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# NSSE 2022

## Engagement Indicators

Truman State University

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 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. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

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

## Engagement Indicators: Overview

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

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

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

### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with COPLAC	Your first-year students compared with Natl Liberal Arts	Your first-year students compared with NSSE 2021 & 2022
Academic Challenge	Higher-Order Learning	--		--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--		--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning			▲
	Discussions with Diverse Others		--	
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--		--
Campus Environment	Quality of Interactions			
	Supportive Environment			

### Seniors

Theme	Engagement Indicator	Your seniors compared with COPLAC	Your seniors compared with Natl Liberal Arts	Your seniors compared with NSSE 2021 & 2022
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

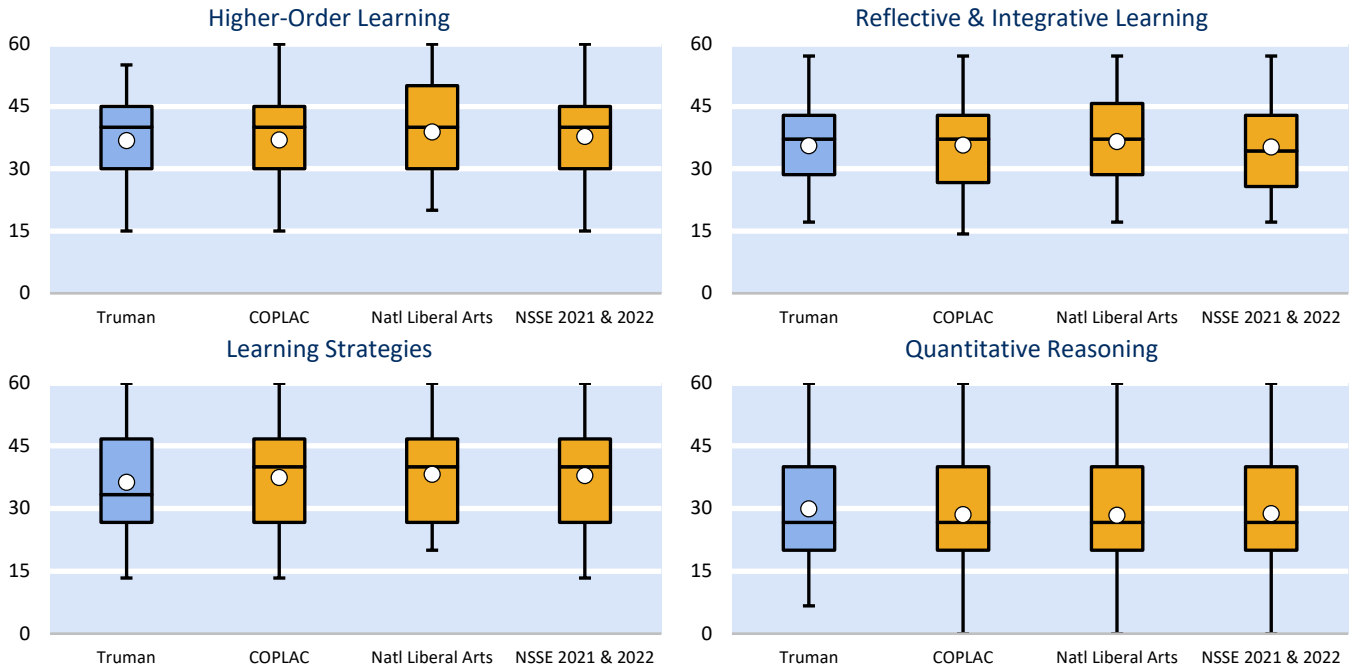
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	COPLAC Effect size	Natl Liberal Arts Mean	Natl Liberal Arts Effect size	NSSE 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Higher-Order Learning	36.8	37.0	-.01	38.9 *	-.16	37.8	-.07
Reflective & Integrative Learning	35.5	35.7	-.01	36.6	-.09	35.3	.02
Learning Strategies	36.3	37.4	-.08	38.2 *	-.14	37.9	-.12
Quantitative Reasoning	29.9	28.6	.09	28.4	.10	28.7	.08

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 <sup>a</sup> between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
<b>Higher-Order Learning</b>				
<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	69	+2	-2	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+6	+0	+3
4d. Evaluating a point of view, decision, or information source	63	-6	-10	-6
4e. Forming a new idea or understanding from various pieces of information	65	-3	-7	-4
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	57	+5	+4	+6
2b. Connected your learning to societal problems or issues	53	-3	-7	+1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	-3	-6	+1
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-0	-2	-0
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	-2	-3	-1
2f. Learned something that changed the way you understand an issue or concept	64	-1	-3	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	+6	+3	+5
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	71	-2	-7	-2
9b. Reviewed your notes after class	62	-1	-0	-3
9c. Summarized what you learned in class or from course materials	58	-5	-5	-6
<b>Quantitative Reasoning</b>				
<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.)	54	+1	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	+1	+2	+1
6c. Evaluated what others have concluded from numerical information	46	+5	+5	+5

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

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

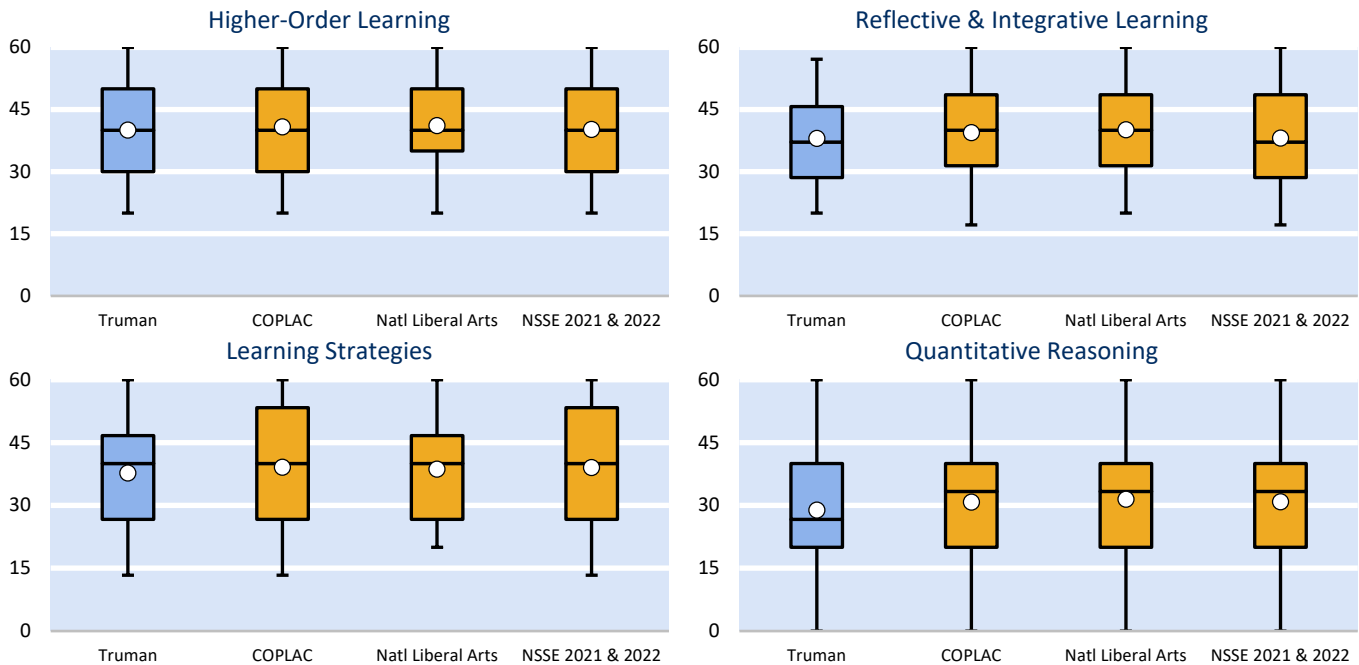
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2021 & 2022 Mean	NSSE 2021 & 2022 Effect size
Higher-Order Learning	40.0	40.8	-.06	41.2	-.08	40.2	-.01
Reflective & Integrative Learning	38.0	39.4	-.11	40.1 **	-.17	38.1	-.01
Learning Strategies	37.7	39.1	-.09	38.6	-.07	39.0	-.09
Quantitative Reasoning	28.8	30.8	-.12	31.4 *	-.16	30.9	-.12

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 <sup>a</sup> between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
<b>Higher-Order Learning</b>				
<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	79	+3	+1	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+4	+1	+3
4d. Evaluating a point of view, decision, or information source	72	-2	-3	+0
4e. Forming a new idea or understanding from various pieces of information	72	-3	-4	-1
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70	+1	+0	+4
2b. Connected your learning to societal problems or issues	63	-2	-6	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	-3	-8	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-5	-8	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	-3	-4	-1
2f. Learned something that changed the way you understand an issue or concept	65	-5	-8	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+0	-2	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+1	-1	+4
9b. Reviewed your notes after class	55	-7	-4	-9
9c. Summarized what you learned in class or from course materials	64	-2	-1	-2
<b>Quantitative Reasoning</b>				
<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.)	51	-5	-5	-6
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-6	-7	-5
6c. Evaluated what others have concluded from numerical information	46	-0	-4	-1

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

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### Learning with Peers: First-year students

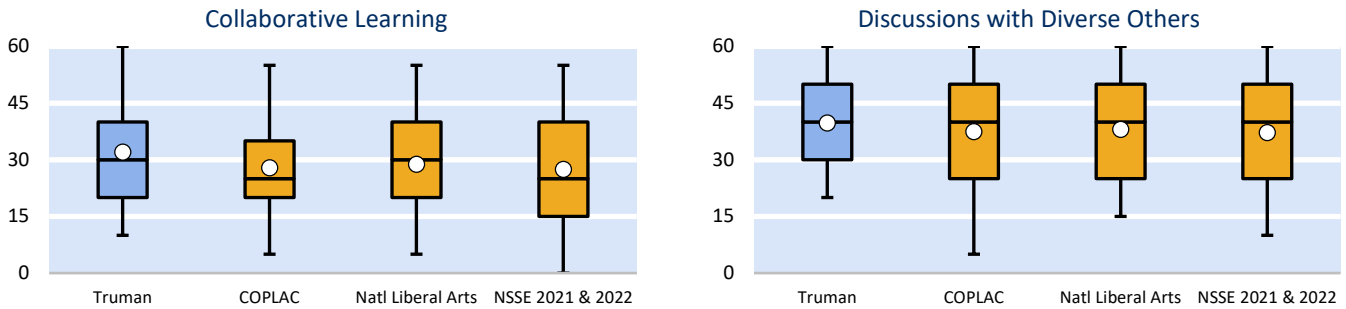
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2021 & 2022	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.0	27.9 ***	.29	28.8 ***	.23	27.5 ***	.30
Discussions with Diverse Others	39.7	37.4 *	.14	38.0	.11	37.1 **	.16

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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Collaborative Learning	Truman %	Percentage point difference <sup>a</sup> between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	51	+11	+9	+10
1c. Explained course material to one or more students	55	+10	+9	+11
1d. Prepared for exams by discussing or working through course material with other students	42	+6	+3	+5
1e. Worked with other students on course projects or assignments	58	+11	+8	+13
<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	65	-4	-3	-1
8b. People from an economic background other than your own	75	+8	+6	+9
8c. People with religious beliefs other than your own	73	+9	+9	+11
8d. People with political views other than your own	66	+8	+8	+7

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### Learning with Peers: Seniors

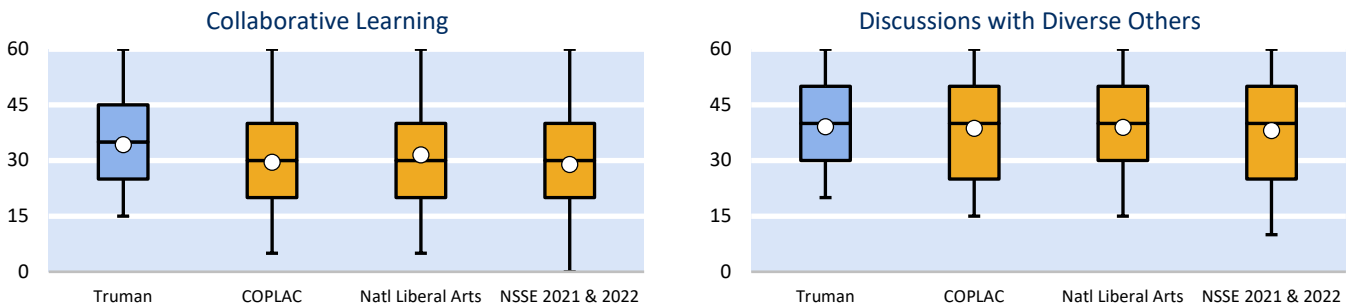
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#### Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC		Nat'l Liberal Arts		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.3	29.6 ***	.31	31.6 **	.19	29.0 ***	.33
Discussions with Diverse Others	39.1	38.7	.03	39.0	.01	38.1	.06

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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Collaborative Learning	Truman %	Percentage point difference <sup>a</sup> between your seniors and		
		COPLAC	Nat'l Liberal Arts	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	47	+9	+7	+9
1c. Explained course material to one or more students	57	+5	+0	+8
1d. Prepared for exams by discussing or working through course material with other students	50	+12	+7	+12
1e. Worked with other students on course projects or assignments	70	+12	+8	+13
<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	62	-8	-8	-5
8b. People from an economic background other than your own	73	+2	+1	+5
8c. People with religious beliefs other than your own	76	+12	+13	+14
8d. People with political views other than your own	65	+6	+6	+5

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### Experiences with Faculty: First-year students

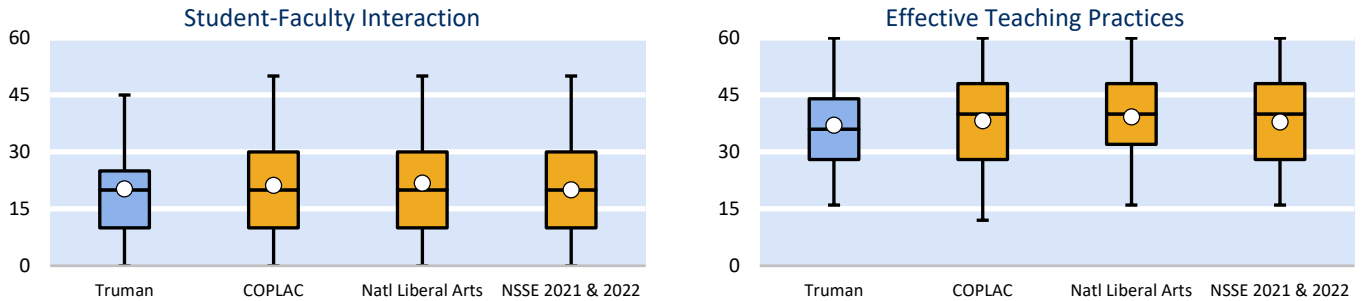
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course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

#### Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.3	21.2	-.06	21.8	-.10	20.0	.02
Effective Teaching Practices	37.0	38.2	-.09	39.2 **	-.17	37.9	-.07

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Student-Faculty Interaction	Truman %	Percentage point difference <sup>a</sup> between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	32	-3	-3	-2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	-2	-2	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	-3	-6	-2
3d. Discussed your academic performance with a faculty member	25	-7	-7	-4
<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	72	-4	-6	-4
5b. Taught course sessions in an organized way	76	+5	+1	+4
5c. Used examples or illustrations to explain difficult points	72	-0	-1	+1
5d. Provided feedback on a draft or work in progress	56	-11	-11	-7
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-4	-6	-0

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

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### Experiences with Faculty: Seniors

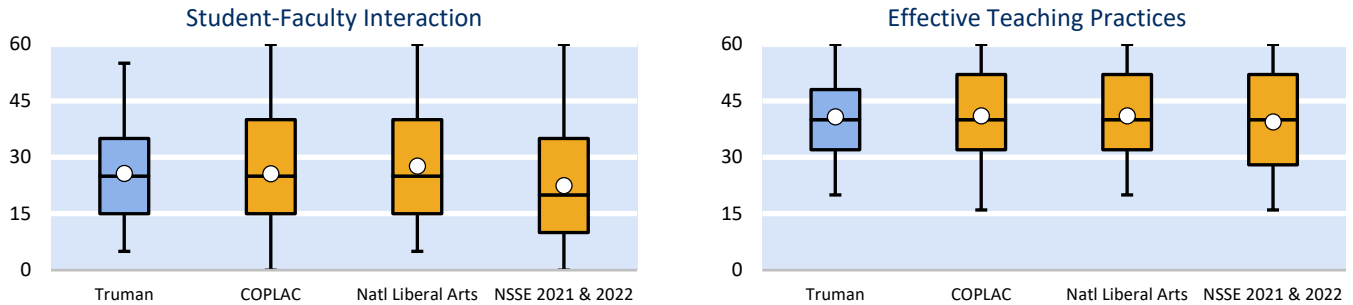
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Effective Teaching Practices	40.7	41.0	-.02	41.0	-.02	39.4	.09

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3a. Talked about career plans with a faculty member	43	-3	-7	+3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+4	-1	+9	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+2	-5	+6	
3d. Discussed your academic performance with a faculty member	28	-11	-11	-4	
<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	84	+4	+2	+5	
5b. Taught course sessions in an organized way	79	+3	-1	+4	
5c. Used examples or illustrations to explain difficult points	82	+5	+3	+7	
5d. Provided feedback on a draft or work in progress	67	-1	-2	+5	
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+3	+1	+7	

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

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

### Campus Environment: First-year students

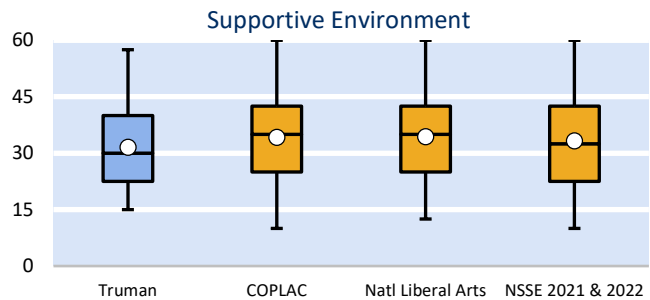
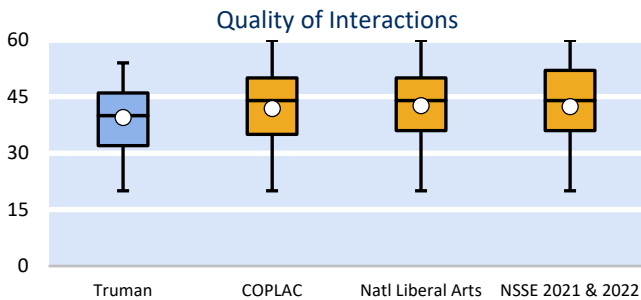
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2021 & 2022	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	39.5	41.9 **	-.20	42.6 ***	-.27	42.4 ***	-.23
Supportive Environment	31.6	34.2 **	-.19	34.4 **	-.21	33.3 *	-.12

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.

Quality of Interactions	Truman	Percentage point difference <sup>a</sup> between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	53	+6	+3	+3
13b. Academic advisors	25	-28	-29	-29
13c. Faculty	50	+1	-5	-1
13d. Student services staff (career services, student activities, housing, etc.)	40	-4	-6	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	35	-11	-11	-11
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	65	-5	-8	-5
14c. Using learning support services (tutoring services, writing center, etc.)	63	-12	-11	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-10	-9	-7
14e. Providing opportunities to be involved socially	71	+5	+5	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	54	-7	-8	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	26	-9	-10	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-0	+4	+5
14i. Attending events that address important social, economic, or political issues	36	-14	-16	-7

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

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

### Campus Environment: Seniors

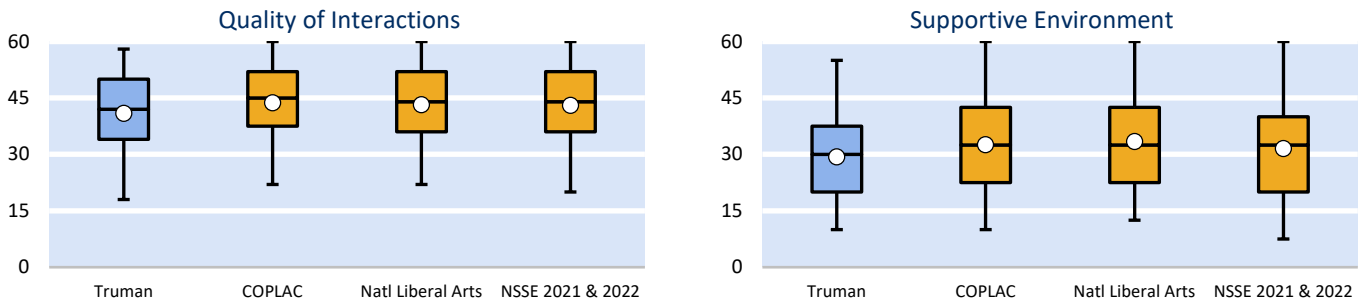
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC		Natl Liberal Arts		NSSE 2021 & 2022	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.9	43.7 ***	-.24	43.2 **	-.20	43.0 **	-.17
Supportive Environment	29.4	32.6 ***	-.23	33.4 ***	-.30	31.6 **	-.15

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.

Quality of Interactions	Truman	Percentage point difference <sup>a</sup> between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2021 & 2022
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	60	+4	+3	+2
13b. Academic advisors	49	-7	-12	-6
13c. Faculty	53	-6	-10	-4
13d. Student services staff (career services, student activities, housing, etc.)	38	-9	-4	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	-15	-10	-15
<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	-11	-14	-10
14c. Using learning support services (tutoring services, writing center, etc.)	57	-7	-13	-7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	46	-11	-10	-8
14e. Providing opportunities to be involved socially	69	+6	+3	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	47	-10	-11	-11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-10	-9	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	51	-3	-6	+0
14i. Attending events that address important social, economic, or political issues	37	-10	-14	-3

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

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

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### Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 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<sup>b</sup> 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	36.8	39.2 **	-.18		42.1 ***	-.40	
	Reflective and Integrative Learning	35.5	36.9	-.11		39.2 ***	-.31	
	Learning Strategies	36.3	39.6 ***	-.23		42.9 ***	-.46	
	Quantitative Reasoning	29.9	30.2	-.02	✓	33.3 **	-.22	
<i>Learning with Peers</i>	Collaborative Learning	32.0	31.8	.01	✓	35.4 ***	-.26	
	Discussions with Diverse Others	39.7	39.8	-.01	✓	42.6 **	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	20.3	24.3 ***	-.27		27.8 ***	-.49	
	Effective Teaching Practices	37.0	40.3 ***	-.24		43.3 ***	-.46	
<i>Campus Environment</i>	Quality of Interactions	39.5	45.1 ***	-.47		48.2 ***	-.70	
	Supportive Environment	31.6	35.9 ***	-.32		39.1 ***	-.57	

#### 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	40.0	41.9 *	-.14		44.2 ***	-.32	
	Reflective and Integrative Learning	38.0	40.3 **	-.18		42.7 ***	-.40	
	Learning Strategies	37.7	41.1 ***	-.23		43.4 ***	-.40	
	Quantitative Reasoning	28.8	32.4 ***	-.22		35.3 ***	-.41	
<i>Learning with Peers</i>	Collaborative Learning	34.3	34.0	.02	✓	37.9 ***	-.26	
	Discussions with Diverse Others	39.1	40.4	-.08	✓	43.2 ***	-.27	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.7	28.8 ***	-.19		33.2 ***	-.47	
	Effective Teaching Practices	40.7	41.9	-.09	✓	44.5 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	40.9	45.6 ***	-.38		48.0 ***	-.56	
	Supportive Environment	29.4	34.3 ***	-.33		37.4 ***	-.56	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Truman (N = 215)	36.8	12.1	.83	15	30	40	45	55				
COPLAC	37.0	13.9	.29	15	30	40	45	60	271	-.2	.858	-.011
Natl Liberal Arts	38.9	13.0	.14	20	30	40	50	60	8,930	-2.0	.022	-.158
NSSE 2021 & 2022	37.8	13.5	.03	15	30	40	45	60	215	-1.0	.247	-.071
Top 50%	39.2	13.3	.04	20	30	40	50	60	117,580	-2.4	.007	-.184
Top 10%	42.1	13.0	.11	20	35	40	55	60	223	-5.2	.000	-.403
<b>Reflective &amp; Integrative Learning</b>												
Truman (N = 232)	35.5	11.7	.77	17	29	37	43	57				
COPLAC	35.7	12.8	.26	14	27	37	43	57	2,719	-.2	.846	-.013
Natl Liberal Arts	36.6	12.0	.12	17	29	37	46	57	9,644	-1.0	.192	-.087
NSSE 2021 & 2022	35.3	12.3	.02	17	26	34	43	57	248,379	.3	.724	.023
Top 50%	36.9	12.1	.04	17	29	37	46	60	117,642	-1.4	.087	-.112
Top 10%	39.2	11.8	.09	20	31	40	49	60	16,242	-3.7	.000	-.310
<b>Learning Strategies</b>												
Truman (N = 205)	36.3	13.1	.91	13	27	33	47	60				
COPLAC	37.4	14.0	.30	13	27	40	47	60	2,341	-1.1	.265	-.082
Natl Liberal Arts	38.2	13.7	.15	20	27	40	47	60	8,298	-1.9	.046	-.141
NSSE 2021 & 2022	37.9	14.0	.03	13	27	40	47	60	212,445	-1.6	.094	-.117
Top 50%	39.6	14.1	.04	20	27	40	53	60	107,197	-3.3	.001	-.233
Top 10%	42.9	14.3	.10	20	33	40	60	60	209	-6.7	.000	-.464
<b>Quantitative Reasoning</b>												
Truman (N = 209)	29.9	14.6	1.01	7	20	27	40	60				
COPLAC	28.6	15.8	.34	0	20	27	40	60	258	1.4	.203	.086
Natl Liberal Arts	28.4	15.3	.17	0	20	27	40	60	8,424	1.5	.158	.099
NSSE 2021 & 2022	28.7	15.5	.03	0	20	27	40	60	215,474	1.2	.273	.076
Top 50%	30.2	15.3	.04	7	20	27	40	60	123,646	-.3	.808	-.017
Top 10%	33.3	15.5	.12	7	20	33	40	60	16,190	-3.4	.002	-.217
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Truman (N = 250)	32.0	14.1	.89	10	20	30	40	60				
COPLAC	27.9	14.2	.27	5	20	25	35	55	2,916	4.1	.000	.289
Natl Liberal Arts	28.8	14.3	.14	5	20	30	40	55	10,360	3.2	.000	.226
NSSE 2021 & 2022	27.5	15.0	.03	0	15	25	40	55	268,628	4.5	.000	.302
Top 50%	31.8	13.8	.04	10	20	30	40	60	108,765	.2	.862	.011
Top 10%	35.4	13.5	.10	15	25	35	45	60	20,132	-3.5	.000	-.255
<b>Discussions with Diverse Others</b>												
Truman (N = 205)	39.7	13.4	.94	20	30	40	50	60				
COPLAC	37.4	16.3	.35	5	25	40	50	60	265	2.2	.025	.139
Natl Liberal Arts	38.0	15.2	.17	15	25	40	50	60	217	1.7	.078	.111
NSSE 2021 & 2022	37.1	16.1	.03	10	25	40	50	60	204	2.6	.007	.158
Top 50%	39.8	15.1	.05	15	30	40	55	60	205	-.1	.884	-.009
Top 10%	42.6	14.2	.13	20	35	40	55	60	12,987	-2.9	.004	-.203



#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Truman (N = 226)	20.3	14.1	.94	0	10	20	25	45				
COPLAC	21.2	15.0	.31	0	10	20	30	50	2,601	-.9	.383	-.061
Natl Liberal Arts	21.8	14.4	.15	0	10	20	30	50	9,265	-1.5	.121	-.104
NSSE 2021 & 2022	20.0	14.8	.03	0	10	20	30	50	237,338	.3	.784	.018
Top 50%	24.3	15.1	.06	5	15	20	35	55	227	-4.1	.000	-.269
Top 10%	27.8	15.3	.15	5	15	25	40	60	237	-7.6	.000	-.494
<b>Effective Teaching Practices</b>												
Truman (N = 217)	37.0	12.0	.81	16	28	36	44	60				
COPLAC	38.2	13.8	.29	12	28	40	48	60	274	-1.2	.157	-.089
Natl Liberal Arts	39.2	13.2	.14	16	32	40	48	60	230	-2.2	.008	-.167
NSSE 2021 & 2022	37.9	13.7	.03	16	28	40	48	60	217	-.9	.263	-.066
Top 50%	40.3	13.8	.05	16	32	40	52	60	218	-3.3	.000	-.240
Top 10%	43.3	13.7	.12	20	36	44	56	60	226	-6.3	.000	-.463
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Truman (N = 197)	39.5	10.1	.72	20	32	40	46	54				
COPLAC	41.9	11.8	.27	20	35	44	50	60	255	-2.4	.002	-.203
Natl Liberal Arts	42.6	11.8	.14	20	36	44	50	60	210	-3.1	.000	-.266
NSSE 2021 & 2022	42.4	12.4	.03	20	36	44	52	60	197	-2.9	.000	-.234
Top 50%	45.1	11.9	.05	22	38	48	54	60	198	-5.6	.000	-.470
Top 10%	48.2	12.5	.11	23	42	50	60	60	206	-8.7	.000	-.698
<b>Supportive Environment</b>												
Truman (N = 199)	31.6	12.0	.85	15	23	30	40	58				
COPLAC	34.2	13.7	.30	10	25	35	43	60	251	-2.6	.004	-.193
Natl Liberal Arts	34.4	13.4	.15	13	25	35	43	60	211	-2.8	.001	-.210
NSSE 2021 & 2022	33.3	14.0	.03	10	23	33	43	60	198	-1.7	.043	-.124
Top 50%	35.9	13.6	.05	13	26	38	45	60	199	-4.4	.000	-.321
Top 10%	39.1	13.3	.15	18	30	40	50	60	210	-7.5	.000	-.567

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Truman (N = 257)	40.0	12.4	.77	20	30	40	50	60				
COPLAC	40.8	13.7	.26	20	30	40	50	60	319	-.8	.357	-.055
Natl Liberal Arts	41.2	13.1	.15	20	35	40	50	60	8,050	-1.1	.180	-.085
NSSE 2021 & 2022	40.2	14.0	.03	20	30	40	50	60	257	-.2	.827	-.012
Top 50%	41.9	13.7	.04	20	35	40	55	60	258	-1.9	.017	-.135
Top 10%	44.2	13.1	.13	20	35	45	60	60	271	-4.2	.000	-.321
<b>Reflective &amp; Integrative Learning</b>												
Truman (N = 271)	38.0	12.0	.73	20	29	37	46	57				
COPLAC	39.4	13.0	.24	17	31	40	49	60	3,096	-1.4	.090	-.108
Natl Liberal Arts	40.1	12.5	.14	20	31	40	49	60	8,542	-2.1	.006	-.170
NSSE 2021 & 2022	38.1	13.0	.02	17	29	37	49	60	307,949	-.1	.897	-.008
Top 50%	40.3	12.5	.04	20	31	40	50	60	104,200	-2.3	.003	-.180
Top 10%	42.7	11.7	.12	23	34	43	51	60	10,157	-4.7	.000	-.403
<b>Learning Strategies</b>												
Truman (N = 242)	37.7	14.3	.92	13	27	40	47	60				
COPLAC	39.1	14.7	.29	13	27	40	53	60	2,805	-1.3	.174	-.091
Natl Liberal Arts	38.6	13.9	.16	20	27	40	47	60	7,588	-.9	.317	-.065
NSSE 2021 & 2022	39.0	14.8	.03	13	27	40	53	60	272,669	-1.3	.181	-.086
Top 50%	41.1	14.6	.04	20	33	40	53	60	125,072	-3.3	.000	-.230
Top 10%	43.4	14.2	.10	20	33	40	60	60	21,299	-5.7	.000	-.402
<b>Quantitative Reasoning</b>												
Truman (N = 250)	28.8	15.5	.98	0	20	27	40	60				
COPLAC	30.8	16.8	.33	0	20	33	40	60	308	-1.9	.062	-.116
Natl Liberal Arts	31.4	16.6	.19	0	20	33	40	60	7,686	-2.6	.015	-.156
NSSE 2021 & 2022	30.9	16.6	.03	0	20	33	40	60	276,055	-2.0	.055	-.122
Top 50%	32.4	16.5	.04	7	20	33	40	60	139,611	-3.6	.001	-.219
Top 10%	35.3	16.0	.13	7	20	33	47	60	16,467	-6.5	.000	-.407
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Truman (N = 296)	34.3	14.5	.84	15	25	35	45	60				
COPLAC	29.6	15.4	.28	5	20	30	40	60	3,242	4.7	.000	.310
Natl Liberal Arts	31.6	14.6	.16	5	20	30	40	60	8,938	2.7	.002	.187
NSSE 2021 & 2022	29.0	16.2	.03	0	20	30	40	60	295	5.3	.000	.328
Top 50%	34.0	14.6	.04	10	25	35	45	60	109,514	.3	.733	.020
Top 10%	37.9	13.7	.12	15	30	40	50	60	14,385	-3.6	.000	-.259
<b>Discussions with Diverse Others</b>												
Truman (N = 243)	39.1	13.6	.87	20	30	40	50	60				
COPLAC	38.7	15.8	.31	15	25	40	50	60	308	.4	.648	.027
Natl Liberal Arts	39.0	14.8	.17	15	30	40	50	60	262	.1	.886	.009
NSSE 2021 & 2022	38.1	16.5	.03	10	25	40	50	60	243	1.0	.238	.062
Top 50%	40.4	15.9	.05	15	30	40	55	60	244	-1.3	.144	-.080
Top 10%	43.2	15.1	.14	20	35	45	60	60	254	-4.1	.000	-.273

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Truman (N = 262)	25.7	14.7	.91	5	15	25	35	55				
COPLAC	25.6	16.5	.31	0	15	25	40	60	326	.1	.910	.007
Natl Liberal Arts	27.6	15.9	.18	5	15	25	40	60	281	-1.9	.036	-.122
NSSE 2021 & 2022	22.5	16.3	.03	0	10	20	35	60	261	3.2	.000	.196
Top 50%	28.8	16.2	.07	5	15	25	40	60	264	-3.1	.001	-.191
Top 10%	33.2	16.1	.19	10	20	35	45	60	285	-7.6	.000	-.471
<b>Effective Teaching Practices</b>												
Truman (N = 256)	40.7	12.6	.79	20	32	40	48	60				
COPLAC	41.0	14.6	.28	16	32	40	52	60	323	-.3	.730	-.020
Natl Liberal Arts	41.0	13.5	.15	20	32	40	52	60	8,026	-.3	.722	-.023
NSSE 2021 & 2022	39.4	14.5	.03	16	28	40	52	60	255	1.3	.096	.091
Top 50%	41.9	14.1	.05	16	32	40	56	60	256	-1.2	.122	-.087
Top 10%	44.5	13.6	.11	20	36	44	56	60	265	-3.8	.000	-.277
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Truman (N = 237)	40.9	11.5	.75	18	34	42	50	58				
COPLAC	43.7	11.6	.24	22	38	45	52	60	2,593	-2.8	.000	-.238
Natl Liberal Arts	43.2	11.4	.14	22	36	44	52	60	7,264	-2.3	.002	-.200
NSSE 2021 & 2022	43.0	12.7	.03	20	36	44	52	60	237	-2.1	.005	-.166
Top 50%	45.6	12.3	.04	22	38	48	56	60	96,658	-4.7	.000	-.382
Top 10%	48.0	12.5	.07	22	40	50	60	60	29,010	-7.1	.000	-.564
<b>Supportive Environment</b>												
Truman (N = 240)	29.4	13.0	.84	10	20	30	38	55				
COPLAC	32.6	14.2	.29	10	23	33	43	60	297	-3.2	.000	-.228
Natl Liberal Arts	33.4	13.6	.16	13	23	33	43	60	7,448	-4.1	.000	-.300
NSSE 2021 & 2022	31.6	14.7	.03	8	20	33	40	60	239	-2.2	.009	-.150
Top 50%	34.3	14.7	.05	10	23	35	45	60	241	-4.9	.000	-.333
Top 10%	37.4	14.5	.15	13	28	38	48	60	255	-8.1	.000	-.557

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.

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**NSSE 2022**  
**High-Impact Practices**  
Truman State University

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### About Your *High-Impact Practices* Report

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

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

#### *High-Impact Practices in NSSE*

##### Service-Learning

Courses that included a community-based project

##### Learning Community

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

##### Research with Faculty

Work with a faculty member on a research project

##### Internship or Field Experience

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

##### Study Abroad

##### Culminating Senior Experience

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

### Report Sections

#### Participation Comparisons (p. 3)

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

##### Overall HIP Participation

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

##### Statistical Comparisons

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

#### Response Detail (pp. 4-5)

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

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

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

### Interpreting Comparisons

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

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

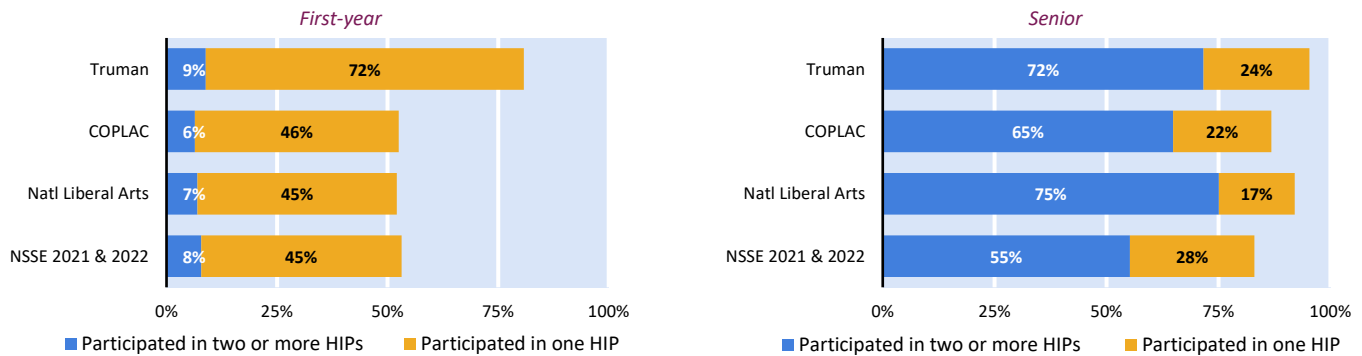
Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities.

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

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

### Overall HIP Participation

The figures below display the 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 2021 & 2022		
	%	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	Difference <sup>a</sup>	ES <sup>b</sup>	
<i>First-year</i>								
Service-Learning	79	+30	*** .64	+31	*** .66	+30	*** .65	
Learning Community	4	-4	* -.18	-4	* -.19	-6	** -.25	
Research with Faculty	8	+4	* .16	+3	* .14	+4	* .15	
Participated in at least one	81	+28	*** .61	+29	*** .62	+28	*** .60	
Participated in two or more	9	+2	.09	+2	.07	+1	.04	
<i>Senior</i>								
Service-Learning	63	+1	.01	-2	-.04	+4	.08	
Learning Community	22	-1	-.01	-5	-.11	+1	.02	
Research with Faculty	33	+4	.08	-4	-.08	+13	*** .29	
Internship or Field Exp.	46	-3	-.06	-12	*** -.24	+2	.05	
Study Abroad	5	+1	.03	-12	*** -.41	-3	-.13	
Culminating Senior Exp.	75	+19	*** .39	+8	* .17	+32	*** .65	
Participated in at least one	95	+8	*** .31	+3	.14	+12	*** .41	
Participated in two or more	72	+7	* .15	-3	-.08	+16	*** .34	

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).

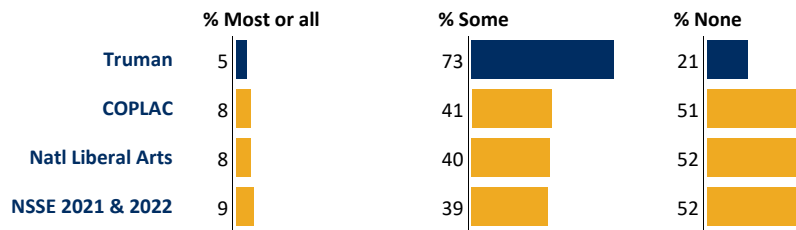
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001 (z-test comparing participation rates).

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

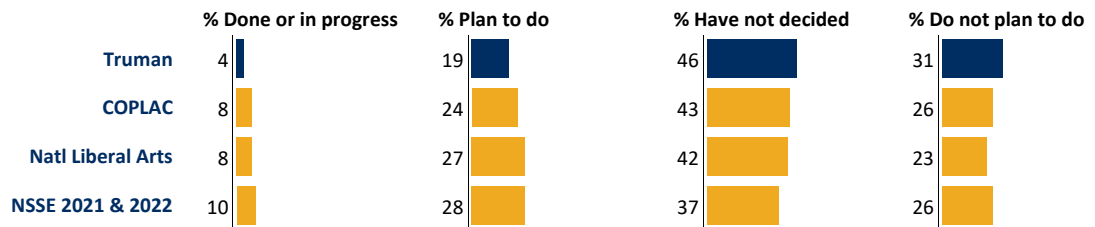
### Service-Learning

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



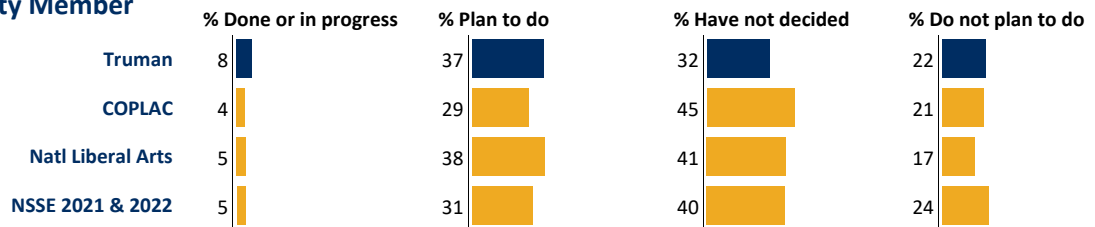
### Learning Community

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.



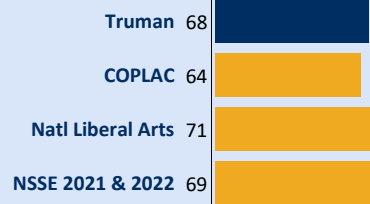
## Plans to Participate<sup>a</sup>

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

### Percentage responding "Plan to do"

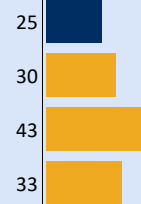
#### Internship or Field Experience

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



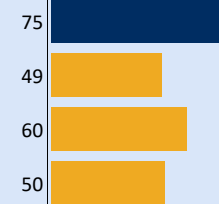
#### Study Abroad

Participate in a study abroad program.



#### Culminating Senior Experience

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



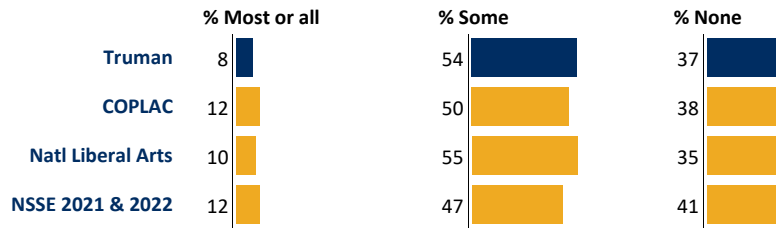
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

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

## Seniors

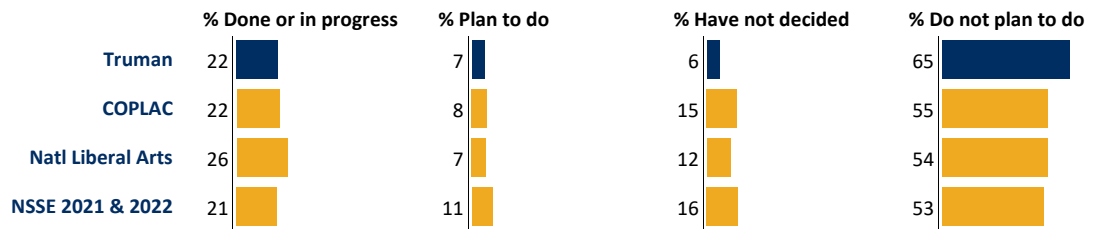
### Service-Learning

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



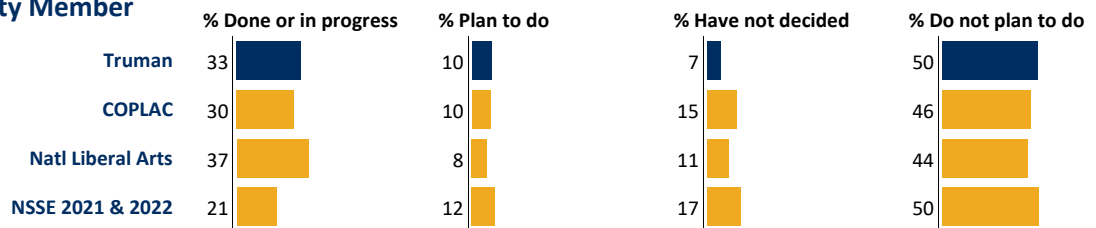
### Learning Community

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



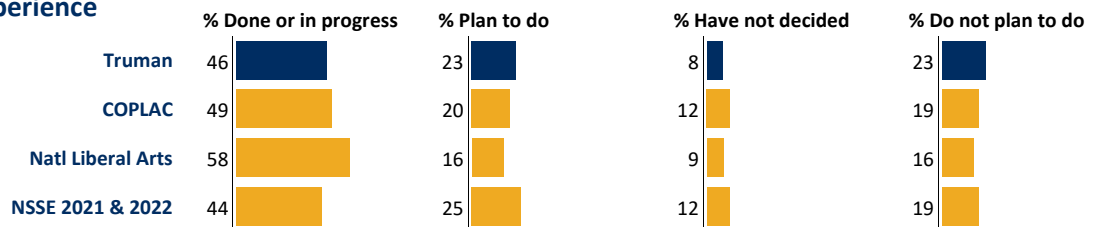
### Research with a Faculty Member

Work with a faculty member on a research project.



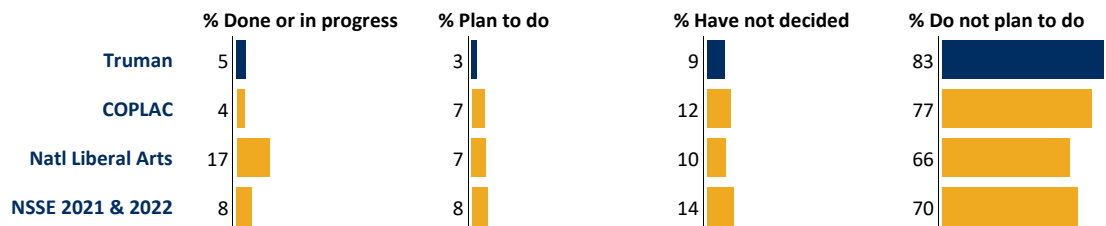
### Internship or Field Experience

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



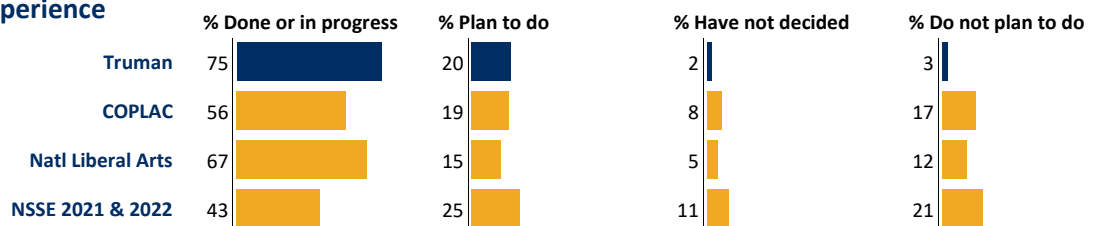
### Study Abroad

Participate in a study abroad program.



### Culminating Senior Experience

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



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



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

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

	<i>First-year</i>			<i>Senior</i>					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
<b>Institution-reported sex<sup>a</sup></b>	%	%	%	%	%	%	%	%	%
Female	78	3	9	66	24	36	48	6	79
Male	80	5	6	56	16	29	43	3	68
<b>Race/ethnicity or international<sup>a</sup></b>									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	20	30	80	10	90
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	79	1	9	60	21	35	45	4	78
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	86	14	7	67	20	13	20	13	33
Two or more races/ethnicities	—	—	—	73	27	27	55	0	73
<b>Age</b>									
FY < 21, Seniors < 25	79	3	8	62	22	35	47	5	76
FY 21+, Seniors 25+	—	—	—	—	—	—	—	—	—
<b>First-generation<sup>b</sup></b>									
Continuing generation	79	3	10	63	18	35	46	5	74
First-generation	79	7	2	62	27	29	47	3	77
<b>Enrollment status<sup>a</sup></b>									
Not full-time	—	—	—	—	—	—	—	—	—
Full-time	80	4	8	62	22	34	47	5	76
<b>Residence</b>									
Not on campus	76	3	3	63	19	32	46	3	74
On campus	79	4	9	59	24	37	46	11	78
<b>Major category<sup>c</sup></b>									
Arts & humanities	71	0	0	58	10	28	31	11	82
Biological sciences, agriculture, natural res.	71	4	17	60	26	49	51	6	74
Physical sciences, math, computer science	82	0	6	19	19	31	44	6	69
Social sciences	80	6	9	57	11	32	25	4	75
Business	73	4	4	44	21	16	42	0	60
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	—	—	—	—	—	—	—	—	—
Engineering	—	—	—	—	—	—	—	—	—
Health professions	97	6	18	91	29	43	67	3	79
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
<b>Overall</b>	<b>79</b>	<b>4</b>	<b>8</b>	<b>63</b>	<b>22</b>	<b>33</b>	<b>46</b>	<b>5</b>	<b>75</b>

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.

Race/ethnicity labels are based on IPEDS reporting requirements.

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. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."