

Chapter 2: National Survey of Student Engagement (NSSE)

Who takes it?

All freshmen and seniors are invited to complete the survey.

When is it administered?

During the spring semester

How long does it take for the students to complete the survey?

Approximately 15 minutes

What office administers it?

NSSE personnel administer it online with campus coordination by the Office of Assessment and Testing

Who originates the survey?

Center for Postsecondary Research

Indiana University Bloomington

1900 East Tenth Street

Eigenmann Hall Suite 419

Bloomington, IN 47406-7512

P: (812) 856-5824; e-mail: nsse@indiana.edu

<http://nsse.iub.edu>

When are results typically available?

Early Fall

What type of information is sought?

NSSE attempts to measure levels of student engagement. The survey asks students to answer questions in five different categories: participation in educationally purposeful activities, institutional requirements and the challenging nature of coursework, perceptions of the college environment, estimates of educational and personal growth since starting college, and background and demographic information. A copy of the survey is available at https://survey.indiana.edu/nsse/survey/2022/test/main/1/edit.cfm?sectionList=main,demo_us,closing&packaged=true

From whom are the results available?

The Office of Assessment and Testing

To whom are the results regularly distributed?

The University community through this Almanac, the President, and the Strategic Planning and Assessment Workshop

Are the results available by department or discipline?

No. However, some reports are available by predetermined groupings of majors provided the grouping had at least the minimum number of required responses provided

Are the results comparable to data of other universities?

Yes

TRUMAN STATE UNIVERSITY

**FY23 NATIONAL SURVEY OF STUDENT
ENGAGEMENT**

**SUMMER 2022, FALL 2022 AND SPRING 2023
GRADUATES**

Selected NSSE Results and Interpretation

NSSE results are now tied to state performance funding, so it is administered every year, rather than every other year. NSSE allows several kinds of comparisons across institutions. Truman's selected comparison groups were the following:

1. Council of Public Liberal Arts Colleges (COPLAC) Schools. Truman State University is one of 19 public colleges and universities aimed at driving awareness of the importance of public liberal arts education in a student-centered, residential environment per COPLAC's mission statement.
2. National Liberal Arts Colleges. 100 Liberal Arts institutions with similar size and educational goals to Truman. These institutions are found in both the NSSE participating institutions and an in-house listing of identified institutions for comparison.
3. NSSE 2022 and 2023 colleges. The 796 U.S. colleges and universities that administered NSSE.

In 2023, 279 Truman first-year students responded for a response rate of 33%. In the same year, 251 Truman seniors answered the survey with a response rate of 26%. Response rates for all comparison groups are in the following table. It is worth noting that the NSSE is administered during the spring semester, and Truman was the target of a cyber-attack in April. Email reminders were impacted. First-year response rate is down 3% and senior response rate is down 7% from the previous year.

	Truman	COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
First-year	33%	29%	33%	27%
Senior	26%	28%	32%	26%

Select Findings...

The following information are select findings derived from NSSE's Frequencies and Statistical Comparisons file. Means and statistical significance can be found in the NSSE Appendix within the Assessment Almanac. The appendix contains a complete listing of tables and values for our three comparison groups, Truman's current responses, and Truman's responses from the previous year.

Academic engagement or participation...

All Truman students asked another student to help understand course material more frequently than COPLAC and all NSSE Institutions. All Truman students reportedly explained course material to other students, prepared for exams by discussing course material with other students, and worked with other students on projects at a higher rate than our comparison groups. Truman first-year students gave course presentations more frequently than COPLAC, and seniors gave fewer presentations than the National Liberal Arts comparison groups.

Interdisciplinary concepts...

This set of questions are directed at the frequency students combine ideas from different courses when completing assignments, connecting education to societal problems, including diverse perspectives in assignments, examining strengths/weaknesses of one's own views, trying to better understand someone else's perspective, learning something that changed how a student understands an issue, and connecting ideas from courses to prior experience. Truman's first-year and seniors reported similarly frequent

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

Working with faculty...

First-year students talked about career plans with faculty and worked with faculty on activities other than coursework about as frequently as all NSSE Institutions and the National Liberal Arts group, and more frequently than COPLAC. First-year students discussed course topics with faculty outside of class and discussed academic performance with faculty with less frequency than all NSSE Institutions and the Liberal Arts group. Truman seniors talked about career plans with faculty, worked with faculty on activities other than coursework, discussed concepts outside of class, and discussed academic performance with faculty more frequently than COPLAC and All NSSE Institutions, and about as frequently compared to the National Liberal Arts group.

Coursework emphasis...

First-year students reported similar or lower emphasis on memorizing course material, applying theories to practical problems, analyzing reasoning by examining its parts, evaluating a point of view, and forming a new understanding from various pieces of information than all comparison groups. Seniors reported more emphasis on memorizing course material than all comparison groups, and similar emphasis to all comparison groups regarding other coursework prompts.

Instructor provisions...

All Truman students generally perceived instructors' presentation of materials similarly to all our comparison groups. First-year students felt courses were taught in an organized way, examples or illustrations were used to explain difficult points, and felt teaching aligned with how they preferred to learn with less frequency than the National Liberal Arts group. First-year students believed key ideas or concepts were reviewed and summarized less frequently than National Liberal Arts and all NSSE Institutions. Seniors also reported teaching was less aligned with how they prefer to learn compared to National Liberal Arts institutions. Seniors perceived more draft feedback, more feedback on completed assignments, and better explanations for successfully completing assignments than COPLAC institutions.

Quantitative data usage...

First-year and senior Truman students reported at similar rates to all comparison groups regarding reaching conclusions based on analysis of numerical information, using numerical information to examine a real-world problem, and evaluating what others have concluded from numerical information.

Length of papers, reports, or other writing tasks...

This question is broken down by groupings of pages assigned for written work – up to 5, 6-10, 11 or more, including a total of estimated pages written. All Truman students reported a similar number of written assignments in each category length, except where first-year and senior Truman students reported fewer 5-page assignments compared to National Liberal Arts institutions. First-year Truman students estimated being assigned 56.7 pages of writing, while seniors reported 76.5 pages. First-year comparison groups reported 57.6 pages, on average, and senior comparison groups reported 85.8 pages of assigned writing. Truman students estimate writing fewer total pages for written assignments than our comparison groups, but first-year students estimate writing 13.9 more pages than last year. Seniors estimate writing 11.5 more pages than last year.

Interactions with people...

All Truman students reported more interactions with people from different economic backgrounds, religious beliefs, political views, and sexual orientation than their own compared to our comparison groups. Truman students reported fewer interactions with people of other races or ethnicities than their own as opposed to our comparison groups. Truman students reported similar levels of interaction with people from other countries than our comparison groups.

Roles prior to graduation...

As a percentage, Truman students show a lot of interest in holding formal leadership goals. 26% of first-year students and 68% of seniors have, or intend to have, a formal leadership role, compared to just 10.6% of first-year students on average from our comparison groups and 38.7% of seniors in our comparison groups. Seniors also report much higher intent to complete a culminating senior experience – up 8-28% above our comparison groups. First-year and seniors indicate similar levels of participation in internships, learning communities, and study abroad than our comparison groups.

Community-based projects...

First-year Truman students reported more courses included a community-level project than all comparison groups, and senior Truman students reported a similar amount of community-based project compared to all comparison groups.

Interactions with various types of people and offices...

First-year Truman students reported lower quality interactions with academic advisors than all comparison groups. First-year students indicated high quality interactions with other students compared to COPLAC and all NSSE Institutions. Seniors reported lower quality interactions with academic advisors and student services (career services, student activities, housing, etc.) than National Liberal Arts and all NSSE Institutions.

Institution emphasis on various activities...

All Truman students reported the university placed more emphasis on spending significant amounts of time studying and on academic work than all comparison groups. All Truman students reported less university emphasis regarding providing support to help students succeed academically, using support services (tutoring, writing center, etc.), providing support for student overall well-being (recreation, health care, counseling, etc.), helping students manage non-academic responsibilities, and attending events that address important issues than all comparison groups. All Truman students felt the institution provided more opportunities to be involved socially than COPLAC institutions. First-year students felt the institution placed less emphasis on contact among students from different backgrounds (social, racial/ethnic, religious, etc.) than National Liberal Arts and all NSSE Institutions. Of the selected findings in this chapter, institutional emphasis on activities is the most divisive section. Truman students report stronger perceptions, positively and negatively, of institutional emphasis on the nine areas addressed in this set of questions.

Student perception of being valued...

All Truman students reported feeling less valued by the university than National Liberal Arts and all NSSE Institutions. First-year Truman students agreed more with feeling comfortable being themselves at this institution compared to COPLAC institutions. Seniors reported similarly to our comparison groups regarding feeling comfortable being themselves at this institution. All Truman students reported similarly to all comparison groups in feeling like part of the community at this institution.

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

First-year Truman students reported fewer university contributions regarding writing effectively, speaking effectively, thinking critically, working effectively with others, developing a personal code of ethics, understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.), solving complex real-world problems, and being an informed and active citizen compared to the National Liberal Arts and all NSSE participating groups. First-year students reported more university contributions regarding acquiring job-related knowledge and skills than COPLAC institutions. Senior Truman students reported less university contributions regarding writing clearly, speaking clearly, and thinking critically than National Liberal Arts institutions. Seniors, otherwise, felt the institution contributed similarly to all comparison groups for the remaining areas in this prompt.

Topical Modules...

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

Topical Module – Academic Advising...

About 190 Truman first-year students responded to the Academic Advising prompt, and 47,000 responses were collected from all institutions who selected this prompt.

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

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

First-year Truman students indicated a similar number of discussions regarding academic goals, future plans, special opportunities (study abroad, internship, etc.), and co-curricular activities. First-year students reported fewer resources for well-being than other institutions. Truman seniors responded similarly to other institutions in all discussion prompts.

Topical Module – Inclusiveness and Engagement with Diversity...

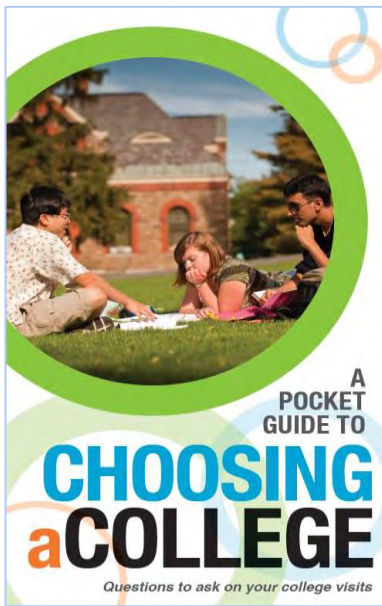
In coursework, first-year Truman students perceived less emphasis on developing skills to work with people from various backgrounds, recognizing your own cultural norms/biases, sharing your own perspectives/experiences, exploring one's own background through assignments, learning about other cultures,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

First-year students perceived similar institutional emphasis compared with other institutions on demonstrating a commitment to diversity, providing students with the knowledge and skills needed for success in a multicultural world, creating an overall sense of community among students, ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.), providing information about antidiscrimination/harassment policies, and taking allegations of discrimination/harassment seriously. First-year students felt there was less emphasis on helping students develop the skills to confront discrimination/harassment compared to other institutions. Seniors felt the institution placed similar emphasis on all prompts, except creating an overall sense of community among students and helping students develop skills to confront discrimination/harassment, where seniors felt Truman placed less emphasis on those skills compared to other institutions.

First-year students felt Truman provided fewer supportive environments for political affiliations and disabilities, but more supportive environments for sexual orientation than other institutions. First-year students felt there were similarly supportive environments compared to other institutions in the following areas: racial/ethnic identity, gender identity, economic background, religious affiliations, and citizenship/immigration status. Truman seniors reported similarly supportive environments compared to other institutions, except regarding disability status, where Truman seniors reported fewer supportive environments.

First-year Truman students participated in more activities that reflect an appreciation for diverse groups of people and activities that centered on specific groups (religious, gender, LGBT, etc.) than other institutions. First-year students participated in the following activities at a similar level to other institutions: participated in a diversity-related organization, participated in a demonstration for a diversity-related cause (rally, protest, etc.), and reflected on your cultural identity. Truman senior experiences mirror first-year participation in the same activities.

A Pocket Guide to Choosing a College: NSSE 2023 Answers from Students Using the Report



To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits or virtual tours, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a report entitled *A Pocket Guide to Choosing a College: NSSE 2023 Answers from Students*, part of your NSSE *Institutional Report 2023*.

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2023 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2023 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2023* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.



The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

go.iu.edu/NSSE-pocketguide

If you have questions about these resources, contact the NSSE Institute at nss@indiana.edu or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College: NSSE 2023 Answers from Students Truman State University

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits or virtual tours.

The following responses were provided by 530 Truman students on the 2023 survey.



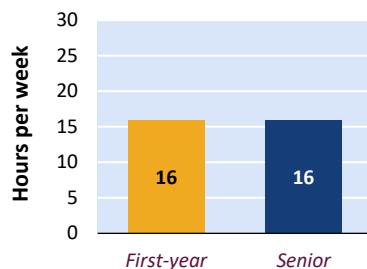
A Pocket Guide to Choosing a College is available at go.iu.edu/NSSE-pocketguide



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 16 hours per week preparing for class while seniors spent an average of 16 hours per week.



Do courses challenge students to do their best?^a

51% of FY students reported that their courses highly challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 57 pages of writing and seniors estimated an average of 76 pages.

How much reading is expected?

FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 8 hours per week.

How often do students make course presentations?^b

32% of FY students and 52% of seniors frequently gave course presentations.

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

52% of FY students frequently included diverse perspectives in course discussions or assignments.

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

39% of FY students frequently used numerical information to examine a real-world problem or issue; 57% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

53% of FY students rated the quality of their interactions with faculty as high.

How often do students talk with faculty members or advisors about their career plans?^b

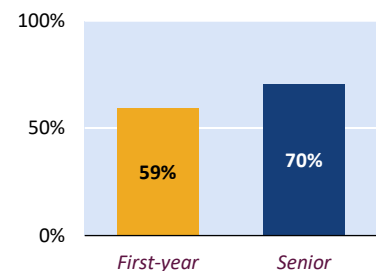
36% of FY and 51% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

77% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

59% of FY students and 70% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.



How often do students talk with faculty members outside class about what they are learning?^b

23% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

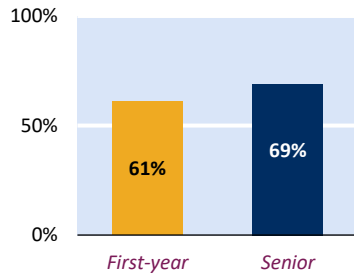
How many students work on research projects with faculty?

6% of FY students and 35% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on course projects and assignments?^b

61% of FY students and 69% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

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

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

49% of FY students frequently prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 64% frequently had discussions with people with different political views, 79% frequently had discussions with people from different economic backgrounds, and 70% frequently had discussions with people from different races or ethnicities.

Campus Environment

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

58% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

37% of FY students and 44% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?^c

59% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

77% of FY and 79% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 7% of students participated in a learning community. By spring of their senior year, 74% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

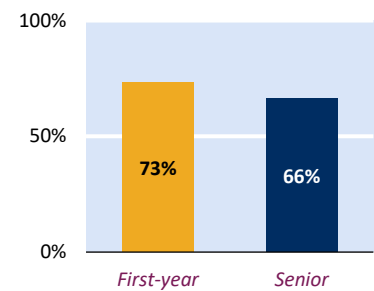
By their senior year, 8% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 51% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

73% of FY students and 66% of seniors said at least some of their courses included a community-based service-learning project.



Notes

- Highly is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- Frequently is "Often" or "Very often."
- A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- Substantially is "Quite a bit" or "Very much."
- At least some is defined by combining responses of "Some," "Most," and "All."



Center for Postsecondary Research
Indiana University School of Education
201 North Rose Avenue
Bloomington, IN 47405-1006
Phone: 812-856-5824
Email: nsse@indiana.edu
Web: nsse.indiana.edu
Twitter: @NSSEsurvey, @NSSEinstitute
Blog: nsse.indiana.edu/research/blog/

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
 The comparison group featured in this report is
COPLAC
 See your *Selected Comparison Groups* report for details.

This Snapshot is a concise collection of key findings from your institution’s NSSE 2023 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

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

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

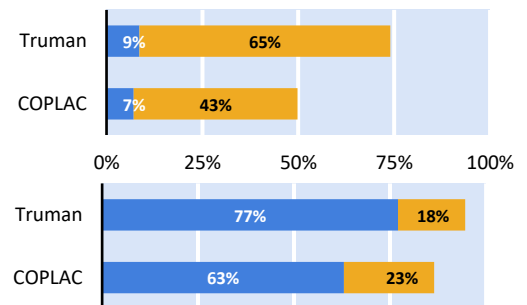
Key:

- ▲ 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.

High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year	Senior
Service-Learning, Learning Community, and Research w/Faculty	Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



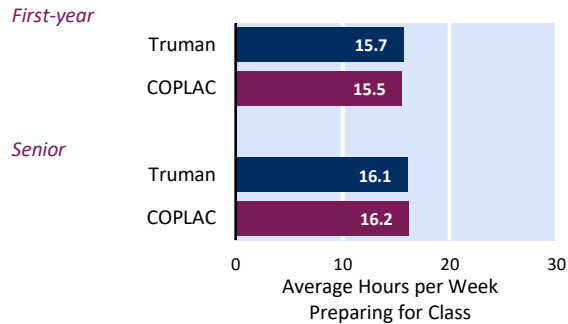
■ Participated in two or more HIPs ■ Participated in one HIP

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

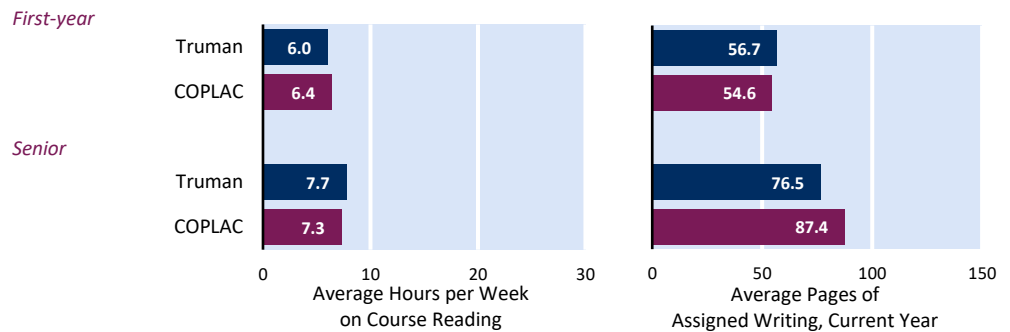
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



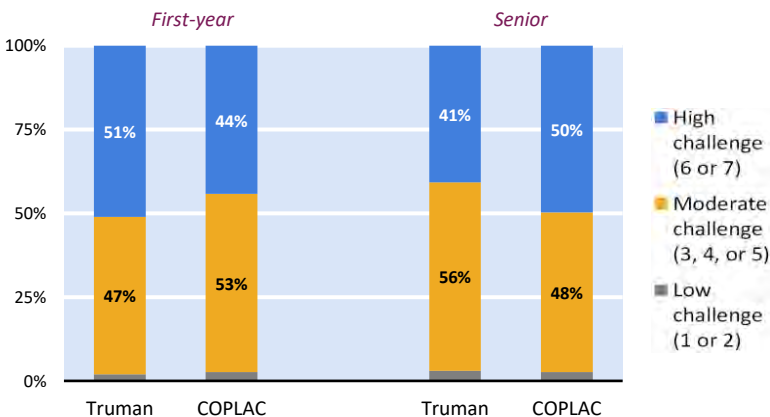
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



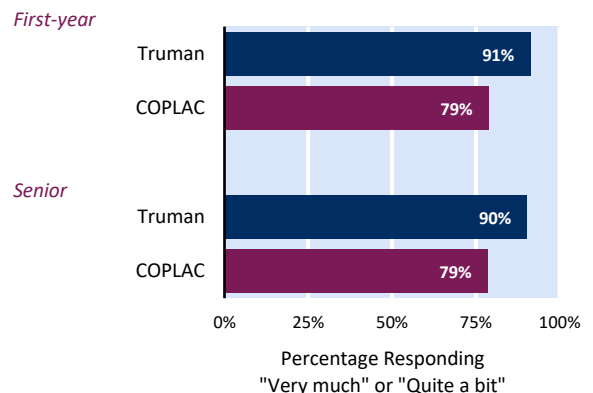
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



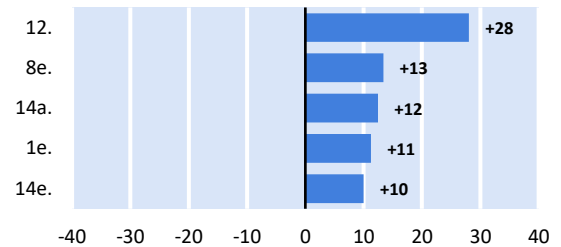
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals, or equally available to all students. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

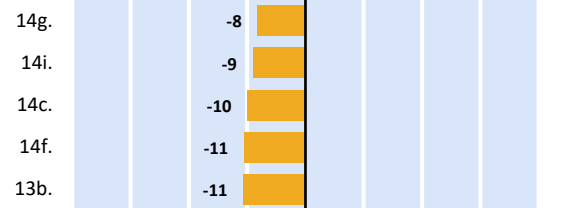
Highest Performing Relative to COPLAC

- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Discussions with...People with sexual orientations other than your own
- Institution emphasis on studying and academic work^c
- Worked with other students on course projects or assignments^b (CL)
- Institution emphasis on providing opportunities to be involved socially^c (SE)



Lowest Performing Relative to COPLAC

- Institution emphasis on helping you manage your non-academic responsibilities (...)^c (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Institution emphasis on using learning support services (...)^c (SE)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Quality of interactions with academic advisors^d (QI)

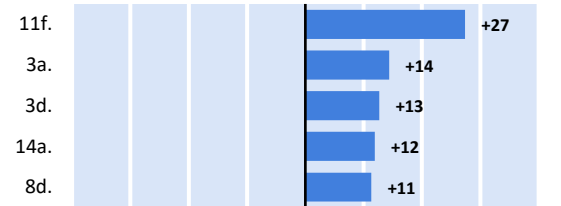


Percentage Point Difference with COPLAC

Senior

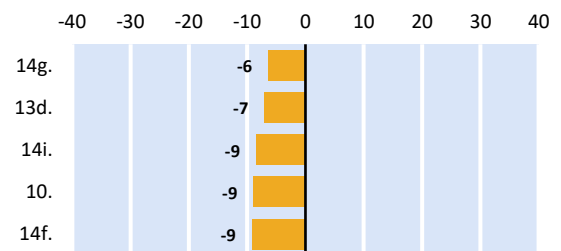
Highest Performing Relative to COPLAC

- Completed a culminating senior experience (...) (HIP)
- Talked about career plans with a faculty member^b (SF)
- Discussed your academic performance with a faculty member^b (SF)
- Institution emphasis on studying and academic work^c
- Discussions with... People with political views other than your own^b (DD)



Lowest Performing Relative to COPLAC

- Institution emphasis on helping you manage your non-academic responsibilities (...)^c (SE)
- Quality of interactions with student services staff (...)^d (QI)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Extent to which courses challenged you to do your best work^d
- Institution emphasis on providing support for your overall well-being...^c (SE)



Percentage Point Difference with COPLAC

a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.
 b. Combination of students responding "very often" or "often."
 c. Combination of students responding "very much" or "quite a bit."
 d. Rated at least 6 on a 7-point scale.
 e. Percentage reporting at least "some."
 f. Estimate based on the reported amount of course preparation time spent on assigned reading.
 g. Estimate based on number of assigned writing tasks of various lengths.
 h. Combination of students responding "strongly agree" or "agree."

How Students Assess Their Experience

Students' perceptions of certain aspects of cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

Perceived Gains Among Seniors

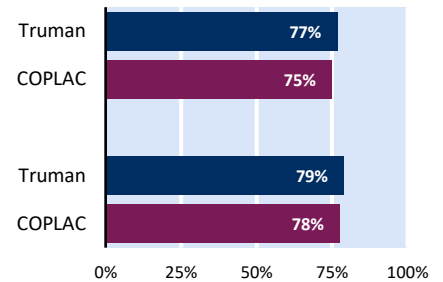
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	82%
Working effectively with others	78%
Writing clearly and effectively	74%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	67%
Analyzing numerical and statistical information	65%
Developing or clarifying a personal code of values and ethics	65%
Solving complex real-world problems	64%
Acquiring job- or work-related knowledge and skills	63%
Speaking clearly and effectively	62%
Being an informed and active citizen	57%

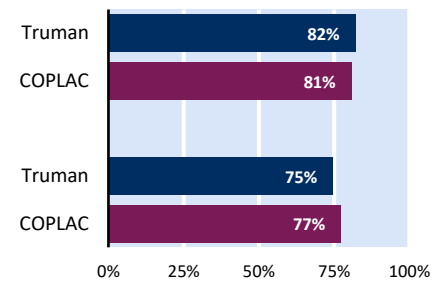
Satisfaction with Truman

Students rated their overall experience at the institution, and whether or not they would choose it again.

Percentage Rating Their Overall Experience as "Excellent" or "Good"



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



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	279	33%	70%	99%
Senior	251	26%	67%	97%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Academic Advising

Inclusiveness & Engagement with Cultural Diversity

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at nearly 1,700 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

Prepared 2023-08-14

IPEDS: 178615

NSSE 2023 Frequencies and Statistical Comparisons

Truman State University

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC				Natl Liberal Arts				NSSE 2022 & 2023					
	Mean	Mean	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c		
1. During the current school year, about how often have you done the foll																
Scale: 1 (Never) to 4 (Very often)																
a. Asked questions or contributed to course discussions in other ways	2.9	2.8	2.6 ***	.21	2.9 **	-.16	2.8	-.02	3.1	3.1	3.0	.11	3.2 *	-.15	3.0	.02
b. Asked another student to help you understand course material	2.7	2.6	2.5 *	.13	2.6	.08	2.4 **	.18	2.6	2.5	2.4 **	.19	2.5	.06	2.4 *	.16
c. Explained course material to one or more students	2.6	2.6	2.5	.11	2.6	.00	2.5 *	.14	2.8	2.7	2.6	.10	2.8	-.06	2.6 *	.12
d. Prepared for exams by discussing or working through course material with other students	2.4	2.5	2.3 **	.18	2.4	.06	2.3 **	.17	2.5	2.5	2.3 **	.21	2.4	.04	2.3 **	.17
e. Worked with other students on course projects or assignments	2.7	2.8	2.6 ***	.26	2.6 **	.17	2.5 ***	.28	3.0	2.9	2.8 **	.16	2.9	.08	2.8 ***	.19
f. Given a course presentation	2.3	2.3	2.0 ***	.27	2.2	.06	2.2	.09	2.6	2.6	2.7	-.04	2.8 **	-.19	2.6	.07
2. During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
a. Combined ideas from different courses when completing assignments	2.7	2.6	2.5	.08	2.7	-.08	2.6	-.01	2.9	3.0	2.9	.05	3.0	-.05	2.9	.05
b. Connected your learning to societal problems or issues	2.6	2.5	2.5	.02	2.7 **	-.20	2.6	-.08	2.8	2.8	2.8	.04	3.0 *	-.14	2.8	.02
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.6	2.6	2.5	.05	2.7 **	-.18	2.6	-.05	2.7	2.8	2.7 *	.12	2.9	-.06	2.7 *	.12
d. Examined the strengths and weaknesses of your own views on a topic or issue	2.8	2.8	2.7	.07	2.8	-.06	2.8	-.04	2.8	2.8	2.8	.01	2.9	-.10	2.9	-.05
e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	2.9	2.9	2.9	.00	2.9	-.10	2.9	-.08	2.9	2.9	3.0	-.04	3.0	-.10	3.0	-.07
f. Learned something that changed the way you understand an issue or concept	2.8	2.8	2.8	-.06	2.9 **	-.20	2.9	-.12	2.9	2.9	2.9	-.05	3.0 *	-.17	3.0	-.11

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

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC				Natl Liberal Arts				NSSE 2022 & 2023					
	Mean	Mean	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c		
g. Connected ideas from your courses to your prior experiences and knowledge	3.1	3.0	3.0	-.02	3.1 **	-.21	3.1	-.10	3.2	3.2	3.2	-.02	3.3 *	-.14	3.2	-.06
3. During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
a. Talked about career plans with a faculty member	2.3	2.3	2.0 ***	.29	2.3	.03	2.3	.01	2.5	2.6	2.3 ***	.31	2.6	-.02	2.4 *	.16
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	1.9	1.9	1.6 ***	.28	1.9	.05	1.8	.07	2.2	2.2	1.9 ***	.29	2.2	.03	2.0 ***	.25
c. Discussed course topics, ideas, or concepts with a faculty member outside of class	2.0	2.0	1.9	.11	2.1 *	-.14	2.0	-.02	2.3	2.4	2.1 ***	.25	2.4	-.04	2.1 ***	.22
d. Discussed your academic performance with a faculty member	2.0	2.0	2.0	.08	2.2 **	-.18	2.2 *	-.15	2.1	2.4	2.1 ***	.30	2.3	.10	2.2 **	.18
4. During the current school year, how much has your coursework emphasized the following?																
Scale: 1 (Very little) to 4 (Very much)																
a. Memorizing course material	2.9	3.0	3.0	.02	2.9 **	.17	2.9	.12	2.9	2.9	2.8 *	.14	2.6 ***	.27	2.7 *	.15
b. Applying facts, theories, or methods to practical problems or new situations	2.9	2.9	2.9	.02	3.0	-.08	2.9	.02	3.1	3.1	3.0	.03	3.1	-.05	3.1	-.01
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.9	2.9	2.8	.03	3.0 *	-.14	2.9	-.04	3.0	3.0	3.0	.05	3.1	-.08	3.1	-.02
d. Evaluating a point of view, decision, or information source	2.8	2.8	2.8	.00	2.9 **	-.21	2.9 *	-.17	2.9	2.9	2.9	.00	3.0	-.12	3.0	-.06
e. Forming a new idea or understanding from various pieces of information	2.8	2.8	2.8	.02	3.0 *	-.17	2.9	-.12	2.9	2.9	2.9	.00	3.1 *	-.14	3.0	-.09
5. During the current school year, to what extent have your instructors done the following?																
Scale: 1 (Very little) to 4 (Very much)																
a. Clearly explained course goals and requirements	3.0	3.0	3.0	.04	3.1	-.12	3.1	-.06	3.2	3.2	3.1	.08	3.2	.01	3.2	.02

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

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC				Natl Liberal Arts				NSSE 2022 & 2023					
	Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
b. Taught course sessions in an organized way	3.0	2.9	2.9	.04	3.0 *	-.14	3.0	-.05	3.1	3.2	3.1	.12	3.1	.02	3.1	.10
c. Used examples or illustrations to explain difficult points	3.0	3.0	2.9	.01	3.1 *	-.13	3.0	-.05	3.1	3.2	3.1	.12	3.2	-.01	3.1	.08
d. Provided feedback on a draft or work in progress	2.7	2.7	2.6	.08	2.8	-.13	2.8	-.12	2.9	2.9	2.7 **	.17	2.9	-.03	2.9	.05
e. Provided prompt and detailed feedback on tests or completed assignments	2.7	2.7	2.6	.11	2.8	-.12	2.7	-.06	2.9	2.9	2.8 **	.17	2.9	.04	2.8	.09
f. Explained in advance the criteria for successfully completing your assignments	2.9	2.9	2.9	.04	3.0	-.12	3.0	-.10	3.1	3.2	3.0 **	.20	3.1	.09	3.1	.10
g. Reviewed and summarized key ideas or concepts	2.9	2.9	2.9	.00	3.0 *	-.17	3.0 *	-.15	3.0	3.1	3.0	.10	3.1	-.02	3.1	.01
h. Taught in a way that aligns with how you prefer to learn	2.6	2.6	2.5	.07	2.7 *	-.16	2.7	-.11	2.7	2.7	2.7	.03	2.8 *	-.14	2.8	-.06
i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities	3.0	3.1	3.0	.07	3.2	-.12	3.1	-.02	3.2	3.1	3.1	.08	3.2	-.06	3.1	-.02
6. During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.6	2.6	2.6	-.02	2.6	-.06	2.6	-.08	2.5	2.6	2.6	.07	2.7	-.03	2.7	-.05
b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.4	2.4	2.3	.10	2.4	-.05	2.4	-.06	2.4	2.5	2.4	.06	2.5	-.07	2.5	-.07
c. Evaluated what others have concluded from numerical information	2.5	2.3	2.3	.04	2.4	-.09	2.4	-.07	2.4	2.5	2.4	.13	2.6	-.03	2.5	.05
7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)																
Scale: 0 (None), 1.5 (1-2), 4 (3-5), 8 (6-10), 13 (11-15), 18 (16-20), 23 (more than 20)																
a. Up to 5 pages	6.2	6.3	6.9	-.09	7.7 ***	-.23	6.5	-.03	7.1	7.4	7.7	-.06	8.5 *	-.17	7.6	-.03

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

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	Your first-year students compared with						Your seniors compared with							
		Mean	COPLAC	Effect size ^c	Natl Liberal Arts	Effect size ^c	NSSE 2022 & 2023	Effect size ^c	2022 Truman	2023 Truman	COPLAC	Effect size ^c	Natl Liberal Arts	Effect size ^c	NSSE 2022 & 2023	Effect size ^c
b. Between 6 and 10	2.0	2.5	2.3	.04	2.8	-.07	2.5	.01	2.8	3.4	3.8	-.08	3.8	-.09	3.6	-.04
c. 11 pages or more	.6	1.2	1.1	.05	1.1	.02	1.2	.01	1.4	1.8	2.3 *	-.12	2.2	-.10	2.0	-.06
Estimated number of assigned pages of student writing.	42.8	56.7	54.6	.03	61.9	-.06	56.2	.01	65.0	76.5	87.4	-.11	88.2	-.13	81.8	-.05
8. During the current school year, about how often have you had discussions with people from the following groups?																
Scale: 1 (Never) to 4 (Very often)																
a. People of races or ethnicities other than your own	2.9	2.9	3.0	-.07	3.1	-.13	3.0	-.05	2.8	2.9	3.0 *	-.16	3.0 *	-.16	3.0 *	-.14
b. People from economic backgrounds other than your own	3.1	3.1	2.9 **	.19	3.1	.06	3.0 *	.15	3.0	3.0	3.0	-.02	3.1	-.12	3.0	-.05
c. People with religious beliefs other than your own	3.1	3.1	2.9 **	.19	2.9 **	.19	2.9 **	.18	3.1	3.0	2.9	.14	2.8 **	.21	2.9 *	.15
d. People with political views other than your own	2.9	2.9	2.7	.13	2.8	.09	2.8	.09	2.9	3.0	2.8 **	.21	2.8 **	.18	2.8 *	.16
e. People with sexual orientations other than your own	3.0	3.1	2.8 ***	.30	2.9 ***	.24	2.8 ***	.34	3.1	3.0	2.9 *	.16	2.9	.11	2.8 ***	.22
f. People from countries other than your own	2.7	2.8	2.7	.11	2.8	.01	2.6 **	.18	2.5	2.6	2.7	-.08	2.7	-.11	2.7	-.02
9. During the current school year, about how often have you done the following?																
Scale: 1 (Never) to 4 (Very often)																
a. Identified key information from reading assignments	2.9	2.8	2.9	-.08	3.1 ***	-.29	3.0 *	-.17	3.1	3.1	3.1	.02	3.2	-.10	3.1	.01
b. Reviewed your notes after class	2.8	2.8	2.8	-.02	2.9	-.05	2.9	-.11	2.7	2.8	2.8	.00	2.7	.07	2.9	-.13
c. Summarized what you learned in class or from course materials	2.7	2.8	2.8	.00	2.8	-.02	2.9	-.04	2.8	2.9	2.8	.05	2.8	.06	2.9	-.05

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

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC					Natl Liberal Arts					NSSE 2022 & 2023				
	Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
10. During the current school year, to what extent have your courses challenged you to do your best work? Scale: 1 (Not at all) to 7 (Very much)	5.4	5.5	5.3	.11	5.4	.03	5.4	.10	5.4	5.3	5.4	-.11	5.5 *	-.16	5.5 **	-.17	
													▽		▽		
11. Which of the following have you done while in college or do you plan to do before you graduate?^f Percent indicating "Done" or "In progress"																	
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	5%	7%	6%	.03	8%	-.06	8%	-.04	46%	51%	53%	-.04	63% ***	-.23	48%	.07	
													▽				
b. Hold a formal leadership role in a student organization or group	24%	26%	9% ***	.47	13% ***	-.33	10% ***	.41	68%	68%	35% ***	.66	49% ***	.37	32% ***	.72	
			▲		▲		▲				▲		▲		▲		
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	4%	7%	9%	-.07	9%	-.05	11%	-.14	22%	21%	22%	-.03	26%	-.12	22%	-.03	
d. Participate in a study abroad program	3%	2%	2%	.02	3%	-.04	3%	-.03	5%	8%	7%	.06	20% ***	-.35	8%	-.01	
													▽				
e. Work with a faculty member on a research project	8%	6%	4%	.10	6%	.00	5%	.02	33%	35%	27% *	.18	41%	-.12	22% ***	.28	
											△				△		
f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	2%	0%	2%	-.14	2%	-.14	2%	-.18	75%	74%	47% ***	.57	66% *	.17	46% ***	.59	
											▲		▲		▲		
12. About how many of your courses at this institution have included a community-based project (service-learning)? Scale: 1 (None) to 4 (all)	1.8	1.8	1.5 ***	.39	1.6 ***	.29	1.6 ***	.19	1.7	1.7	1.7	.08	1.7	.01	1.7	-.03	
			▲		△		△										
13. Indicate the quality of your interactions with the following people at your institution. Scale: 1 (Poor) to 7 (Excellent)																	
a. Students	5.4	5.6	5.3 **	.20	5.5	.10	5.4 *	.16	5.6	5.7	5.5	.09	5.6	.08	5.6	.05	
			△				△										
b. Academic advisors	4.4	4.8	5.2 **	-.19	5.4 ***	-.36	5.4 ***	-.35	5.0	4.9	5.0	-.06	5.5 ***	-.35	5.3 **	-.21	
			▽		▽		▽						▽		▽		
c. Faculty	5.3	5.4	5.2 *	.15	5.6	-.11	5.4	.01	5.5	5.5	5.4	.05	5.7 *	-.17	5.5	-.05	
			△										▽				

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

NSSE 2023 Frequencies and Statistical Comparisons

Truman State University

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC				Natl Liberal Arts				NSSE 2022 & 2023					
	Mean	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
d. Student services staff (career services, student activities, housing, etc.)	4.9	5.2	5.1	.07	5.2	-.03	5.2	.02	4.7	4.8	4.9	-.05	5.0	-.11	5.0 *	-.15
e. Other administrative staff and offices (registrar, financial aid, etc.)	4.7	5.1	5.0	.06	5.2	-.06	5.1	-.01	4.6	4.8	4.9	-.03	4.9	-.08	5.0	-.14
14. How much does your institution emphasize the following?																
Scale: 1 (Very little) to 4 (Very much)																
a. Spending significant amounts of time studying and on academic work	3.2	3.4	3.1 ***	.41	3.1 ***	.38	3.0 ***	.46	3.6	3.5	3.1 ***	.46	3.2 ***	.37	3.1 ***	.46
b. Providing support to help students succeed academically	2.8	2.7	2.8	-.13	3.0 ***	-.37	2.9 ***	-.27	2.6	2.6	2.7	-.07	2.9 ***	-.35	2.9 ***	-.26
c. Using learning support services (tutoring services, writing center, etc.)	2.8	2.7	2.9 *	-.18	3.1 ***	-.38	3.0 ***	-.31	2.7	2.6	2.6	-.09	2.9 ***	-.35	2.8 ***	-.26
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.6	2.5	2.6	-.06	2.7 **	-.18	2.7 **	-.18	2.4	2.5	2.5	.03	2.6	-.05	2.6	-.10
e. Providing opportunities to be involved socially	2.9	2.9	2.8 **	.18	3.0	-.02	2.9	.05	2.8	2.8	2.7 *	.13	2.9	-.05	2.8	.03
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	2.6	2.5	2.7 **	-.19	2.8 ***	-.37	2.8 ***	-.33	2.5	2.4	2.5 *	-.18	2.7 ***	-.32	2.7 ***	-.33
g. Helping you manage your non-academic responsibilities (work, family, etc.)	2.0	1.9	2.1 **	-.19	2.2 ***	-.37	2.3 ***	-.41	1.8	1.8	1.9 *	-.15	2.0 ***	-.29	2.1 ***	-.37
h. Attending campus activities and events (performing arts, athletic events, etc.)	2.7	2.7	2.7	.00	2.8 **	-.19	2.8	-.08	2.5	2.6	2.5	.06	2.7 *	-.17	2.6	-.01
i. Attending events that address important social, economic, or political issues	2.3	2.1	2.3 ***	-.23	2.6 ***	-.47	2.4 ***	-.29	2.3	2.2	2.3	-.10	2.5 ***	-.28	2.3	-.10

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

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC				Natl Liberal Arts				NSSE 2022 & 2023					
	Mean	Mean	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c		
15. To what extent do you agree or disagree with the following statements?																
Scale: 1 (Strongly disagree) to 4 (strongly agree)																
a. I feel comfortable being myself at this institution.	3.2	3.3	3.1 **	.23	3.2	.11	3.2	.14	3.2	.14	3.2	-.01	3.2	-.04	3.3	-.12
b. I feel valued by this institution.	2.8	2.8	2.8	.06	3.0 **	-.22	3.0 *	-.17	2.7	-.17	2.7	.06	2.9 *	-.16	2.9 **	-.20
c. I feel like part of the community at this institution.	2.9	2.9	2.8	.13	3.0	-.09	3.0	-.03	2.9	-.03	2.9	.15	3.0	-.05	2.9	-.02
16. About how many hours do you spend in a typical 7-day week doing the following?																
Scale: 0 (0), 3 (1-5), 8 (6-10), 13 (11-15), 18 (16-20), 23 (21-25), 28 (26-30), 33 (More than 30)																
a. Preparing for class	16.5	15.7	15.5	.02	15.9	-.03	14.8	.11	17.7	.11	16.1	-.02	16.2	-.02	15.7	.05
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	7.2	7.1	4.6 ***	.35	6.5	.07	5.4 **	.23	7.6	.23	7.9	.43	4.8 ***	.43	6.9	.12
c. Working for pay	1.8	2.2	1.5	.14	3.2 **	-.17	2.5	-.05	3.3	-.05	3.6	.17	2.6 *	.17	5.3 ***	-.24
d. Working for pay	2.1	2.1	5.7 ***	-.40	4.0 ***	-.24	6.6 ***	-.42	4.8	-.42	6.4	-.34	10.4 ***	-.34	7.7	-.12
Estimated number of hours working for pay	3.9	4.3	7.2 ***	-.28	7.2 ***	-.29	9.0 ***	-.39	8.0	-.39	10.0	-.24	13.0 ***	-.24	13.0 ***	-.26
e. Doing community service or volunteer work	1.8	1.9	1.9	.01	1.9	.01	2.2	-.07	2.5	-.07	2.2	-.12	2.7 *	-.12	2.5	-.07
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	13.1	11.9	12.4	-.07	12.6	-.09	12.3	-.05	12.1	-.05	12.1	.07	11.5	.07	11.9	.02
g. Providing care for dependents (children, parents, etc.)	.8	.8	2.3 ***	-.25	1.8 ***	-.19	3.3 ***	-.32	.9	-.32	1.1	-.34	4.1 ***	-.34	2.5 ***	-.20
h. Commuting to campus (driving, walking, etc.)	2.2	2.4	4.7 ***	-.39	3.0 *	-.12	3.9 ***	-.26	3.3	-.26	3.2	-.34	5.1 ***	-.34	3.6	-.09

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

First-Year Students

Statistical Comparisons^b

Your first-year students compared with

Statistical Comparisons^b

Your seniors compared with

Item wording or description	2022 Truman	2023 Truman	COPLAC					Natl Liberal Arts					NSSE 2022 & 2023				
	Mean	Mean	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	Mean	Effect size ^c	
17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? Scale: 1 (Very little) to 5 (Almost all)	2.6	2.4	2.6 *	-.15	2.9 ***	-.42	2.6 *	-.17	2.7	2.8	2.8	-.01	2.9 *	-.15	2.8	.01	
<i>(Continuous variable created by NSSE. Calculated as a proportion of tmprephrs based on reading, where</i>	6.8	6.0	6.4	-.07	7.8 ***	-.29	6.4	-.07	7.9	7.7	7.3	.07	8.0	-.04	7.2	.08	
18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Scale: 1 (Very little) to 4 (Very much)																	
a. Writing clearly and effectively	2.6	2.5	2.7 *	-.17	2.8 ***	-.34	2.8 ***	-.32	3.1	3.0	3.0	.04	3.2 *	-.16	3.0	.01	
b. Speaking clearly and effectively	2.5	2.4	2.5	-.04	2.6 **	-.21	2.7 ***	-.29	2.9	2.8	2.9	-.02	3.0 *	-.19	2.9	-.10	
c. Thinking critically and analytically	3.0	3.0	3.0	.02	3.1 *	-.16	3.1	-.11	3.3	3.2	3.3	-.04	3.4 **	-.22	3.3	-.06	
d. Analyzing numerical and statistical information	2.6	2.6	2.6	-.05	2.6	-.03	2.7	-.11	2.8	2.9	2.8	.09	2.9	-.05	2.9	-.05	
e. Acquiring job- or work-related knowledge and skills	2.4	2.5	2.3 **	.21	2.5	.01	2.6	-.08	2.8	2.8	2.8	.06	2.9	-.05	3.0	-.14	
f. Working effectively with others	2.7	2.7	2.6	.04	2.8	-.13	2.8 *	-.16	3.1	3.0	2.9	.10	3.1	-.05	3.0	-.01	
g. Developing or clarifying a personal code of values and ethics	2.5	2.4	2.5	-.08	2.7 ***	-.29	2.7 ***	-.28	2.8	2.8	2.7	.06	2.9	-.10	2.9	-.06	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.7	2.7	2.7	.00	2.8	-.13	2.8 *	-.14	2.8	2.9	2.8	.08	2.9	.02	2.9	.02	
i. Solving complex real-world problems	2.6	2.5	2.5	.01	2.7 **	-.20	2.7 **	-.21	2.8	2.8	2.7	.06	2.9	-.09	2.9	-.09	
j. Being an informed and active citizen	2.5	2.5	2.5	.01	2.7 **	-.21	2.6 *	-.19	2.7	2.7	2.7	.00	2.8	-.11	2.8	-.07	

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

First-Year Students

Item wording or description	Statistical Comparisons ^b								Statistical Comparisons ^b							
	2022 Truman		2023 Truman		Your first-year students compared with				2022 Truman		2023 Truman		Your seniors compared with			
	Mean	Mean	COPLAC	Natl Liberal Arts	NSSE 2022 & 2023	COPLAC	Natl Liberal Arts	NSSE 2022 & 2023	Mean	Mean	COPLAC	Natl Liberal Arts	NSSE 2022 & 2023	Effect size ^e	Effect size ^e	Effect size ^e
19. How would you evaluate your entire educational experience at this institution? Scale: 1 (Poor) to 4 (Excellent)	3.0	3.0	2.9	.05	3.1 ***	-.25	3.1 *	-.16	3.1	3.0	3.0	.00	3.2 ***	-.30	3.2 **	-.21
					▽		▽						▽		▽	
20. If you could start over again, would you go to the same institution you are now attending? Scale: 1 (Definitely no) to 4 (Definitely yes)	2.9	3.1	3.1	.08	3.2	-.06	3.2	-.04	2.9	2.9	3.0	-.11	3.1 **	-.22	3.2 ***	-.29
													▽		▽	
21. Do you intend to return to this institution next year?^f <i>(Means indicate the percentage who responded "Yes.")</i>	90%	92%	88%	.12	88%	.13	88%	.14								

Key to symbols:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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