	9	16/163	10	83/116	72	29/116	25	53/116	46	64/116	55	12/116	10	86/116	74
Current or former military service	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100
Satisfaction ^e	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Fair or poor	18/32	56	2/32	6	2/32	6	19/26	73	7/26	27	12/26	46	12/26	46	1/26	4	20/26	77
Good or excellent	86/136	63	14/137	10	15/135	11	66/93	71	24/93	26	43/93	46	53/93	57	12/93	13	68/93	73
Overall	105/169	62	16/173	9	17/172	10	86/122	70	31/122	25	55/122	46	67/123	53	15/122	12	88/122	73

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status if applicable. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."

b. Institution-reported variable.

c. No parent, guardian, or person who raised you holds a bachelor's degree.

d. Select-all-that-apply item; students may be represented in more than one category.

e. Based on responses to "How would you evaluate your entire educational experience at this institution?"