



NSSE 2020

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	1,058	1,413
Adjusted population ^a	992	1,182
Survey sample ^b	992	1,182
Total respondents ^b	430	378
Full completions ^c	337	307
Partial completions	93	71

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: go.iu.edu/NSSE-RRFAQ

	<i>First-year</i>				<i>Senior</i>			
	Truman	COPLAC	Natl Liberal Arts	NSSE 2019 & 2020	Truman	COPLAC	Natl Liberal Arts	NSSE 2019 & 2020
Response rate	43%	31%	37%	25%	32%	29%	36%	23%
Sampling error ^b	+/- 3.6%	+/- 0.9%	+/- 0.6%	+/- 0.2%	+/- 4.2%	+/- 1.0%	+/- 0.6%	+/- 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 go.iu.edu/NSSE-weights

Representativeness

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	67	61	68	60
Full-time	100	100	99	97
First-time, first-year	88	86	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	0	1
Asian	2	2	3	3
Black or African American	3	4	2	3
Hispanic or Latino	4	4	3	3
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	73	76	82	81
Other	0	0	0	0
Foreign or nonresident	13	10	7	6
Two or more races/ethnicities	3	4	2	2
Unknown	0	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	67	61	67	59
Full-time, male	33	39	32	38
Part-time, female	0	0	1	2
Part-time, male	0	0	0	2

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 2019 ^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 for 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	No
Incentive offered	No
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	409, 51%

Additional question sets and companion surveys

Topical module(s)	Academic Advising, Global Learning
Customized consortium questions	None
BCSSE 2019	No
FSSE 2020	No

- 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	02/26/2020	7%	8%
Reminder 1	03/05/2020	17%	15%
Reminder 2	03/16/2020	28%	21%
Reminder 3	04/07/2020	41%	30%
Final reminder	04/20/2020	43%	32%

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

Comparison Group 1	COPLAC* (customized, N=27)
Comparison Group 2	Natl Liberal Arts (customized, N=106)
Comparison Group 3	NSSE 2019 & 2020 (default, N=881)

Comparison groups for additional question set report(s)

Topical Module: Academic Advising	Academic Advising (default, N=216)
Topical Module: Global Learning	Global Learning (default, N=46)



NSSE 2020
Selected Comparison Groups
Truman State University

Comparison Groups

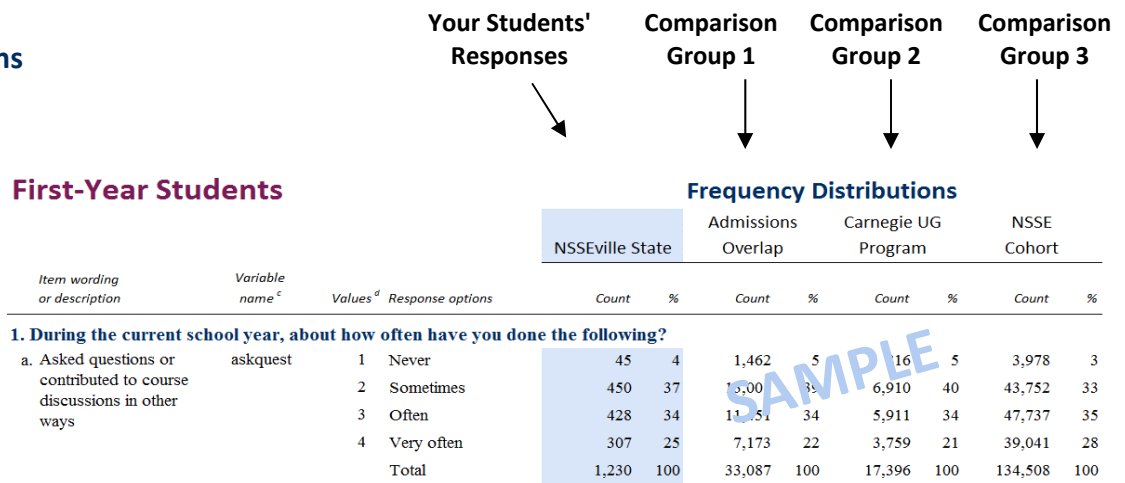
The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via a form on the Institution Interface. This report summarizes how your comparison groups were constructed and lists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

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2019 and 2020 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 2019 and 2020 institutions where the questions were administered. 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 2019 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: 5/29/2020

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 (Faxon, MA)
- Bryant University (Smithfield, RI)
- Christy College (Shawingon, VT)*
- College of Our Lady of the Elms (Chicopee, MA)
- Cary College (Elton, MA)*
- Franklin Pierce University (Rindge, NH)

a. The default groups are:
 Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2019 and 2020 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2019 (if applicable) and 2020 consortium members.
 Comparison Group 2: All other 2019 and 2020 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 2019 and 2020 U.S. NSSE institutions (2019 and 2020 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	5/27/20
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.
Group description (as provided by your institution)	COPLAC Institutions

COPLAC (N=27)

Eastern Connecticut State University (Willimantic, CT)
 Evergreen State College, The (Olympia, WA)
 Fort Lewis College (Durango, CO)*
 Georgia College & State University (Milledgeville, GA)
 Henderson State University (Arkadelphia, AR)*
 Keene State College (Keene, NH)*
 Kentucky State University (Frankfort, KY)*
 Mansfield University of Pennsylvania (Mansfield, PA)*
 Midwestern State University (Wichita Falls, TX)
 New College of Florida (Sarasota, FL)*
 Northern Vermont University (Johnson, VT)
 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)*
 State University of New York at Geneseo, The (Geneseo, NY)
 University of Alberta (Edmonton, AB)
 University of Illinois Springfield (Springfield, IL)
 University of Maine at Farmington (Farmington, ME)
 University of Mary Washington (Fredericksburg, VA)
 University of Minnesota Morris (Morris, MN)
 University of Montevallo (Montevallo, AL)
 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)
 University of Wisconsin-Superior (Superior, WI)

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	5/28/20
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2019 and 2020 NSSE participants.
Group description (as provided by your institution)	National Liberal Arts Institutions

Natl Liberal Arts (N=106)

Albright College (Reading, PA)*	Goshen College (Goshen, IN)
Allegheny College (Meadville, PA)	Greensboro College (Greensboro, NC)
Alma College (Alma, MI)	Grinnell College (Grinnell, IA)
Baker University (Baldwin City, KS)*	Hamilton College (Clinton, NY)
Bay Path University (Longmeadow, MA)*	Hanover College (Hanover, IN)*
Beloit College (Beloit, WI)	Harrisburg University of Science and Technology (Harrisburg, PA)*
Bennington College (Bennington, VT)	Harvey Mudd College (Claremont, CA)
Berea College (Berea, KY)*	Hendrix College (Conway, AR)
Berry College (Mount Berry, GA)*	Holy Cross College, Notre Dame, IN (Notre Dame, IN)
Bethany College (Bethany, WV)	Hope College (Holland, MI)
Birmingham-Southern College (Birmingham, AL)*	Houghton College (Houghton, NY)
Bloomfield College (Bloomfield, NJ)*	Huston-Tillotson University (Austin, TX)*
Brigham Young University (Provo, UT)	Illinois College (Jacksonville, IL)
Carroll University (Waukesha, WI)*	Illinois Wesleyan University (Bloomington, IL)*
Carthage College (Kenosha, WI)*	Judson College (Marion, AL)
Castleton University (Castleton, VT)*	Juniata College (Huntingdon, PA)
Cedar Crest College (Allentown, PA)	Kentucky Wesleyan College (Owensboro, KY)*
Centenary College of Louisiana (Shreveport, LA)	Kenyon College (Gambier, OH)
Central College (Pella, IA)*	Lawrence University (Appleton, WI)*
Christopher Newport University (Newport News, VA)	Luther College (Decorah, IA)
Colby College (Waterville, ME)	Lycoming College (Williamsport, PA)
Colgate University (Hamilton, NY)	Lyon College (Batesville, AR)
College of the Atlantic (Bar Harbor, ME)	Macalester College (Saint Paul, MN)
College of the Holy Cross (Worcester, MA)	Marymount Manhattan College (New York, NY)*
Concordia College at Moorhead (Moorhead, MN)	Meredith College (Raleigh, NC)
Connecticut College (New London, CT)	Metropolitan State University of Denver (Denver, CO)*
Denison University (Granville, OH)	Muhlenberg College (Allentown, PA)
Dickinson College (Carlisle, PA)*	Nebraska Wesleyan University (Lincoln, NE)
Doane University (Crete, NE)	Occidental College (Los Angeles, CA)*
Drew University (Madison, NJ)	Ohio Wesleyan University (Delaware, OH)*
Eastern Mennonite University (Harrisonburg, VA)	Ouachita Baptist University (Arkadelphia, AR)
Eckerd College (Saint Petersburg, FL)*	Pitzer College (Claremont, CA)
Fort Lewis College (Durango, CO)*	Presbyterian College (Clinton, SC)
Georgetown College (Georgetown, KY)	Randolph-Macon College (Ashland, VA)
Gettysburg College (Gettysburg, PA)	Rhodes College (Memphis, TN)

*2019 participant

Natl Liberal Arts (N=106), continued

Ripon College (Ripon, WI)
Saint Mary's College (Notre Dame, IN)*
Saint Michael's College (Colchester, VT)
Saint Vincent College (Latrobe, PA)
Southwestern University (Georgetown, TX)
Spelman College (Atlanta, GA)*
St. Francis College (Brooklyn Heights, NY)
St. Mary's College of Maryland (St. Mary's City, MD)*
Stonehill College (Easton, MA)
Susquehanna University (Selinsgrove, PA)
Sweet Briar College (Sweet Briar, VA)
Thiel College (Greenville, PA)
Thomas More University (Crestview Hills, KY)
University of Maine at Machias (Machias, ME)
University of Minnesota Morris (Morris, MN)
University of Pikeville (Pikeville, KY)
University of Puget Sound (Tacoma, WA)
University of Richmond (University of Richmond, VA)
University of Science and Arts of Oklahoma (Chickasha, OK)*
University of the South, The (Sewanee, TN)
Vassar College (Poughkeepsie, NY)
Virginia Military Institute (Lexington, VA)
Virginia Wesleyan University (Virginia Beach, VA)*
Warren Wilson College (Swannanoa, NC)
Wartburg College (Waverly, IA)*
Washington & Jefferson College (Washington, PA)*
Washington and Lee University (Lexington, VA)
Washington College (Chestertown, MD)*
Westminster College (New Wilmington, PA)*
Westmont College (Santa Barbara, CA)
Wheaton College (Norton, MA)
Whitman College (Walla Walla, WA)
William Jewell College (Liberty, MO)
William Peace University (Raleigh, NC)*
Wingate University (Wingate, NC)*
Wofford College (Spartanburg, SC)*

Comparison Group 3: NSSE 2019 & 2020

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	5/28/20
How was this comparison group constructed?	Your institution retained the default comparison group (NSSE 2019 and 2020 U.S. institutions).
Group description (as provided by your institution)	All other current- and prior-year (if applicable) U.S. NSSE institutions

NSSE 2019 & 2020 (N=881)

All other NSSE 2019 and 2020 U.S. participants

View list at <https://nsse.indiana.edu/doc/nsse2019and2020.docx>



NSSE 2020

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 2019 and 2020 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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with COPLAC	Your first-year students compared with Natl Liberal Arts	Your first-year students compared with NSSE 2019 & 2020
<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	▽	▼	▽

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with COPLAC	Your seniors compared with Natl Liberal Arts	Your seniors compared with NSSE 2019 & 2020
<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	▽	▼	▽

Academic Challenge: First-year students

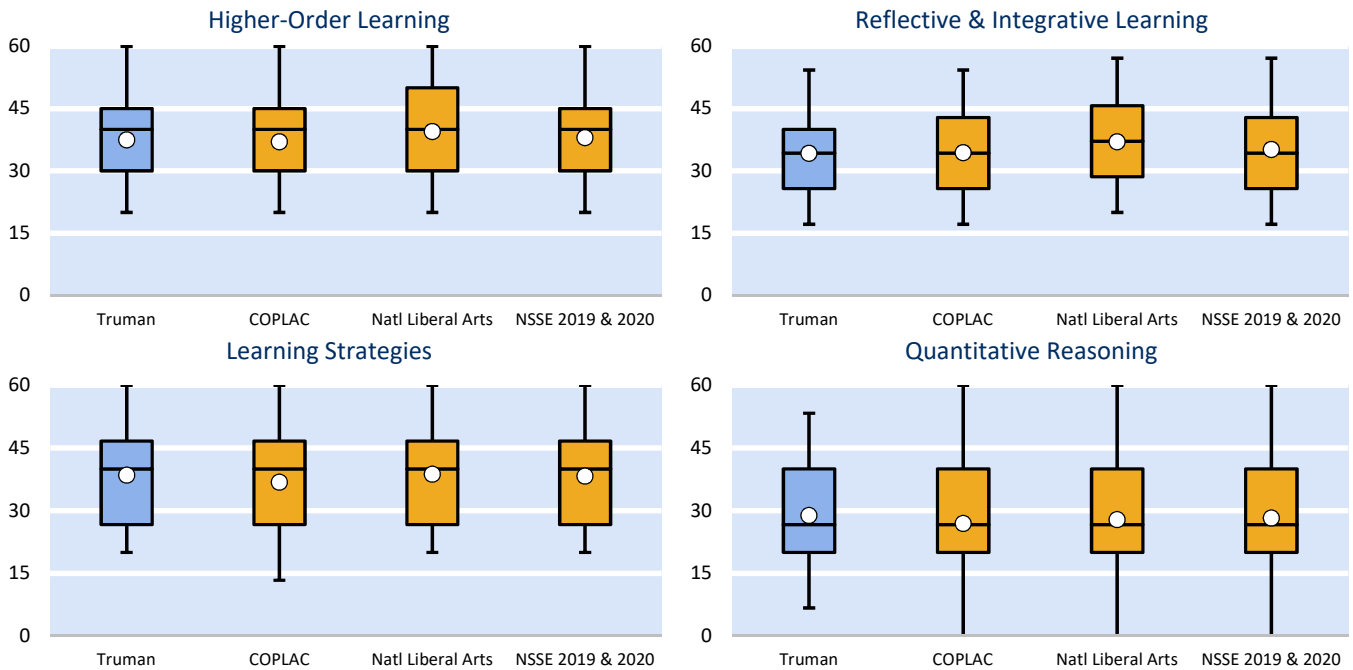
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	37.5	37.0	.04	39.5 **	-.16	38.1	-.04
Reflective & Integrative Learning	34.2	34.4	-.01	37.0 ***	-.24	35.2	-.08
Learning Strategies	38.5	36.9 *	.12	38.7	-.02	38.3	.02
Quantitative Reasoning	28.9	26.9 *	.13	27.9	.07	28.2	.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



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 2019 & 2020
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	71	+1	-3	-0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-0	-7	-3
4d. Evaluating a point of view, decision, or information source	66	+0	-7	-3
4e. Forming a new idea or understanding from various pieces of information	69	+3	-4	-0
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	49	-1	-6	-2
2b. Connected your learning to societal problems or issues	49	-1	-9	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-4	-13	-6
2d. Examined the strengths and weaknesses of your own views on a topic or issue	60	-1	-7	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-0	-6	-2
2f. Learned something that changed the way you understand an issue or concept	65	-1	-6	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	79	+3	-3	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+4	-5	+1
9b. Reviewed your notes after class	67	+6	+3	+1
9c. Summarized what you learned in class or from course materials	64	+4	+1	+0
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.)	51	+3	+0	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+3	+1	+0
6c. Evaluated what others have concluded from numerical information	47	+9	+6	+6

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

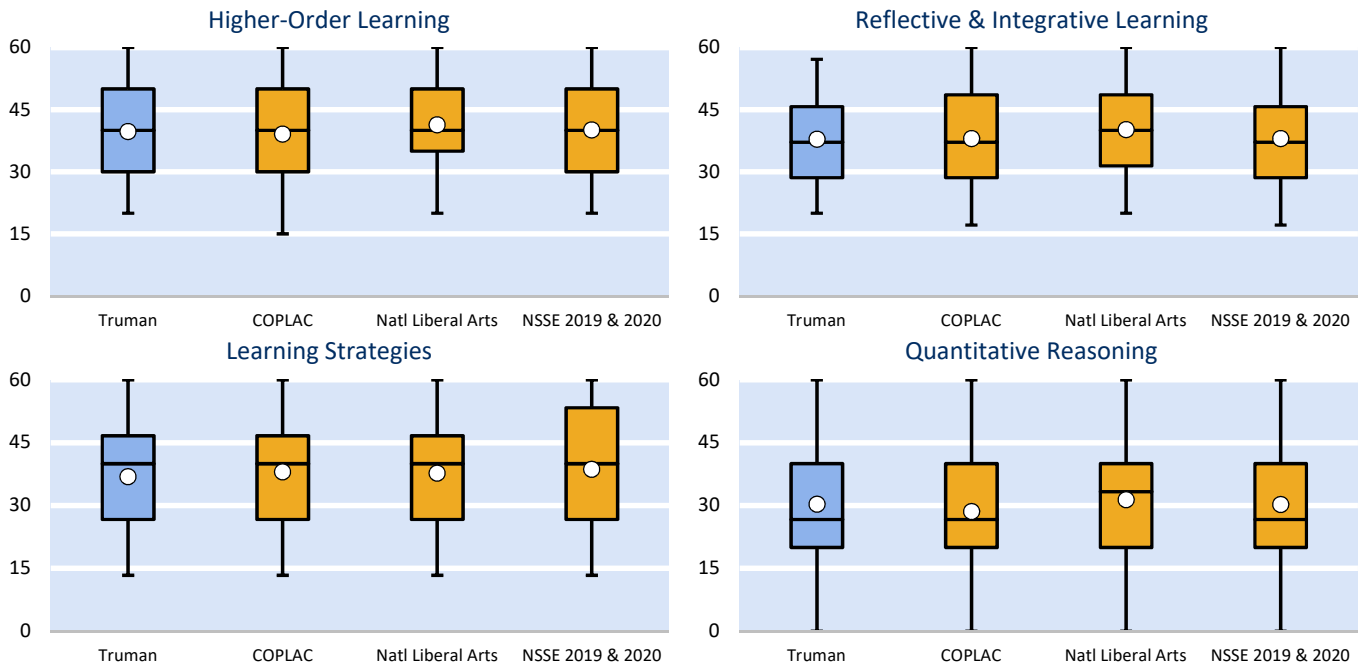
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Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC Mean	COPLAC Effect size	Natl Liberal Arts Mean	Natl Liberal Arts Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	39.8	39.1	.05	41.4 *	-.13	40.1	-.02
Reflective & Integrative Learning	37.9	38.1	-.01	40.2 ***	-.19	38.1	-.01
Learning Strategies	36.9	38.0	-.07	37.7	-.06	38.6 *	-.12
Quantitative Reasoning	30.3	28.5	.11	31.4	-.07	30.2	.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






















































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 2019 & 2020
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	82	+7 	+3 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+2 	-4 	-1 
4d. Evaluating a point of view, decision, or information source	70	+1 	-5 	-1 
4e. Forming a new idea or understanding from various pieces of information	73	+4 	-4 	+1 
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	69	-0 	-5 	+1 
2b. Connected your learning to societal problems or issues	58	-3 	-10 	-3 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-1 	-9 	-0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+3 	-2 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	77	+5 	+1 	+4 
2f. Learned something that changed the way you understand an issue or concept	76	+4 	-1 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3 	-1 	+2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+2 	-2 	+3 
9b. Reviewed your notes after class	52	-7 	-3 	-11 
9c. Summarized what you learned in class or from course materials	60	-3 	-0 	-5 
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.)	56	+4 	-1 	-0 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	46	+4 	-2 	-0 
6c. Evaluated what others have concluded from numerical information	47	+4 	-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.

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

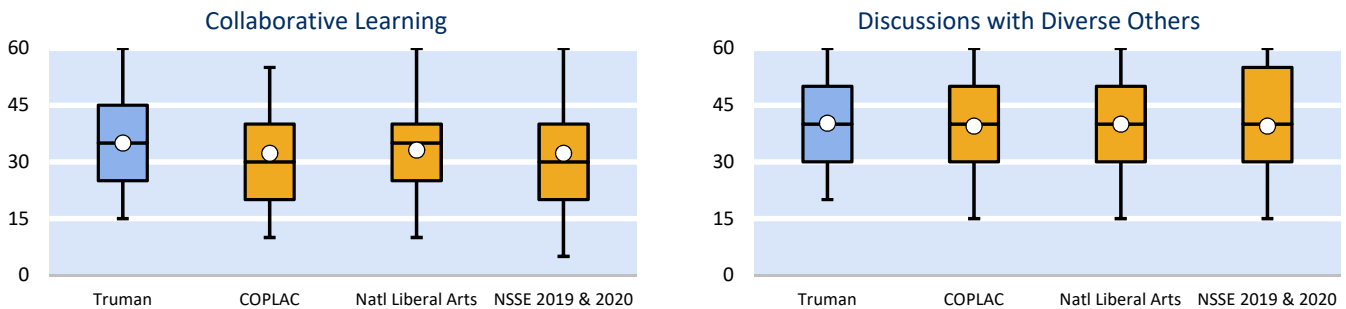
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.0	32.3 ***	.20	33.1 **	.13	32.3 ***	.19
Discussions with Diverse Others	40.2	39.5	.05	39.9	.02	39.5	.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



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.

	Truman %	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	62	+9	+8	+10
1f. Explained course material to one or more students	60	+4	+1	+3
1g. Prepared for exams by discussing or working through course material with other students	53	+6	+1	+3
1h. Worked with other students on course projects or assignments	60	+5	+4	+6
Discussions with Diverse Others				
<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	-5	-8	-6
8b. People from an economic background other than your own	74	+4	-1	+2
8c. People with religious beliefs other than your own	75	+6	+10	+9
8d. People with political views other than your own	73	+8	+10	+9

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

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Learning with Peers: Seniors

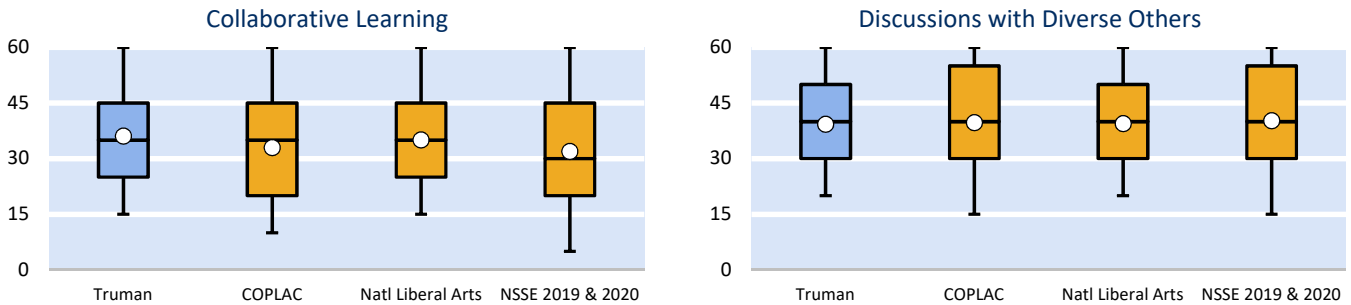
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Natl Liberal Arts		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.1	33.0 ***	.22	35.1	.08	32.0 ***	.26
Discussions with Diverse Others	39.3	39.7	-.03	39.5	-.02	40.2	-.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).

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	Natl Liberal Arts	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	60	+15	+10	+17
1f. Explained course material to one or more students	64	+5	-2	+7
1g. Prepared for exams by discussing or working through course material with other students	52	+5	-1	+5
1h. Worked with other students on course projects or assignments	75	+10	+7	+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	61	-10	-10	-11
8b. People from an economic background other than your own	73	+2	-2	+0
8c. People with religious beliefs other than your own	75	+7	+12	+7
8d. People with political views other than your own	65	+3	+4	-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: First-year students

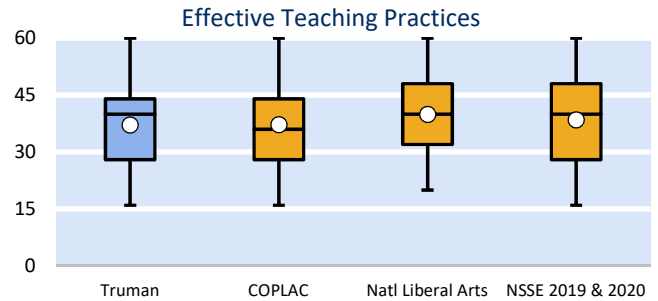
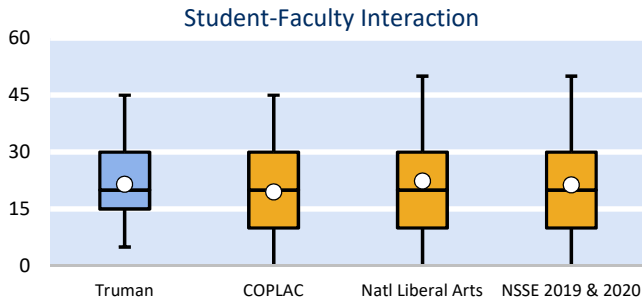
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.5	19.5 **	.14	22.3	-.06	21.4	.01
Effective Teaching Practices	37.1	37.2	.00	39.9 ***	-.23	38.4 *	-.10

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 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	31	-1	-6	-7	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	19	+1	-3	-2	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+5	-0	+4	
3d. Discussed your academic performance with a faculty member	26	-1	-6	-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	78	+2	-2	+1	
5b. Taught course sessions in an organized way	75	+2	-3	+1	
5c. Used examples or illustrations to explain difficult points	73	+1	-5	-1	
5d. Provided feedback on a draft or work in progress	57	-2	-11	-7	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	+2	-7	-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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Experiences with Faculty: Seniors

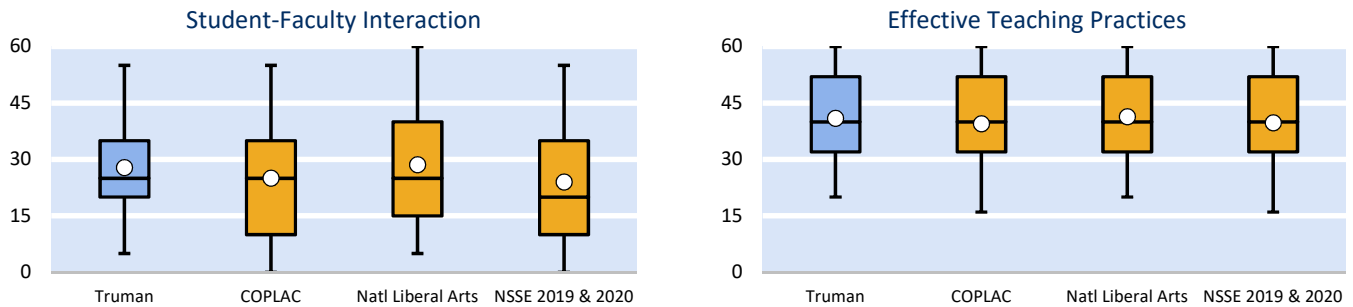
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.8	25.0 ***	.17	28.6	-.05	23.9 ***	.24
Effective Teaching Practices	40.9	39.5	.10	41.3	-.04	39.7	.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



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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 2019 & 2020	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	50	+7	-2	+7	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+5	-2	+7	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+6	-2	+11	
3d. Discussed your academic performance with a faculty member	31	-4	-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	84	+4	+1	+3	
5b. Taught course sessions in an organized way	80	+3	-2	+3	
5c. Used examples or illustrations to explain difficult points	82	+3	-1	+4	
5d. Provided feedback on a draft or work in progress	64	+4	-3	+3	
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+3	-3	+2	

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

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Campus Environment: First-year students

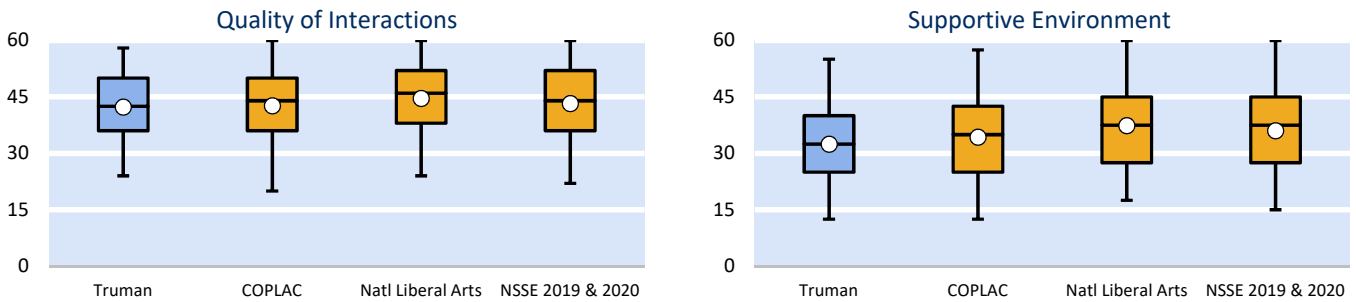
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	42.7	-.03	44.6 ***	-.21	43.2	-.08
Supportive Environment	32.4	34.3 **	-.14	37.3 ***	-.39	36.0 ***	-.27

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

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Quality of Interactions	Truman	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	64	+12	+8	+11
13b. Academic advisors	39	-11	-18	-15
13c. Faculty	50	-1	-11	-2
13d. Student services staff (career services, student activities, housing, etc.)	44	-3	-7	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-5	-11	-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	73	+2	-7	-2
14c. Using learning support services (tutoring services, writing center, etc.)	73	-2	-8	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-5	-11	-11
14e. Providing opportunities to be involved socially	66	-1	-8	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-3	-9	-7
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-5	-12	-12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-4	-12	-8
14i. Attending events that address important social, economic, or political issues	36	-10	-20	-11

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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Campus Environment: Seniors

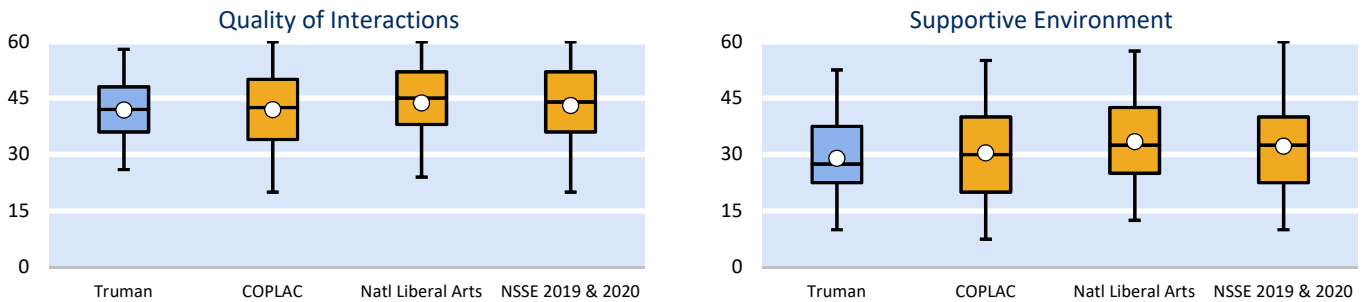
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC		Natl Liberal Arts		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.9	42.0	-.01	43.8 ***	-.18	43.0 *	-.10
Supportive Environment	29.0	30.4 *	-.10	33.5 ***	-.35	32.2 ***	-.23

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

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Quality of Interactions	Truman	Percentage point difference ^a between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	64	+8	+6	+6
13b. Academic advisors	41	-8	-19	-13
13c. Faculty	56	-2	-9	-2
13d. Student services staff (career services, student activities, housing, etc.)	43	+3	+2	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-4	-5	-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	63	-1	-12	-7
14c. Using learning support services (tutoring services, writing center, etc.)	55	-5	-15	-11
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	44	-4	-7	-11
14e. Providing opportunities to be involved socially	66	+5	-2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	51	-4	-9	-9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	21	-5	-8	-11
14h. Attending campus activities and events (performing arts, athletic events, etc.)	47	-3	-12	-5
14i. Attending events that address important social, economic, or political issues	36	-4	-14	-4

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), 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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 NSSE institutions.

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

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

First-Year Students		Truman Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.5	39.3 **	-.14		41.4 ***	-.30	
	Reflective and Integrative Learning	34.2	36.7 ***	-.21		39.0 ***	-.40	
	Learning Strategies	38.5	39.9	-.10		42.3 ***	-.27	
	Quantitative Reasoning	28.9	29.4	-.04	✓	31.4 ***	-.16	
<i>Learning with Peers</i>	Collaborative Learning	35.0	35.2	-.01	✓	37.4 ***	-.18	
	Discussions with Diverse Others	40.2	41.5	-.08	✓	43.6 ***	-.23	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.5	24.5 ***	-.20		28.1 ***	-.43	
	Effective Teaching Practices	37.1	40.5 ***	-.26		42.3 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	42.3	45.2 ***	-.25		47.2 ***	-.42	
	Supportive Environment	32.4	37.9 ***	-.42		40.0 ***	-.59	

Seniors		Truman Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.8	41.7 **	-.14		43.2 ***	-.26	
	Reflective and Integrative Learning	37.9	39.8 **	-.16		41.8 ***	-.32	
	Learning Strategies	36.9	40.7 ***	-.26		42.7 ***	-.40	
	Quantitative Reasoning	30.3	31.4	-.07	✓	33.4 **	-.19	
<i>Learning with Peers</i>	Collaborative Learning	36.1	35.9	.01	✓	38.4 **	-.17	
	Discussions with Diverse Others	39.3	42.1 ***	-.18		43.8 ***	-.29	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.8	29.7 *	-.12		33.2 ***	-.34	
	Effective Teaching Practices	40.9	41.8	-.07	✓	43.7 ***	-.21	
<i>Campus Environment</i>	Quality of Interactions	41.9	45.2 ***	-.29		47.4 ***	-.46	
	Supportive Environment	29.0	34.6 ***	-.40		36.8 ***	-.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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2019 and 2020 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 = 373)	37.5	12.5	.65	20	30	40	45	60				
COPLAC	37.0	12.7	.14	20	30	40	45	60	8,707	.5	.456	.039
Natl Liberal Arts	39.5	12.4	.09	20	30	40	50	60	20,060	-2.0	.002	-.162
NSSE 2019 & 2020	38.1	13.2	.02	20	30	40	45	60	370,927	-.6	.415	-.042
Top 50%	39.3	13.1	.03	20	30	40	50	60	210,288	-1.8	.007	-.140
Top 10%	41.4	12.8	.06	20	35	40	50	60	40,603	-3.9	.000	-.304
Reflective & Integrative Learning												
Truman (N = 396)	34.2	11.1	.56	17	26	34	40	54				
COPLAC	34.4	11.8	.12	17	26	34	43	54	9,449	-.2	.804	-.013
Natl Liberal Arts	37.0	11.4	.08	20	29	37	46	57	21,396	-2.8	.000	-.243
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	396	-.9	.099	-.077
Top 50%	36.7	11.8	.03	17	29	37	46	57	205,365	-2.4	.000	-.208
Top 10%	39.0	11.7	.07	20	31	40	49	60	32,582	-4.7	.000	-.403
Learning Strategies												
Truman (N = 356)	38.5	12.8	.68	20	27	40	47	60				
COPLAC	36.9	13.6	.15	13	27	40	47	60	8,199	1.7	.023	.123
Natl Liberal Arts	38.7	13.2	.10	20	27	40	47	60	19,098	-.2	.768	-.016
NSSE 2019 & 2020	38.3	13.8	.02	20	27	40	47	60	350,637	.3	.721	.019
Top 50%	39.9	13.7	.03	20	33	40	53	60	177,916	-1.4	.059	-.100
Top 10%	42.3	14.1	.07	20	33	40	53	60	363	-3.8	.000	-.268
Quantitative Reasoning												
Truman (N = 361)	28.9	14.2	.75	7	20	27	40	53				
COPLAC	26.9	15.0	.17	0	20	27	40	60	8,341	2.0	.014	.132
Natl Liberal Arts	27.9	15.1	.11	0	20	27	40	60	19,337	1.0	.215	.066
NSSE 2019 & 2020	28.2	15.3	.03	0	20	27	40	60	356,572	.7	.407	.044
Top 50%	29.4	15.2	.03	7	20	27	40	60	361	-.6	.459	-.036
Top 10%	31.4	15.3	.07	7	20	33	40	60	366	-2.5	.001	-.164
Learning with Peers												
Collaborative Learning												
Truman (N = 414)	35.0	13.3	.65	15	25	35	45	60				
COPLAC	32.3	13.7	.14	10	20	30	40	55	10,301	2.7	.000	.200
Natl Liberal Arts	33.1	13.7	.09	10	25	35	40	60	22,691	1.8	.007	.134
NSSE 2019 & 2020	32.3	14.7	.02	5	20	30	40	60	414	2.7	.000	.186
Top 50%	35.2	13.7	.03	15	25	35	45	60	266,827	-.2	.784	-.013
Top 10%	37.4	13.5	.06	15	30	40	45	60	56,285	-2.4	.000	-.178
Discussions with Diverse Others												
Truman (N = 356)	40.2	14.1	.75	20	30	40	50	60				
COPLAC	39.5	14.7	.17	15	30	40	50	60	8,284	.7	.350	.051
Natl Liberal Arts	39.9	14.4	.10	15	30	40	50	60	19,223	.3	.732	.018
NSSE 2019 & 2020	39.5	15.6	.03	15	30	40	55	60	356	.7	.349	.045
Top 50%	41.5	15.0	.03	20	30	40	55	60	357	-1.2	.095	-.083
Top 10%	43.6	14.5	.07	20	35	45	60	60	361	-3.4	.000	-.235

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 = 386)	21.5	13.2	.67	5	15	20	30	45				
COPLAC	19.5	14.3	.15	0	10	20	30	45	9,040	2.0	.007	.141
Natl Liberal Arts	22.3	14.1	.10	0	10	20	30	50	402	-.8	.244	-.057
NSSE 2019 & 2020	21.4	14.6	.02	0	10	20	30	50	386	.1	.833	.010
Top 50%	24.5	14.7	.04	5	15	20	35	55	387	-3.0	.000	-.201
Top 10%	28.1	15.5	.12	5	15	25	40	60	408	-6.6	.000	-.428
Effective Teaching Practices												
Truman (N = 373)	37.1	12.1	.63	16	28	40	44	60				
COPLAC	37.2	12.8	.14	16	28	36	44	60	8,657	-.1	.939	-.004
Natl Liberal Arts	39.9	12.3	.09	20	32	40	48	60	19,983	-2.8	.000	-.227
NSSE 2019 & 2020	38.4	13.2	.02	16	28	40	48	60	373	-1.3	.036	-.100
Top 50%	40.5	13.2	.03	20	32	40	52	60	374	-3.4	.000	-.258
Top 10%	42.3	14.1	.07	16	32	44	56	60	381	-5.1	.000	-.364
Campus Environment												
Quality of Interactions												
Truman (N = 338)	42.3	10.0	.54	24	36	43	50	58				
COPLAC	42.7	11.7	.14	20	36	44	50	60	383	-.3	.580	-.027
Natl Liberal Arts	44.6	10.8	.08	24	38	46	52	60	18,101	-2.3	.000	-.213
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	338	-.9	.103	-.075
Top 50%	45.2	11.2	.03	24	38	46	54	60	339	-2.8	.000	-.253
Top 10%	47.2	11.6	.06	25	40	50	58	60	346	-4.9	.000	-.418
Supportive Environment												
Truman (N = 349)	32.4	12.4	.66	13	25	33	40	55				
COPLAC	34.3	13.3	.15	13	25	35	43	58	385	-1.9	.005	-.144
Natl Liberal Arts	37.3	12.8	.09	18	28	38	45	60	18,515	-4.9	.000	-.387
NSSE 2019 & 2020	36.0	13.5	.02	15	28	38	45	60	349	-3.6	.000	-.267
Top 50%	37.9	13.1	.03	18	30	38	48	60	173,600	-5.5	.000	-.418
Top 10%	40.0	12.9	.07	18	33	40	50	60	30,909	-7.6	.000	-.592

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 = 324)	39.8	12.3	.68	20	30	40	50	60				
COPLAC	39.1	13.7	.16	15	30	40	50	60	361	.6	.369	.046
Natl Liberal Arts	41.4	12.6	.11	20	35	40	50	60	13,656	-1.6	.025	-.126
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	324	-.3	.632	-.024
Top 50%	41.7	13.4	.03	20	35	40	55	60	325	-1.9	.005	-.145
Top 10%	43.2	13.3	.07	20	35	40	55	60	329	-3.4	.000	-.256
Reflective & Integrative Learning												
Truman (N = 343)	37.9	11.3	.61	20	29	37	46	57				
COPLAC	38.1	12.6	.15	17	29	37	49	60	382	-.2	.786	-.014
Natl Liberal Arts	40.2	12.0	.10	20	31	40	49	60	14,376	-2.3	.000	-.194
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	343	-.2	.799	-.012
Top 50%	39.8	12.2	.03	20	31	40	49	60	344	-1.9	.002	-.156
Top 10%	41.8	12.0	.07	20	34	40	51	60	352	-3.9	.000	-.321
Learning Strategies												
Truman (N = 312)	36.9	14.0	.79	13	27	40	47	60				
COPLAC	38.0	14.6	.18	13	27	40	47	60	6,976	-1.1	.196	-.075
Natl Liberal Arts	37.7	14.1	.12	13	27	40	47	60	13,163	-.8	.329	-.056
NSSE 2019 & 2020	38.6	14.6	.02	13	27	40	53	60	359,026	-1.7	.038	-.118
Top 50%	40.7	14.5	.03	20	33	40	53	60	183,441	-3.8	.000	-.261
Top 10%	42.7	14.4	.06	20	33	40	60	60	59,252	-5.8	.000	-.399
Quantitative Reasoning												
Truman (N = 315)	30.3	16.7	.94	0	20	27	40	60				
COPLAC	28.5	16.3	.20	0	20	27	40	60	7,064	1.8	.058	.109
Natl Liberal Arts	31.4	16.4	.14	0	20	33	40	60	13,295	-1.1	.251	-.065
NSSE 2019 & 2020	30.2	16.2	.03	0	20	27	40	60	363,548	.1	.933	.005
Top 50%	31.4	16.1	.03	0	20	33	40	60	234,182	-1.1	.227	-.068
Top 10%	33.4	15.9	.07	7	20	33	40	60	318	-3.0	.001	-.191
Learning with Peers												
Collaborative Learning												
Truman (N = 369)	36.1	12.8	.67	15	25	35	45	60				
COPLAC	33.0	14.3	.16	10	20	35	45	60	412	3.1	.000	.219
Natl Liberal Arts	35.1	13.8	.11	15	25	35	45	60	14,894	1.0	.153	.075
NSSE 2019 & 2020	32.0	15.6	.02	5	20	30	45	60	369	4.1	.000	.265
Top 50%	35.9	14.0	.03	15	25	35	45	60	369	.2	.772	.014
Top 10%	38.4	13.6	.07	15	30	40	50	60	38,165	-2.3	.001	-.166
Discussions with Diverse Others												
Truman (N = 316)	39.3	13.2	.74	20	30	40	50	60				
COPLAC	39.7	15.0	.18	15	30	40	55	60	355	-.4	.569	-.029
Natl Liberal Arts	39.5	14.2	.12	20	30	40	50	60	13,179	-.2	.787	-.015
NSSE 2019 & 2020	40.2	15.9	.03	15	30	40	55	60	316	-.9	.207	-.059
Top 50%	42.1	15.5	.03	15	30	40	60	60	316	-2.8	.000	-.179
Top 10%	43.8	15.3	.06	20	35	45	60	60	320	-4.5	.000	-.295

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 = 328)	27.8	14.3	.79	5	20	25	35	55				
COPLAC	25.0	16.2	.19	0	10	25	35	55	366	2.8	.001	.173
Natl Liberal Arts	28.6	15.5	.13	5	15	25	40	60	346	-.8	.304	-.053
NSSE 2019 & 2020	23.9	16.1	.03	0	10	20	35	55	328	3.8	.000	.240
Top 50%	29.7	15.9	.05	5	20	30	40	60	330	-1.9	.017	-.119
Top 10%	33.2	16.0	.13	10	20	35	45	60	345	-5.5	.000	-.343
Effective Teaching Practices												
Truman (N = 321)	40.9	12.5	.70	20	32	40	52	60				
COPLAC	39.5	13.6	.16	16	32	40	52	60	7,292	1.4	.069	.104
Natl Liberal Arts	41.3	12.6	.11	20	32	40	52	60	13,636	-.5	.525	-.036
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	374,510	1.2	.133	.084
Top 50%	41.8	13.7	.04	20	32	40	52	60	141,034	-.9	.243	-.065
Top 10%	43.7	13.4	.08	20	36	44	56	60	31,278	-2.8	.000	-.211
Campus Environment												
Quality of Interactions												
Truman (N = 310)	41.9	9.5	.54	26	36	42	48	58				
COPLAC	42.0	11.8	.15	20	34	43	50	60	359	-.1	.889	-.007
Natl Liberal Arts	43.8	10.6	.09	24	38	45	52	60	328	-1.9	.001	-.180
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	310	-1.2	.032	-.096
Top 50%	45.2	11.7	.03	24	38	48	54	60	311	-3.3	.000	-.287
Top 10%	47.4	12.0	.06	24	40	50	58	60	315	-5.5	.000	-.458
Supportive Environment												
Truman (N = 312)	29.0	12.1	.69	10	23	28	38	53				
COPLAC	30.4	14.1	.17	8	20	30	40	55	353	-1.4	.044	-.102
Natl Liberal Arts	33.5	12.9	.12	13	25	33	43	58	12,939	-4.5	.000	-.346
NSSE 2019 & 2020	32.2	14.2	.02	10	23	33	40	60	312	-3.2	.000	-.227
Top 50%	34.6	14.0	.04	13	25	35	45	60	313	-5.6	.000	-.401
Top 10%	36.8	14.1	.08	13	28	38	48	60	320	-7.8	.000	-.555

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 2020
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

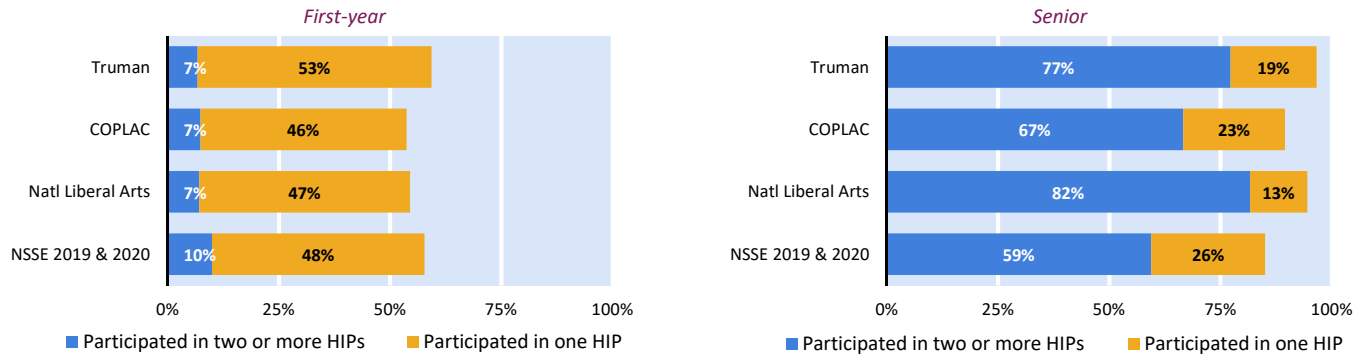
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand 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 2019 & 2020	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
<i>First-year</i>							
Service-Learning	57	+8	** .15	+7	** .14	+5	* .11
Learning Community	7	-2	-.06	-1	-.04	-6	*** -.20
Research with Faculty	4	-0	-.02	-1	-.03	-1	-.03
Participated in at least one	59	+6	* .11	+5	.10	+2	.03
Participated in two or more	7	-1	-.02	-0	-.01	-3	* -.12
<i>Senior</i>							
Service-Learning	57	-4	-.09	-8	** -.17	-3	-.07
Learning Community	19	-3	-.08	-9	*** -.21	-3	-.08
Research with Faculty	33	+3	.07	-9	** -.18	+10	*** .23
Internship or Field Exp.	51	-1	-.01	-13	*** -.27	+3	.06
Study Abroad	24	+10	*** .25	-11	*** -.25	+10	*** .26
Culminating Senior Exp.	73	+22	*** .46	+4	.10	+28	*** .59
Participated in at least one	97	+7	*** .29	+2	.10	+12	*** .42
Participated in two or more	77	+11	*** .24	-4	* -.11	+18	*** .39

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).

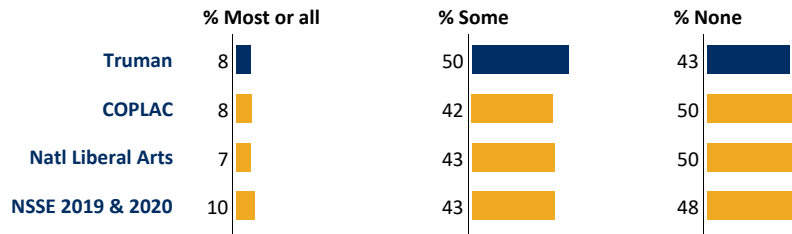
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

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

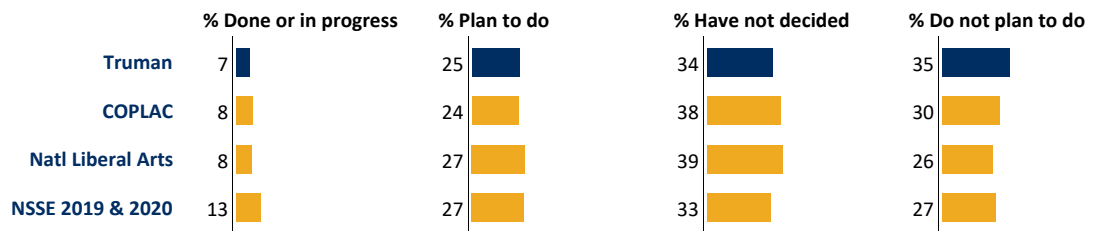
Service-Learning

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



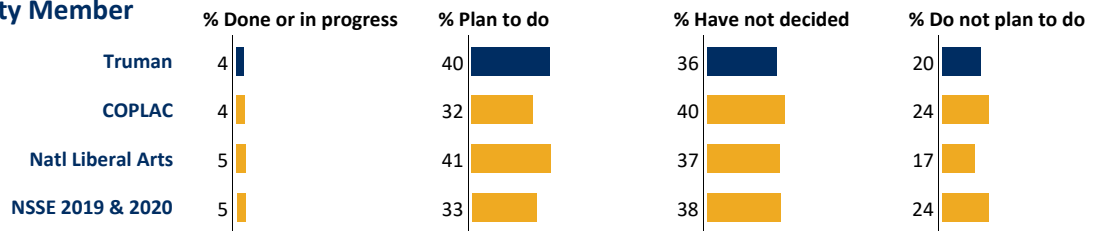
Learning Community

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

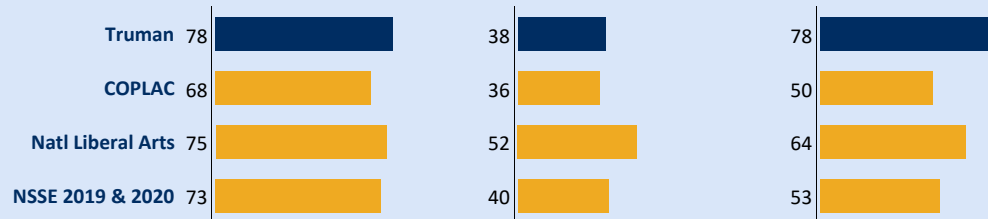
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

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.).

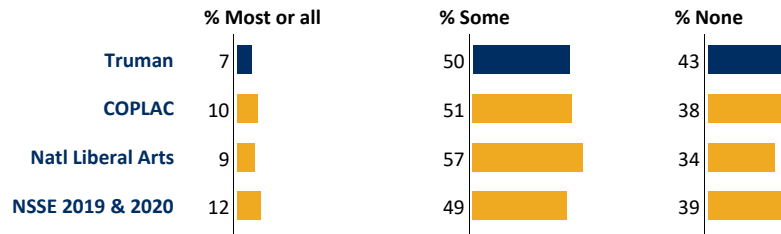


a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Seniors

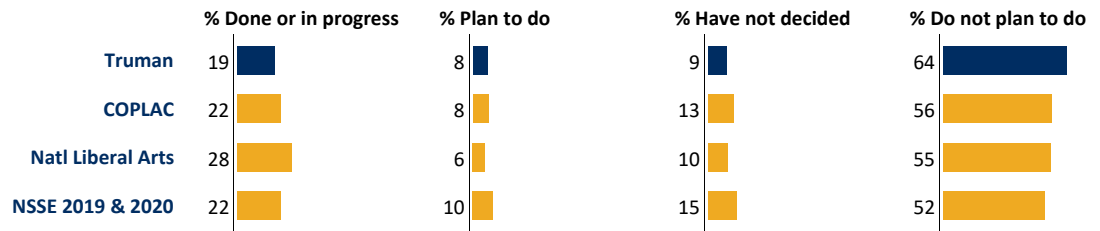
Service-Learning

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



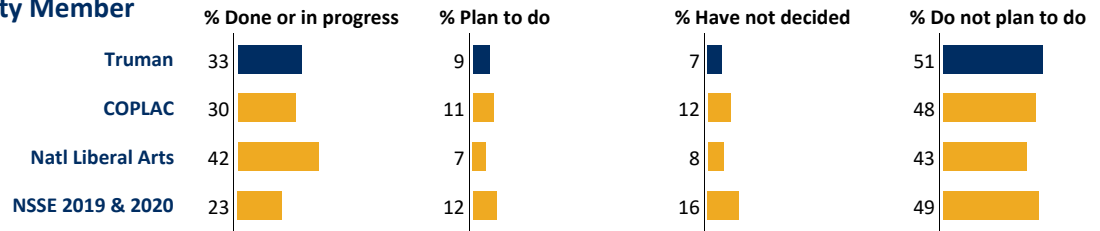
Learning Community

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



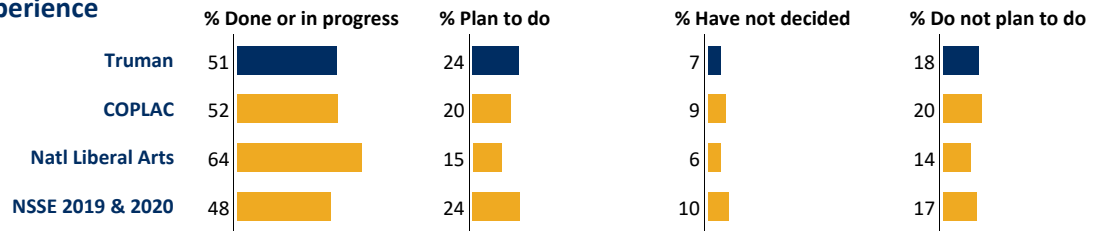
Research with a Faculty Member

Work with a faculty member on a research project.



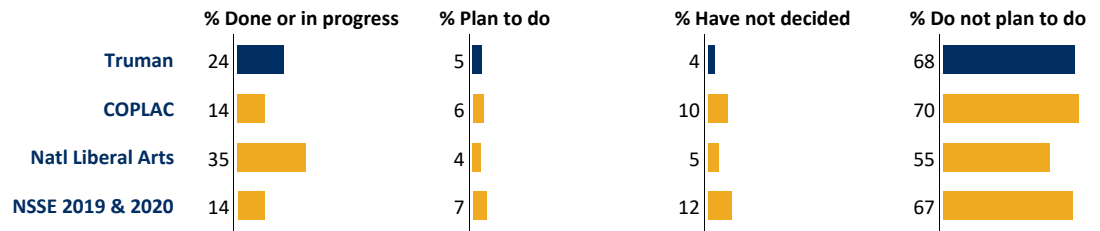
Internship or Field Experience

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



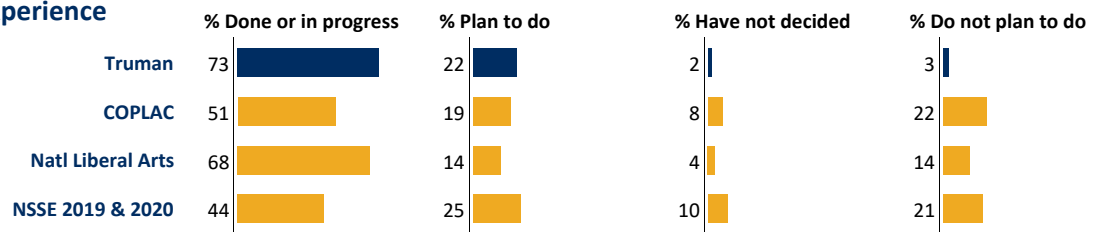
Study Abroad

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	58	5	5	59	23	31	53	32	77
Male	57	10	2	55	14	36	48	11	67
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	80	13	7	45	9	27	27	18	64
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	55	6	4	56	21	34	56	26	74
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident	67	6	4	81	19	33	19	38	81
Two or more races/ethnicities	69	15	8	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25)	59	6	4	58	20	33	52	26	74
Nontraditional (FY 21+, Seniors 25+)	—	—	—	—	—	—	—	—	—
First-generation^b									
Not first-generation	57	7	4	56	19	34	54	26	73
First-generation	63	4	3	66	22	29	42	26	74
Enrollment status^a									
Not full-time	—	—	—	—	—	—	—	—	—
Full-time	58	7	4	58	20	33	52	26	74
Residence									
Not on campus	60	6	2	62	20	35	53	24	74
On campus	58	6	4	48	20	27	46	32	71
Major category^c									
Arts & humanities	44	4	0	44	14	36	38	31	75
Biological sciences, agriculture, natural res.	51	5	2	51	12	46	51	22	63
Physical sciences, math, computer science	46	3	3	45	9	39	52	18	58
Social sciences	59	3	8	45	10	50	48	31	83
Business	67	8	2	35	19	6	39	39	68
Communications, media, public relations	73	18	0	—	—	—	—	—	—
Education	85	8	0	50	14	21	50	14	79
Engineering	—	—	—	—	—	—	—	—	—
Health professions	59	9	12	94	41	25	72	21	79
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	57	7	4	57	19	33	51	24	73

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 2020 Topical Module Report

Academic Advising

Truman State University

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About This Topical Module

This module examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful. The module complements a question on the core survey about the quality of students' interactions with academic advisors. 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 'Academic Advising' column of this report.

Group label	Academic Advising
Date submitted	5/28/20
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 "Academic Advising"

Academic Advising (N=216)

Abraham Baldwin Agricultural College (Tifton, GA)	California State University, Fresno (Fresno, CA)
Alabama A&M University (Normal, AL)	California State University, Los Angeles (Los Angeles, CA)
Alabama State University (Montgomery, AL)	California State University, Monterey Bay (Seaside, CA)
Albany State University (Albany, GA)	Carleton University (Ottawa, ON)
Alcorn State University (Alcorn State, MS)	Catholic University of America, The (Washington, DC)
Algoma University (Sault Ste. Marie, ON)	Cedarville University (Cedarville, OH)
Aquinas College (Grand Rapids, MI)	Centenary College of Louisiana (Shreveport, LA)
Arcadia University (Glenside, PA)	Charleston Southern University (Charleston, SC)
Barton College (Wilson, NC)	Chowan University (Murfreesboro, NC)
Becker College (Worcester, MA)	Christopher Newport University (Newport News, VA)
Belmont Abbey College (Belmont, NC)	Clark University (Worcester, MA)
Belmont University (Nashville, TN)	Clarke University (Dubuque, IA)
Beloit College (Beloit, WI)	Cleveland Institute of Art (Cleveland, OH)
Bethany College (Bethany, WV)	Cleveland State University (Cleveland, OH)
Bethany Lutheran College (Mankato, MN)	College of Saint Elizabeth (Morristown, NJ)
Bethune-Cookman University (Daytona Beach, FL)	College of Saint Scholastica, The (Duluth, MN)
Binghamton University (State University of New York) (Vestal, NY)	Colorado State University-Pueblo (Pueblo, CO)
Black Hills State University (Spearfish, SD)	Colorado Technical University (Colorado Springs, CO)
Boston University (Boston, MA)	Columbia College (Columbia, SC)
Bowie State University (Bowie, MD)	Columbus State University (Columbus, GA)
Brandon University (Brandon, MB)	Concordia University (Montreal, QC)
Briar Cliff University (Sioux City, IA)	CUNY Medgar Evers College (Brooklyn, NY)
Bridgewater College (Bridgewater, VA)	D'Youville College (Buffalo, NY)
Bridgewater State University (Bridgewater, MA)	Dakota State University (Madison, SD)
Brigham Young University (Provo, UT)	Dalton State College (Dalton, GA)
Bucknell University (Lewisburg, PA)	Davis & Elkins College (Elkins, WV)
Butler University (Indianapolis, IN)	Denison University (Granville, OH)
Cabrini University (Radnor, PA)	Doane University (Crete, NE)
California State Polytechnic University-Pomona (Pomona, CA)	Drury University (Springfield, MO)
California State University-Channel Islands (Camarillo, CA)	Eastern Illinois University (Charleston, IL)

Academic Advising (N=216), continued

Eastern Washington University (Cheney, WA)
Elizabethtown College (Elizabethtown, PA)
Emory University (Atlanta, GA)
Farmingdale State College (Farmingdale, NY)
Fayetteville State University (Fayetteville, NC)
Ferris State University (Big Rapids, MI)
Florida A&M University (Tallahassee, FL)
Florida Institute of Technology (Melbourne, FL)
Florida International University (Miami, FL)
Fort Valley State University (Fort Valley, GA)
Georgia Institute of Technology (Atlanta, GA)
Gettysburg College (Gettysburg, PA)
Glenville State College (Glenville, WV)
Goshen College (Goshen, IN)
Grinnell College (Grinnell, IA)
Hope College (Holland, MI)
Houghton College (Houghton, NY)
Inter American University of Puerto Rico-Metro Campus (San Juan, PR)
James Madison University (Harrisonburg, VA)
Judson College (Marion, AL)
Kansas Wesleyan University (Salina, KS)
Kennesaw State University (Kennesaw, GA)
Kent State University at Ashtabula (Ashtabula, OH)
Kent State University at Geauga (Burton, OH)
Kent State University at Salem (Salem, OH)
Kent State University at Stark (Canton, OH)
Kent State University at Trumbull (Warren, OH)
Kent State University at Tuscarawas (New Philadelphia, OH)
Keuka College (Keuka Park, NY)
King's University, The (Edmonton, AB)
LaGrange College (Lagrange, GA)
Lenoir-Rhyne University (Hickory, NC)
Lewis University (Romeoville, IL)
Lincoln Memorial University (Harrogate, TN)
Lincoln University (Lincoln University, PA)
Lipscomb University (Nashville, TN)
Loras College (Dubuque, IA)
Lyon College (Batesville, AR)
Manhattan College (Riverdale, NY)
Marshall University (Huntington, WV)
Martin Methodist College (Pulaski, TN)
McMaster University (Hamilton, ON)
McNeese State University (Lake Charles, LA)
Meredith College (Raleigh, NC)
Middle Georgia State University (Macon, GA)
Midland University (Fremont, NE)
Midway University (Midway, KY)
Minnesota State University, Mankato (Mankato, MN)
Minot State University (Minot, ND)
Mount Saint Vincent University (Halifax, NS)
Muhlenberg College (Allentown, PA)
Nebraska Methodist College (Omaha, NE)
New Mexico State University (Las Cruces, NM)
New York Institute of Technology (Old Westbury, NY)
Nicholls State University (Thibodaux, LA)
North Carolina Agricultural & Technical State University (Greensboro, NC)
Northern State University (Aberdeen, SD)
Northwestern Oklahoma State University (Alva, OK)
Ohio Northern University (Ada, OH)
Ohio University (Athens, OH)
Oklahoma Christian University (Edmond, OK)
Olivet College (Olivet, MI)
Palm Beach Atlantic University-West Palm Beach (West Palm Beach, FL)
Pitzer College (Claremont, CA)
Presbyterian College (Clinton, SC)
Providence College (Providence, RI)
Purdue University Fort Wayne (Fort Wayne, IN)
Purdue University Northwest (Hammond, IN)
Quest University Canada (Squamish, BC)
Ramapo College of New Jersey (Mahwah, NJ)
Randolph-Macon College (Ashland, VA)
Rhode Island School of Design (Providence, RI)
Rhodes College (Memphis, TN)
Rogers State University (Claremore, OK)
Rollins College (Winter Park, FL)
Ryerson University (Toronto, ON)
Saint Ambrose University (Davenport, IA)
Saint Mary's University (Halifax, NS)
Saint Michael's College (Colchester, VT)
Saint Norbert College (De Pere, WI)
Salve Regina University (Newport, RI)
San Francisco State University (San Francisco, CA)
School of the Art Institute of Chicago (Chicago, IL)
Shaw University (Raleigh, NC)
Siena Heights University (Adrian, MI)
Simmons University (Boston, MA)
South Dakota State University (Brookings, SD)
Southern Connecticut State University (New Haven, CT)
Southwestern University (Georgetown, TX)
St. Edward's University (Austin, TX)
St. Francis College (Brooklyn Heights, NY)
St. Louis College of Pharmacy (Saint Louis, MO)
State University of New York at Brockport (Brockport, NY)
State University of New York at Fredonia (Fredonia, NY)
State University of New York at Geneseo, The (Geneseo, NY)
State University of New York at Potsdam, The (Potsdam, NY)
Stockton University (Galloway, NJ)
SUNY Cortland (Cortland, NY)
Susquehanna University (Selinsgrove, PA)
Taylor University (Upland, IN)
Texas A&M International University (Laredo, TX)
Texas Wesleyan University (Fort Worth, TX)
Thomas More University (Crestview Hills, KY)
Tyndale University (Toronto, ON)
United States Coast Guard Academy (New London, CT)
Université d'Ottawa / University of Ottawa (Ottawa, ON)
University at Albany, SUNY, The (Albany, NY)
University of Calgary (Calgary, AB)
University of Charleston (Charleston, WV)
University of Houston (Houston, TX)
University of Illinois at Chicago (Chicago, IL)
University of Indianapolis (Indianapolis, IN)
University of Maine (Orono, ME)
University of Maine at Augusta (Augusta, ME)
University of Maine at Farmington (Farmington, ME)
University of Maine at Fort Kent (Fort Kent, ME)

*2019 participant

Academic Advising (N=216), continued

University of Maine at Machias (Machias, ME)
University of Maine at Presque Isle (Presque Isle, ME)
University of Massachusetts Boston (Boston, MA)
University of Minnesota Morris (Morris, MN)
University of New Hampshire at Manchester (Manchester, NH)
University of New Haven (West Haven, CT)
University of North Carolina at Charlotte (Charlotte, NC)
University of North Georgia (Dahlonega, GA)
University of Northern Iowa (Cedar Falls, IA)
University of Providence (Great Falls, MT)
University of San Francisco (San Francisco, CA)
University of South Carolina Aiken (Aiken, SC)
University of South Dakota (Vermillion, SD)
University of Southern Maine (Portland, ME)
University of Tennessee at Chattanooga, The (Chattanooga, TN)
University of Texas at Dallas, The (Richardson, TX)
University of Texas at El Paso, The (El Paso, TX)
University of Texas at San Antonio, The (San Antonio, TX)
University of Texas at Tyler, The (Tyler, TX)
University of Texas Permian Basin, The (Odessa, TX)
University of Texas Rio Grande Valley, The (Edinburg, TX)
University of Toronto (Toronto, ON)
University of Vermont (Burlington, VT)
University of Virginia's College at Wise, The (Wise, VA)
University of Waterloo (Waterloo, ON)
University of Wisconsin-Eau Claire (Eau Claire, WI)
University of Wisconsin-La Crosse (La Crosse, WI)
University of Wisconsin-Milwaukee (Milwaukee, WI)
University of Wisconsin-Parkside (Kenosha, WI)
University of Wisconsin-Stout (Menomonie, WI)
University of Wisconsin-Superior (Superior, WI)
Vaughn College of Aeronautics and Technology (Flushing, NY)
Virginia Commonwealth University (Richmond, VA)
Wayne State University (Detroit, MI)
Western Colorado University (Gunnison, CO)
Westfield State University (Westfield, MA)
Westmont College (Santa Barbara, CA)
William Paterson University of New Jersey (Wayne, NJ)
York University (Toronto, ON)
Young Harris College (Young Harris, GA)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Academic Advising		Truman	Academic Advising	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0 0		17	5	13,157	16	2.3	2.0 ***	.23 △
		1 1		55	16	14,300	20			
		2 2		134	39	17,169	25			
		3 3		72	21	13,196	19			
		4 4 or more		56	17	10,782	16			
		— Not applicable		7	2	2,267	3			
		Total		341	100	70,871	100			
b. Academic advisor(s) available to any student	AAD01b	0 0		108	32	24,319	33	1.4	1.4	-.01
		1 1		73	22	15,183	21			
		2 2		82	24	12,721	18			
		3 3		38	11	8,873	13			
		4 4 or more		29	9	6,615	10			
		— Not applicable		10	3	3,012	4			
		Total		340	100	70,723	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0		151	45	34,804	48	1.2	1.0 *	.13 △
		1 1		56	17	12,100	17			
		2 2		55	16	9,829	14			
		3 3		26	8	5,739	8			
		4 4 or more		33	10	4,182	6			
		— Not applicable		15	4	4,023	6			
		Total		336	100	70,677	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0		213	62	36,715	51	0.8	1.0 **	-.16 ▽
		1 1		42	13	11,714	16			
		2 2		38	11	9,159	13			
		3 3		18	5	5,576	8			
		4 4 or more		18	6	3,859	6			
		— Not applicable		12	4	3,603	5			
		Total		341	100	70,626	100			
e. Success or academic coach	AAD01e	0 0		262	77	47,138	65	0.5	0.7 *	-.12 ▽
		1 1		9	3	6,315	9			
		2 2		22	7	5,417	8			
		3 3		12	4	4,188	6			
		4 4 or more		19	6	3,040	5			
		— Not applicable		15	4	4,587	7			
		Total		339	100	70,685	100			
f. Peer advisor or mentor	AAD01f	0 0		182	53	34,123	49	1.1	1.1	-.05
		1 1		46	14	10,287	14			
		2 2		41	12	8,844	13			
		3 3		24	7	6,279	9			
		4 4 or more		35	11	7,374	10			
		— Not applicable		12	3	3,817	6			
		Total		340	100	70,724	100			
g. Other, please specify:	AAD01g	0 0		8	28	1,400	25			
		1 1		1	4	322	5			
		2 2		0	0	424	7			
		3 3		0	0	458	8			
		4 4 or more		11	39	1,993	33			
		— Not applicable		8	28	1,274	22			
		Total		28	100	5,871	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		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		0	0	1,735	20			
		Yes		7	85	4,824	61			
		Unsure		1	15	1,643	19			
		Total		8	100	8,202	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?										
a. Been available when needed	AAD03a	1	Very little	17	5	4,539	6	2.9	2.8	.07
		2	Some	79	23	18,211	26			
		3	Quite a bit	164	48	27,997	40			
		4	Very much	74	22	15,365	23			
		—	Not applicable	5	2	4,514	6			
		Total		339	100	70,626	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	25	7	4,211	6	2.8	2.9	-.07
		2	Some	89	26	17,853	25			
		3	Quite a bit	156	47	28,116	40			
		4	Very much	63	19	15,497	23			
		—	Not applicable	4	1	4,549	6			
		Total		337	100	70,226	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	24	7	4,766	7	2.8	2.9	-.10
		2	Some	92	27	16,603	23			
		3	Quite a bit	149	45	26,554	38			
		4	Very much	66	20	17,529	26			
		—	Not applicable	6	2	4,962	6			
		Total		337	100	70,414	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	22	7	6,252	9	2.8	2.8	.02
		2	Some	83	24	17,422	25			
		3	Quite a bit	158	46	25,984	37			
		4	Very much	71	22	16,779	25			
		—	Not applicable	3	1	3,985	5			
		Total		337	100	70,422	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	102	30	19,700	27	2.2	2.3	-.09
		2	Some	104	31	18,038	26			
		3	Quite a bit	85	25	15,045	22			
		4	Very much	35	11	9,487	15			
		—	Not applicable	11	3	8,117	11			
		Total		337	100	70,387	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	111	32	16,905	23	2.1	2.3 ***	-.24
		2	Some	96	29	17,848	26			
		3	Quite a bit	64	19	15,471	23			
		4	Very much	32	10	8,946	14			
		—	Not applicable	33	9	11,157	15			
		Total		336	100	70,327	100			
g. Asked questions about your educational background and needs	AAD03g	1	Very little	112	33	19,444	27	2.1	2.2 **	-.15
		2	Some	104	31	18,096	26			
		3	Quite a bit	71	22	14,654	22			
		4	Very much	29	9	8,203	13			
		—	Not applicable	21	6	9,932	13			
		Total		337	100	70,329	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		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Actively listened to your concerns	AAD03h	1	Very little	39	11	8,106	11	2.7	2.7	.00
		2	Some	86	25	17,947	26			
		3	Quite a bit	127	38	21,112	30			
		4	Very much	61	19	14,312	21			
		—	Not applicable	22	7	8,844	12			
Total				335	100	70,321	100			
i. Respected your identity and culture	AAD03i	1	Very little	9	3	2,495	4	3.2	3.2	.00
		2	Some	48	14	9,910	14			
		3	Quite a bit	130	38	22,170	31			
		4	Very much	114	35	24,698	36			
		—	Not applicable	35	10	11,037	15			
Total				336	100	70,310	100			
j. Cared about your overall well-being	AAD03j	1	Very little	28	8	5,872	8	2.8	2.9	-.07
		2	Some	88	26	16,155	23			
		3	Quite a bit	137	41	21,654	31			
		4	Very much	74	23	19,014	28			
		—	Not applicable	9	3	7,711	10			
Total				336	100	70,406	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	7	2	6,537	8	3.5	3.3 **	.14
		2	Rarely	53	15	10,409	14			
		3	Sometimes	104	31	20,199	29			
		4	Often	118	35	17,011	25			
		5	Very often	48	14	11,070	17			
		—	Not applicable	6	2	4,997	6			
Total				336	100	70,223	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	9	3	6,994	9	3.5	3.3 *	.11
		2	Rarely	53	16	9,672	13			
		3	Sometimes	96	29	18,347	26			
		4	Often	120	36	17,987	26			
		5	Very often	52	15	12,006	18			
		—	Not applicable	5	2	5,113	7			
Total				335	100	70,119	100			
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	26	8	9,517	13	3.0	3.0	.02
		2	Rarely	81	24	12,705	18			
		3	Sometimes	112	34	19,786	28			
		4	Often	79	23	14,189	20			
		5	Very often	30	9	8,153	12			
		—	Not applicable	7	2	5,738	8			
Total				335	100	70,088	100			
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	24	7	11,231	16	3.1	2.9 **	.13
		2	Rarely	76	22	13,370	19			
		3	Sometimes	109	33	18,935	27			
		4	Often	90	27	12,956	19			
		5	Very often	24	7	7,319	11			
		—	Not applicable	11	4	6,251	8			
Total				334	100	70,062	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		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	23	6	8,404	12	3.1	3.1	.00
		2	Rarely	68	20	11,919	17			
		3	Sometimes	129	38	20,477	29			
		4	Often	85	26	15,091	22			
		5	Very often	23	7	8,559	13			
		—	Not applicable	7	2	5,699	8			
		Total		335	100	70,149	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	58	17	13,643	19	2.4	2.4	-.07
		2	Some	126	38	19,626	28			
		3	Quite a bit	101	30	18,302	27			
		4	Very much	37	11	10,023	15			
		—	Not applicable	11	3	8,351	10			
		Total		333	100	69,945	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	90	27	16,083	22	2.1	2.3 **	-0.17
		2	Some	94	28	17,901	26			
		3	Quite a bit	63	19	14,055	21			
		4	Very much	24	8	7,055	11			
		—	Not applicable	64	19	14,756	20			
Total		335	100	69,850	100					
c. Faculty or instructor(s) not assigned to advise you	AAD05c	1	Very little	84	25	18,729	26	2.1	2.1	.05
		2	Some	85	26	16,337	24			
		3	Quite a bit	65	20	10,664	16			
		4	Very much	26	8	5,181	8			
		—	Not applicable	72	21	18,908	26			
Total		332	100	69,819	100					
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	90	27	17,852	25	2.1	2.1	.01
		2	Some	83	25	15,199	22			
		3	Quite a bit	79	23	11,153	16			
		4	Very much	25	7	5,708	9			
		—	Not applicable	55	17	19,888	28			
Total		332	100	69,800	100					
e. Website, catalog, or other published sources	AAD05e	1	Very little	65	20	15,708	22	2.3	2.2	.06
		2	Some	101	31	19,398	28			
		3	Quite a bit	77	22	13,809	20			
		4	Very much	32	10	6,458	10			
		—	Not applicable	59	18	14,373	20			
Total		334	100	69,746	100					
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	110	33	19,790	28	1.8	2.0 **	-0.17
		2	Some	63	19	15,673	22			
		3	Quite a bit	38	12	9,456	14			
		4	Very much	16	5	4,701	7			
		—	Not applicable	106	31	20,122	29			
Total		333	100	69,742	100					
g. Success or academic coach	AAD05g	1	Very little	98	29	19,377	27	1.8	2.0 *	-0.17
		2	Some	49	15	11,306	17			
		3	Quite a bit	27	8	7,462	11			
		4	Very much	14	4	4,177	7			
		—	Not applicable	144	43	27,398	39			
Total		332	100	69,720	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		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Peer advisor or mentor	AAD05h	1	Very little	84	25	16,575	23	2.0	2.2 *	-0.13 ▽
		2	Some	70	22	15,148	21			
		3	Quite a bit	47	14	10,815	16			
		4	Very much	19	6	6,106	9			
		—	Not applicable	113	34	21,045	30			
			Total	333	100	69,689	100			
i. Friends or other students	AAD05i	1	Very little	26	8	6,062	9	2.7	2.8	-0.05
		2	Some	97	29	19,283	28			
		3	Quite a bit	144	43	24,300	34			
		4	Very much	59	18	16,932	24			
		—	Not applicable	6	2	3,253	5			
			Total	332	100	69,830	100			
j. Family members	AAD05j	1	Very little	33	10	6,793	10	2.8	2.9 *	-0.13 ▽
		2	Some	92	28	15,988	23			
		3	Quite a bit	121	37	21,770	31			
		4	Very much	77	23	22,272	32			
		—	Not applicable	5	2	2,839	4			
			Total	328	100	69,662	100			
k. Other, please specify:	AAD05k	1	Very little	1	9	56	3			
		2	Some	0	0	122	7			
		3	Quite a bit	1	7	184	10			
		4	Very much	3	24	434	24			
		—	Not applicable	8	60	1,081	57			
			Total	13	100	1,877	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 195 first-year students and 181 seniors. Responses are provided in your "NSSE20 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.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Academic Advising		Truman	Academic Advising	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		27 73 87 43 76 3	9 23 28 14 24 1	12,400 14,460 15,835 11,552 16,299 2,051	16 20 22 16 22 3	2.2	2.1	.09
Total				309	100	72,597	100			
b. Academic advisor(s) available to any student	AAD01b	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		175 48 29 21 26 8	57 16 9 7 9 3	26,177 14,532 11,626 7,840 8,941 3,322	35 20 16 11 13 5	0.9	1.4 ***	-0.36
Total				307	100	72,438	100			
c. Faculty or instructor(s) not assigned to advise you	AAD01c	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		94 49 68 38 54 3	30 17 22 12 18 1	28,706 11,937 11,210 7,320 9,407 3,902	40 16 15 10 13 6	1.7	1.4 ***	.23
Total				306	100	72,482	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		209 41 27 9 14 8	68 13 9 3 4 3	39,521 11,608 8,084 4,961 4,333 3,965	54 16 11 7 6 6	0.6	0.9 ***	-0.23
Total				308	100	72,472	100			
e. Success or academic coach	AAD01e	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		262 9 8 8 4 18	85 3 3 3 1 6	52,034 5,103 3,954 3,104 2,714 5,578	71 7 6 5 4 8	0.2	0.5 ***	-0.27
Total				309	100	72,487	100			
f. Peer advisor or mentor	AAD01f	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		221 28 11 13 19 16	72 9 4 4 6 5	45,520 6,693 5,447 4,107 5,318 5,436	62 9 8 6 8 8	0.6	0.8 **	-0.17
Total				308	100	72,521	100			
g. Other, please specify:	AAD01g	0 0 1 1 2 2 3 3 4 4 or more — Not applicable		7 1 2 2 9 8	26 3 7 7 32 25	1,801 289 355 358 1,915 1,661	29 5 5 6 29 26			
Total				29	100	6,379	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		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		1	8	800	12			
		Yes		8	83	4,688	77			
		Unsure		1	8	694	10			
		Total		10	100	6,182	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?^j										
a. Been available when needed	AAD03a	1	Very little	12	4	6,959	10	3.0	2.7 *** △	.24
		2	Some	71	23	20,378	28			
		3	Quite a bit	142	46	26,519	36			
		4	Very much	78	26	15,507	22			
		—	Not applicable	5	2	3,001	4			
		Total		308	100	72,364	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	22	7	7,240	10	2.8	2.7	.05
		2	Some	84	27	20,102	28			
		3	Quite a bit	133	44	26,326	36			
		4	Very much	61	20	15,385	22			
		—	Not applicable	4	1	2,948	4			
		Total		304	100	72,001	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	47	15	9,571	13	2.5	2.6	-.09
		2	Some	89	29	20,527	28			
		3	Quite a bit	106	35	22,601	31			
		4	Very much	43	15	13,335	19			
		—	Not applicable	20	6	6,140	8			
		Total		305	100	72,174	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	41	14	9,714	13	2.7	2.7	.01
		2	Some	75	24	19,192	26			
		3	Quite a bit	123	40	24,295	34			
		4	Very much	61	20	15,453	22			
		—	Not applicable	7	2	3,526	5			
		Total		307	100	72,180	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	110	36	24,885	34	2.0	2.1	-.10
		2	Some	83	28	17,566	24			
		3	Quite a bit	63	20	13,303	19			
		4	Very much	27	9	9,016	13			
		—	Not applicable	23	7	7,409	10			
		Total		306	100	72,179	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	92	30	22,465	31	2.2	2.2	.00
		2	Some	86	28	17,355	24			
		3	Quite a bit	67	22	13,851	20			
		4	Very much	36	12	8,862	13			
		—	Not applicable	25	8	9,601	13			
		Total		306	100	72,134	100			
g. Asked questions about your educational background and needs	AAD03g	1	Very little	102	33	24,718	34	2.1	2.1	.04
		2	Some	80	26	17,876	25			
		3	Quite a bit	64	21	13,039	18			
		4	Very much	40	13	8,205	12			
		—	Not applicable	21	7	8,271	11			
		Total		307	100	72,109	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		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Actively listened to your concerns	AAD03h	1	Very little	30	10	10,975	15	2.7	2.6 **	.14
		2	Some	91	30	19,417	27			
		3	Quite a bit	95	31	20,475	28			
		4	Very much	79	25	14,969	21			
		—	Not applicable	12	4	6,271	8			
Total				307	100	72,107	100			
i. Respected your identity and culture	AAD03i	1	Very little	8	2	3,988	6	3.2	3.1 *	.13
		2	Some	50	17	10,807	15			
		3	Quite a bit	87	28	21,309	29			
		4	Very much	124	40	23,853	34			
		—	Not applicable	37	13	12,173	17			
Total				306	100	72,130	100			
j. Cared about your overall well-being	AAD03j	1	Very little	20	7	9,209	13	3.0	2.7 ***	.22
		2	Some	82	27	17,446	24			
		3	Quite a bit	87	28	20,204	28			
		4	Very much	110	36	18,460	26			
		—	Not applicable	8	3	6,853	9			
Total				307	100	72,172	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	6	2	6,967	10	3.6	3.2 ***	.33
		2	Rarely	36	12	12,047	17			
		3	Sometimes	84	28	20,968	29			
		4	Often	106	34	16,637	23			
		5	Very often	67	22	12,225	17			
		—	Not applicable	6	2	3,173	4			
Total				305	100	72,017	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	13	4	8,247	11	3.6	3.2 ***	.25
		2	Rarely	34	11	11,180	16			
		3	Sometimes	83	27	18,706	26			
		4	Often	108	36	17,042	24			
		5	Very often	62	20	13,408	19			
		—	Not applicable	6	2	3,379	4			
Total				306	100	71,962	100			
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	29	10	11,777	17	3.1	2.9 **	.15
		2	Rarely	59	19	13,324	18			
		3	Sometimes	94	31	19,089	26			
		4	Often	71	24	13,375	18			
		5	Very often	41	13	9,110	13			
		—	Not applicable	11	4	5,292	7			
Total				305	100	71,967	100			
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	45	14	16,819	24	2.8	2.6 **	.14
		2	Rarely	76	26	15,346	21			
		3	Sometimes	92	31	16,299	23			
		4	Often	52	17	9,924	14			
		5	Very often	29	9	6,842	10			
		—	Not applicable	11	3	6,623	9			
Total				305	100	71,853	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	42	14	14,192	20	2.7	2.7	.00
		2	Rarely	97	33	15,545	21			
		3	Sometimes	80	26	19,091	26			
		4	Often	49	16	10,815	15			
		5	Very often	24	8	6,697	10			
		—	Not applicable	12	4	5,631	8			
			Total	304	100	71,971	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	74	25	16,976	23	2.4	2.4	.01
		2	Some	83	27	19,430	27			
		3	Quite a bit	88	29	17,312	24			
		4	Very much	56	18	12,350	18			
		—	Not applicable	3	1	5,697	7			
			Total	304	100	71,765	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	131	44	21,275	29	1.8	2.1 ***	-.30
		2	Some	53	18	17,711	25			
		3	Quite a bit	37	12	12,052	17			
		4	Very much	24	8	7,417	11			
		—	Not applicable	57	18	13,283	18			
	Total	302	100	71,738	100					
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	64	22	18,172	25	2.4	2.2 **	.16
		2	Some	81	26	17,033	24			
		3	Quite a bit	73	24	13,081	18			
		4	Very much	50	16	8,959	13			
		—	Not applicable	35	11	14,457	20			
	Total	303	100	71,702	100					
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	97	33	19,418	27	2.1	2.2 *	-.13
		2	Some	54	18	14,845	21			
		3	Quite a bit	61	20	12,641	18			
		4	Very much	30	10	8,916	13			
		—	Not applicable	59	19	15,882	22			
	Total	301	100	71,702	100					
e. Website, catalog, or other published sources	AAD05e	1	Very little	94	31	18,965	26	2.1	2.2	-.08
		2	Some	75	25	18,929	26			
		3	Quite a bit	60	20	13,423	19			
		4	Very much	29	9	7,326	11			
		—	Not applicable	46	15	13,013	18			
	Total	304	100	71,656	100					
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	139	47	25,780	36	1.6	1.9 ***	-.26
		2	Some	50	16	14,813	21			
		3	Quite a bit	31	10	7,884	11			
		4	Very much	9	3	4,561	7			
		—	Not applicable	73	24	18,648	26			
	Total	302	100	71,686	100					
g. Success or academic coach	AAD05g	1	Very little	118	40	23,702	33	1.4	1.7 ***	-.34
		2	Some	19	6	8,636	12			
		3	Quite a bit	20	7	5,267	8			
		4	Very much	3	1	3,391	5			
		—	Not applicable	142	46	30,643	42			
	Total	302	100	71,639	100					

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Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Academic Advising		Truman	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Peer advisor or mentor	AAD05h	1	Very little	114	39	21,307	29	1.6	1.9 ***	-0.29 ▽
		2	Some	29	9	10,603	15			
		3	Quite a bit	24	8	7,161	10			
		4	Very much	12	4	4,624	7			
		—	Not applicable	125	40	27,909	38			
			Total	304	100	71,604	100			
i. Friends or other students	AAD05i	1	Very little	17	6	6,732	10	2.9	2.8	.10
		2	Some	83	27	18,795	26			
		3	Quite a bit	116	38	23,682	32			
		4	Very much	83	27	18,508	25			
		—	Not applicable	5	2	4,006	6			
			Total	304	100	71,723	100			
j. Family members	AAD05j	1	Very little	35	12	9,802	14	2.7	2.7	-0.02
		2	Some	78	26	17,510	25			
		3	Quite a bit	110	36	20,037	27			
		4	Very much	68	22	20,336	28			
		—	Not applicable	10	3	3,876	6			
			Total	301	100	71,561	100			
k. Other, please specify:	AAD05k	1	Very little	0	0	77	3			
		2	Some	0	0	146	6			
		3	Quite a bit	1	9	245	9			
		4	Very much	2	17	640	25			
		—	Not applicable	8	74	1,463	57			
			Total	11	100	2,571	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 195 first-year students and 181 seniors. Responses are provided in your "NSSE20 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.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Truman	Academic Advising	Truman	Academic Advising	Truman	Academic Advising			
AAD01a	332	2.29	1.98	.060	.004	1.09	1.32	335	.000	.23
AAD01b	329	1.42	1.44	.071	.004	1.29	1.35	94,067	.809	-.01
AAD01c	320	1.19	1.02	.077	.004	1.38	1.27	321	.032	.13
AAD01d	328	0.76	0.95	.066	.004	1.20	1.25	92,949	.005	-.16
AAD01e	323	0.53	0.67	.065	.004	1.16	1.18	324	.024	-.12
AAD01f	327	1.06	1.13	.078	.005	1.40	1.41	92,726	.364	-.05
AAD03a	333	2.90	2.83	.044	.003	0.81	0.87	334	.148	.07
AAD03b	331	2.79	2.85	.046	.003	0.84	0.86	91,912	.174	-.07
AAD03c	330	2.80	2.88	.047	.003	0.85	0.89	91,482	.071	-.10
AAD03d	333	2.84	2.82	.046	.003	0.84	0.92	335	.619	.02
AAD03e	325	2.17	2.27	.055	.004	0.99	1.06	327	.079	-.09
AAD03f	304	2.07	2.32	.057	.004	1.00	1.04	306	.000	-.24
AAD03g	315	2.07	2.23	.055	.004	0.98	1.04	317	.005	-.15
AAD03h	311	2.69	2.69	.053	.003	0.93	0.97	313	.999	.00
AAD03i	300	3.17	3.17	.046	.003	0.80	0.85	301	.992	.00
AAD03j	326	2.81	2.87	.049	.003	0.89	0.96	328	.201	-.07
AAD04a	328	3.45	3.29	.055	.004	0.99	1.19	331	.002	.14
AAD04b	329	3.46	3.33	.056	.004	1.02	1.22	331	.016	.11
AAD04c	327	3.03	3.00	.060	.004	1.09	1.24	329	.642	.02
AAD04d	321	3.06	2.90	.059	.004	1.05	1.25	324	.007	.13
AAD04e	327	3.07	3.08	.056	.004	1.01	1.21	329	.957	.00
AAD05a	321	2.37	2.44	.051	.003	0.91	1.00	323	.142	-.07
AAD05b	270	2.09	2.26	.059	.004	0.96	1.01	271	.004	-.17
AAD05c	260	2.13	2.08	.061	.004	0.98	1.00	71,392	.395	.05
AAD05d	276	2.13	2.12	.059	.004	0.97	1.02	69,893	.835	.01
AAD05e	273	2.27	2.21	.058	.004	0.95	0.99	77,018	.335	.06
AAD05f	229	1.84	2.01	.063	.004	0.96	1.00	69,155	.009	-.17
AAD05g	189	1.79	1.96	.070	.004	0.96	1.03	59,283	.020	-.17
AAD05h	221	2.02	2.15	.065	.004	0.97	1.03	221	.046	-.13
AAD05i	325	2.72	2.77	.047	.003	0.85	0.94	327	.326	-.05
AAD05j	321	2.75	2.88	.052	.003	0.93	0.99	92,544	.023	-.13

See the endnotes on the last page of this report.

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Truman	Academic Advising	Truman	Academic Advising	Truman	Academic Advising			
AAD01a	306	2.22	2.09	.074	.005	1.30	1.40	308	.082	.09
AAD01b	299	0.92	1.43	.077	.005	1.33	1.42	301	.000	-.36
AAD01c	303	1.71	1.37	.084	.005	1.47	1.45	86,455	.000	.23
AAD01d	300	0.59	0.88	.062	.004	1.08	1.25	302	.000	-.23
AAD01e	291	0.22	0.52	.044	.004	0.75	1.09	295	.000	-.27
AAD01f	292	0.56	0.79	.068	.004	1.16	1.30	294	.001	-.17
AAD03a	303	2.95	2.73	.046	.003	0.80	0.93	305	.000	.24
AAD03b	300	2.78	2.73	.049	.003	0.86	0.93	302	.334	.05
AAD03c	286	2.52	2.61	.056	.003	0.94	0.97	83,549	.133	-.09
AAD03d	301	2.69	2.68	.055	.003	0.95	0.98	86,874	.869	.01
AAD03e	284	2.01	2.13	.059	.004	0.99	1.07	285	.061	-.10
AAD03f	282	2.17	2.17	.061	.004	1.02	1.07	79,555	.985	.00
AAD03g	286	2.14	2.10	.062	.004	1.06	1.06	81,107	.469	.04
AAD03h	295	2.75	2.60	.056	.004	0.96	1.02	297	.010	.14
AAD03i	268	3.21	3.09	.052	.003	0.85	0.92	75,937	.029	.13
AAD03j	299	2.96	2.74	.055	.004	0.95	1.02	301	.000	.22
AAD04a	299	3.63	3.23	.059	.004	1.02	1.22	301	.000	.33
AAD04b	300	3.57	3.24	.062	.004	1.07	1.27	302	.000	.25
AAD04c	294	3.10	2.91	.069	.004	1.18	1.29	296	.006	.15
AAD04d	295	2.80	2.62	.068	.005	1.17	1.31	296	.009	.14
AAD04e	292	2.70	2.70	.067	.004	1.15	1.26	294	.940	.00
AAD05a	301	2.40	2.39	.061	.004	1.05	1.06	84,022	.888	.01
AAD05b	247	1.81	2.12	.065	.004	1.02	1.04	73,885	.000	-.30
AAD05c	269	2.40	2.23	.064	.004	1.05	1.06	72,328	.009	.16
AAD05d	243	2.07	2.21	.068	.004	1.06	1.09	70,980	.045	-.13
AAD05e	259	2.09	2.17	.063	.004	1.02	1.02	74,422	.177	-.08
AAD05f	230	1.60	1.85	.057	.004	0.87	0.99	231	.000	-.26
AAD05g	162	1.41	1.75	.060	.004	0.77	1.00	163	.000	-.34
AAD05h	182	1.62	1.92	.070	.004	0.95	1.04	55,568	.000	-.29
AAD05i	298	2.87	2.78	.051	.003	0.89	0.96	300	.057	.10
AAD05j	291	2.71	2.73	.056	.004	0.96	1.04	293	.698	-.02

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 2020 Topical Module Report
Global Learning
Truman State University

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About This Topical Module

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education's 2016 edition of the Mapping Internationalization on U.S. Campuses survey.

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 'Global Learning' column of this report.

Group label	Global Learning
Date submitted	5/28/20
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 "Global Learning"

Global Learning (N=46)

Adelphi University (Garden City, NY)*	Temple University (Philadelphia, PA)*
Agnes Scott College (Decatur, GA)*	Texas A&M University-Commerce (Commerce, TX)
Austin Peay State University (Clarksville, TN)*	Texas Tech University (Lubbock, TX)*
Bentley University (Waltham, MA)	Troy University (Troy, AL)*
Bethany College (Bethany, WV)	University of Alabama, The (Tuscaloosa, AL)*
Brenau University (Gainesville, GA)	University of Pittsburgh-Bradford (Bradford, PA)
Cedar Crest College (Allentown, PA)	University of Prince Edward Island (Charlottetown, PE)
Clarkson University (Potsdam, NY)*	University of Tulsa (Tulsa, OK)*
College of Saint Rose, The (Albany, NY)*	University of Victoria (Victoria, BC)
Concordia University-Saint Paul (Saint Paul, MN)*	University of Wisconsin-River Falls (River Falls, WI)
Culver-Stockton College (Canton, MO)*	University of Wyoming (Laramie, WY)
Daemen College (Amherst, NY)*	Virginia Polytechnic Institute and State University (Blacksburg, VA)
Endicott College (Beverly, MA)	Western Connecticut State University (Danbury, CT)*
Gallaudet University (Washington, DC)	Westmont College (Santa Barbara, CA)
Grand Valley State University (Allendale, MI)*	Wilkes University (Wilkes-Barre, PA)*
Holy Family University (Philadelphia, PA)	York College of Pennsylvania (York, PA)
Kent State University (Kent, OH)	
Lycoming College (Williamsport, PA)	
Lyon College (Batesville, AR)	
Mercer University (Macon, GA)*	
Midwestern State University (Wichita Falls, TX)	
Northeastern State University (Tahlequah, OK)	
Northwood University (Midland, MI)*	
Rensselaer Polytechnic Institute (Troy, NY)	
Rollins College (Winter Park, FL)	
Saginaw Valley State University (University Center, MI)*	
Saint Vincent College (Latrobe, PA)	
San Diego Christian College (Santee, CA)*	
St. Francis Xavier University (Antigonish, NS)	
St. John Fisher College (Rochester, NY)	

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Global Learning		Truman	Global Learning	
				Count	%	Count	%	Mean	Mean	Effect size ^d
1. How much does your institution emphasize the following?										
a. Providing courses that focus on global and international topics	GBL01a	1	Very little	33	10	1,008	8	2.5	2.6 *	-0.13 ▽
		2	Some	140	42	4,800	41			
		3	Quite a bit	129	39	4,500	37			
		4	Very much	27	9	1,780	14			
		Total		329	100	12,088	100			
b. Providing activities and experiences (speakers, events) that focus on global and international topics	GBL01b	1	Very little	22	7	1,014	8	2.6	2.6	-0.04
		2	Some	132	40	4,498	38			
		3	Quite a bit	139	42	4,534	37			
		4	Very much	37	12	2,042	17			
		Total		330	100	12,088	100			
2. Which of the following have you done or do you plan to do before you graduate?^j										
a. Complete a <i>course</i> that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)	GBL02a		Have not decided	92	27	2,641	22	14%	20% **	-0.16 ▽
			Do not plan to do	65	20	2,443	22			
			Plan to do	130	39	4,491	36			
			Done or in progress	45	14	2,510	20			
			Total	332	100	12,085	100			
b. Complete a <i>course</i> that focuses on perspectives, issues, or events from other countries or regions	GBL02b		Have not decided	95	28	3,017	25	16%	17%	-0.05
			Do not plan to do	61	19	2,523	22			
			Plan to do	124	38	4,348	35			
			Done or in progress	51	16	2,189	17			
			Total	331	100	12,077	100			
c. Complete a <i>course</i> that focuses on religions or cultural groups other than your own	GBL02c		Have not decided	86	26	3,126	26	18%	15%	.06
			Do not plan to do	71	21	3,561	31			
			Plan to do	117	35	3,419	28			
			Done or in progress	58	18	1,971	15			
			Total	332	100	12,077	100			
3. During the current school year, how much has your coursework encouraged you to do the following?										
a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	GBL03a	1	Very little	37	11	1,543	13	2.6	2.5	.05
		2	Some	113	34	4,300	36			
		3	Quite a bit	133	40	4,145	34			
		4	Very much	48	15	2,080	17			
		Total		331	100	12,068	100			
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	GBL03b	1	Very little	51	15	1,955	16	2.5	2.5	.00
		2	Some	115	35	4,316	36			
		3	Quite a bit	123	37	3,909	33			
		4	Very much	40	12	1,867	15			
		Total		329	100	12,047	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		Global Learning		Truman	Global Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
4. During the current school year, about how often have you done the following?										
a. Discussed international or global topics and issues with others	GBL04a	1	Never	31	9	1,536	13	2.6	2.5	.11
		2	Sometimes	134	40	5,144	43			
		3	Often	121	38	3,638	30			
		4	Very often	43	13	1,731	14			
		Total		329	100	12,049	100			
b. Talked about international opportunities (study abroad, international internship, Model UN, field study or research abroad, etc.) with a faculty member or advisor	GBL04b	1	Never	96	29	3,607	30	2.1	2.1	-.04
		2	Sometimes	132	40	4,499	38			
		3	Often	79	24	2,626	22			
		4	Very often	22	7	1,304	10			
		Total		329	100	12,036	100			
c. Attended events or activities that promoted the understanding of different world cultures, nationalities, and religions	GBL04c	1	Never	99	30	4,596	38	2.0	1.9 *	.11
		2	Sometimes	144	44	4,589	38			
		3	Often	69	21	2,052	17			
		4	Very often	16	5	775	6			
		Total		328	100	12,012	100			
d. Worked on out-of-class activities (campus events, committees, student groups, etc.) with an international or global focus	GBL04d	1	Never	176	53	6,826	56	1.7	1.7	.04
		2	Sometimes	88	26	3,029	26			
		3	Often	57	18	1,525	13			
		4	Very often	10	3	637	5			
		Total		331	100	12,017	100			
e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)	GBL04e	1	Never	224	68	8,658	71	1.5	1.5	.07
		2	Sometimes	51	16	1,787	15			
		3	Often	43	14	1,137	10			
		4	Very often	10	3	425	4			
		Total		328	100	12,007	100			
5a. During the current school year, have you looked for information about global education programs and opportunities (study abroad, international internships, international field studies or research, volunteering abroad, etc.)?^j										
	GBL05a	No		182	56	6,020	52	44%	48%	-.08
		Yes		147	44	5,995	48			
		Total		329	100	12,015	100			
5b. Which of the following were your sources of information? (Select all that apply.)										
	GBL05b_1	—	Study abroad or international studies office	89	63	3,641	62			
	GBL05b_2	—	Major/academic department office	43	31	1,381	25			
	GBL05b_3	—	Career office	9	6	503	9			
	GBL05b_4	—	Academic advisor	37	26	2,025	35			
	GBL05b_5	—	Faculty member	39	27	1,630	28			
	GBL05b_6	—	Attendance at international programs or events	20	14	1,026	17			
	GBL05b_7	—	Website, newsletter, catalog, or other published sources	62	43	2,864	47			
	GBL05b_8	—	Friends or other students	72	50	2,613	43			
	GBL05b_9	—	Family members	33	24	982	17			
	GBL05b_10	—	Other, please specify:	4	3	104	2			

*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		Global Learning		Truman	Global Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
6. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?										
a. Being informed about current international and global issues	GBL06a	1	Very little	58	17	2,204	19	2.3	2.3	-.02
		2	Some	148	45	5,138	43			
		3	Quite a bit	98	30	3,360	28			
		4	Very much	26	8	1,288	11			
		Total		330	100	11,990	100			
b. Speaking a second language	GBL06b	1	Very little	89	28	7,295	61	2.3	1.7 ***	.67
		2	Some	86	26	2,237	19			
		3	Quite a bit	100	31	1,355	11			
		4	Very much	49	15	1,091	9			
		Total		324	100	11,978	100			
c. Seeking international or global opportunities out of your comfort zone	GBL06c	1	Very little	107	33	4,427	38	2.0	2.0	.05
		2	Some	124	38	4,316	36			
		3	Quite a bit	80	24	2,297	19			
		4	Very much	16	5	937	8			
		Total		327	100	11,977	100			
d. Understanding how your actions affect global communities	GBL06d	1	Very little	84	25	3,252	28	2.2	2.2	.01
		2	Some	125	38	4,570	38			
		3	Quite a bit	100	30	3,024	25			
		4	Very much	19	6	1,128	9			
		Total		328	100	11,974	100			
e. Preparing for life and work in an increasingly globalized era	GBL06e	1	Very little	71	21	2,826	24	2.3	2.3	-.02
		2	Some	122	37	4,295	36			
		3	Quite a bit	109	34	3,373	28			
		4	Very much	24	8	1,460	12			
		Total		326	100	11,954	100			
f. Encouraging your sense of global responsibility	GBL06f	1	Very little	59	19	2,482	22	2.4	2.3	.03
		2	Some	114	35	4,364	37			
		3	Quite a bit	118	37	3,384	28			
		4	Very much	30	9	1,638	14			
		Total		321	100	11,868	100			
7. Since enrolling at your current institution, have you lived with students from a country other than your own (exclude study abroad and other programs in other countries)?^j										
	GBL07	No		226	70	9,840	82	30%	18% ***	.30
		Yes		100	30	2,112	18			
		Total		326	100	11,952	100			
		<i>(Means indicate the percentage who responded "Yes.")</i>								

*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		Global Learning		Truman	Global Learning	Effect size ^d	
				Count	%	Count	%	Mean	Mean		
1. How much does your institution emphasize the following?											
a. Providing courses that focus on global and international topics	GBL01a	1	Very little	36	12	1,423	11	2.4	2.5 **	▽	-.17
		2	Some	146	48	5,317	40				
		3	Quite a bit	88	30	4,541	34				
		4	Very much	32	11	1,985	15				
		Total		302	100	13,266	100				
b. Providing activities and experiences (speakers, events) that focus on global and international topics	GBL01b	1	Very little	24	8	1,429	11	2.5	2.5		-.06
		2	Some	131	43	5,198	39				
		3	Quite a bit	120	41	4,572	35				
		4	Very much	26	9	2,044	15				
		Total		301	100	13,243	100				
2. Which of the following have you done or do you plan to do before you graduate?^j											
a. Complete a <i>course</i> that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)	GBL02a		Have not decided	16	5	996	8	43%	48%		-.11
			Do not plan to do	134	45	4,493	35				
			Plan to do	22	7	1,196	9				
			Done or in progress	126	43	6,582	48				
			Total	298	100	13,267	100				
b. Complete a <i>course</i> that focuses on perspectives, issues, or events from other countries or regions	GBL02b		Have not decided	10	4	1,001	8	54%	46% **	△	.16
			Do not plan to do	112	37	4,838	37				
			Plan to do	16	5	1,113	9				
			Done or in progress	162	54	6,287	46				
			Total	300	100	13,239	100				
c. Complete a <i>course</i> that focuses on religions or cultural groups other than your own	GBL02c		Have not decided	13	5	976	7	62%	41% ***	▲	.43
			Do not plan to do	88	29	5,713	44				
			Plan to do	12	4	969	8				
			Done or in progress	187	62	5,604	41				
			Total	300	100	13,262	100				
3. During the current school year, how much has your coursework encouraged you to do the following?											
a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	GBL03a	1	Very little	37	13	1,952	16	2.6	2.6		.03
		2	Some	98	33	4,088	31				
		3	Quite a bit	98	32	3,880	28				
		4	Very much	67	22	3,322	24				
		Total		300	100	13,242	100				
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	GBL03b	1	Very little	51	17	2,322	19	2.5	2.5		-.01
		2	Some	97	33	4,110	31				
		3	Quite a bit	92	30	3,751	28				
		4	Very much	60	20	3,044	22				
		Total		300	100	13,227	100				

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Truman		Global Learning		Truman	Global Learning	
				Count	%	Count	%	Mean	Mean	Effect size ^d
4. During the current school year, about how often have you done the following?										
a. Discussed international or global topics and issues with others	GBL04a	1	Never	30	10	1,575	12	2.6	2.6	.07
		2	Sometimes	116	38	5,031	38			
		3	Often	88	29	3,852	29			
		4	Very often	66	22	2,757	21			
		Total		300	100	13,215	100			
b. Talked about international opportunities (study abroad, international internship, Model UN, field study or research abroad, etc.) with a faculty member or advisor	GBL04b	1	Never	133	45	5,556	42	1.9	2.0 *	-0.12
		2	Sometimes	102	34	3,993	30			
		3	Often	39	13	2,126	16			
		4	Very often	26	9	1,548	11			
		Total		300	100	13,223	100			
c. Attended events or activities that promoted the understanding of different world cultures, nationalities, and religions	GBL04c	1	Never	99	34	5,408	42	2.0	1.9 *	.12
		2	Sometimes	123	41	4,774	35			
		3	Often	50	17	1,911	14			
		4	Very often	25	8	1,108	8			
		Total		297	100	13,201	100			
d. Worked on out-of-class activities (campus events, committees, student groups, etc.) with an international or global focus	GBL04d	1	Never	149	50	7,677	59	1.8	1.7 *	.12
		2	Sometimes	89	29	3,137	23			
		3	Often	43	15	1,410	11			
		4	Very often	19	6	983	7			
		Total		300	100	13,207	100			
e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)	GBL04e	1	Never	223	75	9,702	74	1.4	1.4	-0.01
		2	Sometimes	40	14	1,834	13			
		3	Often	21	7	971	7			
		4	Very often	15	5	688	5			
		Total		299	100	13,195	100			
5a. During the current school year, have you looked for information about global education programs and opportunities (study abroad, international internships, international field studies or research, volunteering abroad, etc.)?^j										
	GBL05a	No		213	72	9,008	69	28%	31%	-0.07
		Yes		84	28	4,182	31			
		Total		297	100	13,190	100			
5b. Which of the following were your sources of information? (Select all that apply.)										
	GBL05b_1	—	Study abroad or international studies office	45	55	2,395	59			
	GBL05b_2	—	Major/academic department office	20	24	1,040	27			
	GBL05b_3	—	Career office	5	6	451	11			
	GBL05b_4	—	Academic advisor	22	26	1,100	29			
	GBL05b_5	—	Faculty member	25	30	1,343	33			
	GBL05b_6	—	Attendance at international programs or events	15	18	609	15			
	GBL05b_7	—	Website, newsletter, catalog, or other published sources	48	57	2,120	51			
	GBL05b_8	—	Friends or other students	46	55	1,764	42			
	GBL05b_9	—	Family members	15	17	494	12			
	GBL05b_10	—	Other, please specify:	3	3	119	3			

*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		Global Learning		Truman	Global Learning	Effect size ^d
				Count	%	Count	%	Mean	Mean	
6. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?										
a. Being informed about current international and global issues	GBL06a	1	Very little	49	17	2,434	19	2.4	2.4	.02
		2	Some	126	42	5,118	38			
		3	Quite a bit	78	26	3,693	28			
		4	Very much	44	15	1,916	15			
		Total		297	100	13,161	100			
b. Speaking a second language	GBL06b	1	Very little	93	31	7,966	61	2.2	1.7 ***	.51
		2	Some	104	35	2,578	19			
		3	Quite a bit	43	15	1,319	10			
		4	Very much	57	19	1,309	10			
		Total		297	100	13,172	100			
c. Seeking international or global opportunities out of your comfort zone	GBL06c	1	Very little	104	35	5,513	42	2.0	1.9	.08
		2	Some	115	38	4,186	32			
		3	Quite a bit	43	15	2,120	16			
		4	Very much	36	11	1,335	10			
		Total		298	100	13,154	100			
d. Understanding how your actions affect global communities	GBL06d	1	Very little	72	25	3,463	27	2.2	2.2	.00
		2	Some	111	37	4,633	35			
		3	Quite a bit	82	28	3,350	25			
		4	Very much	30	10	1,700	13			
		Total		295	100	13,146	100			
e. Preparing for life and work in an increasingly globalized era	GBL06e	1	Very little	57	19	2,923	22	2.4	2.4	.00
		2	Some	109	37	4,470	34			
		3	Quite a bit	91	32	3,696	28			
		4	Very much	39	12	2,043	16			
		Total		296	100	13,132	100			
f. Encouraging your sense of global responsibility	GBL06f	1	Very little	48	16	2,762	22	2.5	2.4	.07
		2	Some	109	36	4,293	33			
		3	Quite a bit	86	29	3,685	28			
		4	Very much	54	18	2,310	18			
		Total		297	100	13,050	100			
7. Since enrolling at your current institution, have you lived with students from a country other than your own (exclude study abroad and other programs in other countries)?^j										
	GBL07	No		220	74	10,548	80	26%	20% *	.14
	(Means indicate the percentage who responded "Yes.")	Yes		75	26	2,579	20			
		Total		295	100	13,127	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Truman	Global Learning	Truman	Global Learning	Truman	Global Learning			
GBL01a	328	2.46	2.57	.044	.006	0.79	0.84	21,272	.020	-.13
GBL01b	329	2.59	2.62	.043	.006	0.78	0.86	340	.429	-.04
GBL02a ^k	331	.138	.199	.0190	.0028	--	--	--	.006	-.16
GBL02b ^k	330	.156	.174	.0200	.0026	--	--	--	.389	-.05
GBL02c ^k	331	.177	.153	.0210	.0025	--	--	--	.234	.06
GBL03a	330	2.59	2.54	.048	.006	0.87	0.92	21,249	.334	.05
GBL03b	328	2.47	2.46	.050	.006	0.90	0.94	21,200	.930	.00
GBL04a	328	2.55	2.46	.046	.006	0.83	0.89	21,204	.055	.11
GBL04b	328	2.09	2.13	.049	.007	0.89	0.96	339	.438	-.04
GBL04c	327	2.02	1.92	.047	.006	0.85	0.90	337	.031	.11
GBL04d	330	1.71	1.68	.048	.006	0.87	0.90	21,138	.501	.04
GBL04e	327	1.52	1.46	.047	.006	0.85	0.82	21,128	.178	.07
GBL05a ^k	328	.438	.479	.0274	.0035	--	--	--	.141	-.08
GBL06a	329	2.29	2.31	.047	.006	0.85	0.89	21,098	.711	-.02
GBL06b	323	2.33	1.67	.058	.007	1.04	0.98	331	.000	.67
GBL06c	326	2.01	1.96	.048	.006	0.87	0.93	21,069	.369	.05
GBL06d	327	2.17	2.16	.049	.006	0.88	0.93	21,065	.797	.01
GBL06e	325	2.28	2.30	.049	.007	0.89	0.96	336	.745	-.02
GBL06f	320	2.37	2.34	.050	.007	0.89	0.96	331	.520	.03
GBL07 ^k	325	.304	.176	.0256	.0026	--	--	--	.000	.30

See the endnotes on the last page of this report.

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Truman	Global Learning	Truman	Global Learning	Truman	Global Learning			
GBL01a	302	2.39	2.54	.048	.006	0.83	0.88	311	.003	-.17
GBL01b	301	2.50	2.55	.044	.006	0.76	0.88	312	.252	-.06
GBL02a ^k	298	.426	.480	.0287	.0036	--	--	--	.060	-.11
GBL02b ^k	300	.539	.460	.0288	.0036	--	--	--	.006	.16
GBL02c ^k	300	.621	.407	.0281	.0035	--	--	--	.000	.43
GBL03a	300	2.64	2.61	.056	.007	0.97	1.02	309	.538	.03
GBL03b	300	2.53	2.54	.057	.007	0.99	1.03	19,758	.894	-.01
GBL04a	300	2.64	2.58	.054	.007	0.94	0.95	19,752	.258	.07
GBL04b	300	1.85	1.97	.055	.007	0.95	1.02	19,760	.044	-.12
GBL04c	297	2.00	1.89	.053	.007	0.92	0.94	306	.037	.12
GBL04d	300	1.77	1.66	.053	.007	0.92	0.93	19,739	.046	.12
GBL04e	299	1.42	1.43	.048	.006	0.82	0.83	19,714	.822	-.01
GBL05a ^k	297	.277	.306	.0260	.0033	--	--	--	.270	-.07
GBL06a	297	2.40	2.38	.054	.007	0.94	0.96	19,669	.696	.02
GBL06b	297	2.21	1.70	.063	.007	1.08	1.01	19,679	.000	.51
GBL06c	298	2.02	1.94	.057	.007	0.98	0.99	19,650	.145	.08
GBL06d	295	2.22	2.23	.054	.007	0.93	0.99	19,646	.966	.00
GBL06e	296	2.37	2.37	.054	.007	0.93	1.00	306	.976	.00
GBL06f	297	2.48	2.41	.056	.007	0.97	1.02	19,495	.208	.07
GBL07 ^k	295	.257	.199	.0255	.0029	--	--	--	.013	.14

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.