



NSSE 2019

Administration Summary

Truman State University

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Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	<i>First-year</i>	<i>Senior</i>
Submitted population	1,267	1,443
Adjusted population ^a	1,178	1,162
Survey sample ^b	1,174	1,159
Total respondents ^b	462	348
Full completions ^c	345	282
Partial completions	117	66

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.

c. Submitted demographic and (if applicable) Topical Module sets.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/links/RRFAQ

	<i>First-year</i>				<i>Senior</i>			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2018 & 2019	Truman	COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
Response rate	39%	31%	34%	23%	30%	31%	35%	23%
Sampling error ^b	+/- 3.6%	+/- 1.3%	+/- 0.6%	+/- 0.2%	+/- 4.4%	+/- 1.2%	+/- 0.7%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.

b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see nsse.indiana.edu/links/weights

Representativeness

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	68	58	68	62
Full-time	98	97	95	94
First-time, first-year	90	88	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	0	0
Asian	1	2	4	3
Black or African American	3	5	2	3
Hispanic or Latino	5	4	2	2
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	79	75	82	81
Other	0	0	0	0
Foreign or nonresident	7	9	7	5
Two or more races/ethnicities	3	4	3	4
Unknown	1	1	1	1

a. Based on the IPEDS categories submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting^a

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	66	57	66	59
Full-time, male	31	40	29	35
Part-time, female	2	2	2	2
Part-time, male	1	1	3	3

a. Weights were also calculated for students with "Another" or "Unknown" codes for sex.

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variable(s) ^a	Yes	Identified students who completed BCSSE 2018 ^d	N/A
Identified an oversample ^b	No	Customized the report sample ^e	No
Updated to identify ineligible students ^c	Yes		

- a. Institutions had the option to include additional variables in the population file for oversampling or *post hoc* analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder.
- b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.
- e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used ^a	Yes (23, 3%)
Incentive offered	No
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	336, 41%

Additional question sets and companion surveys

Topical module(s)	Transferable Skills, Civic Engagement
Consortium	None
BCSSE 2018	No
FSSE 2019	Yes

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.
- b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/06/2019	12%	7%
Reminder 1	02/12/2019	20%	12%
Reminder 2	02/20/2019	29%	19%
Reminder 3	02/26/2019	37%	26%
Final reminder	03/20/2019	39%	30%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	COPLAC* (customized, N=21)
Group 2	Natl Liberal Arts (customized, N=92)
Group 3	NSSE 2018 & 2019 (default, N=812)

Comparison groups for additional question set report(s)

Topical Module: Transferable Skills	Transferable Skills (default, N=64)
Topical Module: Civic Engagement	Civic Engagement (default, N=61)



NSSE 2019
Selected Comparison Groups
Truman State University

Comparison Groups

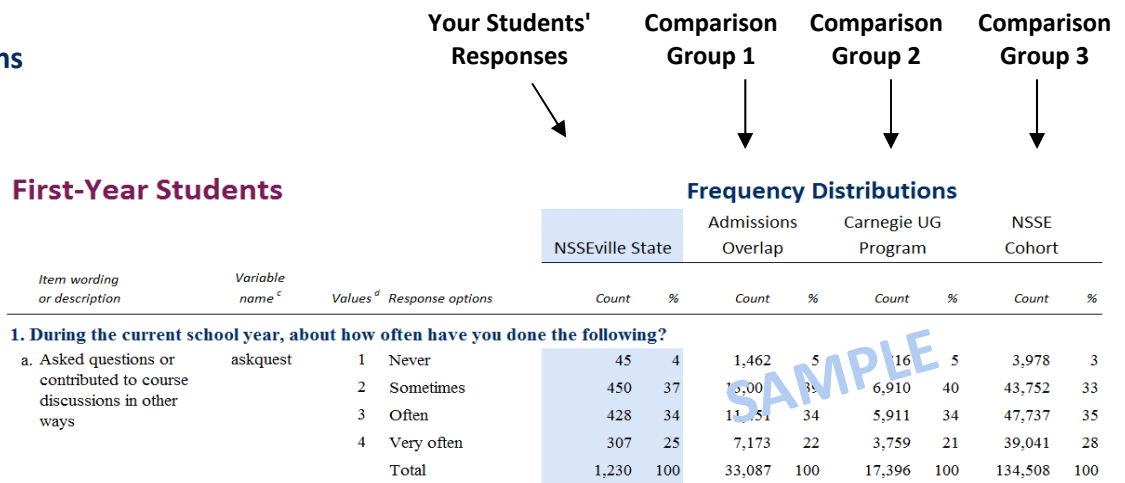
The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via a form on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2018 and 2019 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that chose not to customize received default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of Topical Modules or through consortium participation were also invited to customize comparison groups for those reports. The default for those groups was all other 2018 and 2019 institutions where the questions were administered. Please note: Comparison group details for Topical Module and consortium reports are documented separately in those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "Admissions Overlap," "Carnegie UG Program," and "NSSE Cohort."



Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name
The name assigned to the comparison group is listed here.

How Group was Constructed
Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List
The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2018 participants are identified with an asterisk.

Comparison Group 1: Admissions Overlap

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/29/20XX
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all NSSE participants.
Group description (as provided by your institution)	All other current- and prior-year participants with the same Carnegie Classification and sector in our region.

Admissions Overlap (N=20)

Albertus Magnus College (New Haven, CT)*
 American International College (Springfield, MA)
 Anna Maria College (Fulton, MA)
 Bryant University (Smithfield, RI)
 Clarksburg College (Sharpsburg, VT)*
 College of Our Lady of the Elms (Chicopee, MA)
 Curry College (Elyton, MA)*
 Franklin Pierce University (Rindge, NH)

a. The default groups are:

- Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2018 and 2019 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2018 (if applicable) and 2019 consortium members.
- Comparison Group 2: All other 2018 and 2019 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)
- Comparison Group 3: All other 2018 and 2019 U.S. NSSE institutions (2018 and 2019 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: COPLAC

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/6/19
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2018 and 2019 NSSE participants.
Group description (as provided by your institution)	2018-19 COPLAC Schools

COPLAC (N=21)

- Eastern Connecticut State University (Willimantic, CT)
- Evergreen State College, The (Olympia, WA)*
- Fort Lewis College (Durango, CO)
- Henderson State University (Arkadelphia, AR)
- Keene State College (Keene, NH)
- Mansfield University of Pennsylvania (Mansfield, PA)
- Massachusetts College of Liberal Arts (North Adams, MA)*
- Midwestern State University (Wichita Falls, TX)*
- New College of Florida (Sarasota, FL)
- Ramapo College of New Jersey (Mahwah, NJ)*
- Shepherd University (Shepherdstown, WV)
- Southern Oregon University (Ashland, OR)
- Southern Utah University (Cedar City, UT)
- St. Mary's College of Maryland (St. Mary's City, MD)
- University of Illinois Springfield (Springfield, IL)*
- University of Mary Washington (Fredericksburg, VA)*
- University of Montevallo (Montevallo, AL)*
- University of North Carolina at Asheville (Asheville, NC)*
- University of Science and Arts of Oklahoma (Chickasha, OK)
- University of South Carolina Aiken (Aiken, SC)*
- University of Virginia's College at Wise, The (Wise, VA)*

Comparison Group 2: Natl Liberal Arts

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/7/19
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2018 and 2019 NSSE participants.
Group description (as provided by your institution)	National Liberal Arts Institutions

Natl Liberal Arts (N=92)

Albright College (Reading, PA)	Hobart and William Smith Colleges (Geneva, NY)*
Baker University (Baldwin City, KS)	Holy Cross College (Notre Dame, IN)
Bay Path University (Longmeadow, MA)	Hope College (Holland, MI)
Berea College (Berea, KY)	Illinois Wesleyan University (Bloomington, IL)
Berry College (Mount Berry, GA)	Judson College (Marion, AL)
Bethany College (Lindsborg, KS)	Kentucky Wesleyan College (Owensboro, KY)
Birmingham-Southern College (Birmingham, AL)	Lafayette College (Easton, PA)*
Bloomfield College (Bloomfield, NJ)	Lewis & Clark College (Portland, OR)*
Brigham Young University (Provo, UT)	Lycoming College (Williamsport, PA)
Carroll University (Waukesha, WI)	Lyon College (Batesville, AR)
Carthage College (Kenosha, WI)	Marymount Manhattan College (New York, NY)
Castleton University (Castleton, VT)	Massachusetts College of Liberal Arts (North Adams, MA)*
Cedar Crest College (Allentown, PA)	Metropolitan State University of Denver (Denver, CO)
Central College (Pella, IA)	Millikin University (Decatur, IL)*
Centre College (Danville, KY)*	Monmouth University (West Long Branch, NJ)*
College of the Atlantic (Bar Harbor, ME)*	Northland College (Ashland, WI)*
Concordia College at Moorhead (Moorhead, MN)*	Occidental College (Los Angeles, CA)
Connecticut College (New London, CT)	Oglethorpe University (Atlanta, GA)*
DePauw University (Greencastle, IN)*	Ohio Wesleyan University (Delaware, OH)
Dickinson College (Carlisle, PA)	Pitzer College (Claremont, CA)
Dillard University (New Orleans, LA)*	Presbyterian College (Clinton, SC)
Doane University (Crete, NE)*	Randolph College (Lynchburg, VA)*
Earlham College (Richmond, IN)*	Ripon College (Ripon, WI)*
Eckerd College (Saint Petersburg, FL)	Roanoke College (Salem, VA)*
Fort Lewis College (Durango, CO)	Saint Mary's College (Notre Dame, IN)
Franklin and Marshall College (Lancaster, PA)*	Saint Michael's College (Colchester, VT)*
Franklin Pierce University (Rindge, NH)	Siena College (Loudonville, NY)*
Furman University (Greenville, SC)*	Simpson College (Indianola, IA)*
Goucher College (Baltimore, MD)*	Southwestern University (Georgetown, TX)
Grove City College (Grove City, PA)*	Spelman College (Atlanta, GA)
Hampden-Sydney College (Hampden-Sydney, VA)*	St. Francis College (Brooklyn Heights, NY)*
Hanover College (Hanover, IN)	St. Mary's College of Maryland (St. Mary's City, MD)
Harrisburg University of Science and Technology (Harrisburg, PA)	St. Olaf College (Northfield, MN)*
Harvey Mudd College (Claremont, CA)	Stonehill College (Easton, MA)
Hendrix College (Conway, AR)*	Susquehanna University (Selingsgrove, PA)*

*2018 participant

Natl Liberal Arts (N=92), continued

Thiel College (Greenville, PA)*
Thomas College (Waterville, ME)*
Union College (Schenectady, NY)*
University of North Carolina at Asheville (Asheville, NC)*
University of Pikeville (Pikeville, KY)
University of Richmond (University of Richmond, VA)*
University of Science and Arts of Oklahoma (Chickasha, OK)
Ursinus College (Collegeville, PA)*
Virginia Wesleyan University (Virginia Beach, VA)
Wabash College (Crawfordsville, IN)*
Wartburg College (Waverly, IA)
Washington & Jefferson College (Washington, PA)
Wesleyan College, Macon, Georgia (Macon, GA)
West Virginia Wesleyan College (Buckhannon, WV)*
Westminster College (New Wilmington, PA)
Wheaton College (Norton, MA)
Whittier College (Whittier, CA)*
Willamette University (Salem, OR)*
William Jewell College (Liberty, MO)
William Peace University (Raleigh, NC)
Wingate University (Wingate, NC)
Wofford College (Spartanburg, SC)

Comparison Group 3: NSSE 2018 & 2019

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/7/19
How was this comparison group constructed?	Your institution retained the default comparison group (NSSE 2018 and 2019 U.S. institutions).
Group description (as provided by your institution)	All other current- and prior-year (if applicable) U.S. NSSE institutions

NSSE 2018 & 2019 (N=812)

All other NSSE 2018 and 2019 U.S. participants
View list at nsse.indiana.edu/links/NSSE1819



NSSE 2019

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.

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 2018 and 2019 participating institutions.

Detailed Statistics (pp. 16-19)

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. The Report Builder and your *Major Field Report* (both to be 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


























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.

First-Year Students

Theme	Engagement Indicator	Your first-year students	Your first-year students	Your first-year students
		compared with COPLAC	compared with Natl Liberal Arts	compared with NSSE 2018 & 2019
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	Your seniors	Your seniors
		compared with COPLAC	compared with Natl Liberal Arts	compared with NSSE 2018 & 2019
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

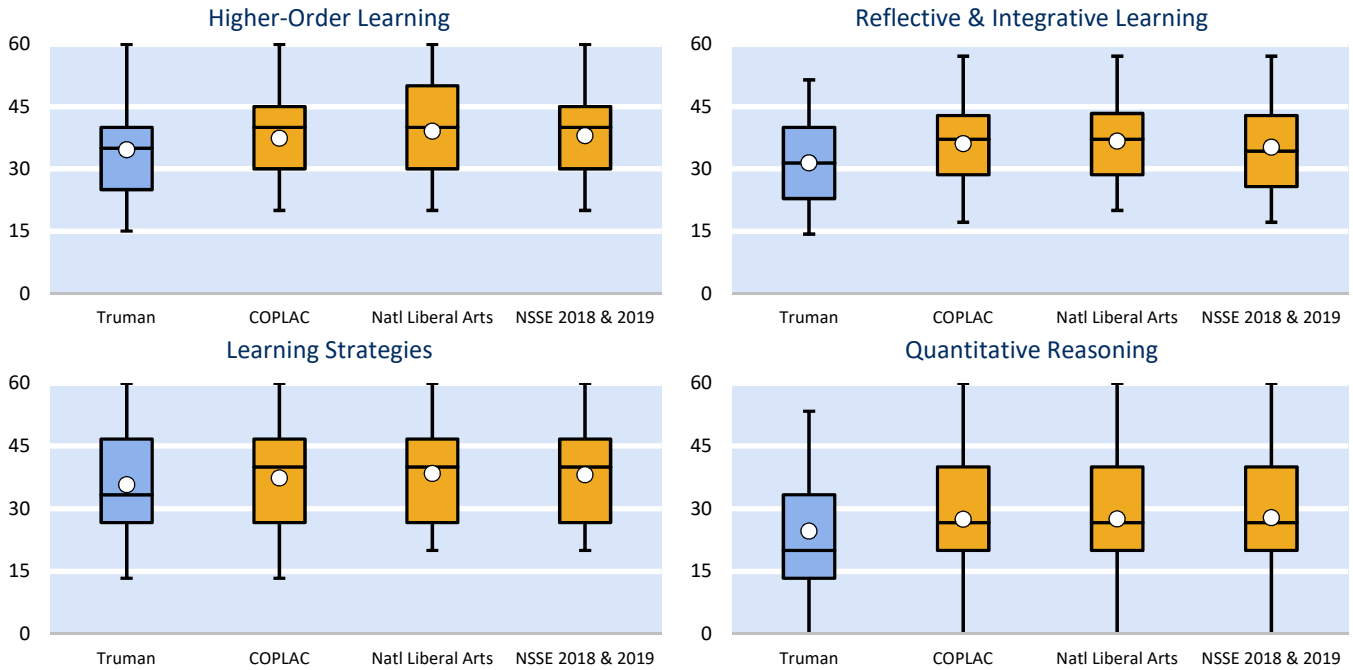
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2018 & 2019 Mean	Effect size
Higher-Order Learning	34.6	37.4 ***	-.22	39.1 ***	-.36	38.0 ***	-.26
Reflective & Integrative Learning	31.5	36.1 ***	-.40	36.7 ***	-.46	35.2 ***	-.32
Learning Strategies	35.7	37.3 *	-.12	38.5 ***	-.21	38.1 ***	-.18
Quantitative Reasoning	24.6	27.4 ***	-.19	27.5 ***	-.19	27.8 ***	-.21

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.

	Truman	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	67	-1	-6	-3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-4	-9	-6
4d. Evaluating a point of view, decision, or information source	59	-11	-13	-10
4e. Forming a new idea or understanding from various pieces of information	59	-10	-13	-10
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	43	-11	-12	-9
2b. Connected your learning to societal problems or issues	37	-18	-21	-15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	-16	-19	-13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	55	-10	-11	-9
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	-7	-7	-5
2f. Learned something that changed the way you understand an issue or concept	55	-14	-16	-12
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-6	-9	-5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	69	-6	-11	-6
9b. Reviewed your notes after class	61	-2	-2	-4
9c. Summarized what you learned in class or from course materials	59	-3	-4	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-4	-5	-7
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	27	-12	-12	-12
6c. Evaluated what others have concluded from numerical information	30	-8	-9	-9

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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

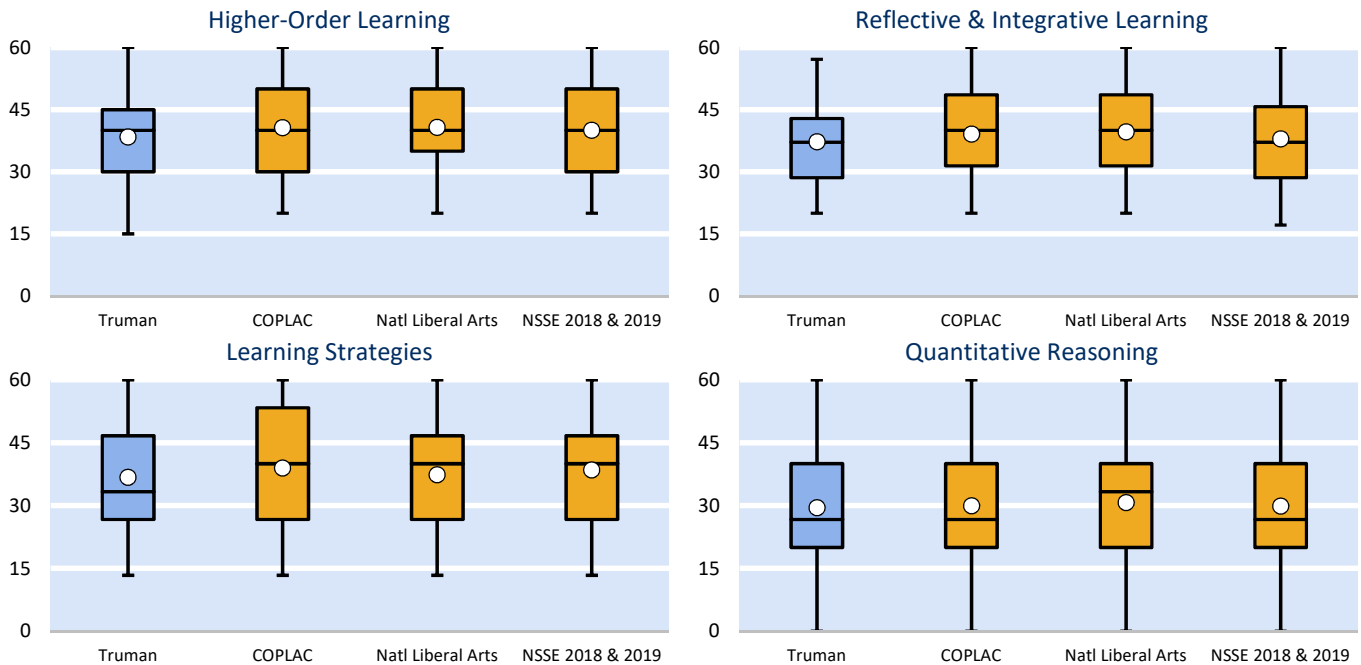
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	COPLAC Effect size	Natl Liberal Arts Mean	Natl Liberal Arts Effect size	NSSE 2018 & 2019 Mean	NSSE 2018 & 2019 Effect size
Higher-Order Learning	38.4	40.7 **	-.17	40.8 **	-.19	40.0 *	-.12
Reflective & Integrative Learning	37.3	39.1 **	-.15	39.6 ***	-.20	38.0	-.06
Learning Strategies	36.7	39.0 **	-.16	37.3	-.04	38.5 *	-.12
Quantitative Reasoning	29.4	29.9	-.03	30.7	-.08	29.8	-.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: 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.

	Truman	Percentage point difference ^a between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	77	-0	-2	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	-5	-5	-4
4d. Evaluating a point of view, decision, or information source	69	-4	-5	-2
4e. Forming a new idea or understanding from various pieces of information	66	-8	-9	-6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	-1	-1	+3
2b. Connected your learning to societal problems or issues	59	-5	-8	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	-6	-8	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	-2	-2	+1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-3	-2	+0
2f. Learned something that changed the way you understand an issue or concept	72	+0	-2	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-1	-3	-1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+0	-2	+2
9b. Reviewed your notes after class	54	-9	-1	-8
9c. Summarized what you learned in class or from course materials	57	-8	-2	-7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-1	-2	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-2	-4	-2
6c. Evaluated what others have concluded from numerical information	50	+5	+1	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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.

Learning with Peers: First-year students

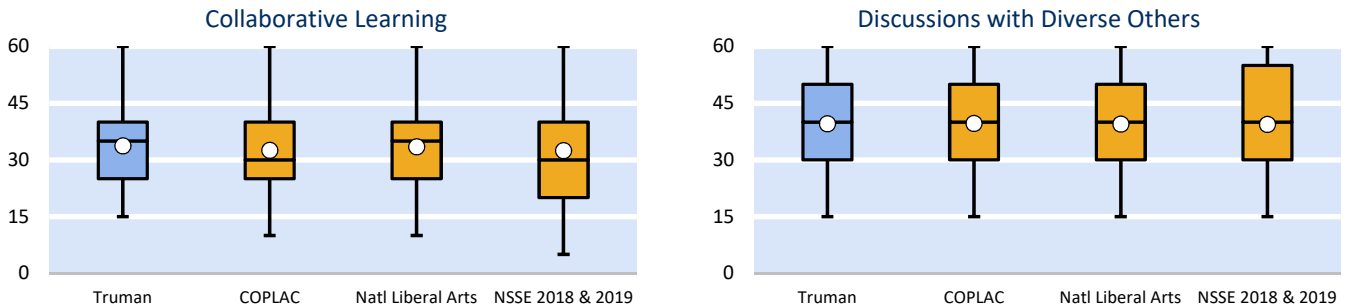
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Natl Liberal Arts		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	32.5	.09	33.5	.02	32.4 *	.09
Discussions with Diverse Others	39.5	39.6	-.01	39.5	.00	39.4	.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).

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.

Collaborative Learning	Truman %	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	58	+4	+2	+5
1f. Explained course material to one or more students	57	+0	-3	-1
1g. Prepared for exams by discussing or working through course material with other students	52	+3	-0	+2
1h. Worked with other students on course projects or assignments	57	+1	+1	+3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	66	-4	-5	-4
8b. People from an economic background other than your own	69	-3	-5	-2
8c. People with religious beliefs other than your own	70	+1	+6	+4
8d. People with political views other than your own	67	+2	+5	+3

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

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Learning with Peers: Seniors

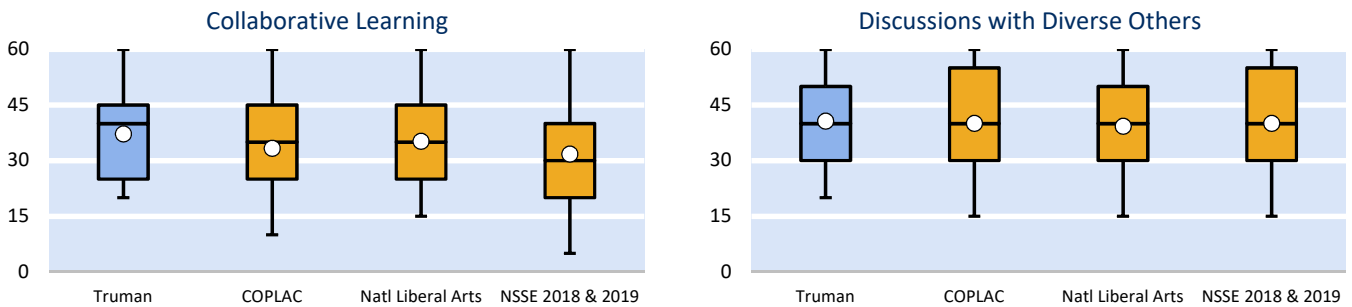
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		COPLAC		Nat'l Liberal Arts		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.2	33.4 ***	.27	35.3 *	.14	31.8 ***	.34
Discussions with Diverse Others	40.7	40.1	.04	39.3	.10	40.1	.04

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



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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.

Collaborative Learning	Truman %	Percentage point difference ^a between your seniors and		
		COPLAC	Nat'l Liberal Arts	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	61	+15	+10	+18
1f. Explained course material to one or more students	67	+5	+1	+10
1g. Prepared for exams by discussing or working through course material with other students	55	+6	+1	+9
1h. Worked with other students on course projects or assignments	77	+13	+9	+15
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	64	-6	-5	-7
8b. People from an economic background other than your own	76	+2	+2	+4
8c. People with religious beliefs other than your own	74	+5	+11	+6
8d. People with political views other than your own	70	+6	+8	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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.

Experiences with Faculty: First-year students

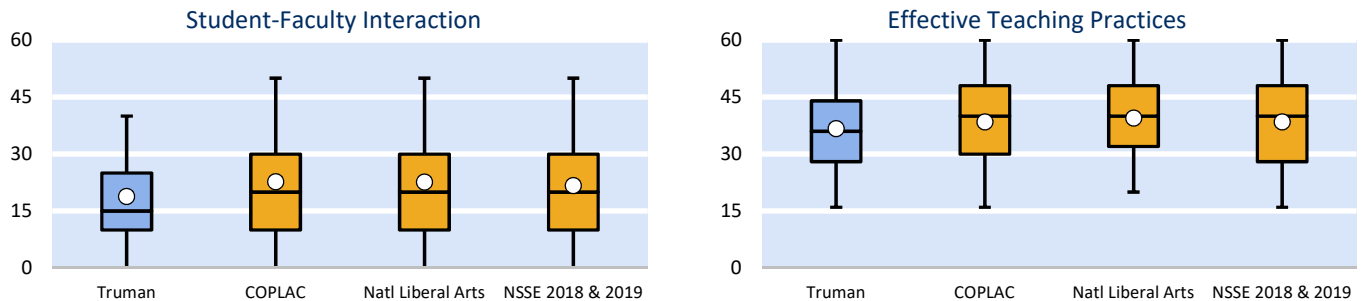
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Natl Liberal Arts		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	18.9	22.7 ***	-.27	22.6 ***	-.27	21.7 ***	-.19
Effective Teaching Practices	36.7	38.5 **	-.14	39.5 ***	-.23	38.5 **	-.13

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



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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.

Student-Faculty Interaction	Truman %	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	27	-13	-10	-12
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	15	-7	-7	-7
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-6	-8	-4
3d. Discussed your academic performance with a faculty member	19	-15	-13	-12
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	74	-4	-5	-3
5b. Taught course sessions in an organized way	73	-1	-5	-1
5c. Used examples or illustrations to explain difficult points	71	-1	-5	-2
5d. Provided feedback on a draft or work in progress	57	-8	-10	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	54	-7	-10	-5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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.

Experiences with Faculty: Seniors

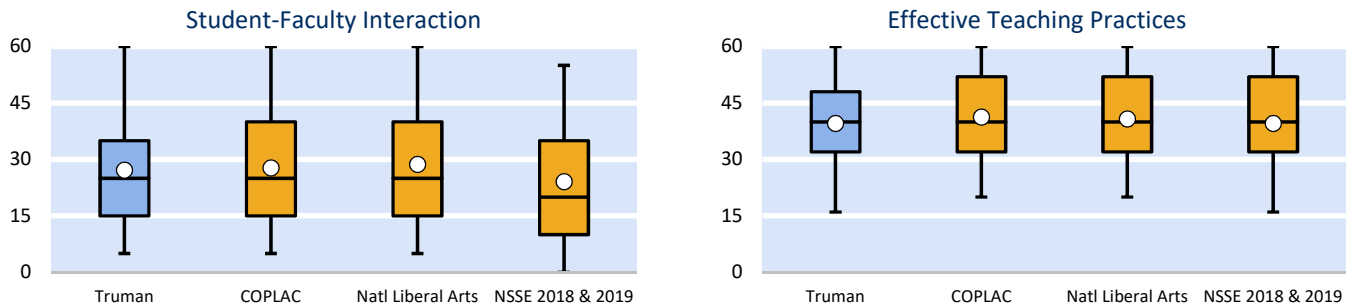
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 seniors compared with					
		COPLAC		Natl Liberal Arts		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.1	27.7	-.04	28.7	-.10	24.1 ***	.19
Effective Teaching Practices	39.5	41.2 *	-.13	40.7	-.10	39.6	.00

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



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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.

Student-Faculty Interaction	Truman %	Percentage point difference ^a between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	47	-4	-5	+3
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+4	+0	+9
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	-3	-6	+6
3d. Discussed your academic performance with a faculty member	32	-11	-7	-2
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	82	-0	-0	+2
5b. Taught course sessions in an organized way	80	+1	-1	+3
5c. Used examples or illustrations to explain difficult points	83	+3	+0	+6
5d. Provided feedback on a draft or work in progress	65	-3	-0	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	65	-4	-3	+1

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

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Campus Environment: First-year students

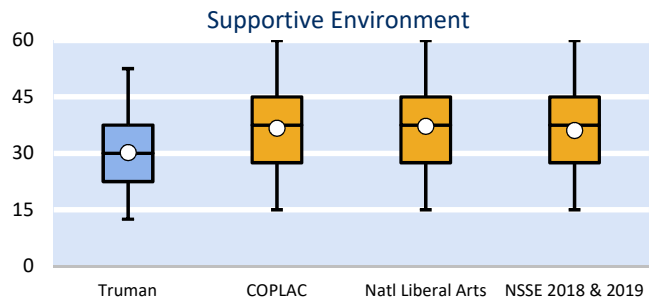
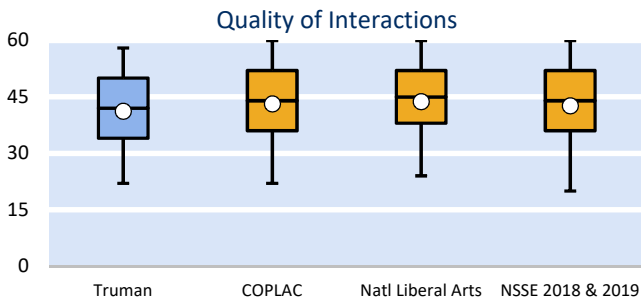
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	43.2 **	-.18	43.8 ***	-.23	42.7 **	-.12
Supportive Environment	30.2	36.7 ***	-.50	37.2 ***	-.54	36.1 ***	-.44

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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Performance on Indicator Items

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Quality of Interactions	Truman	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	52	+3	-1	+1
13b. Academic advisors	34	-20	-20	-19
13c. Faculty	48	-4	-10	-3
13d. Student services staff (career services, student activities, housing, etc.)	47	+0	-1	+1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	-9	-10	-6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	66	-11	-13	-10
14c. Using learning support services (tutoring services, writing center, etc.)	71	-8	-9	-6
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	45	-17	-16	-16
14e. Providing opportunities to be involved socially	66	-6	-8	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	50	-20	-21	-19
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-19	-20	-21
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	-18	-17	-14
14i. Attending events that address important social, economic, or political issues	33	-20	-23	-15

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

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Campus Environment: Seniors

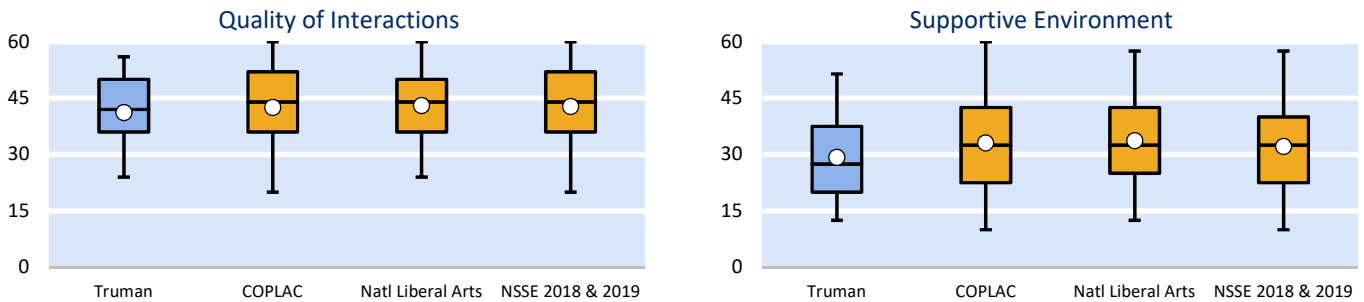
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC		Natl Liberal Arts		NSSE 2018 & 2019	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	42.6 *	-.12	43.0 **	-.17	42.8 **	-.13
Supportive Environment	29.3	33.1 ***	-.28	33.7 ***	-.34	32.2 ***	-.21

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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Quality of Interactions	Truman	Percentage point difference ^a between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2018 & 2019
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	58	+6	+3	+2
13b. Academic advisors	35	-19	-23	-18
13c. Faculty	49	-12	-14	-8
13d. Student services staff (career services, student activities, housing, etc.)	40	-0	+1	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-7	-5	-8
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	58	-14	-17	-13
14c. Using learning support services (tutoring services, writing center, etc.)	57	-11	-14	-10
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-11	-8	-11
14e. Providing opportunities to be involved socially	69	+5	+2	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-12	-13	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	16	-15	-14	-16
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-9	-12	-5
14i. Attending events that address important social, economic, or political issues	38	-11	-14	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and 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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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see nsse.indiana.edu/links/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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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

Theme	Engagement Indicator	Truman Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	34.6	39.3 ***	-.36		41.0 ***	-.49	
	Reflective and Integrative Learning	31.5	36.8 ***	-.45		38.8 ***	-.62	
	Learning Strategies	35.7	39.9 ***	-.30		42.5 ***	-.48	
	Quantitative Reasoning	24.6	29.3 ***	-.30		30.8 ***	-.40	
<i>Learning with Peers</i>	Collaborative Learning	33.7	35.4 **	-.12		37.7 ***	-.29	
	Discussions with Diverse Others	39.5	41.3 *	-.12		43.2 ***	-.26	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.9	24.9 ***	-.41		28.0 ***	-.59	
	Effective Teaching Practices	36.7	40.6 ***	-.30		42.7 ***	-.43	
<i>Campus Environment</i>	Quality of Interactions	41.2	44.9 ***	-.32		47.1 ***	-.50	
	Supportive Environment	30.2	38.1 ***	-.60		40.1 ***	-.75	

Seniors

Theme	Engagement Indicator	Truman Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.4	41.8 ***	-.25		43.0 ***	-.34	
	Reflective and Integrative Learning	37.3	39.9 ***	-.21		41.6 ***	-.35	
	Learning Strategies	36.7	40.8 ***	-.28		42.6 ***	-.41	
	Quantitative Reasoning	29.4	31.3 *	-.12		32.7 ***	-.21	
<i>Learning with Peers</i>	Collaborative Learning	37.2	36.1	.08	✓	38.6	-.10	
	Discussions with Diverse Others	40.7	42.0	-.09	✓	43.5 ***	-.18	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.1	29.9 **	-.17		33.9 ***	-.43	
	Effective Teaching Practices	39.5	41.8 **	-.16		43.5 ***	-.30	
<i>Campus Environment</i>	Quality of Interactions	41.2	45.2 ***	-.34		47.4 ***	-.52	
	Supportive Environment	29.3	34.8 ***	-.39		37.0 ***	-.55	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2018 and 2019 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 significant and positive, or non-significant with an effect size > -.10.

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 = 391)	34.6	12.3	.62	15	25	35	40	60				
COPLAC	37.4	12.6	.18	20	30	40	45	60	5,090	-2.8	.000	-.223
Natl Liberal Arts	39.1	12.5	.10	20	30	40	50	60	17,072	-4.5	.000	-.357
NSSE 2018 & 2019	38.0	13.2	.02	20	30	40	45	60	391	-3.4	.000	-.256
Top 50%	39.3	13.0	.03	20	30	40	50	60	170,731	-4.7	.000	-.363
Top 10%	41.0	13.0	.06	20	35	40	50	60	44,334	-6.4	.000	-.492
Reflective & Integrative Learning												
Truman (N = 414)	31.5	11.4	.56	14	23	31	40	51				
COPLAC	36.1	11.8	.17	17	29	37	43	57	5,400	-4.6	.000	-.395
Natl Liberal Arts	36.7	11.5	.09	20	29	37	43	57	18,115	-5.3	.000	-.459
NSSE 2018 & 2019	35.2	12.0	.02	17	26	34	43	57	341,404	-3.8	.000	-.317
Top 50%	36.8	11.8	.03	17	29	37	46	57	171,951	-5.3	.000	-.451
Top 10%	38.8	11.8	.06	20	31	40	46	60	35,935	-7.3	.000	-.620
Learning Strategies												
Truman (N = 372)	35.7	13.2	.68	13	27	33	47	60				
COPLAC	37.3	13.5	.20	13	27	40	47	60	4,879	-1.6	.026	-.120
Natl Liberal Arts	38.5	13.3	.11	20	27	40	47	60	16,291	-2.7	.000	-.206
NSSE 2018 & 2019	38.1	13.8	.03	20	27	40	47	60	302,695	-2.4	.001	-.176
Top 50%	39.9	13.7	.04	20	33	40	53	60	147,617	-4.2	.000	-.303
Top 10%	42.5	14.0	.08	20	33	40	53	60	380	-6.7	.000	-.481
Quantitative Reasoning												
Truman (N = 382)	24.6	14.7	.75	0	13	20	33	53				
COPLAC	27.4	15.2	.22	0	20	27	40	60	4,947	-2.8	.000	-.187
Natl Liberal Arts	27.5	14.9	.12	0	20	27	40	60	16,533	-2.9	.000	-.195
NSSE 2018 & 2019	27.8	15.3	.03	0	20	27	40	60	307,388	-3.2	.000	-.210
Top 50%	29.3	15.2	.04	7	20	27	40	60	178,956	-4.6	.000	-.305
Top 10%	30.8	15.2	.07	7	20	33	40	60	48,192	-6.1	.000	-.404
Learning with Peers												
Collaborative Learning												
Truman (N = 446)	33.7	13.3	.63	15	25	35	40	60				
COPLAC	32.5	13.5	.19	10	25	30	40	60	5,676	1.2	.067	.090
Natl Liberal Arts	33.5	13.6	.10	10	25	35	40	60	18,989	.2	.708	.018
NSSE 2018 & 2019	32.4	14.7	.02	5	20	30	40	60	446	1.3	.039	.089
Top 50%	35.4	13.7	.03	15	25	35	45	60	186,545	-1.7	.009	-.124
Top 10%	37.7	13.6	.07	15	30	40	50	60	40,476	-4.0	.000	-.291
Discussions with Diverse Others												
Truman (N = 377)	39.5	14.5	.74	15	30	40	50	60				
COPLAC	39.6	14.7	.22	15	30	40	50	60	4,941	-.1	.892	-.007
Natl Liberal Arts	39.5	14.5	.11	15	30	40	50	60	16,438	.0	.953	.003
NSSE 2018 & 2019	39.4	15.6	.03	15	30	40	55	60	377	.2	.838	.010
Top 50%	41.3	14.9	.04	20	30	40	55	60	177,142	-1.8	.020	-.120
Top 10%	43.2	14.4	.07	20	35	40	60	60	40,029	-3.7	.000	-.257

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 = 397)	18.9	12.7	.64	0	10	15	25	40				
COPLAC	22.7	14.2	.20	0	10	20	30	50	481	-3.9	.000	-.274
Natl Liberal Arts	22.6	14.1	.11	0	10	20	30	50	419	-3.7	.000	-.266
NSSE 2018 & 2019	21.7	14.7	.03	0	10	20	30	50	397	-2.8	.000	-.192
Top 50%	24.9	14.8	.04	5	15	20	35	55	399	-6.1	.000	-.410
Top 10%	28.0	15.5	.12	5	15	25	40	60	422	-9.1	.000	-.590
Effective Teaching Practices												
Truman (N = 388)	36.7	12.8	.65	16	28	36	44	60				
COPLAC	38.5	12.8	.19	16	30	40	48	60	5,094	-1.8	.008	-.140
Natl Liberal Arts	39.5	12.4	.10	20	32	40	48	60	17,051	-2.8	.000	-.225
NSSE 2018 & 2019	38.5	13.2	.02	16	28	40	48	60	318,066	-1.8	.008	-.135
Top 50%	40.6	13.2	.04	20	32	40	52	60	129,587	-3.9	.000	-.297
Top 10%	42.7	14.0	.08	20	32	44	56	60	398	-6.0	.000	-.429
Campus Environment												
Quality of Interactions												
Truman (N = 362)	41.2	10.7	.56	22	34	42	50	58				
COPLAC	43.2	11.3	.17	22	36	44	52	60	4,699	-2.0	.001	-.179
Natl Liberal Arts	43.8	11.1	.09	24	38	45	52	60	15,489	-2.6	.000	-.233
NSSE 2018 & 2019	42.7	12.1	.02	20	36	44	52	60	362	-1.5	.009	-.123
Top 50%	44.9	11.4	.03	24	38	46	54	60	119,192	-3.7	.000	-.323
Top 10%	47.1	11.8	.07	24	40	50	58	60	371	-5.9	.000	-.504
Supportive Environment												
Truman (N = 364)	30.2	11.4	.60	13	23	30	38	53				
COPLAC	36.7	13.1	.20	15	28	38	45	60	446	-6.4	.000	-.498
Natl Liberal Arts	37.2	12.9	.10	15	28	38	45	60	385	-7.0	.000	-.540
NSSE 2018 & 2019	36.1	13.5	.02	15	28	38	45	60	364	-5.9	.000	-.436
Top 50%	38.1	13.2	.04	18	30	40	48	60	365	-7.9	.000	-.599
Top 10%	40.1	13.2	.08	18	30	40	50	60	375	-9.8	.000	-.749

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.

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 = 298)	38.4	12.8	.74	15	30	40	45	60				
COPLAC	40.7	13.3	.21	20	30	40	50	60	4,497	-2.3	.004	-.171
Natl Liberal Arts	40.8	12.8	.12	20	35	40	50	60	11,587	-2.4	.002	-.186
NSSE 2018 & 2019	40.0	13.6	.02	20	30	40	50	60	307,779	-1.6	.039	-.120
Top 50%	41.8	13.5	.04	20	35	40	55	60	128,891	-3.4	.000	-.251
Top 10%	43.0	13.5	.07	20	35	40	55	60	303	-4.6	.000	-.344
Reflective & Integrative Learning												
Truman (N = 326)	37.3	11.2	.62	20	29	37	43	57				
COPLAC	39.1	12.4	.19	20	31	40	49	60	387	-1.8	.006	-.146
Natl Liberal Arts	39.6	12.1	.11	20	31	40	49	60	347	-2.4	.000	-.196
NSSE 2018 & 2019	38.0	12.4	.02	17	29	37	46	60	326	-.7	.251	-.058
Top 50%	39.9	12.2	.03	20	31	40	49	60	328	-2.6	.000	-.214
Top 10%	41.6	12.2	.08	20	34	40	51	60	336	-4.3	.000	-.353
Learning Strategies												
Truman (N = 293)	36.7	13.1	.76	13	27	33	47	60				
COPLAC	39.0	14.3	.22	13	27	40	53	60	345	-2.3	.005	-.158
Natl Liberal Arts	37.3	14.1	.13	13	27	40	47	60	311	-.6	.444	-.042
NSSE 2018 & 2019	38.5	14.6	.03	13	27	40	47	60	293	-1.8	.022	-.120
Top 50%	40.8	14.4	.04	20	33	40	53	60	294	-4.1	.000	-.284
Top 10%	42.6	14.3	.07	20	33	40	60	60	297	-5.9	.000	-.411
Quantitative Reasoning												
Truman (N = 293)	29.4	16.5	.96	0	20	27	40	60				
COPLAC	29.9	16.1	.25	0	20	27	40	60	4,403	-.5	.636	-.029
Natl Liberal Arts	30.7	16.4	.16	0	20	33	40	60	11,314	-1.3	.194	-.077
NSSE 2018 & 2019	29.8	16.1	.03	0	20	27	40	60	299,467	-.4	.663	-.025
Top 50%	31.3	16.0	.04	7	20	33	40	60	165,693	-1.9	.047	-.116
Top 10%	32.7	15.8	.07	7	20	33	40	60	46,155	-3.3	.000	-.209
Learning with Peers												
Collaborative Learning												
Truman (N = 342)	37.2	13.1	.71	20	25	40	45	60				
COPLAC	33.4	14.5	.22	10	25	35	45	60	406	3.9	.000	.267
Natl Liberal Arts	35.3	13.8	.13	15	25	35	45	60	12,454	1.9	.011	.140
NSSE 2018 & 2019	31.8	15.7	.03	5	20	30	40	60	342	5.4	.000	.343
Top 50%	36.1	14.0	.04	15	25	35	45	60	143,736	1.1	.153	.077
Top 10%	38.6	13.5	.09	15	30	40	50	60	23,180	-1.4	.054	-.105
Discussions with Diverse Others												
Truman (N = 297)	40.7	13.3	.77	20	30	40	50	60				
COPLAC	40.1	15.0	.23	15	30	40	55	60	4,395	.6	.495	.041
Natl Liberal Arts	39.3	14.4	.14	15	30	40	50	60	11,225	1.4	.099	.097
NSSE 2018 & 2019	40.1	16.0	.03	15	30	40	55	60	296	.6	.429	.038
Top 50%	42.0	15.6	.04	15	30	40	60	60	297	-1.3	.085	-.085
Top 10%	43.5	15.4	.07	20	35	45	60	60	301	-2.8	.000	-.184

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 = 316)	27.1	15.1	.85	5	15	25	35	60				
COPLAC	27.7	15.9	.24	5	15	25	40	60	4,577	-.6	.501	-.039
Natl Liberal Arts	28.7	15.6	.15	5	15	25	40	60	11,808	-1.6	.078	-.101
NSSE 2018 & 2019	24.1	16.1	.03	0	10	20	35	55	314,506	3.0	.001	.187
Top 50%	29.9	15.9	.06	5	20	30	40	60	66,946	-2.8	.002	-.174
Top 10%	33.9	15.8	.16	10	20	35	45	60	10,416	-6.8	.000	-.433
Effective Teaching Practices												
Truman (N = 302)	39.5	12.1	.70	16	32	40	48	60				
COPLAC	41.2	13.2	.20	20	32	40	52	60	354	-1.7	.019	-.131
Natl Liberal Arts	40.7	12.6	.12	20	32	40	52	60	11,584	-1.2	.097	-.097
NSSE 2018 & 2019	39.6	13.8	.02	16	32	40	52	60	302	.0	.953	-.003
Top 50%	41.8	13.6	.04	20	32	40	52	60	303	-2.2	.002	-.164
Top 10%	43.5	13.5	.08	20	36	44	56	60	309	-4.0	.000	-.296
Campus Environment												
Quality of Interactions												
Truman (N = 288)	41.2	10.4	.62	24	36	42	50	56				
COPLAC	42.6	11.8	.19	20	36	44	52	60	344	-1.4	.028	-.121
Natl Liberal Arts	43.0	10.9	.11	24	36	44	50	60	10,858	-1.9	.004	-.173
NSSE 2018 & 2019	42.8	12.2	.02	20	36	44	52	60	288	-1.6	.009	-.132
Top 50%	45.2	11.8	.03	23	38	48	54	60	289	-4.0	.000	-.340
Top 10%	47.4	12.0	.06	24	40	50	58	60	293	-6.2	.000	-.520
Supportive Environment												
Truman (N = 286)	29.3	11.8	.70	13	20	28	38	51				
COPLAC	33.1	13.7	.22	10	23	33	43	60	342	-3.8	.000	-.282
Natl Liberal Arts	33.7	13.0	.13	13	25	33	43	58	304	-4.4	.000	-.340
NSSE 2018 & 2019	32.2	14.1	.03	10	23	33	40	58	286	-2.9	.000	-.207
Top 50%	34.8	13.9	.04	13	25	35	45	60	287	-5.5	.000	-.394
Top 10%	37.0	14.0	.09	13	28	38	48	60	296	-7.7	.000	-.549

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.

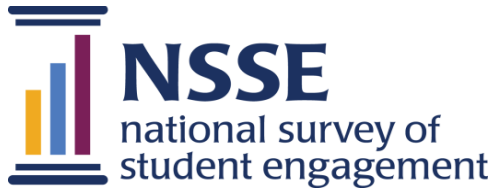
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

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 2019
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 can be life-changing (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, comprehensive exam, portfolio, 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 Characteristics (p. 6)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

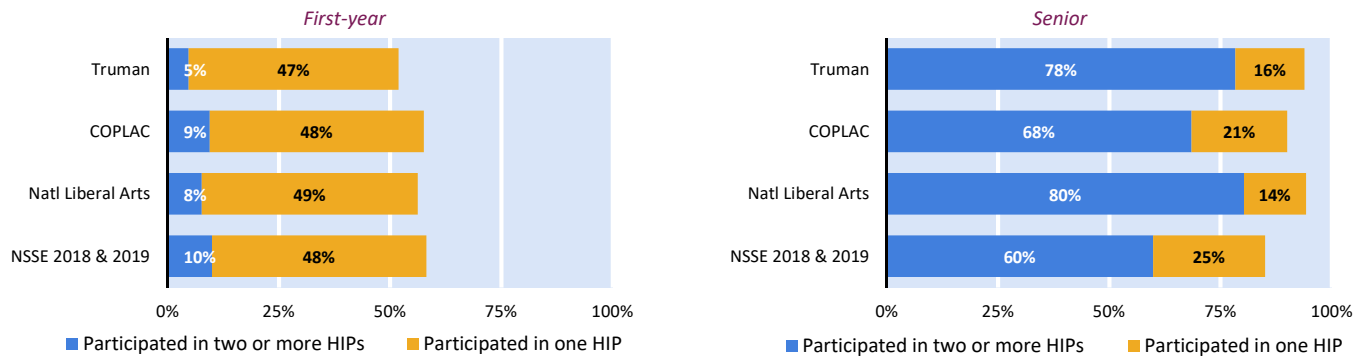
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand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

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities. National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: 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 percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. 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	COPLAC		Natl Liberal Arts		NSSE 2018 & 2019	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	48	-7 *	-.13	-4	-.08	-5 *	-.11
Learning Community	7	-3 *	-.12	-2	-.07	-6 ***	-.20
Research with Faculty	4	-1	-.06	-1	-.06	-1	-.05
Participated in at least one	52	-6 *	-.11	-4	-.09	-6 *	-.13
Participated in two or more	5	-5 **	-.19	-3	-.12 *	-5 ***	-.20
<i>Senior</i>							
Service-Learning	62	-3	-.07	-5	-.10	+1	.02
Learning Community	21	-2	-.04	-7	-.17 **	-2	-.04
Research with Faculty	34	+4	.08	-6	-.11	+12	.26 ***
Internship or Field Exp.	56	+4	.08	-8	-.16 **	+8	.15 **
Study Abroad	26	+13	.34 ***	-8	-.17 **	+11	.29 ***
Culminating Senior Exp.	68	+11	.23 ***	+1	.03	+23	.47 ***
Participated in at least one	94	+4	.15 *	-0	-.01	+9	.30 ***
Participated in two or more	78	+10	.22 ***	-2	-.05	+19	.40 ***

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).

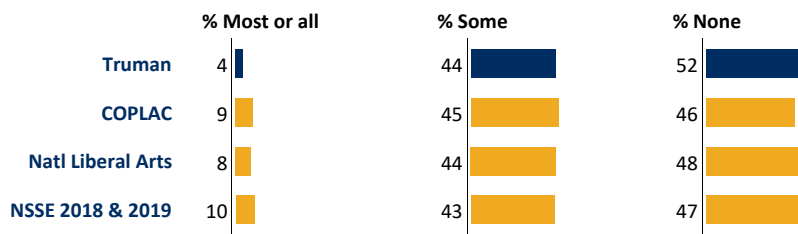
p* < .05, *p* < .01, ****p* < .001 (z- test comparing participation rates).

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. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-Year Students

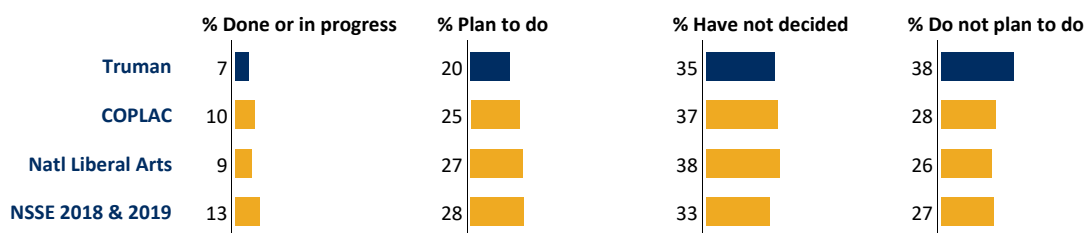
Service-Learning

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



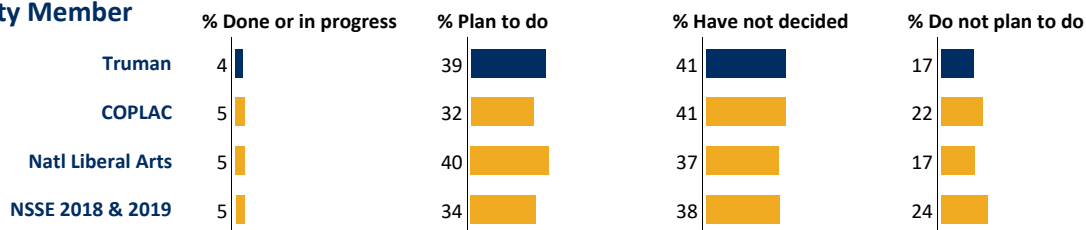
Learning Community

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.



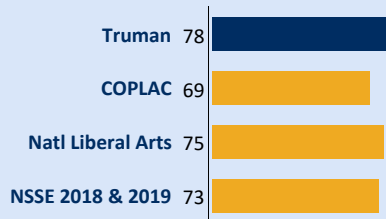
Plans to Participate^a

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"

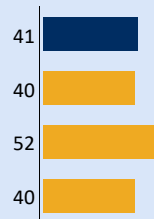
Internship or Field Experience

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



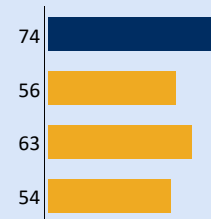
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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

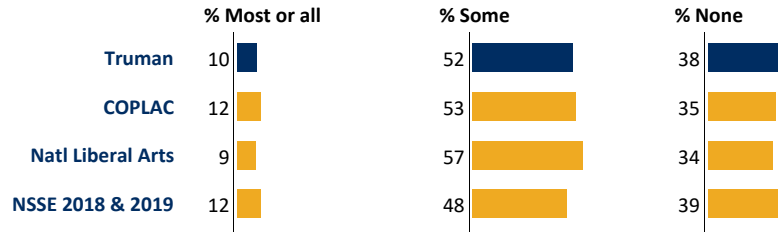


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Seniors

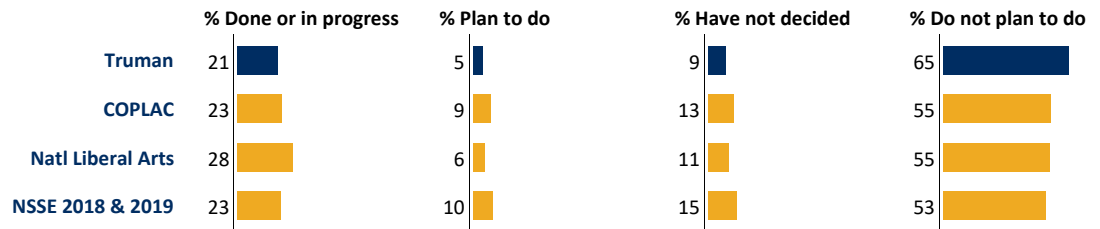
Service-Learning

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



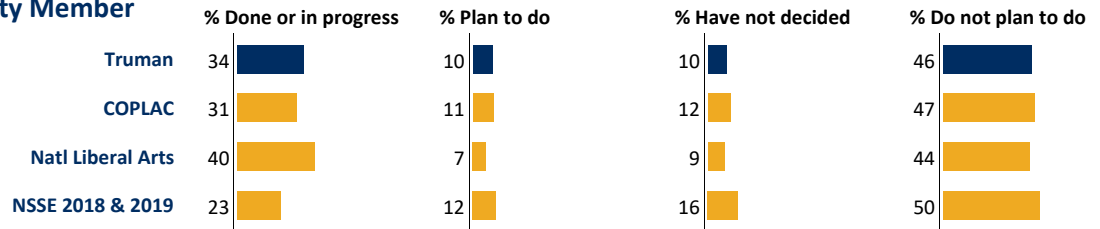
Learning Community

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



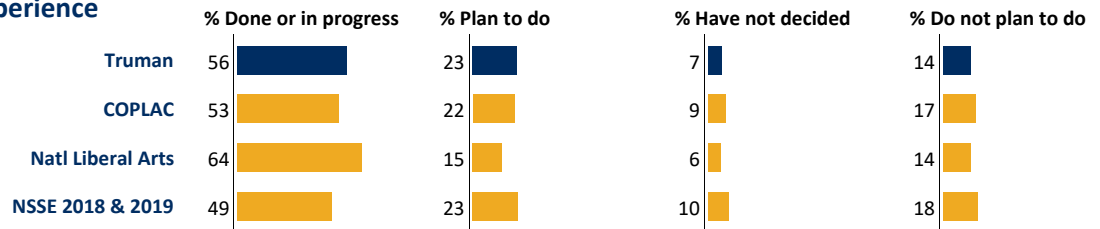
Research with a Faculty Member

Work with a faculty member on a research project.



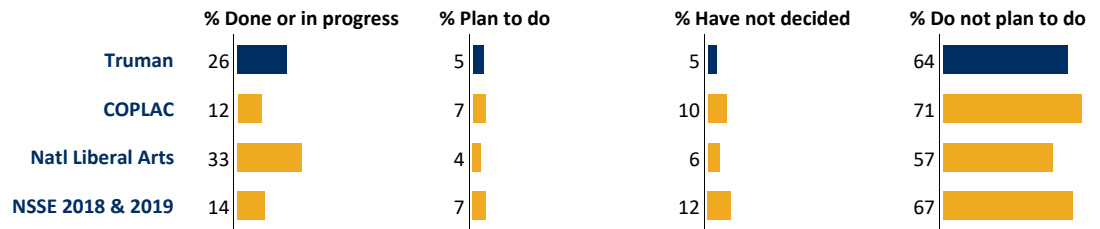
Internship or Field Experience

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



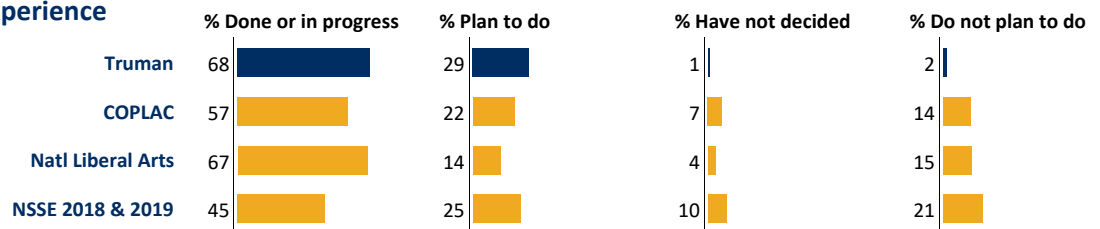
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

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



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

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	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
Sex^a	%	%	%	%	%	%	%	%	%
Female	44	4	3	65	23	33	59	25	71
Male	53	11	4	57	17	36	53	26	65
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	75	50	25	25	25	50
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	56	13	6	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	45	6	4	60	21	36	60	24	69
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	68	11	4	70	25	30	40	45	65
Two or more races/ethnicities	36	0	0	64	9	45	64	36	100
Age									
Traditional (FY < 21, Seniors < 25)	46	6	3	63	22	34	58	25	69
Nontraditional (FY 21+, Seniors 25+)	—	—	—	40	0	20	20	30	70
First-generation^b									
Not first-generation	47	7	4	62	20	34	60	24	70
First-generation	45	5	2	65	25	31	48	27	65
Enrollment status^a									
Not full-time	—	—	—	80	13	20	47	20	67
Full-time	47	6	4	61	22	35	58	26	69
Residence									
Not on campus	55	6	3	66	23	32	57	23	69
On campus	45	6	3	51	15	39	58	31	67
Major category^c									
Arts & humanities	42	3	5	46	17	42	42	33	63
Biological sciences, agriculture, natural res.	39	11	6	60	23	33	50	20	60
Physical sciences, math, computer science	29	6	6	31	4	38	42	31	58
Social sciences	36	4	2	65	14	49	62	27	76
Business	49	6	0	60	18	8	65	33	65
Communications, media, public relations	—	—	—	71	21	21	71	29	79
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	78	9	3	88	38	40	75	13	79
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	54	0	0	—	—	—	—	—	—
Overall	48	7	4	62	21	34	56	26	68

Notes: 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. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable. If provided, "Another" and "Unknown" categories for sex are not displayed due to low Ns, but do appear in the data file.

b. Neither parent (or guardian) holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."



NSSE 2019 Topical Module Report

Civic Engagement

Truman State University

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About This Topical Module

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. Complementary FSSE set available.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Civic Engagement' column of this report.

Group label	Civic Engagement
Date submitted	5/7/19
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	All other current- and prior-year (if applicable) NSSE institutions who administered module "Civic Engagement"

Civic Engagement (N=61)

Angelo State University (San Angelo, TX)	Northeastern State University (Tahlequah, OK)
Arkansas Tech University (Russellville, AR)	Ohio State University-Marion Campus (Marion, OH)
Augsburg University (Minneapolis, MN)	Rocky Mountain College (Billings, MT)
Bard College (Annandale-On-Hudson, NY)	Saginaw Valley State University (University Center, MI)
Bellevue University (Bellevue, NE)	Sam Houston State University (Huntsville, TX)
Bemidji State University (Bemidji, MN)	Southern Connecticut State University (New Haven, CT)
Bennett College (Greensboro, NC)	Southwestern Oklahoma State University (Weatherford, OK)
Berea College (Berea, KY)	St. Cloud State University (Saint Cloud, MN)
Bryant University (Smithfield, RI)	St. John Fisher College (Rochester, NY)
Clayton State University (Morrow, GA)	St. Mary's University (San Antonio, TX)
Dominican University of California (San Rafael, CA)	Texas A&M University - Texarkana (Texarkana, TX)
Drake University (Des Moines, IA)	Texas A&M University-Central Texas (Killeen, TX)
Framingham State University (Framingham, MA)	Université de Hearst (Hearst, ON)
Frostburg State University (Frostburg, MD)	University of Houston-Victoria (Victoria, TX)
Hamline University (Saint Paul, MN)	University of Illinois at Urbana-Champaign (Champaign, IL)
Hanover College (Hanover, IN)	University of La Verne (La Verne, CA)
Huron University College (London, ON)	University of Nebraska at Omaha (Omaha, NE)
Illinois State University (Normal, IL)	University of Northern Colorado (Greeley, CO)
Indiana State University (Terre Haute, IN)	University of Oklahoma - Norman Campus (Norman, OK)
Keene State College (Keene, NH)	University of Pikeville (Pikeville, KY)
La Salle University (Philadelphia, PA)	University of Science and Arts of Oklahoma (Chickasha, OK)
LaGrange College (Lagrange, GA)	Virginia State University (Petersburg, VA)
Lycoming College (Williamsport, PA)	Virginia Wesleyan University (Virginia Beach, VA)
Marymount Manhattan College (New York, NY)	Weber State University (Ogden, UT)
Marymount University (Arlington, VA)	West Virginia University (Morgantown, WV)
Mercyhurst University (Erie, PA)	Western Connecticut State University (Danbury, CT)
Metropolitan State University of Denver (Denver, CO)	Wheaton College (Norton, MA)
Minnesota State University Moorhead (Moorhead, MN)	Wichita State University (Wichita, KS)
Missouri Southern State University (Joplin, MO)	Widener University (Chester, PA)
Norfolk State University (Norfolk, VA)	Wingate University (Wingate, NC)

Civic Engagement (N=61), continued

Winona State University (Winona, MN)

*2018 participant

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Civic Engagement		Truman	Civic Engagement	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. Select the response that best represents your ability to do the following:										
a. Help people resolve their disagreements with each other	CIV01a19	1	Poor	4	1	170	2	3.7	3.7	-.01
		2		20	6	653	6			
		3		103	29	3,405	30			
		4		160	46	4,943	42			
		5	Excellent	61	18	2,404	20			
		Total		348	100	11,575	100			
b. Resolve conflicts that involve bias, discrimination, and prejudice	CIV01b19	1	Poor	4	1	253	2	3.4	3.5	-.10
		2		41	11	1,166	10			
		3		145	42	4,190	36			
		4		116	34	4,008	35			
		5	Excellent	42	12	1,962	17			
		Total		348	100	11,579	100			
c. Lead a group in which people from different backgrounds feel welcomed and included	CIV01c19	1	Poor	5	2	283	3	3.7	3.7	-.04
		2		41	12	916	8			
		3		86	25	3,226	28			
		4		141	39	4,218	36			
		5	Excellent	75	22	2,924	25			
		Total		348	100	11,567	100			
d. Participate in a constructive dialogue with someone who disagrees with you	CIV01d19	1	Poor	3	1	224	2	3.7	3.7	-.01
		2		30	8	906	8			
		3		114	32	3,511	30			
		4		138	40	4,531	39			
		5	Excellent	63	19	2,392	21			
		Total		348	100	11,564	100			
e. Contribute to the well-being of your community	CIV01e19	1	Poor	4	1	196	2	3.8	3.8	.02
		2		15	4	721	7			
		3		108	31	3,147	28			
		4		148	42	4,658	40			
		5	Excellent	71	21	2,846	24			
		Total		346	100	11,568	100			
2. How much does your institution emphasize the following?										
a. Discussing important social, economic, or political issues with others	CIV02a19	1	Very little	37	11	1,149	10	2.3	2.5 ***	-.28
		2	Some	196	57	4,888	43			
		3	Quite a bit	95	27	3,725	32			
		4	Very much	17	5	1,778	15			
		Total		345	100	11,540	100			
b. Organizing activities focused on important social, economic, or political issues	CIV02b19	1	Very little	40	12	1,227	11	2.3	2.5 ***	-.26
		2	Some	175	51	4,490	39			
		3	Quite a bit	114	33	3,959	34			
		4	Very much	16	4	1,834	15			
		Total		345	100	11,510	100			
c. Being an informed and active citizen	CIV02c19	1	Very little	39	12	883	8	2.4	2.7 ***	-.38
		2	Some	172	49	3,861	34			
		3	Quite a bit	104	30	4,403	38			
		4	Very much	30	9	2,370	20			
		Total		345	100	11,517	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Civic Engagement		Truman	Civic Engagement	
				Count	%	Count	%	Mean	Mean	Effect size ^d
d. Being involved in an organization or group focused on important social, economic, or political issues	CIV02d19	1	Very little	57	16	1,256	12	2.3	2.6 ***	-0.34
		2	Some	165	48	4,240	38			
		3	Quite a bit	103	30	3,977	34			
		4	Very much	20	6	2,037	17			
		Total		345	100	11,510	100			
e. Voting in campus, local, state, or national elections	CIV02e19	1	Very little	40	12	1,045	9	2.6	2.8 ***	-0.21
		2	Some	107	31	3,063	27			
		3	Quite a bit	135	39	4,042	35			
		4	Very much	64	19	3,356	29			
		Total		346	100	11,506	100			
f. Encouraging free speech and expression	CIV02f19	1	Very little	33	10	727	7	2.7	2.9 ***	-0.23
		2	Some	101	28	2,881	25			
		3	Quite a bit	154	44	4,446	39			
		4	Very much	58	18	3,465	29			
		Total		346	100	11,519	100			
3. How much do you feel encouraged addressing important social, economic, or political issues in the following?										
a. In course assignments	CIV03a19	1	Very little	61	17	1,230	12	2.2	2.5 ***	-0.36
		2	Some	179	51	4,448	39			
		3	Quite a bit	85	25	4,063	35			
		4	Very much	20	6	1,761	14			
		Total		345	100	11,502	100			
b. In course discussions	CIV03b19	1	Very little	54	16	1,217	12	2.3	2.6 ***	-0.30
		2	Some	161	47	4,110	36			
		3	Quite a bit	106	30	4,270	36			
		4	Very much	23	7	1,910	16			
		Total		344	100	11,507	100			
c. Outside of class	CIV03c19	1	Very little	51	15	1,379	13	2.4	2.5 **	-0.14
		2	Some	146	42	4,359	39			
		3	Quite a bit	107	31	3,834	32			
		4	Very much	41	12	1,946	16			
		Total		345	100	11,518	100			
4. During the current school year, whether course-related or not, about how often have you done the following?										
a. Informed yourself about campus or local issues	CIV04a19	1	Never	37	10	770	8	2.4	2.6 ***	-0.18
		2	Sometimes	149	44	4,601	41			
		3	Often	129	38	4,356	37			
		4	Very often	28	8	1,779	15			
		Total		343	100	11,506	100			
b. Informed yourself about state, national, or global issues	CIV04b19	1	Never	21	6	660	6	2.6	2.7 *	-0.11
		2	Sometimes	150	43	4,239	36			
		3	Often	108	32	4,155	36			
		4	Very often	65	19	2,433	22			
		Total		344	100	11,487	100			
c. Discussed campus or local issues with others	CIV04c19	1	Never	27	8	1,141	11	2.5	2.5	.00
		2	Sometimes	155	44	4,751	42			
		3	Often	129	38	3,774	31			
		4	Very often	32	9	1,805	15			
		Total		343	100	11,471	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Civic Engagement		Truman	Civic Engagement	
				Count	%	Count	%	Mean	Mean	Effect size ^d
d. Discussed state, national, or global issues with others	CIV04d19	1	Never	29	9	1,030	9	2.5	2.6 *	-0.12
		2	Sometimes	167	48	4,671	40			
		3	Often	103	30	3,729	33			
		4	Very often	45	13	2,063	18			
		Total		344	100	11,493	100			
e. Raised awareness about campus or local issues	CIV04e19	1	Never	151	44	4,279	39	1.8	1.9 **	-0.16
		2	Sometimes	136	39	4,289	37			
		3	Often	43	12	2,003	17			
		4	Very often	14	5	902	7			
		Total		344	100	11,473	100			
f. Raised awareness about state, national, or global issues	CIV04f19	1	Never	151	44	4,040	36	1.8	2.0 **	-0.17
		2	Sometimes	122	35	4,330	37			
		3	Often	53	16	2,068	18			
		4	Very often	18	6	1,038	9			
		Total		344	100	11,476	100			
g. Asked others to address campus or local issues	CIV04g19	1	Never	200	58	5,121	47	1.6	1.8 ***	-0.24
		2	Sometimes	104	30	3,804	32			
		3	Often	27	8	1,763	15			
		4	Very often	13	4	769	6			
		Total		344	100	11,457	100			
h. Asked others to address state, national, or global issues	CIV04h19	1	Never	209	60	5,144	46	1.6	1.8 ***	-0.28
		2	Sometimes	92	27	3,757	32			
		3	Often	27	8	1,750	15			
		4	Very often	16	5	810	7			
		Total		344	100	11,461	100			
i. Organized others to work on campus or local issues	CIV04i19	1	Never	246	71	6,779	60	1.4	1.6 ***	-0.24
		2	Sometimes	70	21	2,780	24			
		3	Often	17	5	1,304	11			
		4	Very often	10	3	574	5			
		Total		343	100	11,437	100			
j. Organized others to work on state, national, or global issues	CIV04j19	1	Never	260	76	6,946	62	1.3	1.6 ***	-0.28
		2	Sometimes	56	16	2,660	23			
		3	Often	15	4	1,207	10			
		4	Very often	9	3	547	5			
		Total		340	100	11,360	100			

5. Think about the experiences you may have had with campus, local, state, national, or global issues. What about these experiences has been most meaningful to you?

This final question asked students to respond in an open text box. Comments were recorded for 83 first-year students and 80 seniors. Responses are provided in your "NSSE19 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Civic Engagement		Truman	Civic Engagement	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. Select the response that best represents your ability to do the following:										
a. Help people resolve their disagreements with each other	CIV01a19	1	Poor	0	0	174	1	3.9	3.9	.02
		2		12	4	603	4			
		3		67	24	3,714	26			
		4		148	53	6,818	46			
		5	Excellent	56	20	3,387	23			
		Total		283	100	14,696	100			
b. Resolve conflicts that involve bias, discrimination, and prejudice	CIV01b19	1	Poor	6	2	263	2	3.5	3.6 *	-.13
		2		27	9	1,257	8			
		3		104	37	4,928	33			
		4		113	40	5,644	38			
		5	Excellent	34	12	2,603	18			
		Total		284	100	14,695	100			
c. Lead a group in which people from different backgrounds feel welcomed and included	CIV01c19	1	Poor	5	2	214	2	3.9	4.0	-.10
		2		12	4	699	5			
		3		64	23	3,038	21			
		4		130	45	5,959	40			
		5	Excellent	73	26	4,791	33			
		Total		284	100	14,701	100			
d. Participate in a constructive dialogue with someone who disagrees with you	CIV01d19	1	Poor	3	1	167	1	3.8	3.9	-.04
		2		16	5	726	5			
		3		67	23	3,649	25			
		4		137	49	6,510	44			
		5	Excellent	61	22	3,639	26			
		Total		284	100	14,691	100			
e. Contribute to the well-being of your community	CIV01e19	1	Poor	5	2	166	1	4.0	3.9	.06
		2		6	2	648	5			
		3		57	20	3,277	23			
		4		132	47	6,086	41			
		5	Excellent	84	29	4,524	30			
		Total		284	100	14,701	100			
2. How much does your institution emphasize the following?										
a. Discussing important social, economic, or political issues with others	CIV02a19	1	Very little	27	10	1,701	12	2.4	2.5 *	-.12
		2	Some	153	54	6,310	43			
		3	Quite a bit	72	26	4,338	29			
		4	Very much	31	10	2,306	16			
		Total		283	100	14,655	100			
		b. Organizing activities focused on important social, economic, or political issues	CIV02b19	1	Very little	30	11			
2	Some			146	51	5,991	41			
3	Quite a bit			84	30	4,597	31			
4	Very much			24	8	2,119	14			
Total				284	100	14,635	100			
c. Being an informed and active citizen	CIV02c19			1	Very little	30	10	1,448	11	2.4
		2	Some	139	49	5,264	36			
		3	Quite a bit	82	29	5,035	34			
		4	Very much	33	12	2,878	20			
		Total		284	100	14,625	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Civic Engagement		Truman	Civic Engagement	
				Count	%	Count	%	Mean	Mean	Effect size ^d
d. Being involved in an organization or group focused on important social, economic, or political issues	CIV02d19	1	Very little	47	17	2,045	15	2.3	2.5 **	-0.17
		2	Some	132	47	5,780	40			
		3	Quite a bit	75	27	4,555	31			
		4	Very much	29	10	2,250	15			
		Total		283	100	14,630	100			
e. Voting in campus, local, state, or national elections	CIV02e19	1	Very little	37	14	1,707	12	2.6	2.7 **	-0.17
		2	Some	101	35	4,362	29			
		3	Quite a bit	93	33	4,862	34			
		4	Very much	52	18	3,694	26			
		Total		283	100	14,625	100			
f. Encouraging free speech and expression	CIV02f19	1	Very little	13	5	1,232	9	2.8	2.8	.01
		2	Some	86	30	4,062	27			
		3	Quite a bit	119	42	5,453	37			
		4	Very much	65	23	3,896	27			
		Total		283	100	14,643	100			
3. How much do you feel encouraged addressing important social, economic, or political issues in the following?										
a. In course assignments	CIV03a19	1	Very little	40	14	2,033	16	2.4	2.5 **	-0.16
		2	Some	132	47	5,311	36			
		3	Quite a bit	79	28	4,636	31			
		4	Very much	31	11	2,666	18			
		Total		282	100	14,646	100			
b. In course discussions	CIV03b19	1	Very little	44	16	1,880	14	2.4	2.6 *	-0.15
		2	Some	112	40	4,816	33			
		3	Quite a bit	86	30	5,004	33			
		4	Very much	40	15	2,926	20			
		Total		282	100	14,626	100			
c. Outside of class	CIV03c19	1	Very little	35	12	1,888	14	2.6	2.6	.02
		2	Some	101	36	5,233	36			
		3	Quite a bit	99	36	4,804	32			
		4	Very much	48	17	2,698	19			
		Total		283	100	14,623	100			
4. During the current school year, whether course-related or not, about how often have you done the following?										
a. Informed yourself about campus or local issues	CIV04a19	1	Never	15	6	1,169	8	2.6	2.6	.04
		2	Sometimes	111	39	5,826	40			
		3	Often	115	40	4,963	33			
		4	Very often	42	15	2,666	18			
		Total		283	100	14,624	100			
b. Informed yourself about state, national, or global issues	CIV04b19	1	Never	13	5	575	4	2.8	2.9 *	-0.15
		2	Sometimes	105	36	4,472	30			
		3	Often	95	34	5,350	36			
		4	Very often	70	26	4,230	30			
		Total		283	100	14,627	100			
c. Discussed campus or local issues with others	CIV04c19	1	Never	17	7	1,612	12	2.7	2.5 ***	.23
		2	Sometimes	101	35	5,983	42			
		3	Often	105	37	4,462	29			
		4	Very often	59	21	2,551	17			
		Total		282	100	14,608	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Civic Engagement		Truman	Civic Engagement	
				Count	%	Count	%	Mean	Mean	Effect size ^d
d. Discussed state, national, or global issues with others	CIV04d19	1	Never	13	5	894	6	2.8	2.7	.11
		2	Sometimes	96	32	5,420	37			
		3	Often	103	37	4,911	33			
		4	Very often	71	26	3,394	24			
		Total		283	100	14,619	100			
e. Raised awareness about campus or local issues	CIV04e19	1	Never	102	36	5,116	36	2.0	2.0	-.04
		2	Sometimes	116	41	5,604	38			
		3	Often	40	14	2,501	16			
		4	Very often	25	9	1,387	9			
		Total		283	100	14,608	100			
f. Raised awareness about state, national, or global issues	CIV04f19	1	Never	101	36	4,373	30	1.9	2.1 ***	-.20
		2	Sometimes	123	43	5,706	39			
		3	Often	40	14	2,863	19			
		4	Very often	19	7	1,666	12			
		Total		283	100	14,608	100			
g. Asked others to address campus or local issues	CIV04g19	1	Never	131	46	6,561	46	1.7	1.8	-.10
		2	Sometimes	111	39	4,898	33			
		3	Often	27	10	2,077	14			
		4	Very often	13	5	1,067	7			
		Total		282	100	14,603	100			
h. Asked others to address state, national, or global issues	CIV04h19	1	Never	134	48	6,249	44	1.7	1.9 *	-.14
		2	Sometimes	104	37	4,955	33			
		3	Often	26	9	2,217	15			
		4	Very often	17	6	1,173	8			
		Total		281	100	14,594	100			
i. Organized others to work on campus or local issues	CIV04i19	1	Never	161	58	8,710	61	1.6	1.6	-.02
		2	Sometimes	83	29	3,477	23			
		3	Often	25	9	1,560	10			
		4	Very often	10	4	817	6			
		Total		279	100	14,564	100			
j. Organized others to work on state, national, or global issues	CIV04j19	1	Never	182	66	8,847	62	1.4	1.6 **	-.15
		2	Sometimes	68	25	3,459	23			
		3	Often	20	7	1,384	10			
		4	Very often	5	2	763	5			
		Total		275	100	14,453	100			

5. Think about the experiences you may have had with campus, local, state, national, or global issues. What about these experiences has been most meaningful to you?

This final question asked students to respond in an open text box. Comments were recorded for 83 first-year students and 80 seniors. Responses are provided in your "NSSE19 Student Comments" report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

NSSE 2019 Civic Engagement Detailed Statistics^e Truman State University

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Truman	Civic Engagement	Truman	Civic Engagement	Truman	Civic Engagement			
										<i>Comparisons with:</i>
										Civic Engagement
CIV01a19	347	3.73	3.74	.047	.006	0.87	0.91	23,710	.858	-.01
CIV01b19	347	3.43	3.53	.048	.006	0.89	0.96	358	.053	-.10
CIV01c19	347	3.69	3.73	.054	.007	1.00	1.01	23,654	.438	-.04
CIV01d19	347	3.69	3.69	.049	.006	0.90	0.96	23,678	.912	-.01
CIV01e19	345	3.78	3.76	.047	.006	0.87	0.95	356	.718	.02
CIV02a19	343	2.27	2.51	.039	.006	0.72	0.87	357	.000	-.28
CIV02b19	343	2.31	2.54	.039	.006	0.73	0.88	357	.000	-.26
CIV02c19	343	2.37	2.70	.044	.006	0.81	0.88	355	.000	-.38
CIV02d19	343	2.25	2.56	.043	.006	0.79	0.90	355	.000	-.34
CIV02e19	344	2.64	2.84	.050	.006	0.92	0.95	23,548	.000	-.21
CIV02f19	344	2.69	2.90	.047	.006	0.87	0.90	23,565	.000	-.23
CIV03a19	343	2.20	2.52	.043	.006	0.80	0.88	354	.000	-.36
CIV03b19	342	2.29	2.55	.044	.006	0.82	0.89	353	.000	-.30
CIV03c19	343	2.40	2.53	.048	.006	0.88	0.91	23,577	.009	-.14
CIV04a19	341	2.44	2.59	.043	.005	0.79	0.83	23,560	.001	-.18
CIV04b19	342	2.65	2.74	.047	.006	0.86	0.86	23,526	.041	-.11
CIV04c19	341	2.49	2.49	.042	.006	0.77	0.88	353	.996	.00
CIV04d19	342	2.49	2.59	.045	.006	0.83	0.89	353	.024	-.12
CIV04e19	342	1.78	1.92	.045	.006	0.83	0.92	23,479	.004	-.16
CIV04f19	342	1.84	2.00	.048	.006	0.89	0.95	23,496	.002	-.17
CIV04g19	342	1.58	1.80	.044	.006	0.81	0.91	354	.000	-.24
CIV04h19	342	1.57	1.83	.045	.006	0.83	0.93	354	.000	-.28
CIV04i19	341	1.40	1.61	.039	.006	0.72	0.86	354	.000	-.24
CIV04j19	339	1.34	1.58	.038	.006	0.70	0.85	353	.000	-.28





Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Truman	Civic Engagement	Truman	Civic Engagement	Truman	Civic Engagement			
								<i>Comparisons with:</i>		
CIV01a19	282	3.88	3.86	.045	.006	0.76	0.86	290	.650	.02
CIV01b19	283	3.50	3.62	.053	.006	0.90	0.94	22,034	.025	-.13
CIV01c19	283	3.89	3.99	.054	.006	0.90	0.93	22,025	.085	-.10
CIV01d19	283	3.85	3.88	.051	.006	0.86	0.89	22,030	.525	-.04
CIV01e19	283	3.99	3.94	.052	.006	0.87	0.92	290	.333	.06
CIV02a19	282	2.37	2.48	.048	.006	0.80	0.90	290	.029	-.12
CIV02b19	283	2.36	2.45	.047	.006	0.78	0.90	292	.037	-.11
CIV02c19	283	2.42	2.62	.049	.006	0.83	0.92	291	.000	-.22
CIV02d19	282	2.30	2.46	.052	.006	0.87	0.92	289	.002	-.17
CIV02e19	282	2.57	2.73	.056	.007	0.94	0.97	21,904	.004	-.17
CIV02f19	282	2.83	2.82	.050	.006	0.84	0.93	290	.918	.01
CIV03a19	281	2.36	2.51	.051	.007	0.86	0.96	289	.004	-.16
CIV03b19	281	2.44	2.58	.055	.007	0.92	0.96	21,911	.013	-.15
CIV03c19	282	2.58	2.56	.054	.006	0.91	0.94	21,900	.699	.02
CIV04a19	282	2.65	2.61	.048	.006	0.80	0.88	290	.495	.04
CIV04b19	282	2.80	2.93	.052	.006	0.88	0.87	21,904	.012	-.15
CIV04c19	281	2.73	2.52	.052	.006	0.87	0.91	21,888	.000	.23
CIV04d19	282	2.84	2.75	.051	.006	0.86	0.89	21,890	.072	.11
CIV04e19	282	1.95	1.99	.055	.006	0.93	0.95	21,868	.509	-.04
CIV04f19	282	1.92	2.12	.052	.007	0.88	0.97	290	.000	-.20
CIV04g19	281	1.73	1.82	.049	.006	0.82	0.93	290	.063	-.10
CIV04h19	280	1.74	1.87	.052	.006	0.87	0.95	21,850	.021	-.14
CIV04i19	278	1.59	1.61	.049	.006	0.81	0.89	286	.765	-.02
CIV04j19	275	1.45	1.58	.043	.006	0.71	0.87	284	.003	-.15

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

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.

NSSE 2019 Topical Module Report

Development of Transferable Skills

Truman State University

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About This Topical Module

Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace (such as verbal and written fluency and analytic inquiry). The module complements questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas. Complementary FSSE set available.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Transferable Skills' column of this report.

Group label	Transferable Skills
Date submitted	5/7/19
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	All other current- and prior-year (if applicable) NSSE institutions who administered module "Development of Transferable Skills"

Transferable Skills (N=64)

Agnes Scott College (Decatur, GA)	Mount St. Mary's University (Emmitsburg, MD)
American InterContinental University-Online (Schaumburg, IL)	Murray State University (Murray, KY)*
ASU Online (Scottsdale, AZ)	Nichols College (Dudley, MA)*
Austin Peay State University (Clarksville, TN)	North Carolina Central University (Durham, NC)*
Bellevue University (Bellevue, NE)	Northern Arizona University (Flagstaff, AZ)*
Bentley University (Waltham, MA)	Purdue University Global (Davenport, IA)
Brenau University (Gainesville, GA)*	Quest University Canada (Squamish, BC)
Cameron University (Lawton, OK)	Reinhardt University (Waleska, GA)
Carson-Newman University (Jefferson City, TN)	Roanoke College (Salem, VA)*
Catawba College (Salisbury, NC)	Saint Francis Medical Center College of Nursing (Peoria, IL)
Clemson University (Clemson, SC)*	Savannah College of Art and Design (Savannah, GA)
Columbia College (Columbia, MO)	Southeast Missouri State University (Cape Girardeau, MO)*
Covenant College (Lookout Mountain, GA)*	Southwestern Assemblies of God University (Waxahachie, TX)*
CUNY Hunter College (New York, NY)	Tennessee Technological University (Cookeville, TN)
Drury University (Springfield, MO)*	Tyndale University College (Toronto, ON)
Eastern Connecticut State University (Willimantic, CT)	Union College (Barbourville, KY)
Emmanuel College (Boston, MA)*	Union College (NE) (Lincoln, NE)
Ferris State University (Big Rapids, MI)*	Universidad Adventista de las Antillas (Mayaguez, PR)
Florida International University (Miami, FL)*	University of Houston-Clear Lake (Houston, TX)
Goucher College (Baltimore, MD)*	University of Illinois Springfield (Springfield, IL)*
Harrisburg University of Science and Technology (Harrisburg, PA)	University of Missouri-Kansas City (Kansas City, MO)
Lakehead University (Thunder Bay, ON)	University of Nebraska at Omaha (Omaha, NE)
Liberty University (Lynchburg, VA)	University of New England (Biddeford, ME)*
Lourdes University (Sylvania, OH)*	University of New Hampshire at Manchester (Manchester, NH)
Lynn University (Boca Raton, FL)*	University of Phoenix - Arizona/ONLINE (Tempe, AZ)
Lyon College (Batesville, AR)	University of Pittsburgh-Bradford (Bradford, PA)*
Miami University-Hamilton (Hamilton, OH)	University of Providence (Great Falls, MT)*
Miami University-Middletown (Middletown, OH)	University of Southern Indiana (Evansville, IN)
Missouri State University (Springfield, MO)	University of the Cumberlands (Williamsburg, KY)
Monmouth University (West Long Branch, NJ)*	Utah Valley University (Orem, UT)*

Transferable Skills (N=64), continued

Utica College (Utica, NY)*

Washington Adventist University (Takoma Park, MD)

Wesleyan College, Macon, Georgia (Macon, GA)

Wilkes University (Wilkes-Barre, PA)

*2018 participant

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Transferable Skills		Truman	Transferable Skills	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, whether course-related or not, about how often have you done the following?										
a. Discussed or debated an issue of social, political, or philosophical importance	TRN01a	1	Never	67	19	1,914	16	2.3	2.5 **	-0.16
		2	Sometimes	143	43	4,629	39			
		3	Often	79	24	3,489	28			
		4	Very often	42	13	2,174	18			
		Total		331	100	12,206	100			
b. Made a speech to a group	TRN01b	1	Never	90	26	3,711	35	2.1	2.1	.05
		2	Sometimes	144	44	4,560	35			
		3	Often	80	23	2,624	20			
		4	Very often	20	7	1,314	10			
		Total		334	100	12,209	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRN01c	1	Never	16	5	1,122	10	2.6	2.7	-0.06
		2	Sometimes	145	43	4,162	34			
		3	Often	127	37	4,399	34			
		4	Very often	47	15	2,521	22			
		Total		335	100	12,204	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	53	16	1,815	15	2.3	2.4	-0.10
		2	Sometimes	155	45	4,859	40			
		3	Often	93	28	3,787	30			
		4	Very often	33	11	1,733	15			
		Total		334	100	12,194	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	17	5	650	6	2.6	2.8 ***	-0.19
		2	Sometimes	141	42	3,916	32			
		3	Often	123	36	4,856	38			
		4	Very often	53	17	2,781	24			
		Total		334	100	12,203	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	20	6	648	5	2.7	2.8 **	-0.18
		2	Sometimes	138	41	3,993	32			
		3	Often	121	36	4,968	39			
		4	Very often	56	18	2,587	23			
		Total		335	100	12,196	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	26	8	992	8	2.5	2.7 ***	-0.20
		2	Sometimes	161	48	4,366	36			
		3	Often	109	32	4,536	36			
		4	Very often	39	12	2,297	20			
		Total		335	100	12,191	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Transferable Skills		Truman	Transferable Skills	
				Count	%	Count	%	Mean	Mean	Effect size ^d
2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:										
a. Used information from a variety of sources (books, journals, Internet, databases, etc.)	TRN02a	1	Never	14	4	410	3	2.8	3.1 ***	-0.26
		2	Sometimes	105	31	2,879	23			
		3	Often	140	41	4,718	38			
		4	Very often	76	23	4,177	36			
			Total	335	100	12,184	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	45	14	1,514	13	2.4	2.6 ***	-0.17
		2	Sometimes	135	40	4,263	34			
		3	Often	115	34	4,002	32			
		4	Very often	40	12	2,367	21			
			Total	335	100	12,146	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	29	9	1,157	9	2.5	2.7 ***	-0.18
		2	Sometimes	149	44	4,247	35			
		3	Often	114	34	4,301	35			
		4	Very often	42	13	2,449	21			
			Total	334	100	12,154	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	35	11	791	6	2.5	2.7 ***	-0.33
		2	Sometimes	149	44	4,323	36			
		3	Often	114	34	4,509	35			
		4	Very often	34	11	2,532	23			
			Total	332	100	12,155	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Transferable Skills		Truman	Transferable Skills	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, whether course-related or not, about how often have you done the following?										
a. Discussed or debated an issue of social, political, or philosophical importance	TRN01a	1	Never	45	15	3,243	15	2.5	2.6	-.08
		2	Sometimes	112	40	7,883	35			
		3	Often	77	27	6,597	28			
		4	Very often	47	18	4,787	21			
		Total		281	100	22,510	100			
b. Made a speech to a group	TRN01b	1	Never	36	12	6,395	30	2.5	2.2 ***	.29
		2	Sometimes	128	46	8,173	36			
		3	Often	71	26	4,792	20			
		4	Very often	46	16	3,176	14			
		Total		281	100	22,536	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRN01c	1	Never	8	3	1,865	8	2.8	2.8	.03
		2	Sometimes	91	32	6,959	30			
		3	Often	121	44	7,892	35			
		4	Very often	59	21	5,805	27			
		Total		279	100	22,521	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	27	10	2,568	12	2.6	2.6	.02
		2	Sometimes	103	36	7,657	34			
		3	Often	97	34	7,624	33			
		4	Very often	54	20	4,675	21			
		Total		281	100	22,524	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	6	2	899	5	2.9	3.0	-.10
		2	Sometimes	81	29	5,373	24			
		3	Often	129	46	9,280	40			
		4	Very often	64	23	6,957	31			
		Total		280	100	22,509	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	7	3	839	4	2.9	3.0	-.05
		2	Sometimes	73	26	5,380	24			
		3	Often	126	45	9,331	41			
		4	Very often	74	26	6,967	32			
		Total		280	100	22,517	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	5	2	1,419	7	2.9	2.9	-.01
		2	Sometimes	91	32	6,048	27			
		3	Often	118	42	8,744	38			
		4	Very often	66	24	6,282	29			
		Total		280	100	22,493	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Transferable Skills		Truman	Transferable Skills	
				Count	%	Count	%	Mean	Mean	Effect size ^d
2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:										
a. Used information from a variety of sources (books, journals, Internet, databases, etc.)	TRN02a	1	Never	5	2	745	4	3.2	3.2	.00
		2	Sometimes	59	21	3,750	17			
		3	Often	81	29	7,102	31			
		4	Very often	134	48	10,892	48			
			Total	279	100	22,489	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	19	8	2,435	12	2.8	2.8	.06
		2	Sometimes	89	32	6,390	29			
		3	Often	87	31	6,914	30			
		4	Very often	84	30	6,693	29			
			Total	279	100	22,432	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	11	4	1,668	8	2.9	2.9	.06
		2	Sometimes	77	28	6,254	28			
		3	Often	110	39	7,513	33			
		4	Very often	81	29	7,000	31			
			Total	279	100	22,435	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	10	4	1,420	7	2.8	2.9	-.05
		2	Sometimes	92	33	6,610	29			
		3	Often	117	41	8,153	36			
		4	Very often	60	22	6,281	28			
			Total	279	100	22,464	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Truman	Truman	Transferable Skills	Truman	Transferable Skills	Truman	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	329	2.31	2.47	.051	.007	0.93	0.96	339	.003	-.16
TRN01b	332	2.10	2.06	.048	.007	0.87	0.98	344	.355	.05
TRN01c	333	2.62	2.67	.044	.006	0.79	0.93	346	.243	-.06
TRN01d	332	2.34	2.44	.048	.006	0.87	0.92	343	.055	-.10
TRN01e	332	2.65	2.81	.045	.006	0.81	0.87	21,208	.001	-.19
TRN01f	333	2.65	2.81	.046	.006	0.84	0.86	21,196	.001	-.18
TRN01g	333	2.49	2.67	.044	.006	0.81	0.89	345	.000	-.20
TRN02a	333	2.83	3.06	.046	.006	0.83	0.85	21,168	.000	-.26
TRN02b	333	2.45	2.61	.048	.007	0.88	0.96	345	.001	-.17
TRN02c	332	2.52	2.68	.046	.006	0.83	0.91	344	.001	-.18
TRN02d	330	2.45	2.74	.046	.006	0.83	0.88	21,124	.000	-.33





Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Truman	Truman	Transferable Skills	Truman	Transferable Skills	Truman	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	280	2.47	2.55	.057	.006	0.96	0.99	29,720	.171	-.08
TRN01b	280	2.46	2.17	.054	.006	0.91	1.01	29,745	.000	.29
TRN01c	278	2.84	2.81	.047	.005	0.79	0.93	284	.608	.03
TRN01d	280	2.64	2.62	.054	.006	0.91	0.95	29,727	.689	.02
TRN01e	279	2.90	2.98	.046	.005	0.77	0.86	29,720	.097	-.10
TRN01f	279	2.95	2.99	.047	.005	0.79	0.85	29,733	.391	-.05
TRN01g	279	2.88	2.89	.047	.005	0.79	0.90	285	.901	-.01
TRN02a	278	3.23	3.23	.051	.005	0.85	0.86	29,664	.949	.00
TRN02b	278	2.83	2.77	.057	.006	0.94	1.00	29,596	.358	.06
TRN02c	278	2.93	2.87	.051	.006	0.85	0.94	283	.246	.06
TRN02d	278	2.81	2.86	.049	.005	0.82	0.91	283	.320	-.05

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

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.