

Chapter XXIII: COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE FULL DATA

This chapter contains CSEQ comparison data divided into a first-year student narrative and data tables (pages 2-110) and junior descriptive tables (pages 111-144). Further CSEQ comparison data is available in PDF format at <http://www2.truman.edu/assessment/data-as.html> under the 2001 *Almanac* heading.

College Student Experience Questionnaire

First-Year Student Narrative for Fall 2000

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December 10, 2001

Survey Methodology

Truman first-year students enrolled in the Extended Freshman Program courses (33 LSP and 33 major courses) were asked to complete the *College Student Experience Questionnaire* (4th edition) as a homework assignment during the last two weeks of the fall 2000 semester. The questionnaires were distributed by the Dean of the Residential College Program to the Freshman Program Faculty who asked their first-year students (N = 1,316) to complete the CSEQ as a homework assignment and return it to them in class between November 27-December 5, 2000 (N = 1,033 first-year students, 78.5% of respondents).

Truman first-year students completing the *CSEQ* (4th edition) in 2000 were compared with first-year students from the other institutional groups who had completed the *CSEQ* (4th edition) since it was made available for institutional use in 1998. The comparison groups are: Comprehensive Colleges and Universities (CCU), Selective Liberal Arts Colleges (SLA), and General Liberal Arts Colleges (GLA). Institutions are categorized for inclusion in comparison groups using the Carnegie classification system. Truman is included in the CCU category. Truman data was removed from the CCU group before making comparisons with the other groups. Comparisons between Truman and other groups were conducted by first examining statistically significant mean differences (ANOVA and Scheffe Post-hoc tests between Truman and comparison groups were conducted) and then by calculating the effect size (practical significance) for the mean differences. Moderate (0.5 to 0.8) and large (greater than 0.8) effect size would be of practical significance while small effect size (0.2 to 0.5) would not. Identifying large effect sizes are usually rare in *CSEQ* type research.

Difference between Truman and Comparison Group First-Year Students

Activity Scales: Truman fall 2000 first-year students were not significantly different from the comparison group first-year students (1998-2000) across all scales.

Environment Scales: Truman fall 2000 first-year students were not significantly different from the comparison group first-year students (1998-2000) across all scales except for Developing Scholarly and Intellectual Qualities (moderate positive versus CCU) and Emphasis on Critical Analysis (moderate positive versus CCU) environment scales. First-year students appear to perceive the Truman environment as emphasizing the development of scholarly/intellectual qualities and critical analysis compared to comprehensive institutions.

Gain Scales: Truman fall 2000 first-year students were not significantly different from the comparison group first-year students (1998-2000) across all scales with the following exceptions: Vocational Training (moderate negative versus GLA) and Gaining Information Relevant to a Career (moderate negative versus GLA). First-year students appear to have made fewer gains in acquiring knowledge and skills applicable to specific jobs or types of work and career information than first-year students at general liberal arts colleges.

Selected Reading, Writing, and Satisfaction Questions: Truman first-year students were not significantly different from comparison group first-year students (1998-2000).

Good Practice and Capacity for Lifelong Learning Indices: There were no significant differences between Truman and comparison group first-year students on the Good Practice and Capacity for Lifelong Learning Indices.

Factors: Truman fall 2000 first-year students were not significantly different from the comparison group first-year students (1998-2000) across all derived *CSEQ* factors with the following exceptions: Scholarly Environment Factor (moderate positive versus CCU) and Vocational Preparation Gains Factor (moderate negative versus GLA).

Difference between Truman and Comparison Group First-Year Students by Gender

Activity Scales: Truman fall 2000 first-year female students were not significantly different from the comparison group first-year female students (1998-2000) across all scales. Similarly, Truman fall 2000 first-year male students were not significantly different from the comparison group first-year male students across all scales (1998-2000).

Environment Scales: Truman fall 2000 first-year female students were not significantly different from comparison group first-year female students (1998-2000) across all scales with the following exceptions: Developing Scholarly and Intellectual Qualities (moderate positive versus CCU) and Emphasis on Critical Analysis (moderate positive versus CCU). Truman fall 2000 first-year male students were not significantly different from comparison group first-year male students (1998-2000) across all scales with the exception of Emphasis on Developing Vocational/ Occupational Competence (moderate positive versus CCU).

Gain Scales: Truman fall 2000 first-year female students were not significantly different from comparison group first-year female students (1998-2000) across all scales with the following exceptions: Vocational Training (moderate negative versus CCU; large negative versus GLA) and Gaining Information Relevant to a Career (moderate negative versus GLA). Truman fall 2000 first-year male students were not significantly different from comparison group first-year male students (1998-2000) across all scales.

Selected Reading, Writing, and Satisfaction Questions: Truman fall 2000 first-year female and male students were not significantly different from the comparison group first-year female and male students (1998-2000), respectively, across all selected questions.

Good Practice and Capacity for Lifelong Learning Indices: Truman fall 2000 first-year female and male students were not significantly different from the comparison group first-year female and male students (1998-2000), respectively, across all indices.

Factors: Truman fall 2000 first-year female students were not significantly different from the comparison group first-year female students (1998-2000) across all derived *CSEQ* factors with the following exceptions: Scholarly Environment Factor (moderate positive versus CCU) and Vocational Preparation Gains Factor (moderate negative versus GLA). Truman fall 2000 first-year male students were not significantly different from the comparison group first-year male students (1998-2000) across all derived *CSEQ* factors with the exception of the Scholarly Environment Factor (moderate positive versus CCU).

Truman First-Year Student Differences by Gender

Activity Scales: The means for Fall 2000 Truman first-year women differed at a level of practical significance (more engagement) from Truman first-year men on the Personal Experiences scale.

Environment Scales: There were no mean differences between Truman first-year male and female students of practical significance on any of the Environment scales for the Fall 2000 semester.

Gain Scales: Truman first-year men differed at a level of practical significance (greater degree of progress) from Truman first-year women on the Vocational Training Gain scale during the Fall 2000 semester.

Selected Reading, Writing, and Satisfaction Questions: For the Reading and Writing Questions, Truman first-year female students differed at a level of practical significance (greater frequency) from Truman first-year male students men on the Number of Textbooks/Assigned Books Read question for the Fall 2000 semester.

Good Practice and Capacity for Lifelong Learning Indices: Truman first-year women differed at a level of practical significance (greater engagement/capacity) from Truman freshman men on the Peer Cooperation Good Practice Index during the Fall 2000 semester.

Truman First-Year Student Differences by Cohort Groups

CSEQ Scale scores means were examined for statistical and practical significance (effect size) by the following cohort groups: student organization/club involvement, Greek organization involvement, Extended Freshman Week course type (LSP or major course section), enrollment in Residential College course section, and residence hall/college.

Club Involvement: First-year students involved in student organizations/clubs had a moderate positive effect size on the Campus Facilities and Clubs and Organizations Activity scales. Logically, students indicating they were members of a student organization had a greater degree of engagement on the Clubs and Organizations Scale. Similarly, they utilize campus facilities to a greater extent than students who are not organizational members.

Greek Organization Involvement: First-year student members of Greek organizations did not differ at a level of practical significance across the CSEQ scales from first-year independent students.

Extended Freshman Week Course Type: Assignment to an LSP or major section of the Extended Freshman Week Course did not result in differences at a level of practical significance across the CSEQ scales.

Enrollment in a Residential College Course Section: First-year students enrolled in a residential college course section did not differ at a level of practical significance across the CSEQ scales from other first-year students.

Residence Hall/Residential College: First-year resident students in the major residence halls/residential colleges did not differ at a level of practical significance across the CSEQ scales from first-year Truman students. Brewer Hall had three first-year residents that differed on many CSEQ summary scales from Truman first-year students in general because of the small sample size. Grim Hall also had a small sample size (N =13), but the moderate effect sizes are of interest. Grim first-year students reported greater gains in “knowledge about other parts of the world and other people” and “becoming aware of different philosophies, cultures, and ways of life” gains scales than Truman first-year students overall. On the Satisfaction Index, Grim first-year residents reported greater satisfaction and had a large effect size when compared with Truman first-year students overall.

Truman First-Year Students: Areas of Institutional Strength and Weakness

Kuh and associates (1997) suggest that one manner of utilizing the CSEQ is to identify institutional and student cohort strengths and weaknesses from the item frequencies. Items in which 50% or more of the students indicate positive answers (“often” and “frequently”) can be considered an area of strength. Items in which 20% or less indicate positive answers can be considered an area of weakness that may warrant the institution’s attention. The number of items for the scale is identified in parentheses and assists in identifying the number of items that fall somewhere in the 20-50% range.

Student Activity Scale-Library (8 Questions):

Strengths

Used an index or database (computer, card catalog, etc.) to find material on some topic
Developed a bibliography or reference list for a term paper or other report

Weaknesses

Found something interesting while browsing in the library
Read assigned materials other than textbooks in the library (reserve readings, etc.)
Gone back to read a basic reference or document that other authors referred to

Student Activity Scale-Computer and Information Technology (9 Questions):

Strengths

Used a computer or word processor to prepare reports or papers
Used e-mail to communicate with an instructor or other students
Searched the World Wide Web or Internet for the information related to a course

Weaknesses

Participated in class discussion using an electronic medium (e-mail, list-serve, chat group, etc.)
Used a computer to retrieve materials from a library not at this institution
Used a computer to analyze data (statistics, forecasting, etc.)
Developed a Web page or multimedia presentation

Student Activity Scale-Course Learning (11 Questions):

Strengths

Completed the assigned readings for class
Took detailed notes during class
Contributed to class discussions
Tried to see how different facts and ideas fit together
Summarized major points and information from your class notes or readings
Worked on a class assignment, project, or presentation with other students
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)
Worked on a paper or project where you had to integrate ideas from various sources

Weaknesses

Developed a role play, case study, or simulation for a class

Student Activity Scale-Writing Experiences (7 Questions):

Strengths

Used a dictionary or thesaurus to look up the proper meaning of words
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing
Asked other people to read something you wrote to see if it was clear to them
Referred to a book or manual about writing style, grammar, etc.
Revised a paper or composition two or more times before you were satisfied with it

Weaknesses

Prepared a major written report for a class (20 pages or more)

Student Activity Scale-Experiences with Faculty (10 Questions):

Strengths

Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)

Weaknesses

Socialized with a faculty member outside of class (had a snack or soft drink, etc.)
Participated with other students in a discussion with one or more faculty members outside of class
Worked with a faculty member on a research project

Student Activity Scale-Art, Music, and Theater Experiences (7 Questions):

Strengths

Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members

Weaknesses

Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, work on scenery, etc.), on or off campus

Student Activity Scale-Campus Facilities (8 Questions):

Strengths

Use a campus lounge to relax or study
Used campus recreational facilities

Student Activity Scale-Clubs and Organizations (5 Questions):

Weaknesses

Worked on off-campus committee/organization
Met with faculty to discuss campus group
Managed an organization on or off campus

Student Activity Scale-Personal Experiences (8 Questions):

Strengths

Told a friend about reaction to others
Discussed why some people get along
Asked for help with a personal problem
Identified with a book/movie/TV character

Weaknesses

Talked with faculty or staff member about personal concern

Student Activity Scale-Student Acquaintances (10 Questions):

Strengths

Acquainted: students of different interests
Acquainted: students of different background
Acquainted: students of different age
Acquainted: students of different race
Discussions: students of different values
Discussions: students of different political opinions
Discussions: students of different religious beliefs

Student Activity Scale-Scientific and Quantitative Experiences (10 Questions):

Strengths

Memorized formulas, definitions, technical terms and concepts
Used mathematical terms to express a set of relationships

Weaknesses

Compared the scientific method with other methods for gaining knowledge and understanding

Student Activity Scale-Topics of Conversation (9 Questions):

Strengths

Different lifestyles, etc.

Student Activity Scale-Information in Conversations (6 Questions):

Strengths

Referred to readings or classes
Explored different ways of thinking

Student Environment Scales (7 Scales: Strong to Weak Emphasis)

Strengths

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities
Emphasis on Being Critical, Evaluative, and Analytical

Student Environment Relationship Scales (3 Scales)

Strengths

Relationships with other students (Friendly, Supportive, Sense of belonging to Competitive, Uninvolved, Sense of alienation)
Relationships with faculty members (Approachable, Helpful, Understanding, Encouraging to Remote, Discouraging, Unsympathetic)

Estimate of Gains Scales (25 Scales)

Strengths

Gaining a broad general education about different fields of knowledge
Gaining a range of information relevant to a career
Writing clearly and effectively
Speaking effectively
Acquiring familiarity with the use of computers
Developing your own values and ethical standards
Understanding yourself--your abilities, interests, and personality
Understanding other people and the ability to get along with different kinds of people
Ability to function as a team member
Ability to think analytically and logically
Ability to put ideas together, to see relationships, similarities, and differences between ideas
Ability to learn on your own, pursue ideas, and find information you need
Adapting to change

Student Satisfaction Questions (2 Questions)

Strengths

How well college is liked
Would attend same institution

Local Questions

Strengths

My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students
My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community
Major courses this semester were challenging
LSP courses this semester were challenging
I am generally happy with living in residential housing
Living in a residence hall has helped me develop new and supportive friendships
Living in a residence hall has helped me to grow personally
My Residential College Program academic advisor has assisted me in understanding academic program options at Truman

Summary

A variety of institutional strengths are identified across each of the scales. Some of the weaknesses can be explained by the administration of the *CSEQ* at the conclusion of the fall semester and that first semester students are generally not expected to engage in some of the activities identified. A significant number of items across the scales are neither identified as an institutional strength or weakness. These deserve reflection as well, particularly within the framework of institutional, divisional, and discipline level goals.

College Student Experience Questionnaire
Fall 2000 First-Year Student Activity Scale Scores by Residence Hall (College)

Scale: **Very Often = 4, Often = 3, Occasionally = 2, Never = 1**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
 Means differ by 2.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Sample Size Total N=1033			Sample Size Missing N=129			Sample Size Blanton-Nason N=123			Sample Size Brewer N=3			Sample Size Centennial N=207			Sample Size Dobson N=162			Sample Size Grim N=13				
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim		
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Library Experiences	1007	17.19	4.43	17.45	4.30	-0.26		14.67	2.08	2.52	1.21	16.98	4.20	0.21		16.40	4.29	0.79		17.54	5.53	-0.35	
Computer and IT Scale	1003	21.45	4.54	20.81	4.39	0.64		25.33	6.51	-3.88	-0.60	21.76	4.78	-0.31		21.20	4.26	0.25		20.54	5.61	0.91	
Course Learning (Different Scale Used, high to low)	1005	31.27	5.34	31.57	5.27	-0.30		33.67	4.73	-2.40	-0.51	31.93	5.33	-0.66		30.48	4.94	0.79		30.92	6.50	0.35	
Experience in Writing	1011	17.99	4.33	18.50	4.05	-0.51		18.33	2.31	-0.34		17.98	4.11	0.01		17.52	4.38	0.47		16.23	6.00	1.76	
Experiences with Faculty	1003	20.48	5.79	20.22	5.54	0.26		28.00	8.19	-7.52	-0.92	19.88	5.58	0.60		20.06	5.23	0.42		20.38	7.03	0.10	
Art, Music, & Theater	1000	14.96	5.02	15.38	4.52	-0.42		20.00	3.61	-5.04	-1.40	15.02	4.79	-0.06		14.21	5.14	0.75		16.15	6.07	-1.19	
Campus Facilities Scale	1004	18.40	4.42	17.38	4.60	1.02		23.50	3.54	-5.10	-1.44	17.97	4.23	0.43		18.30	3.88	0.10		18.00	6.16	0.40	
Clubs & Organizations	1013	8.42	3.30	8.63	3.38	-0.21		9.00	6.08	-0.58		8.67	3.24	-0.25		8.02	3.13	0.40		8.42	4.50	0.00	
Personal Experiences	1006	19.51	4.87	19.85	4.80	-0.34		23.00	4.36	-3.49	-0.80	19.67	4.57	-0.16		18.84	4.98	0.67		17.92	6.47	1.59	
Student Acquaintances	991	26.71	6.53	26.50	6.65	0.21		28.67	7.57	-1.96		26.30	6.45	0.41		25.88	6.23	0.83		30.17	7.02	-3.46	-0.49
Science/Quantitative Experiences	995	21.55	7.77	20.76	7.68	0.79		32.00	5.20	-10.45	-2.01	21.19	7.76	0.36		21.09	7.19	0.46		24.08	10.27	-2.53	-0.25
Topics of Conversation	990	23.19	6.06	22.93	6.10	0.26		28.00	10.82	-4.81	-0.44	22.57	5.97	0.62		22.96	6.11	0.23		24.00	6.72	-0.81	
Information in Conversations	995	14.35	3.69	14.35	3.77	0.00		18.33	4.04	-3.98	-0.99	14.36	3.71	-0.01		14.08	3.37	0.27		12.85	3.95	1.50	

**College Student Experience Questionnaire
Fall 2000 Freshman Activity Scale Scores by Residence Hall (College)**

Scale: Very Often = 4, Often = 3, Occasionally = 2, Never = 1

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Means differ by 2.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
Small = 0.2 to 0.5 (regular font, no shading)
Moderate = 0.5 to 0.8 (**bold**)
Large = Greater than 0.8 (**bold italic**)

Sample Size Total
N=1033

Sample Size Missouri
N=197

Sample Size Ryle
N=12

Sample Size Campbell-Fair-Randolph
N=12

	Missouri				Ryle				Campbell-Fair-Randolph			
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Library Experiences	17.44	4.57	-0.25		17.13	4.04	0.06		15.55	4.50	1.64	
Computer and IT Scale	21.14	4.47	0.31		21.35	4.31	0.10		22.17	3.41	-0.72	
Course Learning (Different Scale Used, high to low)	31.00	5.38	0.27		31.24	5.11	0.03		29.00	6.19	2.27	0.37
Experience in Writing	17.56	4.62	0.43		18.20	3.85	-0.21		17.50	4.89	0.49	
Experiences with Faculty	21.20	5.76	-0.72		19.80	5.35	0.68		19.92	7.46	0.56	
Art, Music, & Theater	15.26	5.38	-0.30		14.90	4.80	0.06		15.91	2.63	-0.95	
Campus Facilities Scale	19.12	4.49	-0.72		18.41	4.22	-0.01		16.17	5.61	2.23	0.40
Clubs & Organizations	8.23	3.12	0.19		7.94	3.14	0.48		9.17	2.41	-0.75	
Personal Experiences	19.51	4.92	0.00		19.48	4.58	0.03		20.92	5.60	-1.41	
Student Acquaintances	27.55	6.38	-0.84		26.49	6.11	0.22		24.08	8.08	2.63	0.33
Science/Quantitative Experiences	22.70	8.02	-1.15		21.02	7.63	0.53		19.73	7.14	1.82	
Topics of Conversation	24.27	6.04	-1.08		22.36	5.62	0.83		24.73	6.03	-1.54	
Information in Conversations	14.22	3.67	0.13		14.25	3.40	0.10		14.83	4.22	-0.48	

College Student Experience Questionnaire
Fall 2000 First-Year Student Environment Scale Scores by Residence Hall (College)

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
 Truman Means differ by 1.0 or more per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Sample Size Total N=1033				Sample Size Missing N=129				Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162				Sample Size Grim N=13			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim							
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size					
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	954	5.41	1.20	6.22	0.91	-0.81		6.33	0.58	-0.92		6.16	0.94	-0.75		6.15	0.84	0.00		6.23	0.83	-0.82						
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	1015	5.15	1.24	5.20	1.22	-0.05		5.67	1.53	-0.52		5.34	1.15	-0.19		5.13	1.23	0.02		5.31	1.25	-0.16						
Emphasis on Being Critical, Evaluative, and Analytical	1013	5.69	1.07	5.74	1.11	-0.05		5.67	1.15	0.02		5.79	1.05	-0.10		5.63	1.04	0.06		6.15	0.80	-0.46						
Environmental Emphasis: Diversity	1014	4.76	1.44	4.85	1.38	-0.09		5.33	2.08	-0.57		4.70	1.44	0.06		4.73	1.39	0.03		4.92	1.66	-0.16						
Environmental Emphasis: Information Literacy Skills	1014	5.26	1.19	5.21	1.34	0.05		5.33	1.53	-0.07		5.30	1.16	-0.04		5.34	1.06	-0.08		5.00	1.63	0.26						
Emphasis on Developing Vocational and Occupational Competence	1013	4.63	1.43	4.64	1.47	-0.01		5.00	1.00	-0.37		4.62	1.45	0.01		4.69	1.33	-0.06		4.62	1.61	0.01						
Emphasis on Personal Relevance and Practical Value of Courses	1015	4.76	1.40	4.72	1.46	0.04		5.67	0.58	-0.91		4.79	1.29	-0.03		4.76	1.34	0.00		4.38	1.98	0.38						

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Sample Size Total N=1033				Sample Size Missing N=129				Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162				Sample Size Grim N=13			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim							
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size					
Relationships with other students	1015	5.83	1.24	5.94	1.14	-0.11		5.67	1.15	0.16		5.65	1.38	0.18		5.93	1.13	-0.10		6.00	1.08	-0.17						

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Sample Size Total N=1033				Sample Size Missing N=129				Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162				Sample Size Grim N=13			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim							
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size					
Relationships with administrative personnel and offices	1014	4.98	1.32	5.00	1.25	-0.02		5.00	1.73	-0.02		4.94	1.30	0.04		5.07	1.30	-0.09		5.46	1.45	-0.48						

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Sample Size Total N=1033				Sample Size Missing N=129				Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162				Sample Size Grim N=13			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim							
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size					
Relationships with faculty members	1013	5.34	1.26	5.39	1.10	-0.05		5.67	0.58	-0.33		5.29	1.33	0.05		5.33	1.20	0.01		5.62	1.19	-0.28						

College Student Experience Questionnaire Fall 2000 Freshman Environment Scale Scores by Residence Hall (College)

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

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Moderate = 0.5 to 0.8 (**bold**)
Large = Greater than 0.8 (**bold italic**)

**Sample Size Total
N=1033**

**Sample Size Missouri
N=197**

**Sample Size Ryle
N=12**

**Sample Size Campbell-Fair-Randolph
N=12**

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities

Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
6.06	0.96	-0.65		6.15	0.89	-0.74		5.92	1.31	-0.51	

Emphasis on Developing Aesthetic, Expressive, and Creative Qualities

5.00	1.29	0.15		5.23	1.20	-0.08		5.17	1.59	-0.02	
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Emphasis on Being Critical, Evaluative, and Analytical

5.74	0.93	-0.05		5.63	1.06	0.06		5.75	1.06	-0.06	
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Environmental Emphasis: Diversity

4.72	1.54	0.04		4.79	1.38	-0.03		5.33	0.98	-0.57	
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Environmental Emphasis: Information Literacy Skills

5.25	1.22	0.01		5.24	1.12	0.02		5.33	1.15	-0.07	
------	------	------	--	------	------	------	--	------	------	-------	--

Emphasis on Developing Vocational and Occupational Competence

4.56	1.50	0.07		4.55	1.43	0.08		4.67	1.56	-0.04	
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Emphasis on Personal Relevance and Practical Value of Courses

4.74	1.46	0.02		4.74	1.30	0.02		4.25	1.76	0.51	
------	------	------	--	------	------	------	--	------	------	------	--

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

**Sample Size Total
N=1033**

**Sample Size Missouri
N=197**

**Sample Size Ryle
N=12**

**Sample Size Campbell-Fair-Randolph
N=12**

Relationships with other students

Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
5.96	1.09	-0.13		5.84	1.21	-0.01		5.00	1.95	0.83	

**Sample Size Total
N=1033**

**Sample Size Missouri
N=197**

**Sample Size Ryle
N=12**

**Sample Size Campbell-Fair-Randolph
N=12**

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

Relationships with administrative personnel and offices

Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
4.92	1.44	0.06		5.02	1.24	-0.04		5.42	1.24	-0.44	

**Sample Size Total
N=1033**

**Sample Size Missouri
N=197**

**Sample Size Ryle
N=12**

**Sample Size Campbell-Fair-Randolph
N=12**

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

Relationships with faculty members

Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
5.44	1.27	-0.10		5.34	1.19	0.00		5.50	1.62	-0.16	

College Student Experience Questionnaire
Fall 2000 First-Year Student Estimate of Gains Scale Scores by Residence Hall (College)

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

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 Large = Greater than 0.8 (**bold italic**)

	Sample Size Total N=1033		Sample Size Missing N=129				Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162				Sample Size Grim N=13			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim or APTS					
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size			
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	1016	2.24	0.88	1.98	0.92	0.26		2.33	0.58	-0.09		2.18	0.89	0.06		2.23	0.83	0.01		2.23	1.09	0.01				
Acquiring background & specialization for further education in professional, scientific, or scholarly field	1015	2.45	0.82	2.30	0.83	0.15		2.67	0.58	-0.22		2.42	0.81	0.03		2.45	0.82	0.00		2.69	0.95	-0.24				
Gaining a broad general education about different fields of knowledge	1014	2.85	0.77	2.88	0.76	-0.03		2.67	1.15	0.18		2.84	0.75	0.01		2.73	0.78	0.12		3.08	0.86	-0.23				
Gaining a range of information that may be relevant to a career	1012	2.57	0.85	2.52	0.86	0.05		3.33	1.15	-0.76	-0.66	2.47	0.90	0.10		2.56	0.82	0.01		2.62	0.87	-0.05				
Developing an understanding and enjoyment of art, music, and drama	1013	2.25	0.97	2.40	1.01	-0.15		2.67	0.58	-0.42	-0.72	2.21	0.93	0.04		2.09	0.97	0.16		2.46	1.13	-0.21				
Broadening your acquaintance and enjoyment of literature	1012	2.13	0.91	2.18	0.98	-0.05		1.33	0.58	0.80	1.38	2.08	0.97	0.05		2.09	0.88	0.04		2.54	0.88	-0.41				
Seeing the importance of history for understanding the present and the past	1015	2.14	0.91	2.12	0.94	0.02		1.67	0.58	0.47	0.81	2.14	0.92	0.00		2.13	0.87	0.01		2.46	1.13	-0.32	-0.28			
Gaining knowledge about other parts of the world and other people	1013	2.04	0.96	2.15	1.03	-0.11		2.00	1.00	0.04		2.01	0.93	0.03		2.02	0.96	0.02		2.62	0.96	-0.58	-0.60			
Writing clearly and effectively	1011	2.69	0.88	2.73	0.88	-0.04		2.33	0.58	0.36	0.62	2.69	0.86	0.00		2.75	0.91	-0.06		2.77	0.83	-0.08				
Speaking effectively	1013	2.62	0.88	2.58	0.87	0.04		2.67	0.58	-0.05		2.58	0.94	0.04		2.52	0.89	0.10		2.62	0.77	0.00				
Acquiring familiarity with the use of computers	1017	2.82	0.91	2.82	0.93	0.00		3.00	1.00	-0.18		2.78	0.92	0.04		2.88	0.95	-0.06		2.77	0.73	0.05				
Becoming aware of different philosophies, cultures, and ways of life	1013	2.50	0.88	2.58	0.96	-0.08		2.00	1.00	0.50	0.50	2.42	0.81	0.08		2.49	0.88	0.01		3.00	0.91	-0.50	-0.55			
Developing your own values and ethical standards	1013	2.74	0.90	2.73	0.85	0.01		2.33	0.58	0.41	0.71	2.77	0.87	-0.03		2.63	0.98	0.11		2.85	0.80	-0.11				
Understanding yourself--your abilities, interests, and personality	1012	2.91	0.80	2.83	0.81	0.08		2.33	0.58	0.58	1.00	2.95	0.81	-0.04		2.80	0.81	0.11		3.15	0.80	-0.24				
Understanding other people and the ability to get along with different kinds of people	1015	2.97	0.80	3.02	0.75	-0.05		3.33	1.15	-0.36	-0.31	3.00	0.83	-0.03		2.89	0.79	0.08		3.23	0.60	-0.26				
Ability to function as a team member	1011	2.69	0.89	2.69	0.88	0.00		3.00	1.00	-0.31	-0.31	2.67	0.89	0.02		2.67	0.89	0.02		2.75	0.87	-0.06				
Developing good health habits and physical fitness	1012	2.49	0.99	2.39	0.93	0.10		2.00	0.00	0.49	0.00	2.43	1.02	0.06		2.58	0.98	-0.09		2.15	1.07	0.34	0.32			
Understanding the nature of science and experimentation	1013	2.17	0.98	2.07	1.04	0.10		2.67	1.15	-0.50	-0.43	2.07	0.96	0.10		2.21	0.97	-0.04		2.46	1.20	-0.29				

College Student Experience Questionnaire
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Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

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	Sample Size Total N=1033		Sample Size Missing N=129				Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162				Sample Size Grim N=13			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim or APTS					
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size			
Understanding new scientific and technical developments	1012	2.13	0.97	2.02	0.99	0.11		2.67	1.15	-0.54	-0.47	2.01	1.01	0.12		2.21	0.91	-0.08		2.38	1.12	-0.25				
Becoming aware if the consequences of applications in science and technology	1012	2.10	0.94	2.00	0.94	0.10		2.33	0.58	-0.23		2.00	0.97	0.10		2.09	0.87	0.01		2.46	1.13	-0.36	-0.32			
Ability to think analytically and logically	1009	2.71	0.83	2.72	0.91	-0.01		2.33	0.58	0.38	0.66	2.66	0.82	0.05		2.69	0.82	0.02		2.85	0.90	-0.14				
Quantitative thinking--Understanding probabilities, proportions, etc.	1014	2.27	0.92	2.19	1.00	0.08		3.00	1.00	-0.73	-0.73	2.16	0.96	0.11		2.26	0.83	0.01		2.46	1.20	-0.19				
Ability to put ideas together, to see relationships, similarities, and differences between ideas	1012	2.71	0.84	2.80	0.78	-0.09		2.67	0.58	0.04		2.65	0.87	0.06		2.68	0.84	0.03		2.85	0.99	-0.14				
Ability to learn on your own, pursue ideas, and find information you need	1013	2.87	0.82	2.88	0.83	-0.01		2.67	0.58	0.20		2.89	0.81	-0.02		2.74	0.85	0.13		2.85	0.69	0.02				
Gain: Adapting to Change	1010	2.92	0.87	2.99	0.85	-0.07		3.33	1.15	-0.41	-0.36	2.93	0.92	-0.01		2.94	0.80	-0.02		2.77	0.73	0.15				

College Student Experience Questionnaire
Fall 2000 First-Year Student Estimate of Gains Scale Scores by Residence Hall (College)

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Fourth Edition (2000)

Sample Size Total
N=1033

Sample Size Missouri
N=197

Sample Size Ryle
N=12

Sample Size Campbell-Fair-Randolph
N=12

	Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	2.34	0.80	-0.10		2.28	0.87	-0.04		2.25	1.14	-0.01	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	2.53	0.78	-0.08		2.38	0.79	0.07		2.58	1.00	-0.13	
Gaining a broad general education about different fields of knowledge	2.93	0.70	-0.08		2.89	0.79	-0.04		2.58	1.08	0.27	
Gaining a range of information that may be relevant to a career	2.58	0.81	-0.01		2.61	0.84	-0.04		2.42	0.90	0.15	
Developing an understanding and enjoyment of art, music, and drama	2.28	1.00	-0.03		2.27	0.98	-0.02		2.17	1.03	0.08	
Broadening your acquaintance and enjoyment of literature	2.09	0.85	0.04		2.12	0.90	0.01		2.08	0.79	0.05	
Seeing the importance of history for understanding the present and the past	2.10	0.91	0.04		2.04	0.86	0.10		2.50	1.00	-0.36	-0.36
Gaining knowledge about other parts of the world and other people	2.07	0.95	-0.03		1.84	0.93	0.20		2.00	1.04	0.04	
Writing clearly and effectively	2.64	0.88	0.05		2.68	0.88	0.01		2.75	0.97	-0.06	
Speaking effectively	2.62	0.87	0.00		2.68	0.87	-0.06		2.67	0.98	-0.05	
Acquiring familiarity with the use of computers	2.80	0.88	0.02		2.87	0.88	-0.05		2.67	0.89	0.15	
Becoming aware of different philosophies, cultures, and ways of life	2.45	0.85	0.05		2.51	0.91	-0.01		2.17	1.11	0.33	0.30
Developing your own values and ethical standards	2.73	0.87	0.01		2.77	0.89	-0.03		2.17	1.19	0.57	0.48
Understanding yourself--your abilities, interests, and personality	2.93	0.81	-0.02		2.93	0.75	-0.02		3.00	0.85	-0.09	
Understanding other people and the ability to get along with different kinds of people	2.93	0.82	0.04		2.98	0.79	-0.01		2.75	0.87	0.22	
Ability to function as a team member	2.64	0.92	0.05		2.74	0.87	-0.05		2.50	1.09	0.19	
Developing good health habits and physical fitness	2.50	0.99	-0.01		2.42	1.01	0.07		2.25	1.22	0.24	
Understanding the nature of science and experimentation	2.26	1.00	-0.09		2.07	0.93	0.10		2.08	1.00	0.09	

College Student Experience Questionnaire
Fall 2000 First-Year Student Estimate of Gains Scale Scores by Residence Hall (College)

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Sample Size Total
N=1033

Sample Size Missouri
N=197

Sample Size Ryle
N=12

Sample Size Campbell-Fair-Randolph
N=12

Understanding new scientific and technical developments

Becoming aware if the consequences of applications in science and technology

Ability to think analytically and logically

Quantitative thinking--Understanding probabilities, proportions, etc.

Ability to put ideas together, to see relationships, similarities, and differences between ideas

Ability to learn on your own, pursue ideas, and find information you need

Gain: Adapting to Change

	Missouri				Ryle				Campbell-Fair-Randolph			
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Understanding new scientific and technical developments	2.22	0.96	-0.09		2.01	0.93	0.12		1.92	1.08	0.21	
Becoming aware if the consequences of applications in science and technology	2.19	0.94	-0.09		1.93	0.87	0.17		2.25	1.06	-0.15	
Ability to think analytically and logically	2.75	0.83	-0.04		2.67	0.77	0.04		2.25	1.06	0.46	0.43
Quantitative thinking--Understanding probabilities, proportions, etc.	2.40	0.92	-0.13		2.22	0.89	0.05		2.33	0.65	-0.06	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	2.72	0.84	-0.01		2.67	0.81	0.04		2.58	1.16	0.13	
Ability to learn on your own, pursue ideas, and find information you need	2.90	0.82	-0.03		2.92	0.77	-0.05		2.75	0.87	0.12	
Gain: Adapting to Change	2.84	0.89	0.08		2.91	0.84	0.01		3.00	0.85	-0.08	

College Student Experience Questionnaire
Fall 2000 First-Year Student Reading and Writing Question Scores by Residence Hall (College)

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

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 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Sample Size Total N=1033			Sample Size Missing N=129			Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson					
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size			
Number of textbooks/ assigned books read	1003	2.67	0.78	2.80	0.78	-0.13		2.33	1.53	0.34		2.64	0.76	0.03		2.53	0.79	0.14				
Number of course packets read	988	2.42	1.01	2.55	1.10	0.00		2.67	0.58	0.00		2.40	0.99	0.00		2.26	0.92	0.00				
Number of non-assigned books read	991	1.93	0.87	1.99	0.98	-0.06		1.33	0.58	0.60		1.81	0.72	0.12		2.09	0.94	-0.16				
Number of essays exams written	990	1.93	0.87	2.87	1.00	-0.94	-0.94	2.33	1.53	-0.40		2.79	0.96	-0.86		2.67	0.90	-0.74	-0.82			
Number of term papers written	982	2.93	0.96	2.88	0.94	0.05		3.33	1.15	-0.40	-0.35	2.92	0.99	0.01		3.09	0.95	-0.16				

College Student Experience Questionnaire
Fall 2000 First-Year Student Satisfaction Question Scores by Residence Hall (College)

Fourth Edition (2000)

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Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

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 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Sample Size Total N=1033			Sample Size Missing N=129			Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson					
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size			
How well college is liked	1005	3.08	0.78	2.97	0.79	0.11		3.33	0.58	-0.25		3.07	0.83	0.01		3.08	0.74	0.00				

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Sample Size Total N=1033			Sample Size Missing N=129			Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson					
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size			
Would attend same institution again	1006	3.12	0.79	2.98	0.94	0.14		2.67	0.58	0.45	0.78	3.13	0.80	-0.01		3.14	0.76	-0.02				

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Sample Size Total N=1033			Sample Size Missing N=129			Sample Size Blanton-Nason N=123				Sample Size Brewer N=3				Sample Size Centennial N=207				Sample Size Dobson N=162			
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson					
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size			
Overall opinion of college Satisfaction Index	1013	6.19	1.40	5.94	1.57	0.25	0.16	6.00	1.00	0.19		6.20	1.48	-0.01		6.22	1.31	-0.03				

College Student Experience Questionnaire
Fall 2000 First-Year Student Reading and Writing Question Scores by Residence Hall (College)

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
 Means differ by 0.2 or more per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Sample Size Grim N=13				Sample Size Missouri N=197				Sample Size Ryle N=12				Sample Size Campbell-Fair-Randolph N=12			
	Grim		TRU-Grim or APTS		Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books read	3.15	1.14	-0.48	-0.42	2.67	0.75	0.00		2.70	0.72	-0.03		2.67	0.65	0.00	
Number of course packets read	2.85	1.52	0.00		2.56	1.02	0.00		2.31	1.00	0.00		2.50	0.80	0.00	
Number of non-assigned books read	2.54	1.39	-0.61	-0.44	1.88	0.85	0.05		1.90	0.76	0.03		1.73	0.79	0.20	0.25
Number of essays exams written	3.08	0.90	-1.15	-1.28	2.83	0.94	-0.90		2.83	1.01	-0.90	-0.89	3.00	1.04	-1.07	-1.03
Number of term papers written	3.25	1.14	-0.32	-0.28	2.89	0.96	0.04		2.88	0.94	0.05		3.08	0.79	-0.15	

College Student Experience Questionnaire
Fall 2000 First-Year Student Satisfaction Question Scores by Residence Hall (College)

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group
Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Sample Size Grim N=13				Sample Size Missouri N=197				Sample Size Ryle N=12				Sample Size Campbell-Fair-Randolph N=12			
	Grim		TRU-Grim or APTS		Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
How well college is liked	3.62	0.65	-0.54	-0.83	3.06	0.78	0.02		3.20	0.75	-0.12	-0.16	2.58	0.90	0.50	0.56

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Sample Size Grim N=13				Sample Size Missouri N=197				Sample Size Ryle N=12				Sample Size Campbell-Fair-Randolph N=12			
	Grim		TRU-Grim or APTS		Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Would attend same institution again	3.46	0.52	-0.34	-0.65	3.08	0.77	0.04		3.25	0.72	-0.13		3.00	0.85	0.12	

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Sample Size Grim N=13				Sample Size Missouri N=197				Sample Size Ryle N=12				Sample Size Campbell-Fair-Randolph N=12			
	Grim		TRU-Grim or APTS		Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	7.08	0.86	-0.89	-1.03	6.13	1.37	0.06		6.45	1.30	-0.26	-0.20	5.58	1.44	0.61	0.42

College Student Experience Questionnaire
Good Practice, Capacity for Lifelong Learning, Diversity Indices and Factors for Fall 2000 First-Year Students by Residence Hall (College)

Fourth Edition (2000)

Bold = Significant Differences; Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences; Truman Mean Less than Comparison Group
 Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Good Practice Indices <i>(Three Principles of Good Practice in Undergraduate Education)</i>	Sample Size Total N=1033			Sample Size Missing N=129			Sample Size Blanton-Nason N=123			Sample Size Brewer N=3			Sample Size Centennial N=207			Sample Size Dobson N=162			Sample Size Grim N=13				
	Truman		Blanton-Nason		TRU-Blanton Nason		Brewer		TRU-Brewer		Centennial		TRU-Centennial		Dobson		TRU-Dobson		Grim		TRU-Grim or APTS		
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	1020	25.37	7.16	24.64	7.46	0.73		35.00	7.81	-9.63	-1.23	24.73	6.88	0.64		25.00	6.52	0.37		25.62	9.31	-0.25	
2. Active Learning Index	1023	51.81	9.88	52.24	9.42	-0.43		52.67	6.43	-0.86		52.03	9.27	-0.22		50.22	9.52	1.59		50.77	13.24	1.04	
3. Cooperation Among Students Index	1021	24.05	5.13	24.30	5.12	-0.25		26.67	4.04	-2.62	-0.65	24.71	4.84	-0.66		23.01	5.58	1.04		21.92	6.68	2.13	0.32
Capacity for Lifelong-learning Index	1017	37.46	7.71	37.43	7.92	0.03		38.67	9.45	-1.21		37.17	7.65	0.29		37.02	7.56	0.44		39.00	7.72	-1.54	
Experiences with Diversity Index	1020	25.34	6.05	25.78	6.13	-0.44		27.67	3.21	-2.33		24.79	5.83	0.55		24.67	5.90	0.67		30.38	6.34	-5.04	
Quality of Effort Scales Academic Factor	1023	178.51	33.78	127.24	24.36	51.27		152.00	18.73	26.51		127.49	24.29	51.02		124.53	23.99	53.98		129.69	33.46	48.82	
Quality of Effort Scales Social Factor	1019	71.74	15.28	97.48	21.54	-25.74		118.00	29.46	-46.26		95.48	20.86	-23.74		92.88	22.43	-21.14		98.77	24.87	-27.03	
Scholarly Environment Factor	1015	16.95	2.68	17.16	2.70	-0.21		17.67	3.06	-0.72		17.26	2.58	-0.31		16.91	2.50	0.04		17.69	2.32	-0.74	
Personal Relations Environmental Factor	1015	16.13	3.07	16.29	2.72	-0.16		16.33	3.21	-0.20		15.88	3.30	0.25		16.27	2.89	-0.14		17.08	3.23	-0.95	
Practical Environmental Factor	1015	9.38	2.49	19.39	4.41	-10.01		21.33	2.52	-11.95		19.38	4.14	-10.00		19.51	3.67	-10.13		18.92	6.28	-9.54	
Personal Development Gains Factor	1017	13.74	3.33	16.63	3.73	-2.89		16.33	3.79	-2.59		16.73	3.91	-2.99		16.47	3.93	-2.73		16.69	3.54	-2.95	
Science and Technology Gains Factor	1016	6.37	2.61	8.28	3.53	-1.91		10.67	3.79	-4.30		8.23	3.32	-1.86		8.73	3.01	-2.36		9.77	4.15	-3.40	
General Education Gains Factor	1017	11.02	3.33	14.29	3.93	-3.27		12.33	1.53	-1.31		13.67	3.59	-2.65		13.49	3.56	-2.47		16.15	4.76	-5.13	
Vocational Preparation Gains Factor	1017	7.24	2.12	6.80	2.15	0.44		8.33	2.08	-1.09		7.07	2.17	0.17		7.20	2.07	0.04		7.54	2.67	-0.30	
Intellectual Skills Gains Factor	1017	16.01	3.82	16.52	3.76	-0.51		15.67	3.21	0.34		16.22	3.76	-0.21		16.12	3.90	-0.11		16.69	3.61	-0.68	

College Student Experience Questionnaire
Good Practice, Capacity for Lifelong Learning, Diversity Indices and Factors for Fall 2000 Freshman by Residence Hall (College)

Fourth Edition (2000)

Bold = Significant Differences; Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences; Truman Mean Less than Comparison Group
 Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Sample Size Total
N=1033

Sample Size Missouri
N=197

Sample Size Ryle
N=12

Sample Size Campbell-Fair-Randolph
N=12

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Missouri		TRU-Missouri		Ryle		TRU-Ryle		Campbell-Fair-Randolph		TRU-Camp-Fair-Rand	
	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	25.94	6.97	-0.57		24.57	6.37	0.80		25.17	8.77	0.20	
2. Active Learning Index	51.41	10.88	0.40		51.97	8.69	-0.16		49.33	10.87	2.48	0.23
3. Cooperation Among Students Index	23.81	5.12	0.24		24.28	4.60	-0.23		23.83	5.65	0.22	
Capacity for Lifelong-learning Index	37.63	8.02	-0.17		37.48	7.18	-0.02		36.33	11.09	1.13	
Experiences with Diversity Index	25.62	6.05	-0.28		24.98	5.74	0.36		23.75	8.04	1.59	
Quality of Effort Scales Academic Factor	127.12	26.94	51.39		127.57	21.65	50.94		120.92	24.15	57.59	
Quality of Effort Scales Social Factor	98.10	21.97	-26.36		96.47	18.70	-24.73		97.08	23.34	-25.34	
Scholarly Environment Factor	16.80	2.48	0.15		17.01	2.57	-0.06		16.83	3.41	0.12	
Personal Relations Environmental Factor	16.32	3.07	-0.19		16.20	2.92	-0.07		15.92	3.42	0.21	
Practical Environmental Factor	19.24	4.40	-9.86		19.32	4.02	-9.94		19.58	4.80	-10.20	
Personal Development Gains Factor	16.47	4.03	-2.73		16.72	3.78	-2.98		15.67	5.28	-1.93	
Science and Technology Gains Factor	9.05	3.34	-2.68		8.19	3.04	-1.82		8.58	3.55	-2.21	
General Education Gains Factor	13.85	3.72	-2.83		13.66	3.65	-2.64		13.50	5.50	-2.48	
Vocational Preparation Gains Factor	7.41	2.04	-0.17		7.26	2.10	-0.02		7.25	2.86	-0.01	
Intellectual Skills Gains Factor	16.35	3.85	-0.34		16.47	3.41	-0.46		15.67	5.18	0.34	

**College Student Experience Questionnaire
Fall 2000 First Year Student Activity Scale Scores by Club Involvement**

Scale: Very Often = 4, Often = 3, Occasionally = 2, Never = 1

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant Differences (Means differ by 2.0 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Means differ by 2.0 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Library Experiences	1007	17.19	4.43	376	16.35	3.99	0.84		593	17.59	4.56	-0.40		1.24	
Computer and IT Scale	1003	21.45	4.54	376	20.88	4.32	0.57		593	21.67	4.55	-0.22		0.79	
Course Learning (Different Scale Used, high to low)	1005	31.27	5.34	373	30.24	5.51	1.03		593	31.87	5.17	-0.60		1.63	
Experience in Writing	1011	17.99	4.33	374	17.53	4.22	0.46		594	18.17	4.33	-0.18		0.64	
Experiences with Faculty	1003	20.48	5.79	372	19.42	5.02	1.06		591	20.90	6.01	-0.42		1.48	
Art, Music, & Theater	1000	14.96	5.02	371	14.02	4.76	0.94		589	15.54	5.06	-0.58		1.52	
Campus Facilities Scale	1004	18.40	4.42	374	17.05	3.93	1.35		592	19.10	4.43	-0.70		2.05	0.52
Clubs & Organizations	1013	8.42	3.30	374	6.45	2.13	1.97		592	9.57	3.28	-1.15		3.12	1.46
Personal Experiences	1006	19.51	4.87	374	18.92	5.05	0.59		592	19.83	4.67	-0.32		0.91	
Student Acquaintances	991	26.71	6.53	373	25.75	6.64	0.96		591	27.13	6.27	-0.42		1.38	
Science/Quantitative Experiences	995	21.55	7.77	374	20.99	7.45	0.56		590	21.74	7.85	-0.19		0.75	
Topics of Conversation	990	23.19	6.06	374	22.64	5.87	0.55		592	23.47	6.03	-0.28		0.83	
Information in Conversations	995	14.35	3.69	374	13.84	3.44	0.51		592	14.55	3.70	-0.20		0.71	

College Student Experience Questionnaire
Fall 2000 First Year Student Environment Scale Scores by Club Involvement

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	969	5.41	1.20	375	6.08	0.91	-0.67		594	6.14	0.98	-0.73		0.06	
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	1015	5.15	1.24	375	5.10	1.23	0.05		594	5.19	1.24	-0.04		0.09	
Emphasis on Being Critical, Evaluative, and Analytical	1013	5.69	1.07	374	5.60	1.04	0.09		594	5.75	1.07	-0.06		0.15	
Environmental Emphasis: Diversity	1014	4.76	1.44	375	4.71	1.38	0.05		593	4.78	1.46	-0.02		0.07	
Environmental Emphasis: Information Literacy Skills	1014	5.26	1.19	375	5.26	1.20	0.00		593	5.27	1.17	-0.01		0.01	
Emphasis on Developing Vocational and Occupational Competence	1013	4.63	1.43	375	4.64	1.40	-0.01		593	4.61	1.46	0.02		-0.03	
Emphasis on Personal Relevance and Practical Value of Courses	1015	4.76	1.40	375	4.74	1.38	0.02		594	4.76	1.39	0.00		0.02	

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with other students	1015	5.83	1.24	375	5.79	1.26	0.04		594	5.86	1.23	-0.03		0.07	

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with administrative personnel and offices	1014	4.98	1.32	375	4.88	1.31	0.10		593	5.05	1.33	-0.07		0.17	

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with faculty members	1013	5.34	1.26	375	5.26	1.25	0.08		592	5.40	1.25	-0.06		0.14	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Club Involvement

Scale: **Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1**

Fourth Edition (2000)

Bold = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	1016	2.24	0.88	377	2.18	0.86	0.06		592	2.26	0.88	-0.02		0.08	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	1015	2.45	0.82	377	2.37	0.79	0.08		591	2.49	0.82	-0.04		0.12	
Gaining a broad general education about different fields of knowledge	1014	2.85	0.77	377	2.75	0.78	0.10		591	2.90	0.76	-0.05		0.15	
Gaining a range of information that may be relevant to a career	1012	2.57	0.85	374	2.51	0.85	0.06		592	2.60	0.85	-0.03		0.09	
Developing an understanding and enjoyment of art, music, and drama	1013	2.25	0.97	375	2.13	0.92	0.12		591	2.31	1.00	-0.06		0.18	
Broadening your acquaintance and enjoyment of literature	1012	2.13	0.91	374	2.08	0.86	0.05		591	2.15	0.94	-0.02		0.07	
Seeing the importance of history for understanding the present and the past	1015	2.14	0.91	377	2.06	0.83	0.08		591	2.17	0.95	-0.03		0.11	
Gaining knowledge about other parts of the world and other people	1013	2.04	0.96	375	2.00	0.95	0.04		593	2.05	0.96	-0.01		0.05	
Writing clearly and effectively	1011	2.69	0.88	376	2.67	0.87	0.02		589	2.71	0.87	-0.02		0.04	
Speaking effectively	1013	2.62	0.88	376	2.53	0.88	0.09		591	2.66	0.88	-0.04		0.13	
Acquiring familiarity with the use of computers	1017	2.82	0.91	377	2.79	0.92	0.03		593	2.84	0.90	-0.02		0.05	
Becoming aware of different philosophies, cultures, and ways of life	1013	2.50	0.88	377	2.41	0.88	0.09		590	2.54	0.88	-0.04		0.13	
Developing your own values and ethical standards	1013	2.74	0.90	377	2.63	0.93	0.11		589	2.80	0.87	-0.06		0.17	
Understanding yourself--your abilities, interests, and personality	1012	2.91	0.80	377	2.82	0.82	0.09		590	2.96	0.78	-0.05		0.14	
Understanding other people and the ability to get along with different kinds of people	1015	2.97	0.80	377	2.89	0.80	0.08		592	3.02	0.79	-0.05		0.13	
Ability to function as a team member	1011	2.69	0.89	377	2.59	0.87	0.10		589	2.74	0.89	-0.05		0.15	
Developing good health habits and physical fitness	1012	2.49	0.99	377	2.34	1.01	0.15		589	2.58	0.97	-0.09		0.24	
Understanding the nature of science and experimentation	1013	2.17	0.98	376	2.13	0.95	0.04		591	2.17	0.99	0.00		0.04	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Club Involvement

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Understanding new scientific and technical developments	1012	2.13	0.97	376	2.09	0.93	0.04		590	2.14	1.00	-0.01			0.05
Becoming aware if the consequences of applications in science and technology	1012	2.10	0.94	377	2.09	0.88	0.01		588	2.07	0.97	0.03			-0.02
Ability to think analytically and logically	1009	2.71	0.83	375	2.61	0.82	0.10		588	2.75	0.83	-0.04			0.14
Quantitative thinking--Understanding probabilities, proportions, etc.	1014	2.27	0.92	377	2.21	0.87	0.06		590	2.29	0.96	-0.02			0.08
Ability to put ideas together, to see relationships, similarities, and differences between ideas	1012	2.71	0.84	376	2.60	0.83	0.11		590	2.77	0.84	-0.06			0.17
Ability to learn on your own, pursue ideas, and find information you need	1013	2.87	0.82	376	2.80	0.81	0.07		590	2.92	0.82	-0.05			0.12
Gain: Adapting to Change	1010	2.92	0.87	377	2.89	0.87	0.03		588	2.96	0.85	-0.04			0.07

College Student Experience Questionnaire
Fall 2000 First Year Student Reading and Writing Question Scores by Club Involvement

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Fourth Edition (2000)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Number of textbooks/assigned books read	1003	2.67	0.78	374	2.60	0.73	0.07		592	2.71	0.79	-0.04		0.11	
Number of course packets read	988	2.42	1.01	369	2.34	0.98	0.08		582	2.46	1.02	-0.04		0.12	
Number of non-assigned books read	991	1.93	0.87	373	1.87	0.89	0.06		581	1.96	0.85	-0.03		0.09	
Number of essays exams written	990	1.93	0.87	371	2.76	0.95	-0.83		583	2.82	1.00	-0.89		0.06	
Number of term papers written	982	2.93	0.96	368	2.92	0.96	0.01		578	2.94	0.96	-0.01		0.02	

College Student Experience Questionnaire
Fall 2000 First Year Student Satisfaction Question Scores by Club Involvement

Fourth Edition (2000)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
How well college is liked	1005	3.08	0.78	374	2.96	0.79	0.12		593	3.16	0.76	-0.08		0.20	0.25

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Would attend same institution again	1006	3.12	0.79	374	3.07	0.78	0.05		594	3.15	0.80	-0.03		0.08	

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	1013	6.19	1.40	374	6.03	1.39	0.16		593	6.32	1.38	-0.13		0.29	0.21

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Factors for Fall 2000 First Year Student by Club Involvement

Fourth Edition (2000)

Bold = Significant Differences; Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences; Truman Mean Less than Comparison Group

Italic - Significant Differences, Club versus No Club Involvement (Positive -Club Mean Greater; Negative -No Club Mean Greater)

Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			No Club Involvement			TRU-No Club		Club Involvement			TRU-Club		Club-No Club	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
				371					590						
1. Faculty-Student Interaction Index	1020	25.37	7.16		24.08	6.28	1.29			25.84	7.37	-0.47			1.76
2. Active Learning Index	1023	51.81	9.88		49.95	9.85	1.86			52.76	9.62	-0.95			2.81
3. Cooperation Among Students Index	1021	24.05	5.13		22.79	5.07	1.26			24.78	5.01	-0.73			1.99
Capacity for Lifelong-learning Index	1017	37.46	7.71		36.57	7.70	0.89			37.95	7.62	-0.49			1.38
Experiences with Diversity Index	1020	25.34	6.05		24.50	6.02	0.84			25.69	5.91	-0.35			1.19
Quality of Effort Scales Academic Factor	1023	178.51	33.78		123.08	23.94	55.43			129.62	24.42	48.89			6.54
Quality of Effort Scales Social Factor	1019	71.74	15.28		93.05	21.33	-21.31			98.19	21.06	-26.45			5.14
Scholarly Environment Factor	1015	16.95	2.68		16.78	2.55	0.17			17.08	2.69	-0.13			0.30
Personal Relations Environmental Factor	1015	16.13	3.07		15.92	3.14	0.21			16.27	3.05	-0.14			0.35
Practical Environmental Factor	1015	9.38	2.49		19.36	4.02	-9.98			19.39	4.28	-10.01			0.03
Personal Development Gains Factor	1017	13.74	3.33		16.17	3.96	-2.43			16.95	3.79	-3.21			0.78
Science and Technology Gains Factor	1016	6.37	2.61		8.51	3.13	-2.14			8.64	3.36	-2.27			0.13
General Education Gains Factor	1017	11.02	3.33		13.40	3.56	-2.38			14.07	3.76	-3.05			0.67
Vocational Preparation Gains Factor	1017	7.24	2.12		7.03	2.13	0.21			7.33	2.11	-0.09			0.30
Intellectual Skills Gains Factor	1017	16.01	3.82		15.96	3.77	0.05			16.56	3.71	-0.55			0.60

College Student Experience Questionnaire
Fall 2000 First Year Student Activity Scale Scores by Greek Involvement

Scale: Very Often = 4, Often = 3, Occasionally = 2, Never = 1

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Italic - Significant Differences, Greek versus No Greek Involvement (Positive -GreekMean Greater; Negative -No Greek Mean Greater)

Bold = Significant Differences (Means differ by 2.0 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences (Means differ by 2.0 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Library Experiences	1007	17.19	4.43	758	16.90	4.30	0.29		214	17.82	4.60	-0.63		0.92	
Computer and IT Scale	1003	21.45	4.54	758	21.12	4.35	0.33		212	22.15	4.78	-0.70		1.03	
Course Learning (Different Scale Used, high to low)	1005	31.27	5.34	752	31.16	5.35	0.11		213	31.46	5.38	-0.19		0.30	
Experience in Writing	1011	17.99	4.33	756	18.00	4.31	-0.01		213	17.66	4.26	0.33		-0.34	
Experiences with Faculty	1003	20.48	5.79	752	20.21	5.59	0.27		211	20.60	5.92	-0.12		0.39	
Art, Music, & Theater	1000	14.96	5.02	749	15.24	5.08	-0.28		212	13.91	4.56	1.05		-1.33	
Campus Facilities Scale	1004	18.40	4.42	753	18.11	4.35	0.29		213	18.96	4.28	-0.56		0.85	
Clubs & Organizations	1013	8.42	3.30	752	7.92	3.12	0.50		213	9.86	3.30	-1.44		1.94	
Personal Experiences	1006	19.51	4.87	752	19.43	4.92	0.08		213	19.64	4.51	-0.13		0.21	
Student Acquaintances	991	26.71	6.53	749	26.48	6.48	0.23		213	27.01	6.30	-0.30		0.53	
Science/Quantitative Experiences	995	21.55	7.77	752	21.35	7.83	0.20		212	21.67	7.23	-0.12		0.32	
Topics of Conversation	990	23.19	6.06	753	23.33	6.05	-0.14		211	22.45	5.71	0.74		-0.88	
Information in Conversations	995	14.35	3.69	753	14.32	3.67	0.03		211	14.09	3.42	0.26		-0.23	

College Student Experience Questionnaire Fall 2000 First Year Student Environment Scale Scores by Greek Involvement

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Greek versus No Greek Involvement (Positive -GreekMean Greater; Negative -No Greek Mean Greater)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	29544	5.41	1.20	755	6.11	0.94	-0.70		213	6.14	0.99	-0.73		0.03	
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	1015	5.15	1.24	755	5.18	1.24	-0.03		213	5.10	1.21	0.05		-0.08	
Emphasis on Being Critical, Evaluative, and Analytical	1013	5.69	1.07	754	5.69	1.04	0.00		213	5.71	1.10	-0.02		0.02	
Environmental Emphasis: Diversity	1014	4.76	1.44	754	4.79	1.41	-0.03		213	4.63	1.49	0.13		-0.16	
Environmental Emphasis: Information Literacy Skills	1014	5.26	1.19	754	5.27	1.17	-0.01		213	5.26	1.24	0.00		-0.01	
Emphasis on Developing Vocational and Occupational Competence	1013	4.63	1.43	753	4.58	1.44	0.05		213	4.77	1.41	-0.14		0.19	
Emphasis on Personal Relevance and Practical Value of Courses	1015	4.76	1.40	755	4.73	1.40	0.03		213	4.82	1.33	-0.06		0.09	

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with other students	1015	5.83	1.24	755	5.81	1.24	0.02		213	5.90	1.26	-0.07		0.09	

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with administrative personnel and offices	1014	4.98	1.32	754	4.98	1.30	0.00		213	4.96	1.39	0.02		-0.02	

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with faculty members	1013	5.34	1.26	753	5.36	1.23	-0.02		213	5.26	1.33	0.08		-0.10	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Score by Greek Involvement

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Bold = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Greek versus No Greek Involvement (Positive -GreekMean Greater; Negative -No Greek Mean Greater)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	1016	2.24	0.88	754	2.22	0.88	0.02		214	2.24	0.84	0.00		0.02	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	1015	2.45	0.82	753	2.45	0.82	0.00		214	2.43	0.78	0.02		-0.02	
Gaining a broad general education about different fields of knowledge	1014	2.85	0.77	753	2.84	0.78	0.01		214	2.84	0.75	0.01		0.00	
Gaining a range of information that may be relevant to a career	1012	2.57	0.85	753	2.57	0.85	0.00		212	2.55	0.84	0.02		-0.02	
Developing an understanding and enjoyment of art, music, and drama	1013	2.25	0.97	751	2.30	0.98	-0.05		214	2.04	0.91	0.21		-0.26	
Broadening your acquaintance and enjoyment of literature	1012	2.13	0.91	751	2.13	0.92	0.00		213	2.09	0.87	0.04		-0.04	
Seeing the importance of history for understanding the present and the past	1015	2.14	0.91	754	2.12	0.89	0.02		213	2.13	0.95	0.01		0.01	
Gaining knowledge about other parts of the world and other people	1013	2.04	0.96	754	2.03	0.96	0.01		213	2.00	0.95	0.04		-0.03	
Writing clearly and effectively	1011	2.69	0.88	754	2.70	0.88	-0.01		210	2.66	0.86	0.03		-0.04	
Speaking effectively	1013	2.62	0.88	754	2.58	0.89	0.04		212	2.68	0.86	-0.06		0.10	
Acquiring familiarity with the use of computers	1017	2.82	0.91	755	2.81	0.92	0.01		214	2.88	0.85	-0.06		0.07	
Becoming aware of different philosophies, cultures, and ways of life	1013	2.50	0.88	754	2.51	0.89	-0.01		212	2.39	0.85	0.11		-0.12	
Developing your own values and ethical standards	1013	2.74	0.90	754	2.71	0.90	0.03		211	2.81	0.87	-0.07		0.10	
Understanding yourself--your abilities, interests, and personality	1012	2.91	0.80	752	2.88	0.80	0.03		214	3.00	0.79	-0.09		0.12	
Understanding other people and the ability to get along with different kinds of people	1015	2.97	0.80	754	2.92	0.79	0.05		214	3.13	0.80	-0.16		0.21	
Ability to function as a team member	1011	2.69	0.89	753	2.62	0.88	0.07		212	2.90	0.90	-0.21		0.28	
Developing good health habits and physical fitness	1012	2.49	0.99	753	2.48	1.00	0.01		212	2.50	0.98	-0.01		0.02	
Understanding the nature of science and experimentation	1013	2.17	0.98	753	2.14	0.98	0.03		213	2.18	0.97	-0.01		0.04	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Greek Involvement

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Bold = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Greek versus No Greek Involvement (Positive -GreekMean Greater; Negative -No Greek Mean Greater)

Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Understanding new scientific and technical developments	1012	2.13	0.97	753	2.12	0.97	0.01		212	2.11	0.99	0.02		-0.01	
Becoming aware if the consequences of applications in science and technology	1012	2.10	0.94	753	2.07	0.93	0.03		211	2.11	0.95	-0.01		0.04	
Ability to think analytically and logically	1009	2.71	0.83	749	2.71	0.83	0.00		213	2.67	0.82	0.04		-0.04	
Quantitative thinking--Understanding probabilities, proportions, etc.	1014	2.27	0.92	754	2.26	0.92	0.01		213	2.24	0.94	0.03		-0.02	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	1012	2.71	0.84	752	2.70	0.84	0.01		214	2.72	0.83	-0.01		0.02	
Ability to learn on your own, pursue ideas, and find information you need	1013	2.87	0.82	753	2.86	0.83	0.01		213	2.92	0.78	-0.05		0.06	
Gain: Adapting to Change	1010	2.92	0.87	752	2.91	0.85	0.01		213	2.99	0.89	-0.07		0.08	

College Student Experience Questionnaire
Fall 2000 First Year Student Reading and Writing Question Scores by Greek Involvement

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Fourth Edition (2000)

Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group
Italic - Significant Differences, Greek versus No Greek Involvement (Positive -Greek Mean Greater; Negative -No Greek Mean Greater)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Number of textbooks/assigned books read	1003	2.67	0.78	752	2.67	0.76	0.00		213	2.65	0.78	0.02		-0.02	
Number of course packets read	988	2.42	1.01	740	2.40	1.01	0.02		210	2.46	1.00	-0.04		0.06	
Number of non-assigned books read	991	1.93	0.87	744	1.98	0.89	-0.05		209	1.73	0.74	0.20		-0.25	-0.28
Number of essays exams written	990	1.93	0.87	746	2.81	0.99	-0.88	-0.89	207	2.76	0.95	-0.83		-0.05	
Number of term papers written	982	2.93	0.96	738	2.95	0.95	-0.02		207	2.85	0.97	0.08		-0.10	

College Student Experience Questionnaire
Fall 2000 First Year Student Satisfaction Question Scores by Greek Involvement

Fourth Edition (2000)

Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual), Truman Mean Less than Comparison Group

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
How well college is liked	1005	3.08	0.78	754	3.05	0.79	0.03		213	3.19	0.73	-0.11		0.14	

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Would attend same institution again	1006	3.12	0.79	754	3.10	0.81	0.02		214	3.20	0.70	-0.08		0.10	

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	1013	6.19	1.40	754	6.15	1.42	0.04		213	6.38	1.26	-0.19		0.23	0.16

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Factors for Fall 2000 First Year Students by Greek Involvement

Fourth Edition (2000)

Bold = Significant Differences; Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences; Truman Mean Less than Comparison Group

Italic - Significant Differences, Greek versus No Greek Involvement (Positive -Greek Mean Greater; Negative -No Greek Mean Greater)

Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			No Greek Involvement			TRU-No Greek		Greek Involvement			TRU-Greek		Greek-No Greek	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
				749					211						
1. Faculty-Student Interaction Index	1020	25.37	7.16		24.99	6.94	0.38			25.63	7.17	-0.26			0.64
2. Active Learning Index	1023	51.81	9.88		51.48	9.76	0.33			52.27	9.94	-0.46			0.79
3. Cooperation Among Students Index	1021	24.05	5.13		23.77	5.18	0.28			24.81	4.86	-0.76			1.04
Capacity for Lifelong-learning Index	1017	37.46	7.71		37.26	7.77	0.20			38.00	7.32	-0.54			0.74
Experiences with Diversity Index	1020	25.34	6.05		25.21	5.97	0.13			25.28	6.02	0.06			0.07
Quality of Effort Scales Academic Factor	1023	178.51	33.78		126.37	24.25	52.14			129.24	24.69	49.27			2.87
Quality of Effort Scales Social Factor	1019	71.74	15.28		96.55	21.72	-24.81			94.92	19.64	-23.18			-1.63
Scholarly Environment Factor	1015	16.95	2.68		16.97	2.62	-0.02			16.95	2.71	0.00			-0.02
Personal Relations Environmental Factor	1015	16.13	3.07		16.13	3.04	0.00			16.12	3.24	0.01			-0.01
Practical Environmental Factor	1015	9.38	2.49		19.33	4.16	-9.95			19.48	4.27	-10.10			0.15
Personal Development Gains Factor	1017	13.74	3.33		16.49	3.87	-2.75			17.22	3.84	-3.48			0.73
Science and Technology Gains Factor	1016	6.37	2.61		8.58	3.30	-2.21			8.58	3.20	-2.21			0.00
General Education Gains Factor	1017	11.02	3.33		13.91	3.68	-2.89			13.43	3.76	-2.41			-0.48
Vocational Preparation Gains Factor	1017	7.24	2.12		7.22	2.14	0.02			7.20	2.08	0.04			-0.02
Intellectual Skills Gains Factor	1017	16.01	3.82		16.32	3.78	-0.31			16.43	3.61	-0.42			0.11

College Student Experience Questionnaire
Fall 2000 First Year Student Activity Scale Scores by Extended Freshman Week Course Type

Scale: Very Often = 4, Often = 3, Occasionally = 2, Never = 1

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant Differences, Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences, Truman Mean Less than Comparison Group

Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)

Means differ by 2.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Library Experiences	1007	17.19	4.43	535	17.32	4.48	-0.13		550	17.04	4.42	0.15		0.28	
Computer and IT Scale	1003	21.45	4.54	534	21.93	4.52	-0.48		550	20.85	4.41	0.60		1.08	
Course Learning (Different Scale Used, high to low)	1005	31.27	5.34	534	31.62	5.39	-0.35		546	30.85	5.30	0.42		0.77	
Experience in Writing	1011	17.99	4.33	537	18.13	4.32	-0.14		545	17.81	4.33	0.18		0.32	
Experiences with Faculty	1003	20.48	5.79	533	21.13	6.06	-0.65		545	19.72	5.47	0.76		1.41	
Art, Music, & Theater	1000	14.96	5.02	531	15.07	5.19	-0.11		543	14.69	4.91	0.27		0.38	
Campus Facilities Scale	1004	18.40	4.42	534	18.64	4.55	-0.24		546	18.08	4.25	0.32		0.56	
Clubs & Organizations	1013	8.42	3.30	536	8.45	3.38	-0.03		546	8.40	3.33	0.02		0.05	
Personal Experiences	1006	19.51	4.87	534	19.69	4.95	-0.18		546	19.31	4.80	0.20		0.38	
Student Acquaintances	991	26.71	6.53	532	26.96	6.45	-0.25		545	26.12	6.43	0.59		0.84	
Science/Quantitative Experiences	995	21.55	7.77	532	22.96	8.14	-1.41		544	20.20	7.28	1.35		2.76	0.38
Topics of Conversation	990	23.19	6.06	533	23.42	6.17	-0.23		546	22.81	5.96	0.38		0.61	
Information in Conversations	995	14.35	3.69	533	14.33	3.74	0.02		546	14.21	3.66	0.14		0.12	

College Student Experience Questionnaire Fall 2000 First Year Student Environment Scale Scores by Extended Freshman Week Course Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)
 Means differ by 1.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	954	5.41	1.20	536	6.17	0.93	-0.76		548	6.03	1.01	-0.62		0.14	
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	1015	5.15	1.24	536	5.18	1.22	-0.03		548	5.14	1.22	0.01		0.04	
Emphasis on Being Critical, Evaluative, and Analytical	1013	5.69	1.07	535	5.71	1.09	-0.02		547	5.63	1.06	0.06		0.08	
Environmental Emphasis: Diversity	1014	4.76	1.44	536	4.75	1.46	0.01		548	4.77	1.37	-0.01		-0.02	
Environmental Emphasis: Information Literacy Skills	1014	5.26	1.19	535	5.33	1.20	-0.07		548	5.22	1.16	0.04		0.11	
Emphasis on Developing Vocational and Occupational Competence	1013	4.63	1.43	536	4.71	1.42	-0.08		547	4.51	1.43	0.12		0.20	
Emphasis on Personal Relevance and Practical Value of Courses	1015	4.76	1.40	536	4.76	1.40	0.00		548	4.76	1.37	0.00		0.00	

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with other students	1015	5.83	1.24	536	5.89	1.21	-0.06		548	5.78	1.26	0.05		0.11	

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with administrative personnel and offices	1014	4.98	1.32	535	5.00	1.35	-0.02		547	4.95	1.29	0.03		0.05	

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with faculty members	1013	5.34	1.26	534	5.38	1.25	-0.04		547	5.28	1.26	0.06		0.10	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Extended Freshman Week Course Type

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)
 Means differ by 0.3 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	1016	2.24	0.88	535	2.40	0.89	-0.16		549	2.08	0.85	0.16		0.32	0.38
Acquiring background & specialization for further education in professional, scientific, or scholarly field	1015	2.45	0.82	533	2.61	0.82	-0.16		549	2.32	0.78	0.13		0.29	
Gaining a broad general education about different fields of knowledge	1014	2.85	0.77	533	2.87	0.76	-0.02		550	2.81	0.80	0.04		0.06	
Gaining a range of information that may be relevant to a career	1012	2.57	0.85	533	2.73	0.84	-0.16		546	2.42	0.83	0.15		0.31	0.37
Developing an understanding and enjoyment of art, music, and drama	1013	2.25	0.97	533	2.24	1.00	0.01		546	2.21	0.94	0.04		0.03	
Broadening your acquaintance and enjoyment of literature	1012	2.13	0.91	533	2.08	0.94	0.05		546	2.20	0.90	-0.07		-0.12	
Seeing the importance of history for understanding the present and the past	1015	2.14	0.91	534	2.12	0.94	0.02		548	2.17	0.91	-0.03		-0.05	
Gaining knowledge about other parts of the world and other people	1013	2.04	0.96	534	1.98	0.97	0.06		548	2.10	0.95	-0.06		-0.12	
Writing clearly and effectively	1011	2.69	0.88	530	2.76	0.89	-0.07		548	2.70	0.86	-0.01		0.06	
Speaking effectively	1013	2.62	0.88	532	2.61	0.91	0.01		548	2.64	0.85	-0.02		-0.03	
Acquiring familiarity with the use of computers	1017	2.82	0.91	535	2.91	0.91	-0.09		550	2.78	0.89	0.04		0.13	
Becoming aware of different philosophies, cultures, and ways of life	1013	2.50	0.88	533	2.46	0.90	0.04		548	2.53	0.86	-0.03		-0.07	
Developing your own values and ethical standards	1013	2.74	0.90	531	2.76	0.91	-0.02		548	2.70	0.87	0.04		0.06	
Understanding yourself--your abilities, interests, and personality	1012	2.91	0.80	533	2.96	0.79	-0.05		549	2.86	0.80	0.05		0.10	
Understanding other people and the ability to get along with different kinds of people	1015	2.97	0.80	535	3.01	0.80	-0.04		549	2.92	0.80	0.05		0.09	
Ability to function as a team member	1011	2.69	0.89	532	2.74	0.91	-0.05		547	2.64	0.86	0.05		0.10	
Developing good health habits and physical fitness	1012	2.49	0.99	532	2.53	1.01	-0.04		547	2.46	0.97	0.03		0.07	
Understanding the nature of science and experimentation	1013	2.17	0.98	535	2.33	1.01	-0.16		548	2.00	0.93	0.17		0.33	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Extended Freshman Week Course Type

Scale: **Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1**

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)
 Means differ by 0.3 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Understanding new scientific and technical developments	1012	2.13	0.97	533	2.32	1.01	-0.19		547	1.93	0.92	0.20		0.39	0.42
Becoming aware if the consequences of applications in science and technology	1012	2.10	0.94	532	2.21	0.97	-0.11		546	1.98	0.92	0.12		0.23	
Ability to think analytically and logically	1009	2.71	0.83	531	2.76	0.81	-0.05		546	2.66	0.85	0.05		0.10	
Quantitative thinking--Understanding probabilities, proportions, etc.	1014	2.27	0.92	534	2.36	0.95	-0.09		548	2.18	0.89	0.09		0.18	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	1012	2.71	0.84	533	2.73	0.83	-0.02		549	2.68	0.85	0.03		0.05	
Ability to learn on your own, pursue ideas, and find information you need	1013	2.87	0.82	534	2.92	0.82	-0.05		547	2.83	0.80	0.04		0.09	
Gain: Adapting to Change	1010	2.92	0.87	534	3.00	0.85	-0.08		546	2.88	0.85	0.04		0.12	

College Student Experience Questionnaire
Fall 2000 First Year Student Reading and Writing Question Scores by Extended Freshman Week Course Type

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)
 Means differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Number of textbooks/ assigned books read	1003	2.67	0.78	533	2.65	0.79	0.02		548	2.68	0.77	-0.01		-0.03	
Number of course packets read	988	2.42	1.01	527	2.42	0.98	-2.42	-2.47	537	2.44	1.04	-2.44	-2.35		-0.02
Number of non-assigned books read	991	1.93	0.87	528	1.94	0.89	-0.01		540	1.92	0.85	0.01		0.02	
Number of essays exams written	990	1.93	0.87	527	2.85	1.04	-0.92	-0.88	537	2.78	0.93	-0.85	-0.91	0.07	
Number of term papers written	982	2.93	0.96	524	2.98	0.99	-0.05		532	2.92	0.93	0.01		0.06	

College Student Experience Questionnaire
Fall 2000 First Year Student Satisfaction Question Scores by Extended Freshman Week Course Type

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)
 Means differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
How well college is liked	1005	3.08	0.78	534	3.12	0.77	-0.04		548	3.05	0.78	0.03		0.07	

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Would attend same institution again	1006	3.12	0.79	536	3.15	0.79	-0.03		548	3.12	0.79	0.00		0.03	

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	1013	6.19	1.40	534	6.27	1.38	-0.08		548	6.17	1.41	0.02		0.10	

College Student Experience Questionnaire
Good Practice, Capacity for Lifelong Learning, Diversity Indices and Factors for Fall 2000 First Year Students by Institutional Type

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences, Truman Mean Less than Comparison Group

Italic - Significant Differences, Major versus LSP Course (Positive -Major Mean Greater; Negative -LSP Mean Greater)

Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			Ext. Freshmen Wk. Major			TRU-Ext Major		Ext. Freshmen Wk. LSP			TRU-Ext. LSP		Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	1020	25.37	7.16	537	26.10	7.43	-0.73		550	24.49	6.91	0.88			1.61
2. Active Learning Index	1023	51.81	9.88		52.49	9.64	-0.68			51.17	9.89	0.64			1.32
3. Cooperation Among Students Index	1021	24.05	5.13		24.30	5.17	-0.25			23.75	5.08	0.30			0.55
Capacity for Lifelong-learning Index	1017	37.46	7.71		38.42	7.76	-0.96			36.70	7.59	0.76			1.72
Experiences with Diversity Index	1020	25.34	6.05		25.41	6.06	-0.07			25.04	5.89	0.30			0.37
Quality of Effort Scales Academic Factor	1023	178.51	33.78		130.83	25.10	47.68			124.31	23.72	54.20			6.52
Quality of Effort Scales Social Factor	1019	71.74	15.28		96.93	22.10	-25.19			94.97	21.07	-23.23			1.96
Scholarly Environment Factor	1015	16.95	2.68		17.05	2.67	-0.10			16.79	2.72	0.16			0.26
Personal Relations Environmental Factor	1015	16.13	3.07		16.24	3.14	-0.11			15.99	3.09	0.14			0.25
Practical Environmental Factor	1015	9.38	2.49		19.53	4.16	-10.15			19.26	4.15	-9.88			0.27
Personal Development Gains Factor	1017	13.74	3.33		16.94	3.94	-3.20			16.39	3.78	-2.65			0.55
Science and Technology Gains Factor	1016	6.37	2.61		9.19	3.39	-2.82			8.06	3.12	-1.69			1.13
General Education Gains Factor	1017	11.02	3.33		13.71	3.86	-2.69			13.98	3.66	-2.96			-0.27
Vocational Preparation Gains Factor	1017	7.24	2.12		7.72	2.17	-0.48			6.80	2.01	0.44			0.92
Intellectual Skills Gains Factor	1017	16.01	3.82		16.61	3.77	-0.60			16.22	3.73	-0.21			0.39

College Student Experience Questionnaire
Fall 2000 First Year Student Activity Scale Scores by Enrollment in Residential College Section

Scale: Very Often = 4, Often = 3, Occasionally = 2, Never = 1

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant Differences, Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences, Truman Mean Less than Comparison Group

Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)

Means differ by 2.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Library Experiences	1007	17.19	4.43	732	17.08	4.37	0.11		238	17.20	4.46	-0.01		0.12	
Computer and IT Scale	1003	21.45	4.54	730	20.97	4.26	0.48		237	22.50	4.89	-1.05		1.53	
Course Learning (Different Scale Used, high to low)	1005	31.27	5.34	729	31.10	5.36	0.17		237	31.63	5.36	-0.36		0.53	
Experience in Writing	1011	17.99	4.33	730	17.67	4.28	0.32		237	18.77	4.27	-0.78		1.10	
Experiences with Faculty	1003	20.48	5.79	725	20.06	5.50	0.42		237	21.09	6.12	-0.61		1.03	
Art, Music, & Theater	1000	14.96	5.02	724	14.93	4.96	0.03		237	15.02	5.16	-0.06		0.09	
Campus Facilities Scale	1004	18.40	4.42	728	18.07	4.31	0.33		237	19.08	4.43	-0.68		1.01	
Clubs & Organizations	1013	8.42	3.30	728	8.30	3.23	0.12		237	8.53	3.39	-0.11		0.23	
Personal Experiences	1006	19.51	4.87	728	19.24	4.75	0.27		236	20.25	4.99	-0.74		1.01	
Student Acquaintances	991	26.71	6.53	725	26.45	6.35	0.26		236	27.06	6.71	-0.35		0.61	
Science/Quantitative Experiences	995	21.55	7.77	725	20.93	7.43	0.62		236	22.95	8.31	-1.40		2.02	0.27
Topics of Conversation	990	23.19	6.06	727	23.13	5.98	0.06		237	23.19	5.99	0.00		0.06	
Information in Conversations	995	14.35	3.69	727	14.20	3.64	0.15		237	14.50	3.54	-0.15		0.30	

College Student Experience Questionnaire
Fall 2000 First Year Student Environment Scale Scores by Enrollment in Residential College Section

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)
 Means differ by 1.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	29544	5.41	1.20	731	6.13	0.92	-0.72		237	6.07	1.05	-0.66		-0.06	
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	1015	5.15	1.24	731	5.16	1.21	-0.01		237	5.16	1.31	-0.01		0.00	
Emphasis on Being Critical, Evaluative, and Analytical	1013	5.69	1.07	731	5.69	1.04	0.00		236	5.69	1.12	0.00		0.00	
Environmental Emphasis: Diversity	1014	4.76	1.44	730	4.73	1.41	0.03		237	4.83	1.47	-0.07		0.10	
Environmental Emphasis: Information Literacy Skills	1014	5.26	1.19	730	5.26	1.17	0.00		237	5.28	1.23	-0.02		0.02	
Emphasis on Developing Vocational and Occupational Competence	1013	4.63	1.43	730	4.58	1.44	0.05		236	4.75	1.42	-0.12		0.17	
Emphasis on Personal Relevance and Practical Value of Courses	1015	4.76	1.40	731	4.71	1.39	0.05		237	4.88	1.36	-0.12		0.17	

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with other students	1015	5.83	1.24	731	5.79	1.26	0.04		237	5.94	1.16	-0.11		0.15	

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with administrative personnel and offices	1014	4.98	1.32	730	4.98	1.35	0.00		237	4.95	1.24	0.03		-0.03	

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with faculty members	1013	5.34	1.26	730	5.39	1.24	-0.05		236	5.20	1.27	0.14		-0.19	

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Enrollment in Residential College Section

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)
 Means differ by 0.3 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	1016	2.24	0.88	731	2.24	0.88	0.00		237	2.18	0.86	0.06		-0.06	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	1015	2.45	0.82	730	2.45	0.80	0.00		237	2.41	0.86	0.04		-0.04	
Gaining a broad general education about different fields of knowledge	1014	2.85	0.77	730	2.84	0.77	0.01		237	2.86	0.77	-0.01		0.02	
Gaining a range of information that may be relevant to a career	1012	2.57	0.85	727	2.57	0.83	0.00		238	2.56	0.89	0.01		-0.01	
Developing an understanding and enjoyment of art, music, and drama	1013	2.25	0.97	730	2.24	0.98	0.01		235	2.25	0.93	0.00		0.01	
Broadening your acquaintance and enjoyment of literature	1012	2.13	0.91	728	2.10	0.91	0.03		236	2.21	0.90	-0.08		0.11	
Seeing the importance of history for understanding the present and the past	1015	2.14	0.91	729	2.12	0.92	0.02		238	2.15	0.85	-0.01		0.03	
Gaining knowledge about other parts of the world and other people	1013	2.04	0.96	729	2.02	0.97	0.02		238	2.06	0.91	-0.02		0.04	
Writing clearly and effectively	1011	2.69	0.88	726	2.66	0.88	0.03		238	2.79	0.84	-0.10		0.13	
Speaking effectively	1013	2.62	0.88	729	2.57	0.90	0.05		237	2.71	0.84	-0.09		0.14	
Acquiring familiarity with the use of computers	1017	2.82	0.91	731	2.80	0.91	0.02		238	2.89	0.91	-0.07		0.09	
Becoming aware of different philosophies, cultures, and ways of life	1013	2.50	0.88	729	2.46	0.88	0.04		237	2.58	0.89	-0.08		0.12	
Developing your own values and ethical standards	1013	2.74	0.90	728	2.73	0.91	0.01		237	2.76	0.85	-0.02		0.03	
Understanding yourself--your abilities, interests, and personality	1012	2.91	0.80	729	2.90	0.81	0.01		237	2.92	0.77	-0.01		0.02	
Understanding other people and the ability to get along with different kinds of people	1015	2.97	0.80	730	2.95	0.80	0.02		238	3.03	0.78	-0.06		0.08	
Ability to function as a team member	1011	2.69	0.89	727	2.67	0.89	0.02		238	2.73	0.88	-0.04		0.06	
Developing good health habits and physical fitness	1012	2.49	0.99	728	2.50	1.01	-0.01		237	2.45	0.94	0.04		-0.05	
Understanding the nature of science and experimentation	1013	2.17	0.98	728	2.12	0.96	0.05		238	2.27	1.02	-0.10			

College Student Experience Questionnaire
Fall 2000 First Year Student Estimate of Gains Scale Scores by Enrollment in Residential College Section

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)
 Means differ by 0.3 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Understanding new scientific and technical developments	1012	2.13	0.97	727	2.07	0.96	0.06		238	2.26	1.02	-0.13			0.19
Becoming aware if the consequences of applications in science and technology	1012	2.10	0.94	728	2.04	0.94	0.06		236	2.20	0.92	-0.10			0.16
Ability to think analytically and logically	1009	2.71	0.83	726	2.67	0.82	0.04		236	2.79	0.84	-0.08			0.12
Quantitative thinking--Understanding probabilities, proportions, etc.	1014	2.27	0.92	729	2.22	0.92	0.05		237	2.38	0.92	-0.11			0.16
Ability to put ideas together, to see relationships, similarities, and differences between ideas	1012	2.71	0.84	728	2.69	0.84	0.02		237	2.74	0.82	-0.03			0.05
Ability to learn on your own, pursue ideas, and find information you need	1013	2.87	0.82	728	2.87	0.82	0.00		237	2.88	0.81	-0.01			0.00
Gain: Adapting to Change	1010	2.92	0.87	727	2.92	0.88	0.00		237	2.95	0.80	-0.03			0.03

College Student Experience Questionnaire
Fall 2000 First Year Student Reading and Writing Question by Enrollment in Residential College Section

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)
 Means differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Number of textbooks/ assigned books read	1003	2.67	0.78	728	2.68	0.77	-0.01		237	2.64	0.77	0.03			-0.04
Number of course packets read	988	2.42	1.01	717	2.37	0.99	0.05		233	2.55	1.05	-0.13			0.18
Number of non-assigned books read	991	1.93	0.87	719	1.92	0.83	0.01		234	1.93	0.97	0.00			0.01
Number of essays exams written	990	1.93	0.87	718	2.76	0.97	-0.83		235	2.93	1.00	-1.00			0.17
Number of term papers written	982	2.93	0.96	712	2.92	0.94	0.01		233	2.95	1.01	-0.02			0.03

College Student Experience Questionnaire
Fall 2000 First Year Student Satisfaction Question Scores by Enrollment in Residential College Section

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences, Truman Mean Less than Comparison Group
Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)
 Means differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold**)
 Large = Greater than 0.8 (**bold italic**)

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
How well college is liked	1005	3.08	0.78	730	3.07	0.78	0.01		237	3.14	0.76	-0.06			0.07

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Would attend same institution again	1006	3.12	0.79	731	3.09	0.80	0.03		237	3.20	0.75	-0.08			0.11

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	1013	6.19	1.40	730	6.16	1.41	0.03		237	6.34	1.35	-0.15			0.18

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Factors for Fall 2000 First Year Student by Enrollment in Residential College Section

Fourth Edition (2000)

Bold = Significant Differences, Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences, Truman Mean Less than Comparison Group

Italic - Significant Differences, Enrolled RCP section versus Not Enrolled (Positive -Enrolled Mean Greater; Negative -Not Enrolled Mean Greater)

Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997

CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold**)

Large = Greater than 0.8 (**bold italic**)

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			No Residential College Section			TRU-No Res. College		Residential College Section			TRU-Res. College		Res. College-No Res. College	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
				734					239						
1. Faculty-Student Interaction Index	1020	25.37	7.16		24.77	6.83	0.60			26.33	7.44	-0.96			1.56
2. Active Learning Index	1023	51.81	9.88		51.21	9.82	0.60			53.08	9.66	-1.27			1.87
3. Cooperation Among Students Index	1021	24.05	5.13		23.73	5.08	0.32			24.87	5.19	-0.82			1.14
Capacity for Lifelong-learning Index	1017	37.46	7.71		37.16	7.59	0.30			38.24	7.89	-0.78			1.08
Experiences with Diversity Index	1020	25.34	6.05		25.05	5.99	0.29			25.79	5.93	-0.45			0.74
Quality of Effort Scales Academic Factor	1023	178.51	33.78		125.25	23.82	53.26			132.59	25.48	45.92			7.34
Quality of Effort Scales Social Factor	1019	71.74	15.28		95.47	21.21	-23.73			98.59	21.35	-26.85			3.12
Scholarly Environment Factor	1015	16.95	2.68		16.98	2.55	-0.03			16.90	2.91	0.05			-0.08
Personal Relations Environmental Factor	1015	16.13	3.07		16.15	3.10	-0.02			16.07	3.03	0.06			-0.08
Practical Environmental Factor	1015	9.38	2.49		19.26	4.10	-9.88			19.71	4.41	-10.33			0.45
Personal Development Gains Factor	1017	13.74	3.33		16.61	3.93	-2.87			16.79	3.71	-3.05			0.18
Science and Technology Gains Factor	1016	6.37	2.61		8.41	3.23	-2.04			9.09	3.36	-2.72			0.68
General Education Gains Factor	1017	11.02	3.33		13.74	3.75	-2.72			14.03	3.52	-3.01			0.29
Vocational Preparation Gains Factor	1017	7.24	2.12		7.25	2.10	-0.01			7.13	2.20	0.11			-0.12
Intellectual Skills Gains Factor	1017	16.01	3.82		16.20	3.74	-0.19			16.75	3.75	-0.74			0.55

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Library Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Used the library as a quiet place to read or study materials you brought with you	Total	126	12%	183	18%	485	48%	218	22%	30%	
	Male	40	11%	70	19%	164	45%	88	24%	30%	
	Female	86	13%	113	17%	321	49%	130	20%	30%	
Found something interesting while browsing in the library	Total	44	4%	143	14%	496	49%	330	33%	18%	
	Male	19	5%	57	16%	176	48%	111	31%	21%	
	Female	25	4%	86	13%	320	49%	219	34%	17%	
Asked a librarian or staff member for help in finding information on some topic	Total	73	7%	195	19%	475	47%	267	26%	26%	
	Male	23	6%	65	18%	162	45%	113	31%	24%	
	Female	50	8%	130	20%	313	48%	154	24%	28%	
Read assigned materials other than textbooks in the library (reserve readings, etc.)	Total	65	6%	134	13%	410	41%	401	40%	19%	
	Male	28	8%	49	13%	153	42%	133	37%	21%	
	Female	37	6%	85	13%	257	40%	268	41%	19%	
Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	248	25%	355	35%	333	33%	73	7%	60%	
	Male	67	19%	128	36%	127	35%	38	11%	55%	
	Female	181	28%	227	35%	206	32%	35	5%	63%	
Developed a bibliography or reference list for a term paper or other report	Total	241	24%	290	29%	308	30%	171	17%	53%	
	Male	62	17%	104	29%	120	33%	77	21%	46%	
	Female	179	28%	186	29%	188	29%	94	15%	57%	
Gone back to read a basic reference or document that other authors referred to	Total	37	4%	72	7%	272	27%	632	62%	11%	
	Male	17	5%	30	8%	121	33%	195	54%	13%	
	Female	20	3%	42	6%	151	23%	437	67%	9%	
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources	Total	131	13%	229	23%	423	42%	229	23%	36%	
	Male	51	14%	86	24%	131	36%	95	26%	38%	
	Female	80	12%	143	22%	292	45%	134	21%	34%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Computer and Information Technology Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Used a computer or word processor to prepare reports or papers	Total	854	84%	118	12%	34	3%	6	1%	96%	
	Male	288	79%	54	15%	18	5%	3	1%	94%	
	Female	566	87%	64	10%	16	2%	3	0%	97%	
Used e-mail to communicate with an instructor or other students	Total	618	61%	252	25%	133	13%	9	1%	86%	
	Male	199	55%	96	26%	64	18%	5	1%	81%	
	Female	419	65%	156	24%	69	11%	4	1%	89%	
Used a computer tutorial to learn material for a course or development/remedial program	Total	118	12%	140	14%	317	31%	433	43%	26%	
	Male	35	10%	49	14%	127	35%	151	42%	24%	
	Female	83	13%	91	14%	190	29%	282	44%	27%	
Participated in class discussion using an electronic medium (e-mail, list-serve, chat group, etc.)	Total	67	7%	77	8%	161	16%	705	70%	15%	
	Male	27	7%	32	9%	60	17%	244	67%	16%	
	Female	40	6%	45	7%	101	16%	461	71%	13%	
Searched the World Wide Web or Internet for the information related to a course	Total	563	56%	259	26%	165	16%	25	2%	82%	
	Male	185	51%	96	26%	70	19%	12	3%	77%	
	Female	378	58%	163	25%	95	15%	13	2%	83%	
Used a computer to retrieve materials from a library not at this institution	Total	86	9%	84	8%	250	25%	590	58%	17%	
	Male	40	11%	44	12%	85	24%	192	53%	23%	
	Female	46	7%	40	6%	165	25%	398	61%	13%	
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.)	Total	232	23%	201	20%	318	31%	260	26%	43%	
	Male	87	24%	79	22%	112	31%	84	23%	46%	
	Female	145	22%	122	19%	206	32%	176	27%	41%	
Used a computer to analyze data (statistics, forecasting, etc.)	Total	100	10%	95	9%	335	33%	481	48%	19%	
	Male	45	12%	54	15%	123	34%	141	39%	27%	
	Female	55	8%	41	6%	212	33%	340	52%	14%	
Developed a Web page or multimedia presentation.	Total	59	6%	64	6%	210	21%	680	67%	12%	
	Male	28	8%	35	10%	93	26%	207	57%	18%	
	Female	31	5%	29	4%	117	18%	473	73%	9%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Course Learning Questions**

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Completed the assigned readings for class	Total	481	47%	352	35%	168	17%	12	1%	82%	
	Male	146	40%	137	38%	68	19%	12	3%	78%	
	Female	335	52%	215	33%	100	15%	0	0%	85%	
Took detailed notes during class	Total	651	64%	282	28%	74	7%	6	1%	92%	
	Male	178	49%	129	36%	50	14%	6	2%	85%	
	Female	473	73%	153	24%	24	4%	0	0%	97%	
Contributed to class discussions	Total	294	29%	369	37%	323	32%	21	2%	66%	
	Male	106	29%	130	36%	115	32%	10	3%	65%	
	Female	188	29%	239	37%	208	32%	11	2%	66%	
Developed a role play, case study, or simulation for a class	Total	39	4%	106	10%	314	31%	553	55%	14%	
	Male	17	5%	47	13%	109	30%	190	52%	18%	
	Female	22	3%	59	9%	205	32%	363	56%	12%	
Tried to see how different facts and ideas fit together	Total	280	28%	395	39%	294	29%	43	4%	67%	
	Male	102	28%	131	36%	111	31%	19	5%	64%	
	Female	178	27%	264	41%	183	28%	24	4%	68%	
Summarized major points and information from your class notes or readings	Total	317	31%	385	38%	275	27%	36	4%	69%	
	Male	92	25%	130	36%	123	34%	18	5%	61%	
	Female	225	35%	255	39%	152	23%	18	3%	74%	
Worked on a class assignment, project, or presentation with other students	Total	276	27%	332	33%	336	33%	68	7%	60%	
	Male	81	22%	118	33%	132	36%	32	9%	55%	
	Female	195	30%	214	33%	204	31%	36	6%	63%	
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)	Total	162	16%	325	32%	435	43%	90	9%	48%	
	Male	56	15%	114	31%	150	41%	43	12%	46%	
	Female	106	16%	211	33%	285	44%	47	7%	49%	
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments	Total	188	19%	369	37%	409	40%	44	4%	56%	
	Male	64	18%	130	36%	150	41%	18	5%	54%	
	Female	124	19%	239	37%	259	40%	26	4%	56%	
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	Total	243	24%	460	45%	296	29%	12	1%	69%	
	Male	82	23%	172	48%	102	28%	6	2%	71%	
	Female	161	25%	288	44%	194	30%	6	1%	69%	
Worked on a paper or project where you had to integrate ideas from various sources	Total	343	34%	372	37%	251	25%	40	4%	71%	
	Male	109	30%	133	37%	101	28%	15	4%	67%	
	Female	234	36%	239	37%	150	23%	25	4%	73%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Writing Experience Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a dictionary or thesaurus to look up the proper meaning of words	Total	334	33%	327	32%	276	27%	72	7%	65%
	Male	87	24%	109	30%	115	32%	50	14%	54%
	Female	247	38%	218	34%	161	25%	22	3%	72%
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you were writing	Total	529	52%	348	34%	117	12%	16	2%	86%
	Male	168	46%	128	35%	57	16%	9	2%	81%
	Female	361	56%	220	34%	60	9%	7	1%	90%
Asked other people to read something you wrote to see if it was clear to them	Total	377	37%	307	30%	247	24%	79	8%	67%
	Male	94	26%	127	35%	97	27%	43	12%	61%
	Female	283	44%	180	28%	150	23%	36	6%	72%
Referred to a book or manual about writing style, grammar, etc.	Total	255	25%	300	30%	281	28%	173	17%	55%
	Male	74	21%	111	31%	98	27%	77	21%	52%
	Female	181	28%	189	29%	183	28%	96	15%	57%
Revised a paper or composition two or more times before you were satisfied with it	Total	294	29%	278	28%	307	30%	130	13%	57%
	Male	75	21%	104	29%	119	33%	64	18%	50%
	Female	219	34%	174	27%	188	29%	66	10%	61%
Asked an instructor or staff member for advice and help to improve your writing	Total	160	16%	193	19%	348	35%	306	30%	35%
	Male	51	14%	68	19%	129	36%	112	31%	33%
	Female	109	17%	125	19%	219	34%	194	30%	36%
Prepared a major written report for a class (20 pages or more)	Total	17	2%	30	3%	79	8%	883	88%	5%
	Male	6	2%	18	5%	34	9%	302	84%	7%
	Female	11	2%	12	2%	45	7%	581	90%	4%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Experiences with Faculty Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)**Bold Italic** = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	191	19%	371	37%	404	40%	40	4%	56%	
	Male	65	18%	148	41%	131	36%	15	4%	59%	
	Female	126	19%	223	34%	273	42%	25	4%	53%	
Discussed your academic program or course selection with a faculty member	Total	110	11%	286	28%	501	50%	107	11%	39%	
	Male	43	12%	101	28%	185	52%	30	8%	40%	
	Female	67	10%	185	29%	316	49%	77	12%	39%	
Discussed ideas for a term paper or other class project with a faculty member	Total	72	7%	222	22%	453	45%	258	26%	29%	
	Male	28	8%	87	24%	161	45%	83	23%	32%	
	Female	44	7%	135	21%	292	45%	175	27%	28%	
Discussed your career plans and ambitions with a faculty member	Total	68	7%	153	15%	491	49%	293	29%	22%	
	Male	33	9%	61	17%	170	47%	94	26%	26%	
	Female	35	5%	92	14%	321	50%	199	31%	19%	
Worked harder as a result of feedback from an instructor	Total	137	14%	328	33%	392	39%	148	15%	47%	
	Male	48	13%	102	28%	149	42%	60	17%	41%	
	Female	89	14%	226	35%	243	38%	88	14%	49%	
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)	Total	49	5%	77	8%	278	28%	599	60%	13%	
	Male	25	7%	39	11%	113	32%	181	51%	18%	
	Female	24	4%	38	6%	165	26%	418	65%	10%	
Participated with other students in a discussion with one or more faculty members outside of class	Total	54	5%	102	10%	321	32%	530	53%	15%	
	Male	27	8%	48	13%	118	33%	167	46%	21%	
	Female	27	4%	54	8%	203	31%	363	56%	12%	
Asked your instructor for comments and criticisms about your academic performance	Total	77	8%	173	17%	414	41%	341	34%	25%	
	Male	32	9%	71	20%	152	42%	103	29%	29%	
	Female	45	7%	102	16%	262	40%	238	37%	23%	
Worked harder than you thought you could to meet an instructor's expectations and standards	Total	130	13%	267	27%	393	39%	217	22%	40%	
	Male	42	12%	91	25%	130	36%	97	27%	37%	
	Female	88	14%	176	27%	263	41%	120	19%	41%	
Worked with a faculty member on a research project	Total	29	3%	41	4%	110	11%	826	82%	7%	
	Male	14	4%	23	6%	58	16%	265	74%	10%	
	Female	15	2%	18	3%	52	8%	561	87%	5%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Art, Music, and Theater Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family	Total	161	16%	212	21%	370	37%	261	26%	37%	
	Male	51	14%	63	18%	133	37%	113	31%	32%	
	Female	110	17%	149	23%	237	37%	148	23%	40%	
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus	Total	171	17%	248	25%	375	37%	209	21%	42%	
	Male	46	13%	67	19%	137	38%	110	31%	32%	
	Female	125	19%	181	28%	238	37%	99	15%	47%	
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, work on scenery, etc.), on or off campus	Total	72	7%	76	8%	192	19%	665	66%	15%	
	Male	26	7%	25	7%	68	19%	241	67%	14%	
	Female	46	7%	51	8%	124	19%	424	66%	15%	
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total	291	29%	255	25%	302	30%	153	15%	54%	
	Male	101	28%	87	24%	105	29%	65	18%	52%	
	Female	190	30%	168	26%	197	31%	88	14%	56%	
Attended a concert or other music event, on or off the campus	Total	228	23%	243	24%	380	38%	150	15%	47%	
	Male	73	20%	90	25%	132	37%	65	18%	45%	
	Female	155	24%	153	24%	248	39%	85	13%	48%	
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus	Total	135	13%	72	7%	163	16%	634	63%	20%	
	Male	34	9%	25	7%	74	21%	226	63%	16%	
	Female	101	16%	47	7%	89	14%	408	63%	23%	
Read or discussed the opinions of art, music, or drama critics	Total	96	10%	108	11%	289	29%	509	51%	21%	
	Male	38	11%	35	10%	109	30%	176	49%	21%	
	Female	58	9%	73	11%	180	28%	333	52%	20%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Campus Facilities Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Use a campus lounge to relax or study	Total	249	25%	277	27%	404	40%	78	8%	52%	
	Male	92	25%	104	29%	137	38%	29	8%	54%	
	Female	157	24%	173	27%	267	41%	49	8%	51%	
Met other students for discussion	Total	155	15%	311	31%	402	40%	140	14%	46%	
	Male	49	14%	116	32%	147	41%	50	14%	46%	
	Female	106	16%	195	30%	255	39%	90	14%	46%	
Attended cultural/social event	Total	154	15%	282	28%	458	46%	112	11%	43%	
	Male	47	13%	102	28%	161	45%	51	14%	41%	
	Female	107	17%	180	28%	297	46%	61	9%	45%	
Went to lecture or panel discussion	Total	67	7%	132	13%	443	44%	363	36%	20%	
	Male	28	8%	60	17%	150	41%	124	34%	25%	
	Female	39	6%	72	11%	293	46%	239	37%	17%	
Used a campus learning lab or center	Total	76	8%	163	16%	322	32%	445	44%	24%	
	Male	18	5%	60	17%	116	32%	167	46%	22%	
	Female	58	9%	103	16%	206	32%	278	43%	25%	
Used campus recreational facilities	Total	299	30%	287	29%	318	32%	102	10%	59%	
	Male	102	28%	106	29%	121	34%	32	9%	57%	
	Female	197	31%	181	28%	197	31%	70	11%	59%	
Played a team sport	Total	182	18%	114	11%	137	14%	571	57%	29%	
	Male	88	24%	56	16%	68	19%	148	41%	40%	
	Female	94	15%	58	9%	69	11%	423	66%	24%	
Followed regular exercise schedule	Total	243	24%	167	17%	261	26%	335	33%	41%	
	Male	106	29%	62	17%	96	27%	97	27%	46%	
	Female	137	21%	105	16%	165	26%	238	37%	37%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Clubs and Organizations Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Attended a meeting of a campus club, organization, etc	Total	294	29%	187	19%	271	27%	256	25%	48%	
	Male	91	25%	60	17%	96	27%	115	32%	42%	
	Female	203	31%	127	20%	175	27%	141	22%	51%	
Worked on campus committee/organization	Total	124	12%	99	10%	136	14%	647	64%	22%	
	Male	40	11%	32	9%	56	16%	233	65%	20%	
	Female	84	13%	67	10%	80	12%	414	64%	23%	
Worked on off-campus committee/org.	Total	44	4%	80	8%	148	15%	736	73%	12%	
	Male	15	4%	35	10%	53	15%	1259	72%	14%	
	Female	29	4%	45	7%	95	15%	477	74%	11%	
Met with faculty to discuss campus group	Total	28	3%	35	3%	167	17%	778	77%	6%	
	Male	16	4%	23	6%	77	21%	246	68%	10%	
	Female	12	2%	12	2%	90	14%	532	82%	4%	
Managed an organization on or off campus	Total	55	5%	70	7%	144	14%	737	73%	12%	
	Male	19	5%	30	8%	58	16%	253	70%	13%	
	Female	36	6%	40	6%	86	13%	484	75%	12%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Personal Experience Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)

Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Told friend about reaction to others	Total	398	39%	306	30%	252	25%	52	5%	69%
	Male	99	27%	105	29%	123	34%	35	10%	56%
	Female	299	46%	201	31%	129	20%	17	3%	77%
Discussed why some people get along	Total	372	37%	298	30%	283	28%	53	5%	67%
	Male	98	27%	105	29%	125	35%	33	9%	56%
	Female	274	42%	193	30%	158	24%	20	3%	72%
Asked for help with a personal problem	Total	378	38%	279	28%	262	26%	87	9%	66%
	Male	83	23%	88	24%	135	38%	54	15%	47%
	Female	295	46%	191	30%	127	20%	33	5%	76%
Read about personal growth/self-improvement	Total	86	9%	115	11%	350	35%	455	45%	20%
	Male	27	7%	36	10%	111	31%	187	52%	17%
	Female	59	9%	79	12%	239	37%	268	42%	21%
Identified with a book/movie/TV character	Total	248	25%	293	29%	353	35%	113	11%	54%
	Male	81	22%	93	26%	135	37%	52	14%	48%
	Female	167	26%	200	31%	218	34%	61	9%	57%
Took test to measure abilities/interests	Total	134	13%	217	22%	433	43%	222	22%	35%
	Male	39	11%	73	20%	166	46%	84	23%	31%
	Female	95	15%	144	22%	267	41%	138	21%	37%
Asked a friend his/her opinion of you	Total	155	15%	231	23%	373	37%	247	25%	38%
	Male	48	13%	75	21%	137	38%	100	28%	34%
	Female	107	17%	156	24%	236	37%	147	23%	41%
Talked with F/S about personal concern	Total	47	5%	62	6%	247	25%	651	65%	11%
	Male	17	5%	22	6%	99	27%	224	62%	11%
	Female	30	5%	40	6%	148	23%	427	66%	11%

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Student Acquaintances Questions**

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)

Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Acquainted: students of different interests	Total	284	28%	448	44%	263	26%	12	1%	72%
	Male	82	23%	164	45%	108	30%	7	2%	68%
	Female	202	31%	284	44%	155	24%	5	1%	75%
Acquainted: students of different background	Total	315	31%	450	45%	230	23%	10	1%	76%
	Male	101	28%	160	45%	90	25%	8	2%	73%
	Female	214	33%	290	45%	140	22%	2	0%	78%
Acquainted: students of different age	Total	334	33%	407	41%	248	25%	14	1%	74%
	Male	101	28%	158	44%	92	26%	8	2%	72%
	Female	233	36%	249	39%	156	24%	6	1%	75%
Acquainted: students of different race	Total	272	27%	335	33%	373	37%	24	2%	60%
	Male	94	26%	110	31%	141	39%	14	4%	57%
	Female	178	28%	225	35%	232	36%	10	2%	63%
Acquainted: students from other country	Total	159	16%	227	23%	479	48%	138	14%	39%
	Male	55	15%	98	27%	152	42%	53	15%	42%
	Female	104	16%	129	20%	327	51%	85	13%	36%
Discussions: students of different values	Total	260	26%	283	28%	340	34%	123	12%	54%
	Male	83	23%	101	28%	130	36%	46	13%	51%
	Female	177	27%	182	28%	210	33%	77	12%	55%
Discussions: students of different political opinions	Total	245	24%	305	30%	326	32%	128	13%	54%
	Male	82	23%	115	32%	111	31%	50	14%	55%
	Female	163	25%	190	29%	215	33%	78	12%	54%
Discussions: students of different religious beliefs	Total	265	26%	276	27%	331	33%	132	13%	53%
	Male	79	22%	95	27%	132	37%	51	14%	49%
	Female	186	29%	181	28%	199	31%	81	13%	57%
Discussions: students of different race	Total	179	18%	224	22%	384	38%	219	22%	40%
	Male	61	17%	91	25%	132	37%	74	21%	42%
	Female	118	18%	133	21%	252	39%	145	22%	39%
Discussions: students of different country	Total	121	12%	133	13%	337	34%	414	41%	25%
	Male	49	14%	54	15%	117	33%	138	39%	29%
	Female	72	11%	79	12%	220	34%	276	43%	23%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Scientific and Quantitative Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Memorized formulas, definitions, technical terms and concepts	Total	401	40%	325	32%	212	21%	69	7%	72%	
	Male	130	36%	114	32%	83	23%	32	9%	68%	
	Female	271	42%	211	33%	129	20%	37	6%	75%	
Used mathematical terms to express a set of relationships	Total	268	27%	267	27%	286	29%	182	18%	54%	
	Male	100	28%	95	27%	108	30%	54	15%	55%	
	Female	168	26%	172	27%	178	28%	128	20%	53%	
Explained your understanding of some scientific or mathematical theory, principle, or concept to someone else (classmate, co-worker, etc.)	Total	200	20%	259	26%	354	35%	194	19%	46%	
	Male	79	22%	98	27%	119	33%	63	18%	49%	
	Female	121	19%	161	25%	235	36%	131	20%	44%	
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class	Total	93	9%	116	12%	268	27%	528	53%	21%	
	Male	41	11%	62	17%	96	27%	158	44%	28%	
	Female	52	8%	54	8%	172	27%	370	57%	16%	
Completed an experiment or project using scientific methods	Total	211	21%	204	20%	235	23%	356	35%	41%	
	Male	72	20%	80	22%	94	26%	114	32%	42%	
	Female	139	22%	124	19%	141	22%	242	37%	41%	
Practiced to improve your skill in using a piece of laboratory equipment	Total	125	12%	151	15%	225	22%	504	50%	27%	
	Male	45	13%	68	19%	87	24%	158	44%	32%	
	Female	80	12%	83	13%	138	21%	346	53%	25%	
Showed someone else how to use a piece of scientific equipment	Total	117	12%	126	13%	286	28%	477	47%	25%	
	Male	48	13%	49	14%	105	29%	157	44%	27%	
	Female	69	11%	77	12%	181	28%	320	49%	23%	
Explained an experimental procedure to someone else	Total	124	12%	166	17%	305	30%	407	41%	29%	
	Male	52	15%	68	19%	106	30%	131	37%	34%	
	Female	72	11%	98	15%	199	31%	276	43%	26%	
Compared the scientific method with other methods for gaining knowledge and understanding	Total	92	9%	104	10%	283	28%	524	52%	19%	
	Male	40	11%	42	12%	104	29%	170	48%	23%	
	Female	52	8%	62	10%	179	28%	354	55%	18%	
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you	Total	87	9%	128	13%	340	34%	448	45%	22%	
	Male	37	10%	57	16%	119	33%	143	40%	26%	
	Female	50	8%	71	11%	221	34%	305	47%	19%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Students-Topics of Conversation Scale

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Social issues-peace, justice, etc.	Total	162	16%	258	26%	456	46%	124	12%	42%	
	Male	58	16%	93	26%	169	47%	42	12%	42%	
	Female	104	16%	165	26%	287	45%	82	13%	42%	
Different lifestyles, etc.	Total	221	22%	306	31%	406	41%	67	7%	53%	
	Male	70	19%	100	28%	155	43%	36	10%	47%	
	Female	151	24%	206	32%	251	39%	31	5%	56%	
Ideas of writers	Total	97	10%	182	18%	464	46%	263	26%	28%	
	Male	40	11%	67	19%	175	48%	80	22%	30%	
	Female	57	9%	115	18%	289	45%	183	28%	27%	
The arts-painting, poetry, etc.	Total	156	15%	237	24%	424	42%	190	19%	39%	
	Male	49	14%	84	23%	148	41%	81	22%	37%	
	Female	107	17%	153	24%	276	43%	109	17%	41%	
Science-theories, etc.	Total	60	6%	138	14%	429	43%	378	38%	20%	
	Male	29	8%	65	18%	160	44%	107	30%	26%	
	Female	31	5%	73	11%	269	42%	271	42%	16%	
Computers and other technologies	Total	104	10%	266	27%	475	47%	157	16%	37%	
	Male	60	17%	124	34%	144	40%	33	9%	51%	
	Female	44	7%	142	22%	331	52%	124	19%	29%	
Social/ethical issues re: science	Total	91	9%	187	19%	469	47%	258	26%	28%	
	Male	40	11%	85	23%	172	48%	65	18%	34%	
	Female	51	8%	102	16%	297	46%	193	30%	24%	
The economy-employment, etc.	Total	106	11%	227	23%	480	48%	194	19%	34%	
	Male	46	13%	97	27%	168	46%	51	14%	40%	
	Female	60	9%	130	20%	312	48%	143	22%	29%	
International Relations	Total	111	11%	184	18%	451	45%	259	26%	29%	
	Male	43	12%	72	20%	163	45%	82	23%	32%	
	Female	68	11%	112	17%	288	45%	177	27%	28%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Students-Information in Conversations Scale

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Referred to readings or classes	Total	164	17%	343	35%	450	45%	35	4%	52%
	Male	54	15%	117	33%	166	47%	18	5%	48%
	Female	110	17%	226	35%	284	45%	17	3%	52%
Explored different ways of thinking	Total	131	13%	377	38%	435	44%	48	5%	51%
	Male	37	10%	149	42%	148	42%	19	5%	52%
	Female	94	15%	228	36%	287	45%	29	5%	51%
Referred to something instructor said	Total	136	14%	297	30%	488	49%	71	7%	44%
	Male	37	10%	108	31%	163	46%	46	13%	41%
	Female	99	16%	189	30%	325	51%	25	4%	46%
Subsequently read something on a topic	Total	102	10%	212	21%	474	48%	205	21%	31%
	Male	35	10%	81	23%	163	46%	76	21%	33%
	Female	67	11%	131	21%	311	49%	129	20%	32%
Changed opinion because of others	Total	60	6%	186	19%	578	58%	167	17%	25%
	Male	26	7%	70	20%	194	55%	63	18%	27%
	Female	34	5%	116	18%	384	60%	104	16%	23%
Persuaded others to change their minds	Total	92	9%	212	21%	553	56%	135	14%	30%
	Male	36	10%	82	23%	193	54%	44	12%	33%
	Female	56	9%	130	20%	360	57%	91	14%	29%

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Students-Reading and Writing Scale**

Scale: More than 20, between 10 and 20, between 5 and 10, fewer than 5, None

Fourth Edition (2000)

During this current school year,
about how many books have
you read?

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 20 + Between 10 and 20	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Textbooks or assigned books	Total	18	2%	112	11%	414	41%	435	43%	24	2%	13%	
	Male	5	1%	33	9%	123	34%	179	50%	20	6%	10%	
	Female	13	2%	79	12%	291	45%	256	40%	4	1%	14%	
Assigned packs of course readings	Total	48	5%	100	10%	213	22%	484	49%	143	14%	15%	
	Male	16	5%	33	9%	76	22%	178	50%	50	14%	14%	
	Female	32	5%	67	11%	137	22%	306	48%	93	15%	16%	
Non-assigned books	Total	18	2%	35	4%	126	13%	492	50%	320	32%	6%	
	Male	8	2%	14	4%	45	13%	157	44%	132	37%	6%	
	Female	10	2%	21	3%	81	13%	335	53%	188	30%	5%	

Scale: More than 20, between 10 and 20, between 5 and 10, fewer than 5, None

Fourth Edition (2000)

During this current school year,
about how many exams,
papers, or reports have you
written?

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 20 + Between 10 and 20	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Essay exams for your courses	Total	43	4%	192	19%	353	36%	330	33%	72	7%	23%	
	Male	14	4%	67	19%	123	35%	128	36%	20	6%	23%	
	Female	29	5%	125	20%	230	36%	202	32%	52	8%	25%	
Term papers or other written reports	Total	54	5%	217	22%	357	36%	312	32%	42	4%	27%	
	Male	18	5%	75	21%	135	39%	107	31%	14	4%	26%	
	Female	36	6%	142	22%	222	35%	205	32%	28	4%	28%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Satisfaction Questions**

Fourth Edition (2000)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

Scale: I am enthusiastic about it, I like it, I am more or less neutral about it, I don't like it

		Enthusiastic		Like it		More or less neutral		Don't like it		Enthusiastic + Like it	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
How well college is liked	Total	306	30%	512	51%	147	15%	40	4%	81%	
	Male	97	27%	194	54%	55	15%	15	4%	81%	
	Female	209	32%	318	49%	92	14%	25	4%	81%	

Scale: Yes, definitely, Probably yes, Probably no, No, definitely

		Definitely		Probably yes		Probably No		No		Enthusiastic + Like it	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Would attend same institution	Total	339	34%	490	49%	134	13%	43	4%	83%	
	Male	112	31%	189	52%	43	12%	17	5%	83%	
	Female	227	35%	301	47%	91	14%	26	4%	82%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Environment Scale Scores**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

		Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Total	422	42%	365	36%	147	15%	62	6%	6	1%	3	0%	1	0%	78%	0%		
	Male	126	35%	148	41%	65	18%	19	5%	2	1%	2	1%	1	0%	76%	1%		
	Female	296	46%	217	34%	82	13%	43	7%	4	1%	1	0%	0	0%	80%	0%		
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Total	135	13%	286	28%	313	31%	2	19%	47	5%	21	2%	11	1%	41%	3%		
	Male	50	14%	89	25%	120	33%	1	18%	23	6%	9	2%	5	1%	39%	3%		
	Female	85	13%	197	31%	193	30%	1	20%	24	4%	12	2%	6	1%	44%	3%		
Emphasis on Being Critical, Evaluative, and Analytical	Total	245	24%	384	38%	232	23%	1	11%	23	2%	4	0%	1	0%	62%	0%		
	Male	86	24%	124	34%	98	27%	0	12%	5	1%	4	1%	1	0%	58%	1%		
	Female	159	25%	260	40%	134	21%	1	11%	18	3%	0	0%	0	0%	65%	0%		
Environmental Emphasis: Diversity	Total	114	11%	221	22%	249	25%	2	24%	114	11%	52	5%	18	2%	33%	7%		
	Male	40	11%	72	20%	97	27%	1	24%	44	12%	16	4%	13	4%	31%	8%		
	Female	74	12%	149	23%	152	24%	2	24%	70	11%	36	6%	5	1%	35%	7%		
Environmental Emphasis: Information Literacy Skills	Total	149	15%	309	31%	306	30%	2	17%	53	5%	19	2%	3	0%	46%	2%		
	Male	58	16%	103	28%	110	30%	1	17%	20	6%	8	2%	3	1%	44%	3%		
	Female	91	14%	206	32%	196	31%	1	16%	33	5%	11	2%	0	0%	46%	2%		
Emphasis on Developing Vocational and Occupational Competence	Total	93	9%	206	21%	246	25%	3	26%	115	11%	64	6%	20	2%	30%	8%		
	Male	36	10%	64	18%	93	26%	1	27%	41	11%	22	6%	8	2%	28%	8%		
	Female	57	9%	142	22%	153	24%	2	25%	74	12%	42	7%	12	2%	31%	9%		
Emphasis on Personal Relevance and Practical Value of Courses	Total	104	10%	211	21%	290	29%	2	24%	84	8%	62	6%	16	2%	31%	8%		
	Male	47	13%	65	18%	100	28%	1	25%	29	8%	23	6%	9	2%	31%	8%		
	Female	57	9%	146	23%	190	30%	1	23%	55	9%	39	6%	7	1%	32%	7%		

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

		Friendly, Supportive		6		5		4		3		2		Competitive, Uninvolved		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Relationships with other students	Total	347	34%	366	36%	165	16%	76	80%	26	3%	15	1%	11	1%	70%	2%		
	Male	109	30%	147	40%	57	16%	26	70%	14	4%	2	1%	8	2%	70%	3%		
	Female	238	37%	219	34%	108	17%	50	80%	12	2%	13	2%	3	0%	71%	2%		

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

		Helpful, Considerate		6		5		4		3		2		Rigid, Impersonal		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Relationships with administrative personnel and offices	Total	108	11%	285	28%	282	28%	197	20%	89	9%	32	3%	12	1%	39%	4%		
	Male	38	10%	99	27%	104	29%	63	17%	34	9%	15	4%	9	2%	37%	6%		
	Female	70	11%	186	29%	178	28%	134	21%	55	9%	17	3%	3	0%	40%	3%		

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

		Approachable, Helpful		6		5		4		3		2		Remote, Discouraging		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Relationships with faculty members	Total	167	17%	348	35%	272	27%	126	13%	64	6%	19	2%	8	1%	52%	3%		
	Male	53	15%	126	35%	96	27%	46	13%	25	7%	10	3%	6	2%	50%	5%		
	Female	114	18%	222	35%	176	27%	80	12%	39	6%	9	1%	2	0%	53%	1%		

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Estimate of Gains Scales/Questions

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant (Frequency is equal or greater than 50%)

Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Total	90	9%	270	27%	443	44%	204	20%		36%
	Male	42	12%	127	35%	140	39%	53	15%		47%
	Female	48	7%	143	22%	303	47%	151	23%		29%
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Total	103	10%	358	36%	436	43%	109	11%		46%
	Male	45	12%	143	39%	145	40%	30	8%		51%
	Female	58	9%	215	33%	291	45%	79	12%		42%
Gaining a broad general education about different fields of knowledge	Total	202	20%	479	48%	292	29%	32	3%		68%
	Male	65	18%	169	47%	117	32%	12	3%		65%
	Female	137	21%	310	48%	175	27%	20	3%		69%
Gaining a range of information relevant to a career	Total	147	15%	364	36%	403	40%	89	9%		51%
	Male	53	15%	140	39%	142	39%	25	7%		54%
	Female	94	15%	224	35%	291	41%	64	10%		50%
Developing an understanding and enjoyment of art, music, and drama	Total	131	13%	241	24%	383	38%	249	25%		37%
	Male	45	12%	81	22%	135	37%	100	28%		34%
	Female	86	13%	160	25%	248	39%	149	23%		38%
Broadening your acquaintance and enjoyment of literature	Total	85	8%	239	24%	406	40%	273	27%		32%
	Male	30	8%	83	23%	157	43%	93	26%		31%
	Female	55	9%	156	24%	249	39%	180	28%		33%
Seeing the importance of history for understanding the present and the past	Total	89	9%	224	22%	431	43%	262	26%		31%
	Male	34	9%	94	26%	163	45%	72	20%		35%
	Female	55	9%	130	20%	268	42%	190	30%		29%
Gaining knowledge about other parts of the world and other people	Total	87	9%	223	22%	341	34%	353	35%		31%
	Male	29	8%	90	25%	127	35%	115	32%		33%
	Female	58	9%	133	21%	214	33%	238	37%		30%
Writing clearly and effectively	Total	191	19%	399	40%	323	32%	89	9%		59%
	Male	53	15%	160	44%	118	33%	30	8%		59%
	Female	138	22%	239	37%	205	32%	59	9%		59%
Speaking effectively	Total	170	17%	381	38%	351	35%	102	10%		55%
	Male	60	17%	134	37%	131	36%	34	9%		54%
	Female	110	17%	247	38%	220	34%	68	11%		55%
Acquiring familiarity with the use of computers	Total	262	26%	388	38%	278	28%	80	8%		64%
	Male	99	27%	143	39%	88	24%	33	9%		66%
	Female	163	25%	245	38%	190	29%	47	7%		63%
Becoming aware of different philosophies, cultures, and ways of life	Total	144	14%	329	33%	414	41%	117	12%		47%
	Male	39	11%	121	34%	163	45%	38	11%		45%
	Female	105	16%	208	32%	251	39%	79	12%		48%

Estimate of Gains

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Developing your own values and ethical standards	Total	221	22%	382	38%	318	32%	83	8%	60%	
	Male	69	19%	133	37%	124	34%	35	10%	56%	
	Female	152	24%	249	39%	194	30%	48	7%	63%	
Understanding yourself--your abilities, interests, and personality	Total	247	25%	455	45%	270	27%	31	3%	70%	
	Male	79	22%	162	45%	110	30%	10	3%	67%	
	Female	168	26%	293	46%	160	25%	21	3%	72%	
Understanding other people and the ability to get along with different kinds of people	Total	276	27%	457	45%	242	24%	31	3%	72%	
	Male	75	21%	168	47%	99	27%	19	5%	68%	
	Female	201	31%	289	45%	143	22%	12	2%	76%	
Ability to function as a team member	Total	200	20%	374	37%	343	34%	85	8%	57%	
	Male	65	18%	144	40%	122	34%	28	8%	58%	
	Female	135	21%	230	36%	221	34%	57	9%	57%	
Developing good health habits and physical fitness	Total	183	18%	312	31%	328	33%	180	18%	49%	
	Male	72	20%	116	32%	109	30%	62	17%	52%	
	Female	111	17%	196	30%	219	34%	118	18%	47%	
Understanding the nature of science and experimentation	Total	115	11%	234	23%	359	36%	296	29%	34%	
	Male	48	13%	104	29%	121	34%	87	24%	42%	
	Female	67	10%	130	20%	238	37%	209	32%	30%	
Understanding new scientific and technical developments	Total	105	10%	235	23%	349	35%	314	31%	33%	
	Male	44	12%	106	30%	120	34%	88	25%	42%	
	Female	61	9%	129	20%	229	36%	226	35%	29%	
Becoming aware if the consequences of applications in science and technology	Total	86	9%	238	24%	365	36%	314	31%	33%	
	Male	39	11%	105	29%	124	35%	91	25%	40%	
	Female	47	7%	133	21%	241	37%	223	35%	28%	
Ability to think analytically and logically	Total	186	19%	394	39%	364	36%	56	6%	58%	
	Male	63	18%	152	42%	128	36%	16	4%	60%	
	Female	13	19%	242	38%	236	37%	40	6%	57%	
Quantitative thinking--Understanding probabilities, proportions, etc.	Total	113	11%	268	27%	408	41%	216	21%	38%	
	Male	45	12%	119	33%	144	40%	53	15%	45%	
	Female	68	11%	149	23%	264	41%	163	25%	34%	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Total	183	18%	420	42%	333	33%	67	7%	60%	
	Male	58	16%	155	43%	121	34%	27	7%	59%	
	Female	125	19%	265	41%	212	33%	40	6%	60%	
Ability to learn on your own, pursue ideas, and find information you need	Total	235	23%	456	45%	265	26%	48	5%	68%	
	Male	66	18%	171	47%	103	28%	22	6%	65%	
	Female	169	26%	285	44%	162	25%	26	4%	70%	
Gain: Adapting to Change	Total	283	28%	419	42%	243	24%	56	6%	70%	
	Male	76	21%	159	44%	100	28%	24	7%	65%	
	Female	207	32%	260	40%	143	22%	32	5%	72%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Students Selected Background Information**

Fourth Edition (2000)

Scale: 19 or younger, 20-23, 24-29, 30-39, 40-55, over 55

		19 or younger		20-23		24-29		30-39		40-55		Over 55	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Age	Total	1002	99%	11	1%	0	0%	0	0%	0	0%	1	0%
	Male	357	98%	7	2%	0	0%	0	0%	0	0%	0	0%
	Female	645	99%	4	1%	0	0%	0	0%	0	0%	1	0%

Scale: Male, Female

		Male		Female	
		N	Col %	N	Col %
Sex	Total	650	64%	364	36%

Scale: not Married, Married, Divorced, Separated, Widowed

		Not Married		Married		Divorced		Separated		Widowed	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your marital status?	Total	1005	100%	3	0%	0	0%	0	0%	2	0%
	Male	358	99%	2	1%	0	0%	0	0%	2	1%
	Female	647	100%	1	0%	0	0%	0	0%	0	0%

Scale: Freshmen/First Year, Sophomore, Junior, Senior, Graduate Student, Unclassified

		Freshmen/First Year		Sophomore		Junior		Senior		Graduate Student		Unclassified	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your classification in College?	Total	1001	99%	9	1%	1	0%	2	0%	1	0%	0	0%
	Male	357	98%	5	1%	0	0%	2	0%	0	0%	0	0%
	Female	644	99%	4	1%	1	0%	0	0%	1	0%	0	0%

Scale: Started Here, Transferred from another institution

		Started Here		Transferred	
		N	Col %	N	Col %
Did you begin college here or did you transfer here from another institution?	Total	1003	99%	11	1%
	Male	357	98%	7	2%
	Female	646	99%	4	1%

Scale: Dormitory or other campus housing, residence (house, apartment, etc.) within walking distance of the institution, residence (house, apartment, etc.) within driving distance, fraternity or sorority house

		Dormitory or other campus housing		Residence within walking distance		Residence within driving distance		Fraternity or Sorority	
		N	Col %	N	Col %	N	Col %	N	Col %
Where do you live during the school year?	Total	995	98%	8	1%	9	1%	1	0%
	Male	354	98%	3	1%	5	1%	1	0%
	Female	641	99%	5	1%	4	1%	0	0%

Selected Background Information

With whom do you live during the school year?

Scale: No, Yes

		Yes		No	
		N	Col %	N	Col %
No one	Total	39	4%	969	96%
	Male	14	4%	348	96%
	Female	25	4%	621	96%
Other students	Total	933	93%	75	7%
	Male	329	91%	33	9%
	Female	604	93%	42	7%
Spouse or partner	Total	3	0%	1005	100%
	Male	2	1%	360	99%
	Female	1	0%	645	100%
My child	Total	0	0%	1008	100%
	Male	0	0%	362	100%
	Female	0	0%	646	100%
My parents	Total	32	3%	976	97%
	Male	13	4%	349	96%
	Female	19	3%	627	97%
Other relatives	Total	6	1%	1002	99%
	Male	4	1%	358	99%
	Female	2	0%	644	100%
Friends	Total	0	0%	1008	100%
	Male	0	0%	362	100%
	Female	0	0%	646	100%
Others	Total	6	1%	1002	99%
	Male	3	1%	359	99%
	Female	3	0%	643	100%

Scale: YES, NO

		YES		NO	
		N	Col %	N	Col %
Do you have access to a computer where you live or work, or nearby that you can use for your school work?	Total	1008	100%	5	0%
	Male	361	99%	3	1%
	Female	647	100%	2	0%

Scale: A, A-/B+, B, B-/C+, C/C-/or lower

		A		A-, B+		B		B-, C+		C, C-, or lower	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What have most of your grades been up to now at this institution?	Total	194	19%	387	38%	262	26%	137	14%	27	3%
	Male	65	18%	128	35%	99	27%	56	15%	14	4%
	Female	129	20%	259	40%	163	25%	81	13%	13	2%

Which of these fields best describes your major?

Scale: Yes, No

		Yes		No	
		N	Col %	N	Col %
Agriculture	Total	11	1%	1003	99%
	Male	2	1%	362	99%
	Female	9	1%	641	99%
Biological or life sciences	Total	132	13%	882	87%
	Male	48	13%	316	87%
	Female	84	13%	566	87%
Business	Total	170	17%	844	83%
	Male	88	24%	276	76%
	Female	82	13%	568	87%
Communication	Total	45	4%	969	96%
	Male	5	1%	359	99%
	Female	40	6%	610	94%
Computer and Information Sciences	Total	62	6%	952	94%
	Male	42	12%	322	88%
	Female	20	3%	630	97%
Education	Total	95	9%	919	91%
	Male	19	5%	345	95%
	Female	76	12%	574	88%
Engineering	Total	7	1%	1007	99%
	Male	6	2%	358	98%
	Female	1	0%	649	100%
Ethnic, Cultural, area studies	Total	2	0%	1012	100%
	Male	0	0%	364	100%
	Female	2	0%	348	100%
Foreign Languages	Total	29	3%	985	97%
	Male	5	1%	359	99%
	Female	24	4%	626	96%
Health Related fields	Total	102	10%	912	90%
	Male	11	3%	353	97%
	Female	91	14%	559	86%
History	Total	31	3%	983	97%
	Male	14	4%	350	96%
	Female	17	3%	633	97%
Humanities	Total	57	6%	957	94%
	Male	10	3%	354	97%
	Female	47	7%	603	93%
Liberal or general studies	Total	5	0%	1009	100%
	Male	3	1%	361	99%
	Female	2	0%	648	100%

Selected Background Information

Mathematics	Total	19	2%	995	98%
	Male	7	2%	357	98%
	Female	12	2%	638	98%
Multi/interdisciplinary	Total	1	0%	1013	100%
	Male	1	0%	363	100%
	Female	0	0%	650	100%
Rec or sports management	Total	2	0%	1012	100%
	Male	1	0%	363	100%
	Female	1	0%	649	100%
Physical Sciences	Total	40	4%	974	96%
	Male	22	6%	342	94%
	Female	18	3%	632	97%
Pre-professional	Total	103	10%	911	90%
	Male	34	9%	330	91%
	Female	69	11%	581	89%
Public Administration	Total	6	1%	1008	99%
	Male	4	1%	360	99%
	Female	2	0%	648	100%
Social Sciences	Total	126	12%	888	88%
	Male	39	11%	325	89%
	Female	87	13%	563	87%
Visual and performing arts	Total	49	5%	965	95%
	Male	19	5%	345	95%
	Female	30	5%	620	95%
Undecided	Total	93	9%	921	91%
	Male	29	8%	335	92%
	Female	64	10%	586	90%
Other	Total	22	2%	992	98%
	Male	7	2%	357	98%
	Female	15	2%	635	98%

Selected Background Information

Scale: No, Yes, both, yes father, yes mother, don't know

		No		Yes, both		Yes, father only		Yes, mother only		don't know	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Did either of your parents graduate from college?	Total	308	30%	420	41%	166	16%	113	11%	7	1%
	Male	108	30%	167	46%	52	14%	33	9%	4	1%
	Female	200	31%	253	39%	114	18%	80	12%	3	0%

Scale: YES, NO

		YES		NO	
		N	Col %	N	Col %
Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?	Total	788	78%	222	22%
	Male	273	76%	88	24%
	Female	515	79%	134	21%

Scale: 17 or more, 15-16, 12-14, 7-11, 6 or fewer

		17 or more		15-16		12-14		7-11		6 or fewer	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
How many credit hours are you taking this term?	Total	149	15%	511	50%	332	33%	21	2%	1	0%
	Male	51	14%	162	45%	139	38%	12	3%	0	0%
	Female	98	15%	349	54%	193	30%	9	1%	1	0%

Scale: 5 or fewer hours a week, 6-10 hours a week, 11-15 hours a week, 16-20 hours a week, 21-25 hours a week, 26-30 hours a week, more than 30 hours a week

		5 or fewer hours a week		6-10 hours a week		11-15 hours a week		16-20 hours a week		21-25 hours a week		26-30 hours a week		more than 30 hours a week	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?	Total	101	10%	291	29%	241	24%	179	18%	99	10%	62	6%	40	4%
	Male	53	15%	115	32%	84	23%	63	17%	25	7%	11	3%	13	4%
	Female	48	7%	176	27%	157	24%	116	18%	74	11%	51	8%	27	4%

Scale: None, 1-10, 11-20, 21-30 Hrs

		None; No Job		1-10 Hrs Weekly		11-20 Hrs Weekly		21-30 Hrs Weekly	
		N	Col %	N	Col %	N	Col %	N	Col %
Hours working on campus for pay	Total	859	86%	80	8%	32	3%	1	0%
	Male	320	90%	19	5%	15	4%	1	0%
	Female	539	87%	61	10%	17	3%	0	0%

Scale: None, 1-10, 11-20, 21-30, 31-40 Hrs

		None; No Job		1-10 Hrs Weekly		11-20 Hrs Weekly		21-30 Hrs Weekly		31-40 Hrs Weekly	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Hours Working off campus for pay	Total	768	91%	39	5%	23	3%	10	1%	1	0%
	Male	285	93%	11	4%	7	2%	3	1%	1	0%
	Female	483	90%	28	5%	16	3%	7	1%	0	0%

Scale: No Job, Does not interfere, Takes some time, Takes a lot of time

		No Job		Does not interfere		Takes some time		Takes a lot of time	
		N	Col %	N	Col %	N	Col %	N	Col %
How job affects school work	Total	776	81%	98	10%	72	8%	7	1%
	Male	290	85%	29	8%	21	6%	3	1%
	Female	486	80%	69	11%	51	8%	4	1%

Scale: None, Very little, Less than half, About half, More than half, All or nearly all

		None		Very little		Less than half		About half		More than half		All or nearly all	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Meet Expenses: Self	Total	146	17%	386	45%	208	24%	56	7%	27	3%	36	4%
	Male	49	16%	129	43%	71	24%	17	6%	11	4%	20	7%
	Female	97	17%	257	46%	137	24%	39	7%	16	3%	19	3%
Meet Expenses: Parents	Total	72	8%	184	20%	186	20%	114	12%	171	18%	206	22%
	Male	27	8%	63	19%	67	20%	41	13%	65	20%	65	20%
	Female	45	7%	121	20%	119	20%	73	12%	106	18%	141	23%
Meet Expenses: Spouse or partner	Total	696	99%	4	1%	3	0%	0	0%	0	0%	2	0%
	Male	224	97%	2	1%	2	1%	0	0%	0	0%	2	1%
	Female	472	99%	2	0%	1	0%	0	0%	0	0%	0	0%
Meet Expenses: Employer	Total	661	96%	15	2%	6	1%	2	0%	2	0%	2	0%
	Male	215	96%	5	2%	1	0%	2	1%	1	0%	1	0%
	Female	446	96%	10	2%	5	1%	0	0%	1	0%	1	0%
Meet Expenses: Scholarships and grants	Total	84	9%	152	17%	216	24%	98	11%	135	15%	233	25%
	Male	38	12%	45	14%	72	23%	35	11%	48	15%	80	25%
	Female	46	8%	107	18%	144	24%	63	11%	87	15%	153	26%
Meet Expenses: Loans	Total	411	53%	63	8%	135	18%	71	9%	55	7%	34	4%
	Male	140	56%	16	6%	43	17%	27	11%	11	4%	13	5%

Selected Background Information

	Female	271	52%	47	9%	92	18%	44	8%	44	8%	21	4%
Meet Expenses: Other sources	Total	631	90%	49	7%	8	1%	6	1%	4	1%	5	1%
	Male	213	91%	9	4%	3	1%	3	1%	2	1%	3	1%
	Female	418	89%	40	9%	5	1%	3	1%	2	0%	2	0%

What is your racial or ethnic identification?

Scale: Yes, No

		Yes		No	
		N	Col %	N	Col %
American Indian or other Native American	Total	14	1%	977	99%
	Male	5	1%	351	99%
	Female	9	1%	626	99%
Asian or Pacific Islander	Total	24	2%	967	98%
	Male	14	4%	342	96%
	Female	10	2%	625	98%
Black or African American	Total	51	5%	940	95%
	Male	12	3%	344	97%
	Female	39	6%	596	94%
Caucasian	Total	884	89%	107	11%
	Male	314	88%	42	12%
	Female	570	90%	65	10%
Mexican-American	Total	14	1%	977	99%
	Male	7	2%	349	98%
	Female	7	1%	628	99%
Puerto Rican	Total	4	0%	987	100%
	Male	2	1%	354	99%
	Female	2	0%	633	100%
Other Hispanic	Total	10	1%	981	99%
	Male	5	1%	351	99%
	Female	5	1%	630	99%
Other	Total	22	2%	969	98%
	Male	12	3%	344	97%
	Female	10	2%	625	98%

College Student Experience Questionnaire (4th Edition)
Fall 2000 First-Year Student Local Questions

Scale: A = Yes, B = No

		YES		NO	
		N	Col %	N	Col %
I am a member of a student organization	Total	591	61%	376	39%
	Male	189	55%	153	45%
	Female	402	64%	223	36%
I belong to a fraternity or sorority on campus	Total	211	22%	755	78%
	Male	88	26%	254	74%
	Female	123	20%	501	80%
I took a Freshmen Week/Extended Freshmen Course in my major	Total	534	55%	430	45%
	Male	191	56%	151	44%
	Female	343	55%	279	45%
I took a Freshmen Week/Extended Freshmen Course in the LSP	Total	548	57%	413	43%
	Male	200	59%	140	41%
	Female	348	56%	273	44%
I took a residential college section offered through my residence hall	Total	238	25%	728	75%
	Male	85	25%	257	75%
	Female	153	25%	471	75%

Scale: Very much = A, Quite a bit = B, Some = C, Very Little = D

Bold = Significant (Frequency is equal to or greater than 50%)

Bold Italic = Significant (Frequency is equal to or less than 20%)

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students	Total	190	20%	341	36%	317	33%	97	10%	56%	56%
	Male	58	17%	113	34%	123	37%	39	12%	51%	51%
	Female	132	21%	228	37%	194	32%	58	9%	58%	58%
My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman	Total	128	13%	276	29%	391	41%	153	16%	42%	42%
	Male	38	11%	93	28%	149	44%	54	16%	39%	39%
	Female	90	15%	183	30%	242	39%	99	16%	45%	45%
My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community	Total	222	23%	320	34%	297	31%	111	12%	57%	57%
	Male	63	19%	104	31%	117	35%	51	15%	50%	50%
	Female	159	26%	216	35%	180	29%	60	10%	61%	61%
My Extended Freshmen Course helped me develop my writing, speaking, and thinking skills	Total	97	10%	233	24%	367	39%	246	26%	34%	34%
	Male	27	8%	74	22%	128	38%	103	31%	30%	30%
	Female	70	11%	159	26%	239	39%	143	23%	37%	37%
My Extended Freshmen Course helped me understand and appreciate the meaning of a liberal arts education	Total	107	11%	304	32%	349	37%	185	19%	43%	43%
	Male	31	9%	107	32%	121	36%	74	22%	41%	41%
	Female	76	12%	197	32%	228	37%	111	18%	44%	44%

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
To what degree did you find your major courses this semester challenging	Total	218	24%	346	38%	217	24%	129	14%	62%	
	Male	81	25%	116	35%	78	24%	51	16%	60%	
	Female	137	23%	230	39%	139	24%	78	13%	62%	

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
To what degree did you find your LSP courses this semester challenging	Total	181	19%	407	43%	299	31%	65	7%	62%	
	Male	52	16%	127	38%	122	36%	34	10%	54%	
	Female	129	21%	280	45%	177	29%	31	5%	66%	

Scale: Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E

Bold = Significant (Frequency is equal to or greater than 50%)

Bold Italic = Significant (Frequency is equal to or less than 20%)

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
I am generally happy with living in residential housing	Total	270	29%	453	48%	134	14%	58	6%	29	3%	77%	
	Male	78	24%	171	52%	41	12%	25	8%	15	5%	76%	
	Female	192	31%	282	46%	93	15%	33	5%	14	2%	77%	

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Living in a residence hall has helped me develop new and supportive friendships	Total	355	38%	384	41%	139	15%	51	5%	14	1%	79%	
	Male	95	29%	145	44%	63	19%	21	6%	5	2%	73%	
	Female	260	42%	239	39%	76	12%	30	5%	9	1%	81%	

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Living in a residence hall has supported my ability to be successful at Truman	Total	159	17%	321	34%	345	37%	88	9%	30	3%	51%	
	Male	44	13%	109	33%	129	39%	35	11%	13	4%	46%	
	Female	115	19%	212	35%	216	35%	53	9%	17	3%	54%	

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Living in a residence hall has helped me to grow intellectually	Total	114	12%	283	30%	363	38%	147	16%	37	4%	42%	
	Male	33	10%	101	31%	125	38%	55	17%	16	5%	41%	
	Female	81	13%	182	30%	238	39%	92	15%	21	3%	43%	

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Living in a residence hall has helped me to grow personally	Total	242	26%	429	46%	191	20%	61	6%	18	2%	72%	
	Male	61	18%	158	48%	75	23%	24	7%	12	4%	66%	
	Female	181	30%	271	44%	116	19%	37	6%	6	1%	74%	

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
My Residential College Program academic advisor has assisted me in understanding academic program options at Truman	Total	220	23%	369	39%	212	22%	87	9%	57	6%	62%	
	Male	63	19%	145	44%	70	21%	33	10%	19	6%	63%	
	Female	157	26%	224	36%	142	23%	54	9%	38	6%	62%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Library Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Very Often		Often		Occasionally		Never		Very often + Often	
	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	248	25%	355	35%	333	33%	73	7%	60%
	Male	67	19%	128	36%	127	35%	38	11%	55%
	Female	181	28%	227	35%	206	32%	35	5%	63%
Developed a bibliography or reference list for a term paper or other report	Total	241	24%	290	29%	308	30%	171	17%	53%
	Male	62	17%	104	29%	120	33%	77	21%	46%
	Female	179	28%	186	29%	188	29%	94	15%	57%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Computer and Information Technology Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Very Often		Often		Occasionally		Never		Very often + Often	
	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Used a computer or word processor to prepare reports or papers	Total	854	84%	118	12%	34	3%	6	1%	96%
	Male	288	79%	54	15%	18	5%	3	1%	94%
	Female	566	87%	64	10%	16	2%	3	0%	97%
Used e-mail to communicate with an instructor or other students	Total	618	61%	252	25%	133	13%	9	1%	86%
	Male	199	55%	96	26%	64	18%	5	1%	81%
	Female	419	65%	156	24%	69	11%	4	1%	89%
Searched the World Wide Web or Internet for the information related to a course	Total	563	56%	259	26%	165	16%	25	2%	82%
	Male	185	51%	96	26%	70	19%	12	3%	77%
	Female	378	58%	163	25%	95	15%	13	2%	83%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Course Learning Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Completed the assigned readings for class	Total	481	47%	352	35%	168	17%	12	1%	82%	
	Male	146	40%	137	38%	68	19%	12	3%	78%	
	Female	335	52%	215	33%	100	15%	0	0%	85%	
Took detailed notes during class	Total	651	64%	282	28%	74	7%	6	1%	92%	
	Male	178	49%	129	36%	50	14%	6	2%	85%	
	Female	473	73%	153	24%	24	4%	0	0%	97%	
Contributed to class discussions	Total	294	29%	369	37%	323	32%	21	2%	66%	
	Male	106	29%	130	36%	115	32%	10	3%	65%	
	Female	188	29%	239	37%	208	32%	11	2%	66%	
Tried to see how different facts and ideas fit together	Total	280	28%	395	39%	294	29%	43	4%	67%	
	Male	102	28%	131	36%	111	31%	19	5%	64%	
	Female	178	27%	264	41%	183	28%	24	4%	68%	
Summarized major points and information from your class notes or readings	Total	317	31%	385	38%	275	27%	36	4%	69%	
	Male	92	25%	130	36%	123	34%	18	5%	61%	
	Female	225	35%	255	39%	152	23%	18	3%	74%	
Worked on a class assignment, project, or presentation with other students	Total	276	27%	332	33%	336	33%	68	7%	60%	
	Male	81	22%	118	33%	132	36%	32	9%	55%	
	Female	195	30%	214	33%	204	31%	36	6%	63%	
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments	Total	188	19%	369	37%	409	40%	44	4%	56%	
	Male	64	18%	130	36%	150	41%	18	5%	54%	
	Female	124	19%	239	37%	259	40%	26	4%	56%	
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	Total	243	24%	460	45%	296	29%	12	1%	69%	
	Male	82	23%	172	48%	102	28%	6	2%	71%	
	Female	161	25%	288	44%	194	30%	6	1%	69%	
Worked on a paper or project where you had to integrate ideas from various sources	Total	343	34%	372	37%	251	25%	40	4%	71%	
	Male	109	30%	133	37%	101	28%	15	4%	67%	
	Female	234	36%	239	37%	150	23%	25	4%	73%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Writing Experience Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Used a dictionary or thesaurus to look up the proper meaning of words	Total	334	33%	327	32%	276	27%	72	7%		65%
	Male	87	24%	109	30%	115	32%	50	14%		54%
	Female	247	38%	218	34%	161	25%	22	3%		72%
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you were writing	Total	529	52%	348	34%	117	12%	16	2%		86%
	Male	168	46%	128	35%	57	16%	9	2%		81%
	Female	361	56%	220	34%	60	9%	7	1%		90%
Asked other people to read something you wrote to see if it was clear to them	Total	377	37%	307	30%	247	24%	79	8%		67%
	Male	94	26%	127	35%	97	27%	43	12%		61%
	Female	283	44%	180	28%	150	23%	36	6%		72%
Referred to a book or manual about writing style, grammar, etc.	Total	255	25%	300	30%	281	28%	173	17%		55%
	Male	74	21%	111	31%	98	27%	77	21%		52%
	Female	181	28%	189	29%	183	28%	96	15%		57%
Revised a paper or composition two or more times before you were satisfied with it	Total	294	29%	278	28%	307	30%	130	13%		57%
	Male	75	21%	104	29%	119	33%	64	18%		50%
	Female	219	34%	174	27%	188	29%	66	10%		61%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Experiences with Faculty Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	191	19%	371	37%	404	40%	40	4%		56%
	Male	65	18%	148	41%	131	36%	15	4%		59%
	Female	126	19%	223	34%	273	42%	25	4%		53%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Art, Music, and Theater Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Very Often		Often		Occasionally		Never		Very often + Often	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total	291	29%	255	25%	302	30%	153	15%	54%
	Male	101	28%	87	24%	105	29%	65	18%	52%
	Female	190	30%	168	26%	197	31%	88	14%	56%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Campus Facilities Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Very Often		Often		Occasionally		Never		Very often + Often	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Use a campus lounge to relax or study	Total	249	25%	277	27%	404	40%	78	8%	52%
	Male	92	25%	104	29%	137	38%	29	8%	54%
	Female	157	24%	173	27%	267	41%	49	8%	51%
Used campus recreational facilities	Total	299	30%	287	29%	318	32%	102	10%	59%
	Male	102	28%	106	29%	121	34%	32	9%	57%
	Female	197	31%	181	28%	197	31%	70	11%	59%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Clubs and Organizations Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Very Often		Often		Occasionally		Never		Very often + Often	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Attended a meeting of a campus club, organization, etc	Total	294	29%	187	19%	271	27%	256	25%	48%
	Male	91	25%	60	17%	96	27%	115	32%	42%
	Female	203	31%	127	20%	175	27%	141	22%	51%

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Personal Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Told friend about reaction to others	Total	398	39%	306	30%	252	25%	52	5%	69%	
	Male	99	27%	105	29%	123	34%	35	10%	56%	
	Female	299	46%	201	31%	129	20%	17	3%	77%	
Discussed why some people get along	Total	372	37%	298	30%	283	28%	53	5%	67%	
	Male	98	27%	105	29%	125	35%	33	9%	56%	
	Female	274	42%	193	30%	158	24%	20	3%	72%	
Asked for help with a personal problem	Total	378	38%	279	28%	262	26%	87	9%	66%	
	Male	83	23%	88	24%	135	38%	54	15%	47%	
	Female	295	46%	191	30%	127	20%	33	5%	76%	
Identified with a book/movie/TV character	Total	248	25%	293	29%	353	35%	113	11%	54%	
	Male	81	22%	93	26%	135	37%	52	14%	48%	
	Female	167	26%	200	31%	218	34%	61	9%	57%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Student Acquaintances Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Acquainted: students of different interests	Total	284	28%	448	44%	263	26%	12	1%	72%	
	Male	82	23%	164	45%	108	30%	7	2%	68%	
	Female	202	31%	284	44%	155	24%	5	1%	75%	
Acquainted: students of different background	Total	315	31%	450	45%	230	23%	10	1%	76%	
	Male	101	28%	160	45%	90	25%	8	2%	73%	
	Female	214	33%	290	45%	140	22%	2	0%	78%	
Acquainted: students of different age	Total	334	33%	407	41%	248	25%	14	1%	74%	
	Male	101	28%	158	44%	92	26%	8	2%	72%	
	Female	233	36%	249	39%	156	24%	6	1%	75%	
Acquainted: students of different race	Total	272	27%	335	33%	373	37%	24	2%	60%	
	Male	94	26%	110	31%	141	39%	14	4%	57%	
	Female	178	28%	225	35%	232	36%	10	2%	63%	
Discussions: students of different values	Total	260	26%	283	28%	340	34%	123	12%	54%	
	Male	83	23%	101	28%	130	36%	46	13%	51%	
	Female	177	27%	182	28%	210	33%	77	12%	55%	
Discussions: students of different political opinions	Total	245	24%	305	30%	326	32%	128	13%	54%	
	Male	82	23%	115	32%	111	31%	50	14%	55%	
	Female	163	25%	190	29%	215	33%	78	12%	54%	
Discussions: students of different religious beliefs	Total	265	26%	276	27%	331	33%	132	13%	53%	
	Male	79	22%	95	27%	132	37%	51	14%	49%	
	Female	186	29%	181	28%	199	31%	81	13%	57%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Scientific and Quantatative Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Memorized formulas, definitions, technical terms and concepts	Total	401	40%	325	32%	212	21%	69	7%	72%	
	Male	130	36%	114	32%	83	23%	32	9%	68%	
	Female	271	42%	211	33%	129	20%	37	6%	75%	
Used mathematical terms to express a set of relationships	Total	268	27%	267	27%	286	29%	182	18%	54%	
	Male	100	28%	95	27%	108	30%	54	15%	55%	
	Female	168	26%	172	27%	178	28%	128	20%	53%	

College Student Experience Questionnaire
Fall 2000 Truman First-Topics of Conversation Scale

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Current events in the news	Total	276	27%	365	36%	333	33%	34	3%	63%	
	Male	106	29%	144	40%	103	28%	10	3%	69%	
	Female	170	26%	221	34%	230	36%	24	4%	60%	
Different lifestyles, etc.	Total	221	22%	306	31%	406	41%	67	7%	53%	
	Male	70	19%	100	28%	155	43%	36	10%	47%	
	Female	151	24%	206	32%	251	39%	31	5%	56%	
Computers and other technologies	Total	104	10%	286	27%	475	47%	157	16%	37%	
	Male	60	17%	124	34%	144	40%	33	9%	51%	
	Female	44	7%	142	22%	331	52%	124	19%	29%	

College Student Experience Questionnaire
Fall 2000 Truman First-Information in Conversations Scale

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Referred to readings or classes	Total	164	17%	343	35%	450	45%	35	4%	52%	
	Male	54	15%	117	33%	166	47%	18	5%	48%	
	Female	110	17%	226	35%	284	45%	17	3%	52%	
Explored different ways of thinking	Total	131	13%	377	38%	435	44%	48	5%	51%	
	Male	37	10%	149	42%	148	42%	19	5%	52%	
	Female	94	15%	228	36%	287	45%	29	5%	51%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Satisfaction Questions**

Fourth Edition (2000)

Scale: I am enthusiastic about it, I like it, I am more or less neutral about it, I don't like it
Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Enthusiastic		Like it		More or less neutral		Don't like it		Enthusiastic + Like it	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
How well college is liked	Total	306	30%	512	51%	147	15%	40	4%	81%	
	Male	97	27%	194	54%	55	15%	15	4%	81%	
	Female	209	32%	318	49%	92	14%	25	4%	81%	

Scale: Yes, definitely, Probably yes, Probably no, No, definitely

		Definitely		Probably yes		Probably No		No		Enthusiastic + Like it	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Would attend same institution	Total	339	34%	490	49%	134	13%	43	4%	83%	
	Male	112	31%	189	52%	43	12%	17	5%	83%	
	Female	227	35%	301	47%	91	14%	26	4%	82%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Environment Scale Scores**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

		Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Total	422	42%	365	36%	147	15%	62	6%	6	1%	3	0%	1	0%	78%		0%	
	Male	126	35%	148	41%	65	18%	19	5%	2	1%	2	1%	0	0%	76%		1%	
	Female	296	46%	217	34%	82	13%	43	7%	4	1%	1	0%	1	0%	80%		0%	
Emphasis on Being Critical, Evaluative, and Analytical	Total	245	24%	384	38%	232	23%	1	11%	23	2%	4	0%	1	0%	62%		0%	
	Male	86	24%	124	34%	98	27%	0	12%	5	1%	4	1%	1	0%	58%		1%	
	Female	159	25%	260	40%	134	21%	1	11%	18	3%	0	0%	0	0%	65%		0%	

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

		Friendly, Supportive		6		5		4		3		2		Competitive, Uninvolved		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Relationships with other students	Total	347	34%	366	36%	165	16%	76	80%	26	3%	15	1%	11	1%	70%		2%	
	Male	109	30%	147	40%	57	16%	26	70%	14	4%	2	1%	8	2%	70%		3%	
	Female	238	37%	219	34%	108	17%	50	80%	12	2%	13	2%	3	0%	71%		2%	

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

		Approachable, Helpful		6		5		4		3		2		Remote, Discouraging		7 + 6		1 + 2	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	Col %	Col %
Relationships with faculty members	Total	167	17%	348	35%	272	27%	126	13%	64	6%	19	2%	8	1%	52%		3%	
	Male	53	15%	126	35%	96	27%	46	13%	25	7%	10	3%	6	2%	50%		5%	
	Female	114	18%	222	35%	176	27%	80	12%	39	6%	9	1%	2	0%	53%		1%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Estimate of Gains Scales/Questions

Scale: **Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1**

Fourth Edition (2000)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Total	103	10%	358	36%	436	43%	109	11%		46%
	Male	45	12%	143	39%	145	40%	30	8%		51%
	Female	58	9%	215	33%	291	45%	79	12%		42%
Gaining a broad general education about different fields of knowledge	Total	202	20%	479	48%	292	29%	32	3%		68%
	Male	65	18%	169	47%	117	32%	12	3%		65%
	Female	137	21%	310	48%	175	27%	20	3%		69%
Gaining a range of information relevant to a career	Total	147	15%	364	38%	403	40%	89	9%		51%
	Male	53	15%	140	39%	142	39%	25	7%		54%
	Female	94	15%	224	35%	291	41%	64	10%		50%
Writing clearly and effectively	Total	191	19%	399	40%	323	32%	89	9%		59%
	Male	53	15%	160	44%	118	33%	30	8%		59%
	Female	138	22%	239	37%	205	32%	59	9%		59%
Speaking effectively	Total	170	17%	381	38%	351	35%	102	10%		55%
	Male	60	17%	134	37%	131	36%	34	9%		54%
	Female	110	17%	247	38%	220	34%	68	11%		55%
Acquiring familiarity with the use of computers	Total	262	26%	388	38%	278	28%	80	8%		64%
	Male	99	27%	143	39%	88	24%	33	9%		66%
	Female	163	25%	245	38%	190	29%	47	7%		63%
Developing your own values and ethical standards	Total	221	22%	382	38%	318	32%	83	8%		60%
	Male	69	19%	133	37%	124	34%	35	10%		56%
	Female	152	24%	249	39%	194	30%	48	7%		63%
Understanding yourself--your abilities, interests, and personality	Total	247	25%	455	45%	270	27%	31	3%		70%
	Male	79	22%	162	45%	110	30%	10	3%		67%
	Female	168	26%	293	46%	160	25%	21	3%		72%
Understanding other people and the ability to get along with different kinds of people	Total	276	27%	457	45%	242	24%	31	3%		72%
	Male	75	21%	168	47%	99	27%	19	5%		68%
	Female	201	31%	289	45%	143	22%	12	2%		76%
Ability to function as a team member	Total	200	20%	374	37%	343	34%	85	8%		57%
	Male	65	18%	144	40%	122	34%	28	8%		58%
	Female	135	21%	230	38%	221	34%	57	9%		57%
Developing good health habits and physical fitness	Total	183	18%	312	31%	328	33%	180	18%		49%
	Male	72	20%	116	32%	109	30%	62	17%		52%
	Female	111	17%	196	30%	219	34%	118	18%		47%
Ability to think analytically and logically	Total	186	19%	394	39%	364	36%	56	6%		58%
	Male	63	18%	152	42%	128	36%	16	4%		60%
	Female	13	19%	242	38%	236	37%	40	6%		57%
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Total	183	18%	420	42%	333	33%	67	7%		60%
	Male	58	16%	155	43%	121	34%	27	7%		59%
	Female	125	19%	265	41%	212	33%	40	6%		60%
Ability to learn on your own, pursue ideas, and find information you need	Total	235	23%	456	45%	265	26%	48	5%		68%
	Male	66	18%	171	47%	103	28%	22	6%		65%
	Female	169	26%	285	44%	162	25%	26	4%		70%
Gain: Adapting to Change	Total	283	28%	419	42%	243	24%	56	6%		70%
	Male	76	21%	159	44%	100	28%	24	7%		65%
	Female	207	32%	260	40%	143	22%	32	5%		72%

College Student Experience Questionnaire (4th Edition)
Fall 2000 First-Year Student Local Questions

Scale: Very much = A, Quite a bit = B, Some = C, Very Little = D

Bold = Significant (Frequency is equal to or greater than 50%)

Bold Italic = Significant (Frequency is equal to or less than 20%)

	Total	Descriptives			Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students	Total	501	2.12	0.790	190	20%	341	36%	317	33%	97	10%	56%	
	Male				58	17%	113	34%	123	37%	39	12%	51%	
	Female				132	21%	228	37%	194	32%	58	9%	58%	

	Total	Descriptives			Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community	Total	501	2.32	0.731	222	23%	320	34%	297	31%	111	12%	57%	
	Male				63	19%	104	31%	117	35%	51	15%	50%	
	Female				159	26%	216	35%	180	29%	60	10%	61%	

	Total	Descriptives			Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
To what degree did you find your major courses this semester challenging	Total	501	2.30	0.869	218	24%	346	38%	217	24%	129	14%	62%	
	Male				81	25%	116	35%	78	24%	51	16%	60%	
	Female				137	23%	230	39%	139	24%	78	13%	62%	

	Total	Descriptives			Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
To what degree did you find your LSP courses this semester challenging	Total	501	2.42	0.781	181	19%	407	43%	299	31%	65	7%	62%	
	Male				52	16%	127	38%	122	36%	34	10%	54%	
	Female				129	21%	280	45%	177	29%	31	5%	66%	

Scale: Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E

Bold = Significant (Frequency is equal to or greater than 50%)

Bold Italic = Significant (Frequency is equal to or less than 20%)

	Total	Descriptives			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
I am generally happy with living in residential housing	Total	501	4.45	1.120	270	29%	453	48%	134	14%	58	6%	29	3%	77%	
	Male				78	24%	171	52%	41	12%	25	8%	15	5%	76%	
	Female				192	31%	282	46%	93	15%	33	5%	14	2%	77%	

	Total	Descriptives			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Living in a residence hall has helped me develop new and supportive friendships	Total	501	2.14	1.186	355	38%	384	41%	139	15%	51	5%	14	1%	79%	
	Male				95	29%	145	44%	63	19%	21	6%	5	2%	73%	
	Female				260	42%	239	39%	76	12%	30	5%	9	1%	81%	

	Total	Descriptives			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Living in a residence hall has supported my ability to be successful at Truman	Total	501	3.64	1.418	159	17%	321	34%	345	37%	88	9%	30	3%	51%	
	Male				44	13%	109	33%	129	39%	35	11%	13	4%	46%	
	Female				115	19%	212	35%	216	35%	53	9%	17	3%	54%	

	Total	Descriptives			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Living in a residence hall has helped me to grow personally	Total	501	2.22	1.040	242	26%	429	46%	191	20%	61	6%	18	2%	72%	
	Male				61	18%	158	48%	75	23%	24	7%	12	4%	66%	
	Female				181	30%	271	44%	116	19%	37	6%	6	1%	74%	

	Total	Descriptives			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		(N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
My Residential College Program academic advisor has assisted me in understanding academic program options at Truman	Total	501	3.14	1.141	220	23%	369	39%	212	22%	87	9%	57	6%	62%	
	Male				63	19%	145	44%	70	21%	33	10%	19	6%	63%	
	Female				157	26%	224	36%	142	23%	54	9%	38	6%	62%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Library Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Found something interesting while browsing in the library	Total	44	4%	143	14%	496	49%	330	33%	18%	
	Male	19	5%	57	16%	176	48%	111	31%	21%	
	Female	25	4%	86	13%	320	49%	219	34%	17%	
Read assigned materials other than textbooks in the library (reserve readings, etc.)	Total	65	6%	134	13%	410	41%	401	40%	19%	
	Male	28	8%	49	13%	153	42%	133	37%	21%	
	Female	37	6%	85	13%	257	40%	268	41%	19%	
Gone back to read a basic reference or document that other authors referred to	Total	37	4%	72	7%	272	27%	632	62%	11%	
	Male	17	5%	30	8%	121	33%	195	54%	13%	
	Female	20	3%	42	6%	151	23%	437	67%	9%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Computer and Information Technology Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Participated in class discussion using an electronic medium (e-mail, list-serve, chat group, etc.)	Total	67	7%	77	8%	161	16%	705	70%	15%	
	Male	27	7%	32	9%	60	17%	244	67%	16%	
	Female	40	6%	45	7%	101	16%	461	71%	13%	
Used a computer to retrieve materials from a library not at this institution	Total	86	9%	84	8%	250	25%	590	58%	17%	
	Male	40	11%	44	12%	85	24%	192	53%	23%	
	Female	46	7%	40	6%	165	25%	398	61%	13%	
Used a computer to analyze data (statistics, forecasting, etc.)	Total	100	10%	95	9%	335	33%	481	48%	19%	
	Male	45	12%	54	15%	123	34%	141	39%	27%	
	Female	55	8%	41	6%	212	33%	340	52%	14%	
Developed a Web page or multimedia presentation.	Total	59	6%	64	6%	210	21%	680	67%	12%	
	Male	28	8%	35	10%	93	26%	207	57%	18%	
	Female	31	5%	29	4%	117	18%	473	73%	9%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Course Learning Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Developed a role play, case study, or simulation for a class	Total	39	4%	106	10%	314	31%	553	55%	14%	
	Male	17	5%	47	13%	109	30%	190	52%	18%	
	Female	22	3%	59	9%	205	32%	363	56%	12%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Writing Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Prepared a major written report for a class (20 pages or more)	Total	17	2%	30	3%	79	8%	883	88%	5%	
	Male	6	2%	18	5%	34	9%	302	84%	7%	
	Female	11	2%	12	2%	45	7%	581	90%	4%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Experiences with Faculty Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Discussed your career plans and ambitions with a faculty member	Total	68	7%	153	15%	491	49%	293	29%	22%	
	Male	33	9%	61	17%	170	47%	94	26%	26%	
	Female	35	5%	92	14%	321	50%	199	31%	19%	
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)	Total	49	5%	77	8%	278	28%	599	60%	13%	
	Male	25	7%	39	11%	113	32%	181	51%	18%	
	Female	24	4%	38	6%	165	26%	418	65%	10%	
Participated with other students in a discussion with one or more faculty members outside of class	Total	54	5%	102	10%	321	32%	530	53%	15%	
	Male	27	8%	48	13%	118	33%	167	46%	21%	
	Female	27	4%	54	8%	203	31%	363	56%	12%	
Worked with a faculty member on a research project	Total	29	3%	41	4%	110	11%	826	82%	7%	
	Male	14	4%	23	6%	58	16%	265	74%	10%	
	Female	15	2%	18	3%	52	8%	561	87%	5%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Art, Music, and Theater Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, work on scenery, etc.), on or off campus	Total	72	7%	76	8%	192	19%	665	66%	15%	
	Male	26	7%	25	7%	68	19%	241	67%	14%	
	Female	46	7%	51	8%	124	19%	424	66%	15%	
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus	Total	135	13%	72	7%	163	16%	634	63%	20%	
	Male	34	9%	25	7%	74	21%	226	63%	16%	
	Female	101	16%	47	7%	89	14%	408	63%	23%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Campus Facilities Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Went to lecture or panel discussion	Total	67	7%	132	13%	443	44%	363	36%	20%	
	Male	28	8%	60	17%	150	41%	124	34%	25%	
	Female	39	6%	72	11%	293	46%	239	37%	17%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Clubs and Organizations Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Worked on campus committee/organization	Total	124	12%	99	10%	136	14%	647	64%	22%	
	Male	40	11%	32	9%	56	16%	233	65%	20%	
	Female	84	13%	67	10%	80	12%	414	64%	23%	
Worked on off-campus committee/org.	Total	44	4%	80	8%	148	15%	736	73%	12%	
	Male	15	4%	35	10%	53	15%	1259	72%	14%	
	Female	29	4%	45	7%	95	15%	477	74%	11%	
Met with faculty to discuss campus group	Total	28	3%	35	3%	167	17%	778	77%	6%	
	Male	16	4%	23	6%	77	21%	246	68%	10%	
	Female	12	2%	12	2%	90	14%	532	82%	4%	
Managed an organization on or off campus	Total	55	5%	70	7%	144	14%	737	73%	12%	
	Male	19	5%	30	8%	58	16%	253	70%	13%	
	Female	36	6%	40	6%	86	13%	484	75%	12%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Personal Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Read about personal growth/self-improvement	Total	86	9%	115	11%	350	35%	455	45%	20%	
	Male	27	7%	36	10%	111	31%	187	52%	17%	
	Female	59	9%	79	12%	239	37%	268	42%	21%	
Talked with F/S about personal concern	Total	47	5%	62	6%	247	25%	651	65%	11%	
	Male	17	5%	22	6%	99	27%	224	62%	11%	
	Female	30	5%	40	6%	148	23%	427	66%	11%	

College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Activity Scale-Scientific and Quantitative Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class	Total	93	9%	116	12%	268	27%	528	53%	21%	
	Male	41	11%	62	17%	96	27%	158	44%	28%	
	Female	52	8%	54	8%	172	27%	370	57%	16%	
Compared the scientific method with other methods for gaining knowledge and understanding	Total	92	9%	104	10%	283	28%	524	52%	19%	
	Male	40	11%	42	12%	104	29%	170	48%	23%	
	Female	52	8%	62	10%	179	28%	354	55%	16%	
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you	Total	87	9%	128	13%	340	34%	448	45%	22%	
	Male	37	10%	57	16%	119	33%	143	40%	26%	
	Female	50	8%	71	11%	221	34%	305	47%	19%	

College Student Experience Questionnaire
Fall 2000 Truman First-Topics of Conversation Scale

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Very Often		Often		Occasionally		Never		Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Science-theories, etc.	Total	60	6%	138	14%	429	43%	378	38%	20%	
	Male	29	8%	65	18%	160	44%	107	30%	26%	
	Female	31	5%	73	11%	269	42%	271	42%	16%	

**College Student Experience Questionnaire
Fall 2000 Truman First-Reading and Writing Scale**

Scale: More than 20, between 10 and 20, between 5 and 10, fewer than 5, None

Fourth Edition (2000)

During this current school year, about how many books have you read?

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 10	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Textbooks or assigned books	Total	18	2%	112	11%	414	41%	435	43%	24	2%		13%
	Male	5	1%	33	9%	123	34%	179	50%	20	6%		10%
	Female	13	2%	79	12%	291	45%	256	40%	4	1%		14%
Assigned packs of course readings	Total	48	5%	100	10%	213	22%	484	49%	143	14%		15%
	Male	16	5%	33	9%	76	22%	178	50%	50	14%		14%
	Female	32	5%	67	11%	137	22%	306	48%	93	15%		16%
Non-assigned books	Total	18	2%	35	4%	126	13%	492	50%	320	32%		6%
	Male	8	2%	14	4%	45	13%	157	44%	132	37%		6%
	Female	10	2%	21	3%	81	13%	335	53%	188	30%		5%

**College Student Experience Questionnaire
Fall 2000 Truman First-Year Student Environment Scale Scores**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

		Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6	1 + 2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Total	135	13%	286	28%	313	31%	2	19%	47	5%	21	2%	11	1%	41%	3%
	Male	50	14%	89	25%	120	33%	1	18%	23	6%	9	2%	5	1%	39%	3%
	Female	85	13%	197	31%	193	30%	1	20%	24	4%	12	2%	6	1%	44%	3%
Environmental Emphasis: Diversity	Total	114	11%	221	22%	249	25%	2	24%	114	11%	52	5%	18	2%	33%	7%
	Male	40	11%	72	20%	97	27%	1	22%	44	12%	16	4%	13	4%	31%	8%
	Female	74	12%	149	23%	152	24%	2	24%	70	11%	36	6%	5	1%	35%	7%
Environmental Emphasis: Information Literacy Skills	Total	149	15%	309	31%	306	30%	2	17%	53	5%	19	2%	3	0%	46%	2%
	Male	58	16%	103	28%	110	30%	1	17%	20	6%	8	2%	3	1%	44%	3%
	Female	91	14%	206	32%	196	31%	1	16%	33	5%	11	2%	0	0%	46%	2%
Emphasis on Developing Vocational and Occupational Competence	Total	93	9%	206	21%	246	25%	3	26%	115	11%	64	6%	20	2%	30%	8%
	Male	36	10%	64	18%	93	26%	1	27%	41	11%	22	6%	8	2%	28%	8%
	Female	57	9%	142	22%	153	24%	2	25%	74	12%	42	7%	12	2%	31%	9%
Emphasis on Personal Relevance and Practical Value of Courses	Total	104	10%	211	21%	290	29%	2	24%	84	8%	62	6%	16	2%	31%	8%
	Male	47	13%	65	18%	100	28%	1	25%	29	8%	23	6%	9	2%	31%	8%
	Female	57	9%	146	23%	190	30%	1	23%	55	9%	39	6%	7	1%	32%	7%
Relationships with administrative personnel and offices	Total	108	11%	285	28%	282	28%	197	20%	89	9%	32	3%	12	1%	39%	4%
	Male	38	10%	99	27%	104	29%	63	17%	34	9%	15	4%	9	2%	37%	6%
	Female	70	11%	186	29%	178	28%	134	21%	55	9%	17	3%	3	0%	40%	3%

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for Fall 2000 First Year Student by Gender and Institutional Type

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Greater than Comparison Group

Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Less than Comparison Group

Bold = Significant Differences, Truman Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

1. Faculty-Student Interaction

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1020	25.37	7.16	21776	26.19	7.63	-0.82	-0.11	2130	28.98	8.06	-3.61	-0.45	4996	28.27	7.68	-2.90	-0.38
Male	362	26.07	7.85	7796	26.19	7.74	-0.12	-0.02	781	28.99	8.04	-2.92		2317	27.77	7.78	-1.70	-0.22
Female	649	25.01	6.69	13586	26.20	7.55	-1.19	-0.16	1319	28.96	8.06	-3.95	-0.49	2589	28.72	7.56	-3.71	-0.49
Diff F-M		-1.06			0.01					-0.03					0.95			

2. Active Learning

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1023	51.81	9.88	21847	51.98	10.02	-0.17		2145	54.36	10.18	-2.55	-0.25	5003	52.59	10.07	-0.78	
Male	364	50.32	10.69	7831	50.35	10.02	-0.03		790	52.43	10.36	-2.11	-0.20	2320	50.46	10.04	-0.14	
Female	650	52.65	9.27	13618	52.96	9.80	-0.31		1325	55.54	9.90	-2.89	-0.29	2592	54.46	9.62	-1.81	-0.19
Diff F-M		2.33			2.61					3.11					4.00			

3. Peer Cooperation/ Cooperation Among Students

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1021	24.05	5.13	21796	23.89	5.22	0.16		2134	24.96	5.19	-0.91	-0.18	4997	23.95	5.18	0.10	
Male	363	22.60	5.45	7803	22.22	5.15	0.38		784	23.14	5.32	-0.54		2317	22.57	5.08	0.03	
Female	649	24.86	4.75	13599	24.87	4.99	-0.01		1320	26.05	4.79	-1.19	-0.25	2590	25.21	4.93	-0.35	
Diff F-M		2.26			2.65					2.91					2.64			

Capacity for Lifelong-learning Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1017	37.46	7.71	21508	38.85	8.06	-1.39	-0.17	2094	39.29	7.91	-1.83	-0.23	4956	40.14	7.84	-2.68	-0.34
Male	363	37.37	7.82	7671	38.52	8.12	-1.15		762	38.52	8.23	-1.15		2291	39.60	7.88	-2.23	-0.28
Female	645	37.58	7.63	13447	39.06	7.97	-1.48	-0.19	1301	39.75	7.69	-2.17	-0.28	2575	40.63	7.73	-3.05	-0.39
Diff F-M		0.21			0.54					1.23					1.03			

Experiences with Diversity Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1020	25.34	6.05	21754	24.48	6.05	0.86	0.14	2129	26.05	6.15	-0.71	-0.12	4995	25.25	6.04	0.09	
Male	363	24.88	6.14	7780	24.02	6.05	0.86		780	25.38	6.16	-0.50		2314	24.75	6.14	0.13	
Female	648	25.59	5.99	13575	24.77	6.00	0.82	0.14	1318	26.47	6.09	-0.88	-0.14	2590	25.69	5.85	-0.10	
Diff F-M		0.71			0.75					1.09					0.94			

Quality of Effort Scales Academic Factor

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1023	178.51	33.78	21820	178.57	34.34	-0.06		2145	185.78	35.97	-7.27	-0.20	4998	182.34	33.47	-3.83	-0.11
Male	364	177.38	37.90	7822	177.09	35.80	0.29		790	182.40	37.94	-5.02		2316	179.48	34.52	-2.10	
Female	650	179.23	31.10	13607	179.68	33.06	-0.45		1325	187.84	34.54	-8.61	-0.25	2592	185.01	31.94	-5.78	-0.18
Diff F-M		1.85			2.59					5.44					5.53			

Good Practice and Capacity for Lifelong-Learning Indices

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Quality of Effort Scales Social Factor	Fall 2000	1019	71.74	15.28	21686	68.96	15.96	2.78	0.17	2120	74.79	15.99	-3.05	-0.19	4981	71.02	16.27	0.72	0.72
	Male	362	70.05	16.20	7764	67.06	16.28	2.99	0.18	775	73.33	16.64	-3.28	-0.20	2307	69.77	16.51	0.28	0.28
	Female	648	72.65	14.64	13540	70.11	15.63	2.54	0.16	1315	75.72	15.52	-3.07	-0.20	2586	72.20	15.91	0.45	0.45
	Diff F-M		2.60			3.05						2.39					2.43		
Scholarly Environment Factor	Fall 2000	1015	16.95	2.68	21486	15.08	3.23	1.87	0.58	2104	16.42	3.14	0.53	0.17	4964	15.74	3.17	1.21	0.38
	Male	363	16.69	2.81	7678	14.94	3.30	1.75	0.53	770	15.99	3.37	0.70	0.21	2300	15.40	3.18	1.29	0.41
	Female	643	17.11	2.59	13442	15.17	3.16	1.94	0.61	1304	16.65	2.98	0.46	0.15	2575	16.04	3.11	1.07	0.34
	Diff F-M		0.42			0.23					0.66					0.64			
Personal Relations Environmental Factor	Fall 2000	1015	16.13	3.07	21499	15.47	3.43	0.66	0.19	2102	16.20	3.32	-0.07		4960	16.42	3.24	-0.29	-0.29
	Male	363	15.85	3.30	7676	15.30	3.51	0.55	0.16	770	15.91	3.39	-0.06		2295	16.11	3.23	-0.26	-0.26
	Female	643	16.31	2.94	13451	15.58	3.35	0.73	0.22	1302	16.36	3.27	-0.05		2577	16.68	3.21	-0.37	-0.37
	Diff F-M		0.46			0.28					0.45					0.57			
Practical Environmental Factor	Fall 2000	1015	9.38	2.49	21469	9.55	2.59	-0.17		2104	9.62	2.57	-0.24		4958	10.04	2.48	-0.66	-0.27
	Male	363	9.35	2.57	7672	9.48	2.64	-0.13		770	9.48	2.63	-0.13		2295	9.89	2.50	-0.54	-0.22
	Female	643	9.41	2.46	13431	9.60	2.55	-0.19		1304	9.70	2.54	-0.29		2574	10.16	2.46	-0.75	-0.30
	Diff F-M		0.06			0.12					0.22					0.27			
Personal Development Gains Factor	Fall 2000	1017	13.74	3.33	21458	14.28	3.54	-0.54	-0.15	2093	14.54	3.47	-0.80	-0.23	4951	14.67	3.43	-0.93	-0.27
	Male	363	13.47	3.24	7655	13.83	3.56	-0.36		762	14.07	3.48	-0.60		2290	14.29	3.43	-0.82	-0.24
	Female	645	13.91	3.37	13422	14.55	3.49	-0.64	-0.18	1300	14.82	3.43	-0.91	-0.27	2571	15.02	3.38	-1.11	-0.33
	Diff F-M		0.44			0.72					0.75					0.73			
Science and Technology Gains Factor	Fall 2000	1016	6.37	2.61	21406	6.86	2.53	-0.49	-0.19	2086	6.70	2.61	-0.33	-0.13	4943	7.00	2.51	-0.63	-0.25
	Male	362	6.81	2.58	7636	7.26	2.43	-0.45	-0.19	759	7.20	2.47	-0.39		2285	7.32	2.44	-0.51	-0.21
	Female	645	6.12	2.60	13392	6.64	2.56	-0.52	-0.20	1297	6.41	2.64	-0.29		2569	6.72	2.54	-0.60	-0.24
	Diff F-M		-0.69			-0.62					-0.79					-0.60			
General Education Gains Factor	Fall 2000	1017	11.02	3.33	21476	11.22	3.41	-0.20		2093	12.12	3.46	-1.10	-0.32	4952	11.35	3.57	-0.33	-0.09
	Male	363	11.08	3.28	7661	11.22	3.38	-0.14		761	11.97	3.37	-0.89	-0.26	2289	10.88	3.50	0.20	0.20
	Female	645	11.00	3.35	13427	11.22	3.42	-0.22		1301	12.19	3.49	-1.19	-0.34	2573	11.74	3.58	-0.74	-0.21
	Diff F-M		-0.08			0.00					0.22					0.86			

Good Practice and Capacity for Lifelong-Learning Indices

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational Preparation Gains Factor	Fall 2000	1017	7.24	2.12	21504	8.10	2.18	-0.86	-0.39	2094	7.86	2.10	-0.62	-0.30	4958	8.56	2.12	-1.32	-0.62
	Male	363	7.58	2.11	7672	8.10	2.14	-0.52	-0.24	763	7.84	2.10	-0.26		2292	8.42	2.06	-0.84	-0.41
	Female	645	7.05	2.11	13444	8.11	2.19	-1.06	-0.48	1300	7.86	2.10	-0.81	-0.39	2576	8.68	2.16	-1.63	-0.75
	Diff F-M		-0.53			0.01						0.02					0.26		
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Intellectual Skills Gains Factor	Fall 2000	1017	16.01	3.82	21476	16.66	3.77	-0.65	-0.17	2092	16.84	3.68	-0.83	-0.23	4949	17.20	3.65	-1.19	-0.33
	Male	363	16.04	3.69	7661	16.63	3.77	-0.59	-0.16	761	16.54	3.79	-0.50		2288	17.05	3.67	-1.01	-0.28
	Female	645	16.02	3.87	13429	16.68	3.75	-0.66	-0.18	1300	17.02	3.60	-1.00	-0.28	2571	17.35	3.61	-1.33	-0.37
	Diff F-M		-0.02			0.05						0.48					0.30		

College Student Experience Questionnaire
Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for Fall 2000 First-Year Students by Institutional Type

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Less than Comparison Group

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	1020	25.37	7.16	21776	26.19	7.63	-0.82	-0.11	2130	28.98	8.06	-3.61	-0.45	4996	28.27	7.68	-2.90	-0.38
2. Active Learning Index	1023	51.81	9.88	21847	51.98	10.02	-0.17		2145	54.36	10.18	-2.55	-0.25	5003	52.59	10.07	-0.78	
3. Cooperation Among Students Index	1021	24.05	5.13	21796	23.89	5.22	0.16		2134	24.96	5.19	-0.91	-0.18	4997	23.95	5.18	0.10	
Capacity for Lifelong-learning Index	1017	37.46	7.71	21508	38.85	8.06	-1.39	-0.17	2094	39.29	7.91	-1.83	-0.23	4956	40.14	7.84	-2.68	-0.34
Experiences with Diversity Index	1020	25.34	6.05	21754	24.48	6.05	0.86	0.14	2129	26.05	6.15	-0.71	-0.12	4995	25.25	6.04	0.09	
Quality of Effort Scales Academic Factor	1023	178.51	33.78	21820	178.57	34.34	-0.06		2145	185.78	35.97	-7.27	-0.20	4998	182.34	33.47	-3.83	-0.11
Quality of Effort Scales Social Factor	1019	71.74	15.28	21686	68.96	15.96	2.78		2120	74.79	15.99	-3.05	-0.19	4981	71.02	16.27	0.72	
Scholarly Environment Factor	1015	16.95	2.68	21486	15.08	3.23	1.87	0.58	2104	16.42	3.14	0.53	0.17	4964	15.74	3.17	1.21	0.38
Personal Relations Environmental Factor	1015	16.13	3.07	21499	15.47	3.43	0.66	0.19	2102	16.20	3.32	-0.07		4960	16.42	3.24	-0.29	
Practical Environmental Factor	1015	9.38	2.49	21469	9.55	2.59	-0.17		2104	9.62	2.57	-0.24		4958	10.04	2.48	-0.66	-0.27
Personal Development Gains Factor	1017	13.74	3.33	21458	14.28	3.54	-0.54	-0.15	2093	14.54	3.47	-0.80		4951	14.67	3.43	-0.93	-0.27
Science and Technology Gains Factor	1016	6.37	2.61	21406	6.86	2.53	-0.49	-0.19	2086	6.70	2.67	-0.33		4943	7.00	2.51	-0.63	-0.25
General Education Gains Factor	1017	11.02	3.33	21476	11.22	3.41	-0.20		2093	12.12	3.46	-1.10		4952	11.35	3.57	-0.33	-0.09
Vocational Preparation Gains Factor	1017	7.24	2.12	21504	8.10	2.18	-0.86	-0.39	2094	7.86	2.10	-0.62		4958	8.56	2.12	-1.32	-0.62
Intellectual Skills Gains Factor	1017	16.01	3.82	21476	16.66	3.77	-0.65	-0.17	2092	16.84	3.68	-0.83		4949	17.20	3.65	-1.19	

College Student Experience Questionnaire Fall 2000 First-Year Student Activity Scale Scores by Gender and Institutional Type

Scale: Very Often = 4, Often = 3, Occasionally = 2, Never = 1

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
bold italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group
bold = Significant Differences (Truman Means differ by 2.0 or more per 1997 CSEQ manual)

Library Experiences

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1007	17.19	4.43	21304	16.74	4.58	0.45	0.10	2083	17.97	4.50	-0.78	-0.17	4896	16.48	4.58	0.71	0.16
Male	359	16.94	4.86	7643	16.73	4.71	0.21		759	17.71	4.65	-0.77		2269	15.99	4.67	0.95	0.20
Female	636	17.33	4.19	13338	16.73	4.48	0.60	0.13	1296	18.12	4.40	-0.79		2543	16.87	4.44	0.46	0.10
Diff F-M		0.39			0.00					0.41					0.88			

Computer and IT Scale

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1003	21.45	4.54	21370	21.22	5.39	0.23		2101	21.93	4.69	-0.48		4923	21.81	5.43	-0.36	
Male	356	21.71	5.00	7665	21.65	5.74	0.06		778	22.37	5.14	-0.66		2278	22.40	5.51	-0.69	
Female	638	21.31	4.26	13372	20.96	5.16	0.35		1295	21.70	4.37	-0.39		2562	21.29	5.31	0.02	
Diff F-M		-0.40			-0.69					-0.67					-1.11			

Course Learning

(Different Scale Used, high to low)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1005	31.27	5.34	21099	31.73	5.77	-0.46		2067	32.65	5.68	-1.38	-0.24	4842	32.31	5.71	-1.04	-0.18
Male	356	30.47	5.77	7536	30.76	5.74	-0.29		757	31.37	5.86	-0.90		2249	31.11	5.65	-0.64	
Female	642	31.71	5.03	13205	32.26	5.71	-0.55		1280	33.41	5.41	-1.70	-0.31	2508	33.38	5.55	-1.67	-0.30
Diff F-M		1.24			1.50					2.04					2.27			

Experience in Writing

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1011	17.99	4.33	21489	18.30	4.26	-0.31		2099	19.36	4.08	-1.37	-0.34	4944	18.55	4.26	-0.56	-0.13
Male	358	17.08	4.51	7671	17.35	4.26	-0.27		768	18.49	4.18	-1.41	-0.34	2290	17.60	4.26	-0.52	
Female	644	18.53	4.11	13449	18.82	4.16	-0.29		1302	19.87	3.93	-1.34	-0.34	2566	19.38	4.09	-0.85	-0.21
Diff F-M		1.45			1.47					1.38					1.78			

Experiences with Faculty

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1003	20.48	5.79	21301	21.09	6.16	-0.61	-0.10	2086	23.22	6.36	-2.74	-0.43	4909	22.81	6.16	-2.33	-0.38
Male	354	21.09	6.31	7591	21.21	6.25	-0.12		764	23.33	6.34	-2.24	-0.35	2271	22.49	6.22	-1.40	-0.23
Female	640	20.16	5.44	13342	21.00	6.10	-0.84	-0.14	1293	23.16	6.36	-3.00	-0.47	2555	23.09	6.09	-2.93	-0.48
Diff F-M		-0.93			-0.21					-0.17					0.60			

Art, Music, & Theater

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1000	14.96	5.02	21274	14.52	5.28	0.44		2084	16.19	5.80	-1.23	-0.21	4911	14.22	5.38	0.74	0.14
Male	355	14.38	5.32	7582	13.92	5.29	0.46		759	14.68	5.74	-0.30		2270	13.23	5.13	1.15	
Female	636	15.27	4.83	13331	14.87	5.25	0.40		1296	17.06	5.64	-1.79	-0.32	2556	15.09	5.45	0.18	
Diff F-M		0.89			0.95					2.38					1.86			

Activity

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Campus Facilities Scale	Fall 2000	1004	18.40	4.42	21322	16.64	4.73	1.76	0.37	2074	19.46	4.79	-1.06	-0.22	4910	17.39	5.13	1.01	0.20
	Male	358	18.81	4.56	7620	17.11	4.80	1.70	0.35	759	19.97	4.76	-1.16	-0.24	2278	18.12	5.09	0.69	0.14
	Female	637	18.18	4.30	13330	16.38	4.67	1.80	0.39	1288	19.15	4.79	-0.97	-0.20	2544	16.75	5.07	1.43	0.28
	Diff F-M		-0.63			-0.73					-0.82					-1.37			
Clubs & Organizations	Fall 2000	1013	8.42	3.30	21467	8.40	3.94	0.02		2091	9.38	4.00	-0.96	-0.24	4939	9.20	4.14	-0.78	-0.19
	Male	359	8.42	3.58	7679	8.25	3.88	0.17		761	9.19	4.04	-0.77	-0.19	2287	9.02	4.07	-0.60	
	Female	645	8.41	3.14	13415	8.50	3.98	-0.09		1300	9.48	3.97	-1.07	-0.27	2565	9.40	4.20	-0.99	-0.24
	Diff F-M		-0.01			0.25					0.29					0.38			
Personal Experiences	Fall 2000	1006	19.51	4.87	21415	19.99	5.20	-0.48		2079	20.62	5.02	-1.11	-0.22	4938	19.75	5.28	-0.24	-0.05
	Male	356	18.18	5.03	7630	18.30	5.05	-0.12		754	19.18	5.01	-1.00	-0.20	2284	18.27	5.07	-0.09	
	Female	641	20.26	4.62	13410	20.96	5.04	-0.70	-0.14	1296	21.47	4.82	-1.21	-0.25	2570	21.08	5.09	-0.82	-0.16
	Diff F-M		2.08			2.66					2.29					2.81			
Student Acquaintances	Fall 2000	991	26.71	6.53	21318	24.96	6.79	1.75	0.26	2067	26.96	6.61	-0.25		4907	25.55	6.79	1.16	0.17
	Male	348	26.24	6.57	7620	24.58	6.77	1.66	0.25	757	26.71	6.47	-0.47		2271	25.24	6.81	1.00	
	Female	634	26.95	6.50	13333	25.18	6.79	1.77	0.26	1281	27.13	6.70	-0.18		2552	25.80	6.74	1.15	0.17
	Diff F-M		0.71			0.60					0.42					0.56			
Science/Quantitative Experiences	Fall 2000	995	21.55	7.77	21267	21.10	7.37	0.45		2072	21.15	8.05	0.40		4893	21.43	7.57	0.12	
	Male	348	22.22	8.04	7613	21.86	7.50	0.36		754	22.29	8.14	-0.07		2263	22.60	7.83	-0.38	
	Female	638	21.16	7.61	13284	20.68	7.27	0.48		1289	20.53	7.94	0.63		2546.00	20.39	7.16	0.77	
	Diff F-M		-1.06			-1.18					-1.76					-2.21			
Topics of Conversation	Fall 2000	990	23.19	6.06	21187	23.62	5.97	-0.43		2067	23.86	5.96	-0.67	-0.11	4863	23.67	5.90	-0.48	
	Male	356	23.92	6.19	7566	24.07	6.08	-0.15		756	24.11	6.01	-0.19		2240	23.54	5.95	0.38	
	Female	626	22.78	5.97	13267	23.35	5.88	-0.57		1282	23.70	5.92	-0.92	-0.16	2537	23.75	5.83	-0.97	-0.17
	Diff F-M		-1.14			-0.72					-0.41					0.21			
Information in Conversations	Fall 2000	995	14.35	3.69	20998	15.06	3.70	-0.71	-0.19	2045	15.42	3.68	-1.07	-0.29	4843	15.15	3.69	-0.80	-0.22
	Male	350	14.23	3.83	7435	14.98	3.70	-0.75	-0.20	740	15.28	3.71	-1.05	-0.28	2226	14.88	3.76	-0.65	-0.17
	Female	636	14.42	3.59	13213	15.11	3.70	-0.69	-0.19	1276	15.49	3.66	-1.07	-0.29	2531	15.38	3.59	-0.96	-0.27
	Diff F-M		0.19			0.13					0.21					0.50			

College Student Experience Questionnaire
Fall 2000 First Year Student Environment Scale Scores by Gender and Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group
Bold = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities																		
Fall 2000	1015	6.11	0.96	21467	5.29	1.21	0.82	0.68	2102	5.80	1.16	0.31	0.27	4960	5.60	1.15	0.51	0.44
Male	363	6.01	0.97	7672	5.21	1.23	0.80	0.65	770	5.58	1.26	0.43	0.34	2298	5.50	1.14	0.51	0.45
Female	643	6.17	0.95	13429	5.35	1.18	0.82	0.69	1302	5.92	1.08	0.25	0.23	2574	5.69	1.14	0.48	0.42
Diff F-M		0.16		0.14					0.34					0.19				
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities																		
Fall 2000	1015	5.15	1.24	21449	4.76	1.34	0.39	0.29	2100	5.20	1.33	-0.05		4957	4.87	1.40	0.28	0.20
Male	363	5.08	1.29	7660	4.72	1.36	0.36	0.26	768	5.15	1.35	-0.07		2293	4.71	1.43	0.37	0.26
Female	643	5.21	1.21	13423	4.78	1.33	0.43	0.32	1302	5.24	1.32	-0.03		2575	5.01	1.37	0.20	0.15
Diff F-M		0.13		0.06					0.09					0.30				
Emphasis on Being Critical, Evaluative, and Analytical																		
Fall 2000	1013	5.69	1.07	21441	5.05	1.24	0.64	0.52	2098	5.44	1.21	0.25	0.21	4952	5.29	1.23	0.40	0.33
Male	361	5.63	1.11	7667	5.04	1.27	0.59	0.46	767	5.30	1.29	0.33	0.26	2295	5.23	1.25	0.40	0.32
Female	643	5.73	1.04	13408	5.06	1.22	0.67	0.55	1301	5.52	1.16	0.21	0.18	2569	5.35	1.21	0.38	0.31
Diff F-M		0.10		0.02					0.22					0.12				
Environmental Emphasis: Diversity																		
Fall 2000	1014	4.76	1.44	21444	4.89	1.46	-0.21	-0.09	2102	4.93	1.61	-0.17	-0.11	4960	4.90	1.54	-0.14	
Male	362	4.68	1.49	7664	4.76	1.48	-0.08		769	4.80	1.63	-0.12		2291	4.66	1.56	0.02	
Female	643	4.80	1.40	13418	4.96	1.44	-0.16		1303	5.01	1.60	-0.21	-0.13	2571	5.10	1.49	-0.30	-0.20
Diff F-M		0.12		0.20					0.21					0.44				
Environmental Emphasis: Information Literacy Skills																		
Fall 2000	1014	5.26	1.19	21447	5.26	1.31	0.00		2100	5.18	1.32	0.08		4952	5.32	1.30	-0.06	
Male	363	5.23	1.26	7667	5.24	1.32	-0.01		768	5.14	1.34	0.09		2292	5.28	1.31	-0.05	
Female	642	5.29	1.15	13413	5.26	1.30	0.03		1302	5.20	1.31	0.09		2571	5.36	1.28	-0.07	
Diff F-M		0.06		0.02					0.06					0.08				
Emphasis on Developing Vocational and Occupational Competence																		
Fall 2000	1013	4.63	1.43	21444	4.75	1.44	-0.12		2103	4.65	1.52	-0.02		4952	4.97	1.42	-0.34	-0.24
Male	363	4.61	1.43	7665	4.72	1.47	-0.11		769	4.58	1.51	0.03		2291	4.95	1.43	-0.34	-0.24
Female	641	4.65	1.43	13414	4.77	1.42	-0.12		1304	4.68	1.53	-0.03		2572	4.99	1.40	-0.34	-0.24
Diff F-M		0.04		0.05					0.10					0.04				
Emphasis on Personal Relevance and Practical Value of Courses																		
Fall 2000	1015	4.76	1.40	21434	4.81	1.44	-0.05		2102	4.98	1.43	-0.22	-0.15	4951	5.08	1.39	-0.32	-0.23
Male	363	4.74	1.47	7656	4.77	1.46	-0.03		769	4.91	1.49	-0.17		2293	4.96	1.41	-0.22	
Female	643	4.78	1.35	13417	4.84	1.42	-0.06		1303	5.02	1.39	-0.24	-0.17	2570	5.19	1.36	-0.47	-0.30
Diff F-M		0.04		0.07					0.11					0.23				

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with other students																		
Fall 2000	1015	5.83	1.24	21467	5.59	1.32	0.24	0.18	2099	5.79	1.34	0.04		4958.00	5.76	1.25	0.07	
Male	363	5.75	1.29	7660	5.48	1.35	0.27		770	5.69	1.40	0.06		2295	5.71	1.22	0.04	
Female	643	5.89	1.20	13437	5.66	1.30	0.23	0.18	1299	5.84	1.30	0.05		2576	5.79	1.28	0.10	
Diff F-M		0.14		0.18					0.15					0.08				

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with administrative personnel and offices																		
Fall 2000	1014	4.98	1.32	21449	4.74	1.53	0.24	0.16	2098	4.91	1.55	0.07		4960	5.10	1.49	-0.12	
Male	362	4.90	1.42	7655	4.71	1.55	0.19	0.12	769	4.83	1.58	0.07		2292	4.98	1.50	-0.08	
Female	643	5.03	1.26	13425	4.75	1.51	0.28	0.19	1299	4.96	1.52	0.07		2570	5.21	1.47	-0.18	
Diff F-M		0.13		0.04					0.13					0.23				

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members																		
Fall 2000	1013	5.34	1.26	21464	5.17	1.38	0.17	0.12	2099	5.53	1.26	-0.19	-0.15	4957	5.58	1.30	-0.24	-0.18
Male	362	5.23	1.34	7663	5.13	1.41	0.10		769	5.40	1.31	-0.17		2292	5.43	1.32	-0.20	
Female	642	5.40	1.20	13431	5.19	1.36	0.21	0.15	1300	5.59	1.23	-0.19	-0.15	2577	5.70	1.26	-0.30	-0.24
Diff F-M		0.17		0.06					0.19					0.27				

College Student Experience Questionnaire Fall 2000 First Year Student Estimate of Gains Scale Scores by Gender and Institutional Type

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000) **Bold** = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group
Bold = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA			
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Fall 2000	1016	2.24	0.88	21484	2.66	0.88	-0.42	-0.48	2093	2.50	0.87	-0.26	-0.30	4955	2.84	0.86	-0.60	-0.70
	Male	362	2.44	0.88	7666	2.66	0.86	-0.22	-0.26	762	2.53	0.85	-0.09		2291	2.81	0.83	-0.37	-0.45
	Female	645	2.14	0.86	13434	2.66	0.89	-0.52	-0.58	1300	2.48	0.88	-0.34	-0.39	2574	2.87	0.88	-0.73	-0.83
	Diff F-M															0.06			
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Fall 2000	1015	2.45	0.82	21463	2.62	0.85	-0.17	-0.20	2088	2.61	0.85	-0.16	-0.19	4951	2.75	0.85	-0.30	-0.35
	Male	363	2.56	0.81	7657	2.64	0.83	-0.08		759	2.63	0.82	-0.07		2289	2.71	0.81	-0.15	-0.19
	Female	643	2.39	0.82	13421	2.67	0.86	-0.28	-0.33	1298	2.59	0.86	-0.20	-0.23	2572	2.77	0.87	-0.38	-0.44
	Diff F-M															0.06			
Gaining a broad general education about different fields of knowledge	Fall 2000	1014	2.85	0.77	21426	2.77	0.78	0.08	0.10	2091	2.92	0.81	-0.07	-0.07	4943	2.82	0.78	0.03	0.03
	Male	363	2.79	0.77	7646	2.75	0.78	0.04		760	2.87	0.81	-0.08		2285	2.76	0.78	0.03	0.03
	Female	642	2.88	0.77	13398	2.79	0.78	0.09	0.12	1300	2.95	0.81	-0.07	-0.07	2569	2.88	0.78	0.00	0.00
	Diff F-M															0.12			
Gaining a range of information that may be relevant to a career	Fall 2000	1012	2.57	0.85	21394	2.84	0.83	-0.27	-0.33	2086	2.77	0.83	-0.20	-0.24	4932	2.99	0.79	-0.42	-0.53
	Male	360	2.61	0.82	7640	2.82	0.82	-0.21	-0.26	758	2.71	0.84	-0.10		2281	2.92	0.79	-0.31	-0.39
	Female	643	2.54	0.86	13376	2.86	0.83	-0.32	-0.39	1297	2.80	0.83	-0.26	-0.31	2561	3.06	0.78	-0.52	-0.67
	Diff F-M															0.14			
Developing an understanding and enjoyment of art, music, and drama	Fall 2000	1013	2.25	0.97	21414	2.17	0.97	0.08		2085	2.41	1.01	-0.16	-0.16	4941	2.11	0.99	0.14	0.14
	Male	361	2.20	0.98	7640	2.12	0.96	0.08		757	2.29	0.98	-0.09		2287	1.95	0.95	0.25	0.26
	Female	643	2.28	0.97	13392	2.20	0.97	0.08		1297	2.49	1.01	-0.21	-0.21	2565	2.25	1.01	0.03	0.03
	Diff F-M															0.30			
Broadening your acquaintance and enjoyment of literature	Fall 2000	1012	2.13	0.91	21397	2.20	0.91	-0.07	-0.07	2080	2.42	0.94	-0.29	-0.31	4940	2.17	0.94	-0.04	-0.04
	Male	363	2.14	0.89	7632	2.15	0.89	-0.01	-0.01	758	2.37	0.91	-0.23	-0.25	2284	2.00	0.90	0.14	0.14
	Female	640	2.13	0.92	13384	2.23	0.91	-0.10	-0.10	1291	2.46	0.95	-0.33	-0.35	2566	2.31	0.95	-0.18	-0.19
	Diff F-M															0.31			
Seeing the importance of history for understanding the present and the past	Fall 2000	1015	2.14	0.91	21425	2.34	0.92	-0.20	-0.22	2088	2.39	0.95	-0.25	-0.26	4941	2.36	0.94	-0.22	-0.23
	Male	363	2.25	0.88	7642	2.44	0.91	-0.19	-0.21	760	2.46	0.93	-0.21	-0.23	2284	2.32	0.92	-0.07	-0.07
	Female	643	2.08	0.91	13400	2.28	0.92	-0.20	-0.22	1297	2.34	0.95	-0.26	-0.27	2569	2.40	0.95	-0.32	-0.34
	Diff F-M															0.08			
Gaining knowledge about other parts of the world and other people	Fall 2000	1013	2.04	0.96	19588	2.18	0.92	-0.14	-0.15	2087	2.24	0.95	-0.20	-0.21	4941	2.17	0.95	-0.13	-0.14
	Male	361	2.09	0.94	6837	2.25	0.91	-0.16	-0.18	759	2.25	0.91	-0.16	-0.16	2283	2.17	0.95	-0.08	-0.08
	Female	643	2.02	0.97	12406	2.13	0.92	-0.11	-0.12	1297	2.23	0.97	-0.21	-0.22	2568	2.17	0.96	-0.15	-0.16
	Diff F-M															0.00			

Estimate of Gains

	Truman		Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA			
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Writing clearly and effectively																		
Fall 2000	1011	2.69	0.88	21377	2.80	0.83	-0.11	-0.13	2081	2.97	0.83	-0.28	-0.34	4931	2.89	0.83	-0.20	-0.24
Male	361	2.65	0.83	7620	2.74	0.83	-0.09		759	2.88	0.84	-0.23	-0.27	2281	2.77	0.82	-0.12	
Female	641	2.71	0.91	13374	2.83	0.83	-0.12	-0.14	1293	3.03	0.82	-0.32	-0.39	2563	2.99	0.82	-0.28	-0.34
Diff F-M		0.06			0.09					0.15					0.22			
Speaking effectively																		
Fall 2000	1013	2.62	0.88	21405	2.74	0.84	-0.12	-0.14	2086	2.79	0.85	-0.17	-0.20	4940	2.87	0.82	-0.25	-0.30
Male	359	2.61	0.87	7634	2.72	0.84	-0.11		759	2.72	0.83	-0.11		2282	2.79	0.81	-0.18	-0.22
Female	645	2.62	0.89	13389	2.75	0.84	-0.13	-0.15	1296	2.82	0.86	-0.20	-0.23	2568	2.93	0.82	-0.31	-0.38
Diff F-M		0.01			0.03					0.10					0.14			
Acquiring familiarity with the use of computers																		
Fall 2000	1017	2.82	0.91	21404	2.94	0.89	-0.12	-0.13	2085	2.93	0.88	-0.11	-0.13	4938	3.08	0.86	-0.26	-0.30
Male	363	2.85	0.93	7635	2.95	0.89	-0.10		760	2.89	0.86	-0.04		2283	3.09	0.85	-0.24	-0.28
Female	645	2.81	0.90	13385	2.94	0.89	-0.13	-0.15	1294	2.96	0.89	-0.15	-0.17	2566	3.07	0.86	-0.26	-0.30
Diff F-M		-0.04			-0.01					0.07					-0.02			
Becoming aware of different philosophies, cultures, and ways of life																		
Fall 2000	1013	2.50	0.88	21413	2.56	0.88	-0.06		2088	2.70	0.88	-0.20	-0.23	4941	2.55	0.90	-0.05	
Male	361	2.45	0.82	7636	2.54	0.87	-0.09		760	2.64	0.89	-0.19	-0.21	2287	2.45	0.90	0.00	
Female	643	2.53	0.91	13395	2.57	0.88	-0.04		1297	2.72	0.88	-0.19	-0.22	2566	2.64	0.90	-0.11	-0.12
Diff F-M		0.08			0.03					0.08					0.19			
Developing your own values and ethical standards																		
Fall 2000	1013	2.74	0.90	21406	2.82	0.91	-0.08		2091	2.95	0.88	-0.21	-0.24	4938	2.88	0.91	-0.14	-0.15
Male	361	2.65	0.90	7632	2.73	0.92	-0.08		761	2.82	0.90	-0.17	-0.19	2283	2.75	0.92	-0.10	
Female	643	2.79	0.89	13395	2.87	0.90	-0.08		1299	3.02	0.87	-0.23	-0.26	2565	3.00	0.88	-0.21	-0.24
Diff F-M		0.14			0.14					0.20					0.25			
Understanding yourself--your abilities, interests, and personality																		
Fall 2000	1012	2.91	0.80	21390	3.05	0.83	-0.14	-0.17	2083	3.12	0.81	-0.21	-0.26	4940	3.12	0.81	-0.21	-0.26
Male	361	2.86	0.78	7634	2.93	0.85	-0.07		758	2.96	0.83	-0.10		2284	3.01	0.82	-0.15	-0.18
Female	642	2.95	0.80	13379	3.11	0.82	-0.16	-0.20	1295	3.20	0.79	-0.25	-0.32	2567	3.22	0.78	-0.27	-0.35
Diff F-M		0.09			0.18					0.24					0.21			
Understanding other people and the ability to get along with different kinds of people																		
Fall 2000	1015	2.97	0.80	21383	3.02	0.84	-0.05		2081	3.06	0.84	-0.09	-0.11	4936	3.09	0.81	-0.12	-0.15
Male	361	2.83	0.82	7632	2.87	0.86	-0.04		756	2.90	0.85	-0.07		2282	2.98	0.82	-0.15	-0.18
Female	645	3.05	0.78	13374	3.10	0.81	-0.05		1295	3.16	0.82	-0.11		2566	3.18	0.79	-0.13	-0.16
Diff F-M		0.22			0.23					0.26					0.20			
Ability to function as a team member																		
Fall 2000	1011	2.69	0.89	21353	2.88	0.89	-0.19	-0.21	2079	2.87	0.88	-0.18	-0.20	4930	3.02	0.86	-0.33	-0.38
Male	359	2.69	0.86	7618	2.81	0.89	-0.12		758	2.79	0.86	-0.10		2281	2.97	0.86	-0.28	-0.33
Female	643	2.69	0.90	13362	2.93	0.88	-0.24	-0.27	1292	2.92	0.89	-0.23	-0.26	2562	3.07	0.86	-0.38	-0.44
Diff F-M		0.00			0.12					0.13					0.10			
Developing good health habits and physical fitness																		
Fall 2000	1012	2.49	0.99	21359	2.57	1.00	-0.08		2079	2.61	0.98	-0.12	-0.12	4929	2.61	1.00	-0.12	-0.12
Male	359	2.55	1.00	7617	2.54	1.01	0.01		758	2.66	0.96	-0.11		2279	2.63	0.99	-0.08	
Female	644	2.47	0.98	13370	2.58	1.00	-0.11	-0.11	1292	2.58	0.99	-0.11		2562	2.59	1.02	-0.12	
Diff F-M		-0.08			0.04					-0.08					-0.04			
Understanding the nature of science and experimentation																		
Fall 2000	1013	2.17	0.98	21351	2.27	0.95	-0.10	-0.11	2082	2.25	0.99	-0.08		4932	2.31	0.96	-0.14	-0.15
Male	360	2.31	0.98	7618	2.38	0.93	-0.07		757	2.40	0.94	-0.09		2279	2.39	0.95	-0.08	
Female	644	2.09	0.97	13360	2.21	0.95	-0.12	-0.13	1295	2.16	1.00	-0.07		2564	2.23	0.96	-0.14	-0.15
Diff F-M		-0.22			-0.17					-0.24					-0.16			
Understanding new scientific and technical developments																		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size

Estimate of Gains

Fall 2000	1012	2.13	0.97	21348	2.28	0.94	-0.15	-0.16	2079	2.21	0.97	-0.08	4934	2.34	0.95	-0.21	-0.22	
Male	358	2.30	0.97	7611	2.43	0.93	-0.13		755	2.40	0.95	-0.10	2282	2.47	0.94	-0.17	-0.18	
Female	645	2.04	0.96	13360	2.20	0.94	-0.16	-0.17	1294	2.10	0.97	-0.06	2564	2.23	0.95	-0.19	-0.20	
Diff F-M		-0.26			-0.23							-0.30		-0.24				
Becoming aware if the consequences of applications in science and technology	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1012	2.10	0.94	21364	2.32	0.93	-0.22	-0.24	2079	2.26	0.95	-0.16	-0.17	4931	2.37	0.93	-0.27	-0.29
Male	359	2.26	0.96	7621	2.46	0.91	-0.20	-0.22	758	2.41	0.92	-0.15		2281	2.46	0.91	-0.20	-0.22
Female	644	2.01	0.92	13369	2.24	0.94	-0.23	-0.24	1291	2.16	0.96	-0.15	-0.16	2563	2.28	0.92	-0.27	-0.29
Diff F-M		-0.25			-0.22							-0.25			-0.18			
Ability to think analytically and logically	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1009	2.71	0.83	21293	2.78	0.85	-0.07		2077	2.81	0.84	-0.10	-0.12	4921	2.88	0.84	-0.17	-0.20
Male	359	2.73	0.80	7589	2.83	0.85	-0.10		754	2.82	0.84	-0.09		2278	2.88	0.84	-0.15	-0.18
Female	641	2.70	0.85	13330	2.75	0.85	-0.05		1293	2.80	0.84	-0.10		2555	2.88	0.84	-0.18	-0.21
Diff F-M		-0.03			-0.08							-0.02			0.00			
Quantitative thinking--Understanding probabilities, proportions, etc.	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1014	2.27	0.92	21352	2.42	0.93	-0.15	-0.16	2081	2.35	0.96	-0.08		4922	2.51	0.95	-0.24	-0.25
Male	361	2.43	0.89	7613	2.52	0.91	-0.09		756	2.46	0.96	-0.03		2274	2.61	0.93	-0.18	-0.19
Female	644	2.19	0.93	13364	2.36	0.93	-0.17	-0.18	1295	2.30	0.96	-0.11		2560	2.42	0.95	-0.23	-0.24
Diff F-M		-0.24			-0.16							-0.16			-0.19			
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1012	2.71	0.84	21329	2.83	0.82	-0.12	-0.15	2079	2.87	0.82	-0.16	-0.20	4931	2.90	0.82	-0.19	-0.23
Male	361	2.68	0.83	7606	2.78	0.82	-0.10		754	2.77	0.83	-0.09		2279	2.84	0.83	-0.16	-0.19
Female	642	2.74	0.84	13349	2.85	0.82	-0.11	-0.13	1295	2.93	0.81	-0.19	-0.23	2564	2.95	0.81	-0.21	-0.26
Diff F-M		0.06			0.07							0.16			0.11			
Ability to learn on your own, pursue ideas, and find information you need	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1013	2.87	0.82	21348	2.98	0.82	-0.11		2081	2.99	0.82	-0.12	-0.15	4932	3.02	0.81	-0.15	-0.19
Male	362	2.78	0.81	7611	2.90	0.83	-0.12	-0.14	756	2.83	0.83	-0.05		2282	2.93	0.83	-0.15	-0.18
Female	642	2.93	0.82	13362	3.03	0.81	-0.10	-0.12	1295	3.09	0.80	-0.16	-0.20	2563	3.10	0.79	-0.17	-0.22
Diff F-M		0.15			0.13							0.26			0.17			
Gain: Adapting to Change	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1010	2.92	0.87	21353	2.98	0.85	-0.06		2077	3.01	0.86	-0.09		4929	3.03	0.83	-0.11	-0.13
Male	359	2.80	0.85	7612	2.89	0.85	-0.09		754	2.86	0.86	-0.06		2278	2.96	0.84	-0.16	
Female	642	3.00	0.86	13366	3.03	0.85	-0.03		1293	3.09	0.85	-0.09		2563	3.10	0.82	-0.10	-0.12
Diff F-M		0.20			0.14							0.23			0.14			

College Student Experience Questionnaire
Fall 2000 First Year Student Reading and Writing Question Scores by Gender and Institutional Type

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group
Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Number of textbooks/
assigned books read

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1003	2.67	0.78	21115	2.99	0.91	-0.32		2077	3.40	0.97	-0.73		4851	3.01	0.96	-0.34	
Male	360	2.51	0.79	7671	2.86	0.92	-0.35		766.00	3.23	0.99	-0.72		2287.00	2.86	0.94	-0.35	
Female	643	2.75	2.43	13444	3.06	0.90	-0.31		1311	3.50	0.94	-0.75		2564	3.13	0.96	-0.38	
Diff F-M		0.24			0.20					0.27					0.27			

Number of course packets
read

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	988	2.42	1.01	20810	2.48	0.97	-0.06		2038	2.87	1.06	-0.45		4758	2.57	1.07	-0.15	
Male	353	2.40	0.99	7576	2.45	0.96	-0.05		749	2.93	1.08	-0.53		2237	2.48	1.05	-0.08	
Female	635	2.43	1.03	13234	2.49	0.97	-0.06		1289	2.84	1.04	-0.41		2521	2.66	1.08	-0.23	
Diff F-M		0.03			0.04					-0.09					0.18			

Number of non-assigned
books read

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	991	1.93	0.87	20816	2.08	1.02	-0.15		2039	2.13	1.01	-0.20		4776	2.11	1.03	-0.18	
Male	356	1.90	0.92	7566	2.03	1.02	-0.13		747.00	2.13	1.06	-0.23		2244.00	1.99	0.99	-0.09	
Female	635	1.94	0.83	13250	2.11	1.02	-0.17		1292	2.13	0.98	-0.19		2532	2.23	1.06	-0.29	
Diff F-M		0.04			0.08					0.00					0.24			

Number of essays exams
written

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	990	2.80	0.98	20904	2.98	1.11	-0.18		2028	3.36	1.07	-0.56		4786.00	3.10	1.13	-0.30	
Male	352	2.79	0.95	7527	3.02	1.12	-0.23		745	3.35	1.10	-0.56		2237	3.07	1.12	-0.28	
Female	638	2.81	0.99	13377	2.96	1.10	-0.15		1283	3.36	1.06	-0.55		2549	3.13	1.13	-0.32	
Diff F-M		0.02			-0.06					0.01					0.06			

Number of term papers written

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	982	2.93	0.96	20600	3.03	1.06	-0.10		2018.00	3.56	1.00	-0.63		4705.00	3.16	1.15	-0.23	
Male	349	2.93	0.94	7412	2.96	1.06	-0.03		739	3.47	1.02	-0.54		2196	3.12	1.14	-0.19	
Female	633	2.93	0.97	13188	3.07	1.05	-0.14		1279	3.62	0.99	-0.69		2509	3.20	1.15	-0.27	
Diff F-M		0.00			0.11					0.15					0.08			

College Student Experience Questionnaire
Fall 2000 First Year Student Satisfaction Question Scores by Gender and Institutional Type

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group
Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

How well college is liked

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1005	3.08	0.78	21143	3.05	0.77	0.03		2077	3.19	0.82	-0.11		4871.00	3.07	0.78	0.01	
Male	361	3.03	0.77	7681	3.00	0.80	0.03		768.00	3.13	0.83	-0.10		2294	2.98	0.79	0.05	
Female	644	3.10	0.78	13462	3.08	0.76	0.02		1309	3.22	0.82	-0.12		2577	3.16	0.77	-0.06	
Diff F-M		0.07			0.08					0.09					0.18			

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

Would attend same institution again

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1006	3.12	0.79	21114	3.02	0.87	0.10		2069.00	3.10	0.90	0.02		4853.00	3.00	0.91	0.12	
Male	361	3.10	0.78	7658	2.95	0.89	0.15		763	3.03	0.90	0.07		2285	2.87	0.92	0.23	
Female	645	3.13	0.80	13456	3.05	0.85	0.08		1306	3.14	0.90	-0.01		2568	3.11	0.89	0.02	
Diff F-M		0.03			0.10					0.11					0.24			

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

Overall opinion of college

Satisfaction Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000	1013	6.19	1.40	21434	6.07	1.42	0.12		2095.00	6.29	1.56	-0.10		4937	6.07	1.49	0.12	
Male	361	6.13	1.37	7637	5.96	1.45	0.17		762	6.15	1.54	-0.02		2281	5.85	1.48	0.28	0.19
Female	643	6.23	1.41	13427	6.13	1.40	0.10		1304	6.37	1.56	-0.14		2566	6.28	1.46	-0.05	
Diff F-M		0.10			0.17					0.22					0.43			

College Student Experience Questionnaire
Fall 2000 First-Year Student Activity Scale Scores by Institutional Type

Scale: **Very Often = 4, Often = 3, Occasionally = 2, Never = 1**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Library Experiences	1007	17.19	4.43	21304	16.74	4.58	0.45		2083	17.97	4.50	-0.78		4896	16.48	4.58	0.71	
Computer and IT Scale	1003	21.45	4.54	21370	21.22	5.39	0.23		2101	21.93	4.69	-0.48		4923	21.81	5.43	-0.36	
Course Learning (Different Scale Used, high to low)	1005	31.27	5.34	21099	31.73	5.77	-0.46		2067	32.65	5.68	-1.38		4842	32.31	5.71	-1.04	
Experience in Writing	1011	17.99	4.33	21489	18.30	4.26	-0.31		2099	19.36	4.08	-1.37		4944	18.55	4.26	-0.56	
Experiences with Faculty	1003	20.48	5.79	21301	21.09	6.16	-0.61		2086	23.22	6.36	-2.74		4909	22.81	6.16	-2.33	
Art, Music, & Theater	1000	14.96	5.02	21274	14.52	5.28	0.44		2084	16.19	5.80	-1.23		4911	14.22	5.38	0.74	
Campus Facilities Scale	1004	18.40	4.42	21322	16.64	4.73	1.76		2074	19.46	4.79	-1.06		4910	17.39	5.13	1.01	
Clubs & Organizations	1013	8.42	3.30	21467	8.40	3.94	0.02		2091	9.38	4.00	-0.96		4939	9.20	4.14	-0.78	
Personal Experiences	1006	19.51	4.87	21415	19.99	5.20	-0.48		2079	20.62	5.02	-1.11		4938	19.75	5.28	-0.24	
Student Acquaintances	991	26.71	6.53	21318	24.96	6.79	1.75		2067	26.96	6.61	-0.25		4907	25.55	6.79	1.16	
Science/Quantitative Experiences	995	21.55	7.77	21267	21.10	7.37	0.45		2072	21.15	8.05	0.40		4893	21.43	7.57	0.12	
Topics of Conversation	990	23.19	6.06	21187	23.62	5.97	-0.43		2067	23.86	5.96	-0.67		4863	23.67	5.90	-0.48	
Information in Conversations	995	14.35	3.69	20998	15.06	3.70	-0.71		2045	15.42	3.68	-1.07		4843	15.15	3.69	-0.80	

**College Student Experience Questionnaire
Fall 2000 First-Year Environment Scale Scores by Institutional Type**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5 (regular font, no shading)

Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	29544	5.41	1.20	21467	5.29	1.21	0.12		2102	5.80	1.16	-0.39		4960	5.60	1.15	-0.19	
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	1015	5.15	1.24	21449	4.76	1.34	0.39		2100	5.20	1.33	-0.05		4957	4.87	1.40	0.28	
Emphasis on Being Critical, Evaluative, and Analytical	1013	5.69	1.07	21441	5.05	1.24	0.64		2098	5.44	1.21	0.25		4952	5.29	1.23	0.40	
Environmental Emphasis: Diversity	1014	4.76	1.44	21444	4.89	1.46	-0.13		2102	4.93	1.61	-0.17		4950	4.90	1.54	-0.14	
Environmental Emphasis: Information Literacy Skills	1014	5.26	1.19	21447	5.26	1.31	0.00		2100	5.18	1.32	0.08		4952	5.32	1.30	-0.06	
Emphasis on Developing Vocational and Occupational Competence	1013	4.63	1.43	21444	4.75	1.44	-0.12		2103	4.65	1.52	-0.02		4952	4.97	1.42	-0.34	
Emphasis on Personal Relevance and Practical Value of Courses	1015	4.76	1.40	21434	4.81	1.44	-0.05		2102	4.98	1.43	-0.22		4951	5.08	1.39	-0.32	

Environment

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with other students	1015	5.83	1.24	21467	5.59	1.32	0.24		2099	5.79	1.34	0.04		4958	5.76	1.25	0.07	

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with administrative personnel and offices	1014	4.98	1.32	21449	4.74	1.53	0.24		2098	4.91	1.55	0.07		4950	5.10	1.49	-0.12	

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members	1013	5.34	1.26	21464	5.17	1.38	0.17		2099	5.53	1.26	-0.19		4957	5.58	1.30	-0.24	

College Student Experience Questionnaire
Fall 2000 First-Year Student Estimate of Gains Scale Scores by Institutional Type

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	1016	2.24	0.88	21484	2.66	0.88	-0.42		2093	2.50	0.87	-0.26		4955	2.84	0.86	-0.60	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	1015	2.45	0.82	21463	2.62	0.85	-0.17		2088	2.61	0.85	-0.16		4951	2.75	0.85	-0.30	
Gaining a broad general education about different fields of knowledge	1014	2.85	0.77	21426	2.77	0.78	0.08		2091	2.92	0.81	-0.07		4943	2.82	0.78	0.03	
Gaining a range of information that may be relevant to a career	1012	2.57	0.85	21394	2.84	0.83	-0.27		2086	2.77	0.83	-0.20		4932	2.99	0.79	-0.42	
Developing an understanding and enjoyment of art, music, and drama	1013	2.25	0.97	21414	2.17	0.97	0.08		2085	2.41	1.01	-0.16		4941	2.11	0.99	0.14	
Broadening your acquaintance and enjoyment of literature	1012	2.13	0.91	21397	2.20	0.91	-0.07		2080	2.42	0.94	-0.29		4940	2.17	0.94	-0.04	
Seeing the importance of history for understanding the present and the past	1015	2.14	0.91	21425	2.34	0.92	-0.20		2088	2.39	0.95	-0.25		4941	2.36	0.94	-0.22	
Gaining knowledge about other parts of the world and other people	1013	2.04	0.96	19588	2.18	0.92	-0.14		2087	2.24	0.95	-0.20		4941	2.17	0.95	-0.13	
Writing clearly and effectively	1011	2.69	0.88	21377	2.80	0.83	-0.11		2081	2.97	0.83	-0.28		4931	2.89	0.83	-0.20	
Speaking effectively	1013	2.62	0.88	21405	2.74	0.84	-0.12		2086	2.79	0.85	-0.17		4940	2.87	0.82	-0.25	
Acquiring familiarity with the use of computers	1017	2.82	0.91	21404	2.94	0.89	-0.12		2085	2.93	0.88	-0.11		4938	3.08	0.86	-0.26	
Becoming aware of different philosophies, cultures, and ways of life	1013	2.50	0.88	21413	2.56	0.88	-0.06		2088	2.70	0.88	-0.20		4941	2.55	0.90	-0.05	
Developing your own values and ethical standards	1013	2.74	0.90	21406	2.82	0.91	-0.08		2091	2.95	0.88	-0.21		4938	2.88	0.91	-0.14	
Understanding yourself--your abilities, interests, and personality	1012	2.91	0.80	21390	3.05	0.83	-0.14		2083	3.12	0.81	-0.21		4940	3.12	0.81	-0.21	
Understanding other people and the ability to get along with different kinds of people	1015	2.97	0.80	21383	3.02	0.84	-0.05		2081	3.06	0.84	-0.09		4936	3.09	0.81	-0.12	
Ability to function as a team member	1011	2.69	0.89	21353	2.88	0.89	-0.19		2079	2.87	0.88	-0.18		4930	3.02	0.86	-0.33	
Developing good health habits and physical fitness	1012	2.49	0.99	21359	2.57	1.00	-0.08		2079	2.61	0.98	-0.12		4929	2.61	1.00	-0.12	
Understanding the nature of science and experimentation	1013	2.17	0.98	21351	2.27	0.95	-0.10		2082	2.25	0.99	-0.08		4932	2.31	0.96	-0.14	

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Understanding new scientific and technical developments	1012	2.13	0.97	21348	2.28	0.94	-0.15		2079	2.21	0.97	-0.08		4934	2.34	0.95	-0.21	
Becoming aware if the consequences of applications in science and technology	1012	2.10	0.94	21364	2.32	0.93	-0.22		2079	2.26	0.95	-0.16		4931	2.37	0.93	-0.27	
Ability to think analytically and logically	1009	2.71	0.83	21293	2.78	0.85	-0.07		2077	2.81	0.84	-0.10		4921	2.88	0.84	-0.17	
Quantitative thinking--Understanding probabilities, proportions, etc.	1014	2.27	0.92	21352	2.42	0.93	-0.15		2081	2.35	0.96	-0.08		4922	2.51	0.95	-0.24	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	1012	2.71	0.84	21329	2.83	0.82	-0.12		2079	2.87	0.82	-0.16		4931	2.90	0.82	-0.19	
Ability to learn on your own, pursue ideas, and find information you need	1013	2.87	0.82	21348	2.98	0.82	-0.11		2081	2.99	0.82	-0.12		4932	3.02	0.81	-0.15	
Gain: Adapting to Change	1010	2.92	0.87	21353	2.98	0.85	-0.06		2077	3.01	0.86	-0.09		4929	3.03	0.83	-0.11	

College Student Experience Questionnaire
Fall 2000 First-Year Student Reading and Writing Question Scores by Institutional Type

Scale: None = 1, Fewer than 5 = 2, Between 5 and 10 =3, Between 10 and 20 = 4, More than 20 = 5

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books read	1003	2.67	0.78	21115	2.99	0.91	-0.32		2077	3.4	0.97	-0.73		4851	3.01	0.96	-0.34	
Number of course packets read	988	2.42	1.01	20810	2.48	0.97	-0.06		2038	2.87	1.06	-0.45		4758	2.57	1.07	-0.15	
Number of non-assigned books read	991	1.93	0.87	20816	2.08	1.02	-0.15		2039	2.13	1.01	-0.2		4776	2.11	1.03	-0.18	
Number of essays exams written	990	2.8	0.98	20904	2.98	1.11	-0.18		2028	3.36	1.07	-0.56		4786	3.1	1.13	-0.3	
Number of term papers written	982	2.93	0.96	20600	3.03	1.06	-0.1		2018	3.56	1	-0.63		4705	3.16	1.15	-0.23	

College Student Experience Questionnaire
Fall 2000 First-Year Student Satisfaction Question Scores by Institutional Type

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading)
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Scale: I am enthusiastic about it = 4, I like it = 3, I am more or less neutral about it = 2, I don't like it = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
How well college is liked	1005	3.08	0.78	21143	3.05	0.77	0.03		2077	3.19	0.82	-0.11		4871.00	3.07	0.78	0.01	

Scale: Yes, definitely = 4, Probably yes = 3, Probably no = 2, No, definitely = 1

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Would attend same institution again	1006	3.12	0.79	21114	3.02	0.87	0.1		2069	3.1	0.9	0.02		4853	3	0.91	0.12	

Satisfaction Index = How well college is liked (value) + Would attend same institution again (value)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	1004	6.20	1.39	21064	6.07	1.42	0.13		2066	6.29	1.56	-0.09		4847	6.07	1.48	0.13	

**College Student Experience Questionnaire
Fall 2000 First-Year Student Summary**

Scales, Indices, and Selected Questions by Effect Size (Truman versus Comparison Group)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5

Moderate = 0.5 to 0.8

Large = Greater than 0.8

Activity Scales	Effect Size		
	CCU	SLA	GLA

None

Environment Scales	Effect Size		
	CCU	SLA	GLA

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities

Moderate Positive

Emphasis on Being Critical, Evaluative, and Analytical

Moderate Positive

Gain Scales	Effect Size		
	CCU	SLA	GLA

Vocational training, acquiring knowledge & skills applicable to a specific job or type of work

Moderate Negative

Gaining a range of information that may be relevant to a career

Moderate Negative

Reading, Writing, and Satisfaction Q.'s	Effect Size		
	CCU	SLA	GLA

None

Good Practice Index	Effect Size		
	CCU	SLA	GLA

None

Factors	Effect Size		
	CCU	SLA	GLA

Scholarly Environment Factor

Moderate Positive

Vocational Preparation Gains Factor

Moderate Negative

**College Student Experience Questionnaire
Fall 2000 First-Year Student Summary**

Scales, Indices, and Selected Questions by Gender and Effect Size (Truman versus Comparison Group)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5

Moderate = 0.5 to 0.8

Large = Greater than 0.8

Activity Scales	Gender	Effect Size		
		CCU	SLA	GLA

None

Environment Scales	Gender	Effect Size		
		CCU	SLA	GLA

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities
 Male Moderate Positive
 Female Moderate Positive

Emphasis on Being Critical, Evaluative, and Analytical
 Female Moderate Positive

Gain Scales	Gender	Effect Size		
		CCU	SLA	GLA

Vocational training, acquiring knowledge & skills applicable to a specific job or type of work
 Female Moderate Negative Large Negative

Gaining a range of information that may be relevant to a career
 Female Moderate Negative

Reading, Writing, and Satisfaction Q.'s	Gender	Effect Size		
		CCU	SLA	GLA

None

Good Practice Index	Gender	Effect Size		
		CCU	SLA	GLA

None

Factors	Gender	Effect Size		
		CCU	SLA	GLA

Scholarly Environment Factor
 Male Moderate Positive
 Female Moderate Positive

Vocational Preparation Gains Factor
 Female Moderate Negative

**College Student Experience Questionnaire
Fall 2000 First-Year Student Summary
Truman First-Year Student Differences by Gender**

Positive = Truman female mean greater
Negative = Truman male mean greater

Significant Differences per 1997 CSEQ Manual

Activity Scales	Mean Difference
<i>Truman Gender Means differ by 2.0 or more</i>	

Personal Experiences 2.08

Environment Scales	Mean Difference
<i>Truman Gender Means differ by 1.0 or more</i>	

None

Gain Scales	Mean Difference
<i>Truman Gender Means differ by 0.30 or more</i>	

Vocational training, acquiring knowledge & skills applicable to a specific job or type of work -0.30

Reading, Writing, and Satisfaction Q.'s	Mean Difference
<i>Truman Gender Means differ by 0.20 or more</i>	

Number of textbooks/assigned books read 0.24

Good Practice Index	Mean Difference
<i>Truman Gender Means differ by 2.0 or more</i>	

3. Peer Cooperation/ Cooperation Among Students 2.26

Factors	Mean Difference
----------------	------------------------

Quality of Effort Scales Social Factor* 2.60

*Factors new, cut-off not established, but largest mean gender difference among new factors)

**Scales, Indices, and Selected Questions by Effect Size
(Truman versus Selected Hall/College)**

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5
 Moderate = 0.5 to 0.8
 Large = Greater than 0.8

Positive = Truman mean greater
 Negative = Hall mean greater
 (No Medium or Large Effect Sizes for Blanton-Nason, Centennial, Dobson, Missouri, Ryle, or Campbell-Fair-Randolph Apartments)

Brewer N = 3
 Grim N = 13

Activity Scales	Effect Size	
	Brewer	Grim
Library Experiences	Large Positive	
Computer and IT Scale	Moderate Negative	
Course Learning	Moderate Negative	
Experiences with Faculty	Large Negative	
Art, Music, & Theater	Large Negative	
Campus Facilities Scale	Large Negative	
Personal Experiences	Moderate Negative	
Science/Quantitative Experiences	Large Negative	
Information in Conversations	Large Negative	

Environment Scales	Effect Size	
	Brewer	Grim
None		

Gain Scales	Effect Size	
	Brewer	Grim
Gaining a range of information that may be relevant to a career	Moderate Negative	
Developing an understanding and enjoyment of art, music, and drama	Moderate Negative	
Broadening your acquaintance and enjoyment of literature	Large Positive	
Seeing the importance of history for understanding the present and the past	Large Positive	
Gaining knowledge about other parts of the world and other people		Moderate Negative
Writing clearly and effectively	Moderate Positive	
Becoming aware of different philosophies, cultures, and ways of life	Moderate Positive	Moderate Negative
Developing your own values and ethical standards	Moderate Positive	
Understanding yourself--your abilities, interests, and personality	Large Positive	
Ability to think analytically and logically	Moderate Positive	
Quantitative thinking--Understanding probabilities, proportions, etc.	Moderate Negative	

Selected Hall/College

Reading, Writing, and Satisfaction Q.'s	Effect Size	
Overall opinion of college/Satisfaction Index	Brewer	Grim
	Large Negative	

Good Practice Index	Effect Size	
1. Faculty-Student Interaction Index	Brewer	Grim
	Large Negative	
3. Cooperation Among Students Index	Moderate Negative	

Factors	Effect Size	
None	Brewer	Grim

**College Student Experience Questionnaire
Fall 2000 First-Year Student Summary
Scales, Indices, and Selected Questions by Effect Size
(Truman versus Hall/College)**

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

Small = 0.2 to 0.5
Moderate = 0.5 to 0.8
Large = Greater than 0.8

Positive = Club Involved mean greater
Negative = Club Non-involved mean greater

Activity Scales	Effect Size
Campus Facilities	Moderate Positive
Clubs and Organizations	Moderate Positive

Environment Scales	Effect Size
None	

Gain Scales	Effect Size
None	

Reading, Writing, and Satisfaction Q.'s	Effect Size
None	

Good Practice Index	Effect Size
None	

Factors	Effect Size
None	

College Student Experience Questionnaire (4th Edition)
Fall 2000 First-Year Student Local Questions

Scale: A = Yes, B = No

		YES		NO	
		N	Col %	N	Col %
I am a member of a student organization	Total	591	61%	376	39%
	Male	189	55%	153	45%
	Female	402	64%	223	36%
I belong to a fraternity or sorority on campus	Total	211	22%	755	78%
	Male	88	26%	254	74%
	Female	123	20%	501	80%
I took a Freshmen Week/Extended Freshmen Course in my major	Total	534	55%	430	45%
	Male	191	56%	151	44%
	Female	343	55%	279	45%
I took a Freshmen Week/Extended Freshmen Course in the LSP	Total	548	57%	413	43%
	Male	200	59%	140	41%
	Female	348	56%	273	44%
I took a residential college section offered through my residence hall	Total	238	25%	728	75%
	Male	85	25%	257	75%
	Female	153	25%	471	75%

Scale: Very much = A, Quite a bit = B, Some = C, Very Little = D

Bold = Significant (Frequency is equal to or greater than 50%)

Bold Italic = Significant (Frequency is equal to or less than 20%)

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students	Total	190	20%	341	36%	317	33%	97	10%	56%	56%
	Male	58	17%	113	34%	123	37%	39	12%	51%	51%
	Female	132	21%	228	37%	194	32%	58	9%	58%	58%
My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman	Total	128	13%	276	29%	391	41%	153	16%	42%	42%
	Male	38	11%	93	28%	149	44%	54	16%	39%	39%
	Female	90	15%	183	30%	242	39%	99	16%	45%	45%
My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community	Total	222	23%	320	34%	297	31%	111	12%	57%	57%
	Male	63	19%	104	31%	117	35%	51	15%	50%	50%
	Female	159	26%	216	35%	180	29%	60	10%	61%	61%
My Extended Freshmen Course helped me develop my writing, speaking, and thinking skills	Total	97	10%	233	24%	367	39%	246	26%	34%	34%
	Male	27	8%	74	22%	128	38%	103	31%	30%	30%
	Female	70	11%	159	26%	239	39%	143	23%	37%	37%
My Extended Freshmen Course helped me understand and appreciate the meaning of a liberal arts education	Total	107	11%	304	32%	349	37%	185	19%	43%	43%
	Male	31	9%	107	32%	121	36%	74	22%	41%	41%
	Female	76	12%	197	32%	228	37%	111	18%	44%	44%
To what degree did you find your major courses this semester challenging	Total	218	24%	346	38%	217	24%	129	14%	62%	62%
	Male	81	25%	116	35%	78	24%	51	16%	60%	60%
	Female	137	23%	230	39%	139	24%	78	13%	62%	62%
To what degree did you find your LSP courses this semester challenging	Total	181	19%	407	43%	299	31%	65	7%	62%	62%
	Male	52	16%	127	38%	122	36%	34	10%	54%	54%
	Female	129	21%	280	45%	177	29%	31	5%	66%	66%

Scale: Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E

Bold = Significant (Frequency is equal to or greater than 50%)

Bold Italic = Significant (Frequency is equal to or less than 20%)

		Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Strongly Agree + Agree	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
I am generally happy with living in residential housing	Total	270	29%	453	48%	134	14%	58	6%	29	3%	77%	77%
	Male	78	24%	171	52%	41	12%	25	8%	15	5%	76%	76%
	Female	192	31%	282	46%	93	15%	33	5%	14	2%	77%	77%
Living in a residence hall has helped me develop new and supportive friendships	Total	355	38%	384	41%	139	15%	51	5%	14	1%	79%	79%
	Male	95	29%	145	44%	63	19%	21	6%	5	2%	73%	73%
	Female	260	42%	239	39%	76	12%	30	5%	9	1%	81%	81%
Living in a residence hall has supported my ability to be successful at Truman	Total	159	17%	321	34%	345	37%	88	9%	30	3%	51%	51%
	Male	44	13%	109	33%	129	39%	35	11%	13	4%	46%	46%
	Female	115	19%	212	35%	216	35%	53	9%	17	3%	54%	54%
Living in a residence hall has helped me to grow intellectually	Total	114	12%	283	30%	363	38%	147	16%	37	4%	42%	42%
	Male	33	10%	101	31%	125	38%	55	17%	16	5%	41%	41%
	Female	81	13%	182	30%	238	39%	92	15%	21	3%	43%	43%
Living in a residence hall has helped me to grow personally	Total	242	26%	429	46%	191	20%	61	6%	18	2%	72%	72%
	Male	61	18%	158	48%	75	23%	24	7%	12	4%	66%	66%
	Female	181	30%	271	44%	116	19%	37	6%	6	1%	74%	74%
My Residential College Program academic advisor has assisted me in understanding academic program options at Truman	Total	220	23%	369	39%	212	22%	87	9%	57	6%	62%	62%
	Male	63	19%	145	44%	70	21%	33	10%	19	6%	63%	63%
	Female	157	26%	224	36%	142	23%	54	9%	38	6%	62%	62%

CSEQ Comparison Guide

Key

- ◆ TRU = Truman
- ◆ CCU = Comprehensive Colleges and Universities norm group
- ◆ GLA = General Liberal Arts institutional norm group
- ◆ SLA = Selective Liberal Arts institutional norm group

Summary Scales and Questions

- ◆ Activity and Gain Scales as well as reading, writing, and satisfaction questions are generally on a 4-point scale with 4 being “Very Often” or “Very Much” and 1 being “Never” or “Very Little” for Activity and Gain scale questions, respectively. A Truman goal for such items and scale averages might be 3, “Often” or “Quite a Bit.”
- ◆ Environment scale scores are on a 7-point scale with 1 being “Weak Emphasis” or positive relationships and 7 being “Strong Emphasis” or negative relationships with University students, faculty, and administration. A Truman goal for these scale averages might be 5.5, moderately strong or moderately positive.

CSEQ Administration

- ◆ Fall 1997 = Early fall administration to 1,000 student random sample of freshman, sophomore, junior, and senior resident students; N = 494, 49% response rate (*CSEQ* 3rd edition)
- ◆ Spring 1998 = April administration to 390 students from fall 1997 still at Truman; N = 225, 58% response rate, 46% of fall participants, overall 22.5% (*CSEQ* 3rd edition)
- ◆ Spring 1999 = April administration to entire population of resident students (freshman, sophomores, juniors, and seniors; approximately 2,543); N = 927, 36.5% response rate (*CSEQ* 4th edition)
- ◆ Spring 2000 = April administration to 1,000 student random sample of freshman, sophomore, junior, and senior resident students living in residence halls (not apartments); N = 423, 42% response rate (*CSEQ* 4th edition)
- ◆ Fall 2000 = Administered to 1,316 freshman students enrolled in Extended Freshman Program courses during last three weeks of the fall semester; N = 1,033, 78.5% response rate (*CSEQ* 4th edition)
- ◆ Comparison norm groups are comprised of freshman, sophomore, junior, and senior students who most likely completed the CSEQ in a late spring administration. Freshman tables compare Truman freshman students against freshman students in each comparison norm group.

Caveats

- ◆ Caution should be used in comparing CSEQ 3rd and 4th edition data. Some scales have changed totally (dropped or added) and others have had some of the questions changed. However, some sales such as Estimate of Gains have not changed and are appropriate for comparison.
- ◆ For the 4th edition tentative norms the sample sizes are substantially smaller in some cases and caution should be used in attributing meaning to the differences between Truman data and the comparison groups (statistical significance and effect size).
- ◆ Comparison of Fall 1997 to Spring 1998 provides a rough developmental look from early to late in the academic year. Caution is advised since 269 students did not participate in the Spring administration (104 had left the institution and 165 did not complete an instrument). There is significant potential for bias among persisting students and those who cooperated in the study.
- ◆ Comparison of Fall 2000 freshman data (end of fall semester) with other administration years (early fall in 1997 and late spring for 1998, 1999, and 2000) is inappropriate.
- ◆ Truman data is excluded from CCU comparison data and the significance tests.
- ◆ Statistical significance was tested using ANOVA and then by conducting Scheffe Post-hoc tests. The significance level was determined a priori at the .05 level.
- ◆ When the Scheffe post-hoc test was significant at the .05 level, Effect Size was calculated by dividing the difference between the Truman mean and the comparison group mean by the standard deviation for the comparison group. Effect Size is an indicator of the "practical significance" of the magnitude of the difference between means. Effect sizes can be small (0.2 to 0.5), medium (0.5 to 0.8), or large (greater than 0.8). Medium and large effect sizes are of interest in CSEQ research, although large effect sizes are rare.
- ◆ Remember this is all student self-report data. Student perceptions and estimates may not accurately match other assessment data we have, particularly outcomes assessment data in terms of academic achievement.

**College Student Experience Questionnaire
Fall 2000 Truman Junior Students Selected Background Information**

Fourth Edition (2000)

Scale: 19 or younger, 20-23, 24-29, 30-39, 40-55, over 55

		19 or younger		20-23		24-29		30-39		40-55		Over 55	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Age	Total	32	6.4%	462	92.2%	3	0.6%	3	0.6%	1	0.2%	0	0.0%

Scale: Male, Female

		Male		Female	
		N	Col %	N	Col %
Sex	Total	190	37.9%	307	61.3%

Scale: not Married, Married, Divorced, Separated, Widowed

		Not Married		Married		Divorced		Separated		Widowed	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your marital status?	Total	491	98.0%	7	1.4%	2	0.4%	0	0.0%	0	0.0%

Scale: Freshmen/First Year, Sophomore, Junior, Senior, Graduate Student, Unclassified

		Freshmen/First Year		Sophomore		Junior		Senior		Graduate Student		Unclassified	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your classification in College?	Total	0	0.0%	8	1.6%	413	82.4%	78	15.6%	1	20.0%	0	0.0%

Scale: Started Here, Transferred from another institution

		Started Here		Transferred	
		N	Col %	N	Col %
Did you begin college here or did you transfer here from another institution?	Total	454	90.6%	47	9.4%

Scale: Dormitory or other campus housing, residence (house, apartment, etc.) within walking distance of the institution, residence (house, apartment, etc.) within driving distance, fraternity or sorority house

		Dormitory or other campus housing		Residence within walking distance		Residence within driving distance		Fraternity or Sorority	
		N	Col %	N	Col %	N	Col %	N	Col %
Where do you live during the school year?	Total	139	27.7%	268	53.5%	79	15.8%	15	3.0%

With whom do you live during the school year?

Scale: No, Yes

		Yes		No	
		N	Col %	N	Col %
No one	Total	57	11.4%	443	88.4%
Other students	Total	427	85.2%	73	14.6%
Spouse or partner	Total	12	2.4%	488	97.4%
My child	Total	2	0.4%	498	99.4%
My parents	Total	3	0.6%	497	99.2%
Other relatives	Total	6	1.2%	494	98.6%
Friends	Total	5	1.0%	495	98.8%
Others	Total	2	0.4%	498	99.4%

Background Information

Scale: YES, NO

		YES		NO	
		N	Col %	N	Col %
Do you have access to a computer where you live or work, or nearby that you can use for your school work?	Total	486	97.0%	14	2.8%

Scale: A, A-/B+, B, B-/C+, C/C- or lower

		A		A-, B+		B		B-, C+		C, C-, or lower	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What have most of your grades been up to now at this institution?	Total	113	22.6%	177	35.3%	124	24.8%	78	15.6%	6	1.2%

Which of these fields best describes your major?

Scale: Yes, No

		Yes		No	
		N	Col %	N	Col %
Agriculture	Total	4	0.8%	488	97.4%
Biological or life sciences	Total	10	2.0%	482	96.2%
Business	Total	31	6.2%	461	92.0%
Communication	Total	10	2.0%	482	96.2%
Computer and Information Sciences	Total	4	0.8%	488	97.4%
Education	Total	11	2.2%	481	96.0%
Engineering	Total	492	98.2%	9	1.8%
Ethnic, Cultural, area studies	Total	9	1.8%	492	98.2%
Foreign Languages	Total	9	1.8%	492	98.2%
Health Related fields	Total	12	2.4%	480	95.8%
History	Total	6	1.2%	486	97.0%
Humanities	Total	10	2.0%	482	96.2%
Liberal or general studies	Total	9	1.8%	492	98.2%
Mathematics	Total	1	0.2%	491	98.0%
Multi/interdisciplinary	Total	9	1.8%	492	98.2%
Rec or sports management	Total	9	1.8%	492	98.2%
Physical Sciences	Total	1	0.2%	491	98.0%
Pre-professional	Total	5	1.0%	487	97.2%
Public Administration	Total	2	0.4%	490	97.8%
Social Sciences	Total	26	5.2%	466	93.0%
Visual and performing arts	Total	11	2.2%	481	96.0%
Undecided	Total	9	1.8%	492	98.2%
Other	Total	400	79.8%	92	18.4%

Scale: No, Yes, both, yes father, yes mother, don't know

		No		Yes, both		Yes, father only		Yes, mother only		don't know	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Did either of your parents graduate from college?	Total	142	28.3%	230	45.9%	84	16.8%	43	8.6%	2	0.4%

Scale: YES, NO

		YES		NO	
		N	Col %	N	Col %
Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?	Total	369	73.7%	129	25.7%

Scale: 17 or more, 15-16, 12-14, 7-11, 6 or fewer

		17 or more		15-16		12-14		7-11		6 or fewer	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %

Background Information

How many credit hours are you taking this term? Total 52 10.4% 275 554.9% 170 33.9% 3 0.6% 1 0.2%

Scale: 5 or fewer hours a week, 6-10 hours a week, 11-15 hours a week, 16-20 hours a week, 21-25 hours a week, 26-30 hours a week, more than 30 hours a week

	5 or fewer hours a week		6-10 hours a week		11-15 hours a week		16-20 hours a week		21-25 hours a week		26-30 hours a week		more than 30 hours a week	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?	20	4.0%	91	18.2%	122	24.4%	125	25.0%	72	14.4%	40	8.0%	28	5.6%

Scale: None, 1-10, 11-20, 21-30 Hrs

	None; No Job		1-10 Hrs Weekly		11-20 Hrs Weekly		21-30 Hrs Weekly		31-40 Hrs Weekly		more than 40 hours a week	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Hours working on campus for pay	177	35.3%	195	38.9%	71	14.2%	6	1.2%	2	0.4%	3	0.6%

Scale: None, 1-10, 11-20, 21-30, 31-40 Hrs

	None; No Job		1-10 Hrs Weekly		11-20 Hrs Weekly		21-30 Hrs Weekly		31-40 Hrs Weekly		more than 40 hours a week	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Hours Working off campus for pay	254	50.7%	39	7.8%	29	5.8%	20	4.0%	3	0.6%	1	0.2%

Scale: No Job, Does not interfere, Takes some time, Takes a lot of time

	No Job		Does not interfere		Takes some time		Takes a lot of time	
	N	Col %	N	Col %	N	Col %	N	Col %
How job affects school work	157	31.3%	144	28.7%	169	33.7%	19	3.8%

Scale: None, Very little, Less than half, About half, More than half, All or nearly all

	None		Very little		Less than half		About half		More than half		All or nearly all	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Meet Expenses: Self	30	6.0%	194	38.7%	124	24.8%	35	7.0%	24	4.8%	16	3.2%
Meet Expenses: Parents	36	7.2%	113	22.6%	81	16.2%	56	11.2%	66	13.2%	99	19.8%
Meet Expenses: Spouse or partner	313	62.5%	5	1.0%	5	1.0%	1	0.2%	1	0.2%	0	0.0%
Meet Expenses: Employer	299	59.7%	12	2.4%	4	0.8%	1	0.2%	3	0.6%	0	0.0%
Meet Expenses: Scholarships and grants	80	16.0%	51	10.2%	83	16.6%	49	9.8%	53	10.6%	99	19.8%
Meet Expenses: Loans	194	38.7%	19	3.8%	47	9.4%	40	8.0%	45	9.0%	27	5.4%
Meet Expenses: Other sources	283	56.5%	19	3.8%	7	1.4%	4	0.8%	3	0.6%	2	0.4%

What is your racial or ethnic identification?

Scale: Yes, No

	Yes		No	
	N	Col %	N	Col %
American Indian or other Native American	10	2.0%	481	96.0%
Asian or Pacific Islander	18	3.6%	473	94.4%
Black or African American	10	2.0%	481	96.0%
Caucasian	441	88.0%	50	10.0%
Mexican-American	3	0.6%	488	97.4%
Puerto Rican	2	0.4%	489	97.6%
Other Hispanic	7	1.4%	484	96.6%
Other	11	2.2%	480	95.8%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Library Experience Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Used the library as a quiet place to read or study materials you brought with you	Total	501	2.23	0.856	50	10.0%	102	20.4%	259	51.7%	89	17.8%	30.4%	
Found something interesting while browsing in the library	Total	501	1.89	0.746	18	3.6%	61	12.2%	271	54.1%	150	29.9%	15.8%	
Asked a librarian or staff member for help in finding information on some topic	Total	501	2.10	0.759	25	5.0%	97	19.4%	281	56.1%	95	19.0%	24.4%	
Read assigned materials other than textbooks in the library (reserve readings, etc.)	Total	501	2.27	0.812	40	8.0%	129	25.7%	255	50.9%	75	15.0%	33.7%	
Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	501	3.00	0.844	164	32.7%	186	37.1%	134	26.7%	14	2.8%	69.8%	
Developed a bibliography or reference list for a term paper or other report	Total	501	2.93	0.864	150	29.9%	181	36.1%	148	29.5%	19	3.8%	66.0%	
Gone back to read a basic reference or document that other authors referred to	Total	501	1.67	0.769	15	3.0%	47	9.4%	196	39.1%	240	47.9%	12.4%	
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources	Total	501	2.59	0.892	91	18.2%	159	31.7%	203	40.5%	47	9.4%	49.9%	

College Student Experience Questionnaire
Fall 2000 Truman JuniorYear Student Activity Scale-Computer and Information Technology Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a computer or word processor to prepare reports or papers	Total	501	3.81	0.496	425	84.8%	57	11.4%	14	2.8%	3	0.6%	96.2%
Used e-mail to communicate with an instructor or other students	Total	501	3.53	0.712	324	64.7%	121	24.2%	49	9.8%	5	1.0%	88.9%
Used a computer tutorial to learn material for a course or development/remedial program	Total	501	1.92	0.917	39	7.8%	72	14.4%	193	38.5%	192	38.3%	22.2%
Participated in class discussion using an electronic medium (e-mail, list-serve, chat group, etc.)	Total	501	1.92	1.007	57	11.4%	62	12.4%	162	32.3%	217	43.3%	23.8%
Searched the World Wide Web or Internet for the information related to a course	Total	501	3.42	0.765	284	56.7%	145	28.9%	61	12.2%	8	1.6%	85.6%
Used a computer to retrieve materials from a library not at this institution	Total	501	1.88	0.979	53	10.6%	53	10.6%	174	34.7%	217	43.3%	21.2%
Used a computer to produce visual displays of information (charts, graphs, spreadsheets, etc.)	Total	501	2.61	0.939	107	21.4%	142	28.3%	197	39.3%	53	10.6%	49.7%
Used a computer to analyze data (statistics, forecasting, etc.)	Total	501	2.29	0.974	70	14.0%	120	24.0%	194	38.7%	114	22.8%	38.0%
Developed a Web page or multimedia presentation.	Total	501	1.90	0.898	35	7.0%	72	14.4%	197	39.3%	193	38.5%	21.4%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Course Learning Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Completed the assigned readings for class	Total	501	3.30	0.744	228	45.5%	190	37.9%	69	13.8%	5	1.0%	83.4%	
Took detailed notes during class	Total	501	3.58	0.634	325	64.9%	129	25.7%	36	7.2%	1	0.2%	90.6%	
Contributed to class discussions	Total	501	3.01	0.795	151	30.1%	199	39.7%	134	26.7%	6	1.2%	69.8%	
Developed a role play, case study, or simulation for a class	Total	501	1.93	0.803	24	4.8%	70	14.0%	245	48.9%	153	30.5%	18.8%	
Tried to see how different facts and ideas fit together	Total	501	3.07	0.785	162	32.3%	211	42.1%	111	22.2%	8	1.6%	74.4%	
Summarized major points and information from your class notes or readings	Total	501	2.96	0.840	143	28.5%	204	40.7%	124	24.8%	20	4.0%	69.2%	
Worked on a class assignment, project, or presentation with other students	Total	501	3.08	0.800	168	33.5%	204	40.7%	109	21.8%	10	2.0%	74.2%	
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)	Total	501	3.01	0.796	149	29.7%	211	42.1%	122	24.4%	10	2.0%	71.8%	
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments	Total	501	2.95	0.810	138	27.5%	205	40.9%	137	27.3%	12	2.4%	68.4%	
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	Total	501	3.01	0.772	143	28.5%	217	43.3%	126	25.1%	6	1.2%	71.8%	
Worked on a paper or project where you had to integrate ideas from various sources	Total	501	3.16	0.758	182	36.3%	208	41.5%	95	19.0%	4	0.8%	77.8%	

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Writing Experiences Questions**

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a dictionary or thesaurus to look up the proper meaning of words	Total	501	2.87	0.896	146	29.1%	162	32.3%	160	31.9%	24	4.8%	61.4%
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you were writing	Total	501	3.37	0.746	257	51.3%	166	33.1%	64	12.8%	5	1.0%	84.4%
Asked other people to read something you wrote to see if it was clear to them	Total	501	2.87	0.886	143	28.5%	164	32.7%	162	32.3%	22	4.4%	61.2%
Referred to a book or manual about writing style, grammar, etc.	Total	501	2.62	0.939	108	21.6%	137	27.3%	196	39.1%	50	10.0%	48.9%
Revised a paper or composition two or more times before you were satisfied with it	Total	501	2.65	0.906	102	20.4%	158	31.5%	187	37.3%	43	8.6%	51.9%
Asked an instructor or staff member for advice and help to improve your writing	Total	501	2.08	0.847	38	7.6%	84	16.8%	250	49.9%	119	23.8%	24.4%
Prepared a major written report for a class (20 pages or more)	Total	501	1.70	0.875	30	6.0%	46	9.2%	162	32.3%	253	50.5%	15.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Experiences with Faculty

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	501	2.88	0.819	130	25.9%	183	36.5%	171	34.1%	9	1.8%	62.4%
Discussed your academic program or course selection with a faculty member	Total	501	2.55	0.834	74	14.8%	159	31.7%	224	44.7%	36	7.2%	46.5%
Discussed ideas for a term paper or other class project with a faculty member	Total	501	2.40	0.798	52	10.4%	140	27.9%	255	50.9%	45	9.0%	38.3%
Discussed your career plans and ambitions with a faculty member	Total	501	2.20	0.877	52	10.4%	90	18.0%	252	50.3%	98	19.6%	28.4%
Worked harder as a result of feedback from an instructor	Total	501	2.62	0.816	75	15.0%	188	37.5%	199	39.7%	31	6.2%	52.5%
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)	Total	501	1.80	0.879	35	7.0%	45	9.0%	197	39.3%	216	43.1%	16.0%
Participated with other students in a discussion with one or more faculty members outside of class	Total	501	1.88	0.876	33	6.6%	64	12.8%	208	41.5%	188	37.5%	19.4%
Asked your instructor for comments and criticisms about your academic performance	Total	501	2.09	0.896	40	8.0%	101	20.2%	214	42.7%	137	27.3%	28.2%
Worked harder than you thought you could to meet an instructor's expectations and standards	Total	501	2.45	0.892	65	13.0%	160	31.9%	198	39.5%	70	14.0%	44.9%
Worked with a faculty member on a research project	Total	501	1.54	0.872	25	5.0%	51	10.2%	89	17.8%	328	65.5%	15.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Art, Music, Theater Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members	Total	501	2.45	0.997	98	19.6%	108	21.6%	199	39.7%	84	16.8%	41.2%
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off the campus	Total	501	2.42	0.889	75	15.0%	114	22.8%	241	48.1%	58	11.6%	37.8%
Participated in some art activity (painting, pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, work on scenery, etc.), on or off campus	Total	501	1.86	1.051	64	12.8%	48	9.6%	133	26.5%	244	48.7%	22.4%
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total	501	2.88	0.959	160	31.9%	147	29.3%	143	28.5%	38	7.6%	61.2%
Attended a concert or other music event, on or off the campus	Total	501	2.61	0.937	108	21.6%	130	25.9%	203	40.5%	48	9.6%	47.5%
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus	Total	501	1.85	1.076	69	13.8%	44	8.8%	119	23.8%	257	51.3%	22.6%
Read or discussed the opinions of art, music, or drama critics	Total	501	1.99	0.989	56	11.2%	67	13.4%	180	35.9%	185	36.9%	24.6%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Campus Facilities Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Use a campus lounge to relax or study	Total	501	2.28	0.885	53	10.6%	121	24.2%	229	45.7%	90	18.0%	34.8%
Met other students for discussion	Total	501	2.64	0.880	92	18.4%	170	33.9%	189	37.7%	41	8.2%	52.3%
Attended cultural/social event	Total	501	2.31	0.839	53	10.6%	113	22.6%	258	51.5%	67	13.4%	33.2%
Went to lecture or panel discussion	Total	501	2.00	0.781	23	4.6%	80	16.0%	261	52.1%	126	25.1%	20.6%
Used a campus learning lab or center	Total	501	1.84	0.819	23	4.6%	63	12.6%	219	43.7%	187	37.3%	17.2%
Used campus recreational facilities	Total	501	2.85	0.988	159	31.7%	155	30.9%	129	25.7%	51	10.2%	62.6%
Played a team sport	Total	501	2.06	1.183	98	19.6%	65	13.0%	97	19.4%	231	46.1%	32.6%
Followed regular exercise schedule	Total	501	2.42	1.147	125	25.0%	96	19.2%	133	26.5%	138	27.5%	44.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Clubs and Organizations Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Attended a meeting of a campus club, organization, etc	Total	501	3.15	1.047	264	52.7%	92	18.4%	89	17.8%	50	10.0%	71.1%
Worked on campus committee/organization	Total	501	2.46	1.259	164	32.7%	68	13.6%	97	19.4%	166	33.1%	46.3%
Worked on off-campus committee/org.	Total	501	1.91	1.069	66	13.2%	64	12.8%	124	24.8%	242	48.3%	26.0%
Met with faculty to discuss campus group	Total	501	1.74	0.950	42	8.4%	49	9.8%	142	28.3%	261	52.1%	18.2%
Managed an organization on or off campus	Total	501	2.33	1.201	126	25.1%	84	16.8%	109	21.8%	175	34.9%	41.9%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Personal Experience Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)

Bold Italic = Significant (Frequency is equal or less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Told friend about reaction to others	Total	501	3.17	0.879	222	44.3%	150	29.9%	105	21.0%	17	3.4%	74.2%
Discussed why some people get along	Total	501	3.08	0.894	198	39.5%	154	30.7%	122	24.4%	19	3.8%	70.2%
Asked for help with a personal problem	Total	501	2.99	0.960	193	38.5%	129	25.7%	139	27.7%	30	6.0%	64.2%
Read about personal growth/self-improvement	Total	501	2.06	0.970	56	11.2%	80	16.0%	196	39.1%	161	32.1%	27.2%
Identified with a book/movie/TV character	Total	501	2.88	0.955	164	32.7%	142	28.3%	152	30.3%	35	7.0%	61.0%
Took test to measure abilities/interests	Total	501	2.37	0.891	73	14.6%	103	20.6%	253	50.5%	65	13.0%	35.2%
Asked a friend his/her opinion of you	Total	501	2.36	0.990	85	17.0%	107	21.4%	202	40.3%	100	20.0%	38.4%
Talked with F/S about personal concern	Total	501	1.69	0.873	31	6.2%	42	8.4%	165	32.9%	255	50.9%	14.6%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Student Acquaintances Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions) **Bold** = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Acquainted: students of different interests	Total	501	2.85	0.796	111	22.2%	213	42.5%	157	31.3%	14	2.8%	64.7%
Acquainted: students of different background	Total	501	2.96	0.765	128	25.5%	226	45.1%	134	26.7%	7	1.4%	70.6%
Acquainted: students of different age	Total	501	2.95	0.816	143	28.5%	191	38.1%	151	30.1%	9	1.8%	66.6%
Acquainted: students of different race	Total	501	2.70	0.820	101	20.2%	158	31.5%	221	44.1%	13	2.6%	51.7%
Acquainted: students from other country	Total	501	2.36	0.874	66	13.2%	110	22.0%	252	50.3%	65	13.0%	35.2%
Discussions: students of different values	Total	501	2.68	0.894	103	20.6%	168	33.5%	183	36.5%	40	8.0%	54.1%
Discussions: students of different political opinions	Total	501	2.59	0.959	101	20.2%	154	30.7%	173	34.5%	66	13.2%	50.9%
Discussions: students of different religious beliefs	Total	501	2.68	0.948	117	23.4%	154	30.7%	173	34.5%	51	10.2%	54.1%
Discussions: students of different race	Total	501	2.29	0.945	66	13.2%	116	23.2%	209	41.7%	103	20.6%	36.4%
Discussions: students of different country	Total	501	2.02	0.965	51	10.2%	81	16.2%	188	37.5%	173	34.5%	26.4%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Science and Quantatative Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Memorized formulas, definitions, technical terms and concepts	Total	501	3.12	0.927	221	44.1%	138	27.5%	110	22.0%	25	5.0%	71.6%
Used mathematical terms to express a set of relationships	Total	501	2.74	0.981	138	27.5%	143	28.5%	161	32.1%	52	10.4%	56.0%
Explained your understanding of some scientific or mathematical theory, principle, or concept to someone else (classmate, co-worker, etc.)	Total	501	2.50	1.000	101	20.2%	131	26.1%	178	35.5%	84	16.8%	46.3%
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class	Total	501	1.89	0.985	46	9.2%	76	15.2%	147	29.3%	224	44.7%	24.4%
Completed an experiment or project using scientific methods	Total	501	2.38	1.009	92	18.4%	104	20.8%	197	39.3%	101	20.2%	39.2%
Practiced to improve your skill in using a piece of laboratory equipment	Total	501	2.01	1.027	61	12.2%	78	15.6%	157	31.3%	196	39.1%	27.8%
Showed someone else how to use a piece of scientific equipment	Total	501	1.95	0.990	51	10.2%	77	15.4%	163	32.5%	202	40.3%	25.6%
Explained an experimental procedure to someone else	Total	501	2.03	0.948	48	9.6%	86	17.2%	194	38.7%	165	32.9%	26.8%
Compared the scientific method with other methods for gaining knowledge and understanding	Total	501	1.97	0.932	47	9.4%	65	13.0%	206	41.1%	176	35.1%	22.4%
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you	Total	501	2.06	0.968	55	11.0%	80	16.0%	195	38.9%	162	32.3%	27.0%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Topics of Conversation Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Current events in the news	Total	501	2.73	0.777	88	17.6%	197	39.3%	196	39.1%	12	2.4%	56.9%
Social issues-peace, justice, etc.	Total	501	2.52	0.816	69	13.8%	149	29.7%	241	48.1%	33	6.6%	43.5%
Different lifestyles, etc.	Total	501	2.73	0.841	104	20.8%	171	34.1%	195	38.9%	21	4.2%	54.9%
Ideas of writers	Total	501	2.28	0.917	61	12.2%	112	22.4%	224	44.7%	96	19.2%	34.6%
The arts-painting, poetry, etc.	Total	501	2.47	0.916	85	17.0%	122	24.4%	226	45.1%	60	12.0%	41.4%
Science-theories, etc.	Total	501	2.00	0.927	45	9.0%	76	15.2%	205	40.9%	167	33.3%	24.2%
Computers and other technologies	Total	501	2.34	0.857	56	11.2%	127	25.3%	241	48.1%	69	13.8%	36.5%
Social/ethical issues re: science	Total	501	2.25	0.873	51	10.2%	113	22.6%	239	47.7%	90	18.0%	32.8%
The economy-employment, etc.	Total	501	2.39	0.830	57	11.4%	133	26.5%	250	49.9%	54	10.8%	37.9%
International Relations	Total	501	2.20	0.872	47	9.4%	106	21.2%	240	47.9%	100	20.0%	30.6%

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Information in Conversations**

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Referred to readings or classes	Total	501	2.88	0.756	105	21.0%	225	44.9%	146	29.1%	8	1.6%	65.9%
Explored different ways of thinking	Total	501	2.71	0.769	76	15.2%	209	41.7%	183	36.5%	17	3.4%	56.9%
Referred to something instructor said	Total	501	2.67	0.807	80	16.0%	189	37.7%	191	38.1%	24	4.8%	53.7%
Subsequently read something on a topic	Total	501	2.44	0.863	65	13.0%	139	27.7%	225	44.9%	55	11.0%	40.7%
Changed opinion because of others	Total	501	2.28	0.699	32	6.4%	111	22.2%	305	60.9%	37	7.4%	28.6%
Persuaded others to change their minds	Total	501	2.28	0.719	29	5.8%	124	24.8%	283	56.5%	47	9.4%	30.6%

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Reading and Writing Questions**

Scale: More than 20, between 10 and 20, between 5 and 10, fewer than 5, None

Fourth Edition (2000)

During this current school year,
about how many books have
you read?

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 20 + Between 10 and 20	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Textbooks or assigned books	Total	501	3.29	0.888	43	8.6%	150	29.9%	208	41.5%	85	17.0%	5	1.0%		38.5%
Assigned packs of course readings	Total	501	2.69	1.017	37	7.4%	57	11.4%	138	27.5%	223	44.5%	30	6.0%		18.8%
Non-assigned books	Total	501	2.22	1.036	28	5.6%	31	6.2%	67	13.4%	258	51.5%	105	21.0%		11.8%

Scale: More than 20, between 10 and 20, between 5 and 10, fewer than 5, None

During this current school year,
about how many exams,
papers, or reports have you
written?

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 20 + Between 10 and 20	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Essay exams for your courses	Total	501	3.01	1.036	37	7.4%	130	25.9%	154	30.7%	146	29.1%	26	5.2%		33.3%
Term papers or other written reports	Total	501	3.31	0.959	65	13.0%	127	25.3%	194	38.7%	101	20.2%	2	0.4%		38.3%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Satisfaction Questions-Opinions about College

Fourth Edition (2000)

Bold = Significant (Frequency is equal or greater than 50%)

Bold Italic = Significant (Frequency is equal or less than 20%)

Scale: I am enthusiastic about it, I like it, I am more or less neutral about it, I don't like it

		Descriptives			Enthusiastic		Like it		More or less neutral		Don't like it		Enthusiastic + Like it	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
How well college is liked	Total	NA	NA	NA	140	27.9%	274	54.7%	57	11.4%	23	4.6%	82.6%	

Scale: Yes, definitely, Probably yes, Probably no, No, definitely

		Descriptives			Definitely		Probably yes		Probably No		No		Enthusiastic + Like it	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Would attend same institution	Total	NA	NA	NA	130	25.9%	239	47.7%	95	19.0%	29	5.8%	73.6%	

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Environment Scale Scores**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

	Total	Descriptives			Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6	1 + 2
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Total	501	6.11	1.002	193	38.5%	214	42.7%	57	11.4%	19	3.8%	4	0.8%	4	0.8%	3	0.6%	81.2%	1.4%
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Total	501	4.79	1.370	45	9.0%	114	22.8%	151	30.1%	98	19.6%	52	10.4%	26	5.2%	7	1.4%	31.8%	6.6%
Emphasis on Being Critical, Evaluative, and Analytical	Total	501	5.58	1.124	103	20.6%	183	36.5%	138	27.5%	45	9.0%	15	3.0%	8	1.6%	1	0.2%	57.1%	1.8%
Environmental Emphasis: Diversity	Total	501	4.35	1.599	46	9.2%	81	16.2%	106	21.2%	120	24.0%	69	13.8%	47	9.4%	24	4.8%	25.4%	14.2%
Environmental Emphasis: Information Literacy Skills	Total	501	5.11	1.335	69	13.8%	144	28.7%	138	27.5%	86	17.2%	34	6.8%	18	3.6%	5	1.0%	42.5%	4.6%
Emphasis on Developing Vocational and Occupational Competence	Total	501	4.18	1.630	37	7.4%	74	14.8%	112	22.4%	107	21.4%	77	15.4%	55	11.0%	32	6.4%	22.2%	17.4%
Emphasis on Personal Relevance and Practical Value of Courses	Total	501	4.33	1.497	32	6.4%	73	14.6%	136	27.1%	123	24.6%	68	13.6%	37	7.4%	25	5.0%	21.0%	12.4%

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Total	Descriptives			Friendly, Supportive		6		5		4		3		2		Competitive, Uninvolved		7 + 6	1 + 2
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with other students	Total	501	5.69	1.240	125	25.0%	216	43.1%	78	15.6%	45	9.0%	16	3.2%	8	1.6%	6	1.2%	68.1%	2.8%

Scale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1

	Total	Descriptives			Helpful, Considerate		6		5		4		3		2		Rigid, Impersonal		7 + 6	1 + 2
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with administrative personnel and offices	Total	501	4.37	1.609	30	6.0%	114	22.8%	107	21.4%	101	20.2%	71	14.2%	40	8.0%	32	6.2%	28.8%	14.2%

Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Total	Descriptives			Approachable, Helpful		6		5		4		3		2		Remote, Discouraging		7 + 6	1 + 2
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with faculty members	Total	501	5.22	1.284	67	13.4%	169	33.7%	137	27.3%	70	14.0%	33	6.6%	13	2.6%	5	1.0%	47.1%	3.6%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Selected Estimate of Gains Scales/Questions

Scale: **Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1**

Fourth Edition (2000)

Bold = Significant (Frequency is equal or greater than 50%)**Bold Italic** = Significant (Frequency is equal or less than 20%)

	Total	Descriptives			Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Total	501	2.67	0.039	85	17.0%	204	40.7%	162	32.3%	43	8.6%	57.7%	
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Total	501	2.90	0.036	116	23.2%	231	46.1%	127	25.3%	19	3.8%	69.3%	
Gaining a broad general education about different fields of knowledge	Total	501	3.11	0.033	152	30.3%	245	48.9%	90	18.0%	5	1.0%	79.2%	
Gaining a range of information relevant to a career	Total	501	2.89	0.035	107	21.4%	238	47.5%	131	26.1%	16	3.2%	68.9%	
Developing an understanding and enjoyment of art, music, and drama	Total	501	2.35	0.043	74	14.8%	117	23.4%	209	41.7%	93	18.6%	38.2%	
Broadening your acquaintance and enjoyment of literature	Total	501	2.35	0.041	63	12.6%	132	26.3%	210	41.9%	87	17.4%	38.9%	
Seeing the importance of history for understanding the present and the past	Total	501	2.38	0.041	65	13.0%	139	27.7%	208	41.5%	81	16.2%	40.7%	
Gaining knowledge about other parts of the world and other people	Total	501	2.15	0.041	48	9.6%	105	21.0%	211	42.1%	129	25.7%	30.6%	
Writing clearly and effectively	Total	501	2.91	0.038	127	25.3%	220	43.9%	120	24.0%	26	5.2%	69.2%	
Speaking effectively	Total	501	2.83	0.035	95	19.0%	238	47.5%	139	27.7%	20	4.0%	66.5%	
Acquiring familiarity with the use of computers	Total	501	2.95	0.039	143	28.5%	217	43.3%	99	19.8%	34	6.8%	71.8%	
Becoming aware of different philosophies, cultures, and ways of life	Total	501	2.60	0.039	78	15.6%	186	37.1%	183	36.5%	45	9.0%	52.7%	
Developing your own values and ethical standards	Total	501	2.96	0.038	146	29.1%	204	40.7%	119	23.8%	23	4.6%	69.8%	
Understanding yourself--your abilities, interests, and personality	Total	501	3.11	0.035	166	33.1%	231	46.1%	82	16.4%	15	3.0%	79.2%	
Understanding other people and the ability to get along with different kinds of people	Total	501	2.97	0.037	143	28.5%	210	41.9%	123	24.6%	17	3.4%	70.4%	
Ability to function as a team member	Total	501	2.93	0.039	141	28.1%	200	39.9%	127	25.3%	25	5.0%	68.0%	
Developing good health habits and physical fitness	Total	501	2.51	0.045	96	19.2%	140	27.9%	171	34.1%	84	16.8%	47.1%	
Understanding the nature of science and experimentation	Total	501	2.49	0.043	94	18.8%	121	24.2%	210	41.9%	69	13.8%	43.0%	
Understanding new scientific and technical developments	Total	501	2.41	0.041	73	14.6%	123	24.6%	230	45.9%	67	13.4%	39.2%	
Becoming aware if the consequences of applications in science and technology	Total	501	2.37	0.040	56	11.2%	144	28.7%	214	42.7%	76	15.2%	39.9%	
Ability to think analytically and logically	Total	501	2.95	0.037	138	27.5%	205	40.9%	132	26.3%	15	3.0%	68.4%	
Quantitative thinking--Understanding probabilities, proportions, etc.	Total	501	2.52	0.040	77	15.4%	160	31.9%	198	39.5%	58	11.6%	47.3%	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Total	501	2.99	0.034	128	25.5%	240	47.9%	112	22.4%	11	2.2%	73.4%	
Ability to learn on your own, pursue ideas, and find information you need	Total	501	3.04	0.036	148	29.5%	229	45.7%	99	19.8%	15	3.0%	75.2%	
Gain: Adapting to Change	Total	501	2.97	0.039	148	29.5%	202	40.3%	118	23.6%	23	4.6%	69.8%	

**College Student Experience Questionnaire (4th Edition)
Spring 2001 Junior Local Questions**

Scale: A = none or one, B = two or three, C = four or five, D = six or seven, E = eight or nine

		Descriptives			None or one		Two or Three		Four or Five		Six or Seven		Eight or Nine	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Prior to the current semester, how many "modes of inquiry" have you completed in the Liberal Studies Program?	Total	NA	NA	NA	5	1.0%	15	3.0%	51.00	10.2%	156.00	31.1%	260	51.9%

Scale: A = none, B = one, C = two, D = three, E = four or more

		Descriptives			None		One		Two		Three		Four or more	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Prior to the current semester, how many "writing-enhanced" courses have you completed?	Total	NA	NA	NA	176	35.1%	160	31.9%	99	19.8%	37	7.4%	14	2.8%

Scale: A = Yes, B = No

		Descriptives			Yes		No	
		Total Count (N)	Mean	SD	N	Col %	N	Col %
Have you completed your intercultural course in the Liberal Studies Program?	Total	NA	NA	NA	355	70.9%	125	25.0%

Scale: A = to a great degree, B = to a moderate degree, C = to a slight degree, D = not at all, E = not applicable (I haven't written for the SWE yet)

		Descriptives			To a great degree		To a moderate degree		To a slight degree		Not at all		Not applicable	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
To what degree did you find the writing portion of the Sophomore Writing Experience to be an accurate measurement of your writing abilities?	Total	NA	NA	NA	24	4.8%	131	26.1%	172	34.3%	148	29.5%	10	2.0%

Scale: A = to a great degree, B = to a moderate degree, C = to a slight degree, D = not at all, E = not applicable (I haven't had my conference yet)

		Descriptives			To a great degree		To a moderate degree		To a slight degree		Not at all		Not applicable	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
To what degree did you find beneficial the post-writing Sophomore Writing Experience conference in which you identified future writing goals for yourself?	Total	NA	NA	NA	26	5.2%	71	14.2%	120	24.0%	158	31.5%	112	22.4%

Scale: A = first semester as a junior, second semester as a junior, third semester as a junior, didn't take the class as a junior

		Descriptives			A		B		C		D	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %
At what point did you take this JINS class?	Total	NA	NA	NA	67	13.4%	351	70.1%	12	2.4%	53	10.6%

Scale: A = wasn't interested in JINS topics offered, B = didn't complete the SWE, C = couldn't fit JINS course into schedule, D = JINS course(s) I wanted was closed, E = other

		Descriptives			A		B		C		D		E	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
If you did not take this JINS course during your first semester as a junior, identify the reason which most closely describes why?	Total	NA	NA	NA	16	3.2%	155	30.9%	134	26.7%	26	5.2%	85	17.0%

Scale: A = none, B = one or two, C = three or four, D = five or six, E = seven or more

		Descriptives			None		One or two		Three or Four		Five or Six		Seven or more	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
How many of the other JINS courses that are being offered this semester would you have been willing to take if you had not been able to enroll in	Total	NA	NA	NA	32	6.4%	300	59.9%	122	24.4%	23	4.6%	7	1.4%

Scale: A = strongly agree, B = agree, C = neutral, D = disagree, E = strongly disagree

		Descriptives			Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
I feel that the inter disciplinary component (JINS course) of the Liberal Studies Program is an important element of a liberal arts and sciences education.	Total	NA	NA	NA	52	10.4%	144	28.7%	136	27.1%	99	19.8%	55	11.0%

		Descriptives			Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
My current academic advisor explained to me how the interdisciplinary component (JINS course) of the Liberal Studies Program is an important element of a liberal arts and sciences education.	Total	NA	NA	NA	13	2.6%	57	11.4%	92	18.4%	150	29.9%	172	34.3%

		Descriptives			Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
I feel that I have the academic skills and training necessary to examine a single issue or problem using the perspectives of multiple academic disciplines.	Total	NA	NA	NA	75	15.0%	238	47.5%	134	26.7%	27	5.4%	10	2.0%

Local Questions

Scale: A = Chinese, B = French, C = German, D = Greek, E = Hebrew

		Descriptives			Chinese		French		German		Greek		Hebrew	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Primary foreign language at Truman	Total	NA	NA	NA	4	0.8%	119	23.8%	46	9.2%	5	1.0%	8	1.6%

Scale: A = Italian, B = Japanese, C = Latin, D = Russian, E = Spanish

		Descriptives			Italian		Japanese		Latin		Russian		Spanish	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Primary foreign language at Truman	Total	NA	NA	NA	13	2.6%	14	2.8%	35	7.0%	7	1.4%	240	47.9%

Scale: A = elementary I, B = elementary II, C = intermediate I, D = intermediate II, E = advanced

		Descriptives			Elementary I		Elementary II		Intermediate I		Intermediate II		Advanced	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
At what level did you start classes at Truman in your primary foreign language?	Total	NA	NA	NA	182	36.3%	119	23.8%	87	17.4%	48	9.6%	21	4.2%

Scale: A = none, B = one, C = two, D = three, E = four or more

		Descriptives			None		One		Two		Three		Four or more	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
How many years of this foreign language did you have in junior high school and/or high school?	Total	NA	NA	NA	71	14.2%	20	4.0%	107	21.4%	88	17.6%	190	37.9%

Scale: A = College Algebra(Math 156), B = Trigonometry(Math 157), C = Elementary Functions(Math 187), D = Calculus or beyond, E = None

		Descriptives			College Algebra		Trigonometry		Elementary Functions		Calculus or beyond		None	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is the highest level math course you have completed at Truman?	Total	NA	NA	NA	12	2.4%	119	23.8%	45	9.0%	237	47.3%	72	14.4%

Scale: A = extremely challenging, B = fairly challenging, C = moderately challenging, D = a little challenging, E = not at all challenging

		Descriptives			Extremely challenging		Fairly challenging		Moderately challenging		A little challenging		Not at all challenging	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
How challenging have you found your math courses at Truman?	Total	NA	NA	NA	114	22.8%	164	32.7%	86	17.2%	43	8.6%	11	2.2%

Scale: A = to a very great degree, B = to a great degree, C = to a moderate degree, D = to a slight degree, E = not at all

		Descriptives			To a very great degree		To a great degree		To a moderate degree		To a slight degree		Not at all	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
To what degree do you have an understanding of how mathematics has been used to illuminate important questions in a variety of disciplines?	Total	NA	NA	NA	41	8.2%	97	19.4%	159	31.7%	121	24.2%	63	12.6%

Scale: A = to a very great degree, B = to a great degree, C = to a moderate degree, D = to a slight degree, E = not at all

		Descriptives			To a very great degree		To a great degree		To a moderate degree		To a slight degree		Not at all	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
To what degree are you able to reason mathematically about problems in physical and social environments?	Total	NA	NA	NA	45	9.0%	113	22.6%	180	35.9%	94	18.8%	49	9.8%

Scale: A = Yes, B = No

		Descriptives			Yes		No	
	Total	Total Count (N)	Mean	SD	N	Col %	N	Col %
Have you ever worked with a faculty member on an undergraduate research or scholarly project that was not a required element of a class?	Total	NA	NA	NA	89	17.8%	378	75.4%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Library Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often	Often	Occasionally	Never	Very often + Often					
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	501	3.00	0.844	164	32.7%	186	37.1%	134	26.7%	14	2.8%	69.8%
Developed a bibliography or rerence list for a term paper or other report	Total	501	2.93	0.864	150	29.9%	181	36.1%	148	29.5%	19	3.8%	66.0%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Computer and Information Technology Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often	Often	Occasionally	Never	Very often + Often					
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Used a computer or word processor to prepare reports or papers	Total	501	3.81	0.496	425	84.8%	57	11.4%	14	2.8%	3	0.6%	96.2%
Used e-mail to communicate with an instructor or other students	Total	501	3.53	0.712	324	64.7%	121	24.2%	49	9.8%	5	1.0%	88.9%
Searched the World Wide Web or Internet for the information related to a course	Total	501	3.42	0.765	284	56.7%	145	28.9%	61	12.2%	8	1.6%	85.6%

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Course Learning Questions**

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Completed the assigned readings for class	Total	501	3.30	0.744	228	45.5%	190	37.9%	69	13.8%	5	1.0%	83.4%	
Took detailed notes during class	Total	501	3.58	0.634	325	64.9%	129	25.7%	36	7.2%	1	0.2%	90.6%	
Contributed to class discussions	Total	501	3.01	0.795	151	30.1%	199	39.7%	134	26.7%	6	1.2%	69.8%	
Tried to see how different facts and ideas fit together	Total	501	3.07	0.785	162	32.3%	211	42.1%	111	22.2%	8	1.6%	74.4%	
Summarized major points and information from your class notes or readings	Total	501	2.96	0.840	143	28.5%	204	40.7%	124	24.8%	20	4.0%	69.2%	
Worked on a class assignment, project, or presentation with other students	Total	501	3.08	0.800	168	33.5%	204	40.7%	109	21.8%	10	2.0%	74.2%	
Applied material learned in a class to other areas (you job or internship, other courses, relationships with friends, family, co-workers, etc.)	Total	501	3.01	0.796	149	29.7%	211	42.1%	122	24.4%	10	2.0%	71.8%	
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments	Total	501	2.95	0.810	138	27.5%	205	40.9%	137	27.3%	12	2.4%	68.4%	
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	Total	501	3.01	0.772	143	28.5%	217	43.3%	126	25.1%	6	1.2%	71.8%	
Worked on a paper or project where you had to integrate ideas from various sources	Total	501	3.16	0.758	182	36.3%	208	41.5%	95	19.0%	4	0.8%	77.8%	

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Writing Experiences Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a dictionary or thesaurus to look up the proper meaning of words	Total	501	2.87	0.896	146	29.1%	162	32.3%	160	31.9%	24	4.8%	61.4%
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you were writing	Total	501	3.37	0.746	257	51.3%	166	33.1%	64	12.8%	5	1.0%	84.4%
Asked other people to read something you wrote to see if it was clear to them	Total	501	2.87	0.886	143	28.5%	164	32.7%	162	32.3%	22	4.4%	61.2%
Revised a paper or composition two or more times before you were satisfied with it	Total	501	2.65	0.906	102	20.4%	158	31.5%	187	37.3%	43	8.6%	51.9%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Experiences with Faculty

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	501	2.88	0.819	130	25.9%	183	36.5%	171	34.1%	9	1.8%	62.4%
Worked harder as a result of feedback from an instructor	Total	501	2.62	0.816	75	15.0%	188	37.5%	199	39.7%	31	6.2%	52.5%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Art, Music, Theater Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total	501	2.88	0.959	160	31.9%	147	29.3%	143	28.5%	38	7.6%	61.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Campus Facilities Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Met other students for discussion	Total	501	2.64	0.880	92	18.4%	170	33.9%	189	37.7%	41	8.2%	52.3%
Used campus recreational facilities	Total	501	2.85	0.988	159	31.7%	155	30.9%	129	25.7%	51	10.2%	62.6%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Clubs and Organizations Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Attended a meeting of a campus club, organization, etc	Total	501	3.15	1.047	264	52.7%	92	18.4%	89	17.8%	50	10.0%	71.1%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Personal Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

	Total	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Told friend about reaction to others	Total	501	3.17	0.879	222	44.3%	150	29.9%	105	21.0%	17	3.4%	74.2%
Discussed why some people get along	Total	501	3.08	0.894	198	39.5%	154	30.7%	122	24.4%	19	3.8%	70.2%
Asked for help with a personal problem	Total	501	2.99	0.960	193	38.5%	129	25.7%	139	27.7%	30	6.0%	64.2%
Identified with a book/movie/TV character	Total	501	2.88	0.955	164	32.7%	142	28.3%	152	30.3%	35	7.0%	61.0%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Student Acquaintances Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Acquainted: students of difrent interests	Total	501	2.85	0.796	111	22.2%	213	42.5%	157	31.3%	14	2.8%	64.7%
Acquainted: students of difrent background	Total	501	2.96	0.765	128	25.5%	226	45.1%	134	26.7%	7	1.4%	70.6%
Acquainted: students of difrent age	Total	501	2.95	0.816	143	28.5%	191	38.1%	151	30.1%	9	1.8%	66.6%
Acquainted: students of different race	Total	501	2.70	0.820	101	20.2%	158	31.5%	221	44.1%	13	2.6%	51.7%
Discussions: students of difrent values	Total	501	2.68	0.894	103	20.6%	168	33.5%	183	36.5%	40	8.0%	54.1%
Discussions: students of difrent political opinions	Total	501	2.59	0.959	101	20.2%	154	30.7%	173	34.5%	66	13.2%	50.9%
Discussions: students of difrent religious beliefs	Total	501	2.68	0.948	117	23.4%	154	30.7%	173	34.5%	51	10.2%	54.1%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Science and Quantatative Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

		Descriptives			Very Often		Often		Occasionally		Never		Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Memorized formulas, definitions, technical terms and concepts	Total	501	3.12	0.927	221	44.1%	138	27.5%	110	22.0%	25	5.0%	71.6%
Used mathematical terms to express a set of relationships	Total	501	2.74	0.981	138	27.5%	143	28.5%	161	32.1%	52	10.4%	56.0%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Topics of Conversation Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Current events in the news	Total	501	2.73	0.777	88	17.6%	197	39.3%	196	39.1%	12	2.4%	56.9%
Different lifestyles, etc.	Total	501	2.73	0.841	104	20.8%	171	34.1%	195	38.9%	21	4.2%	54.9%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Info in Conversations

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Referred to readings or classes	Total	501	2.88	0.756	105	21.0%	225	44.9%	146	29.1%	8	1.6%	65.9%
Explored different ways of thinking	Total	501	2.71	0.769	76	15.2%	209	41.7%	183	36.5%	17	3.4%	56.9%
Referred to something instructor said	Total	501	2.67	0.807	80	16.0%	189	37.7%	191	38.1%	24	4.8%	53.7%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Satisfaction Questions-Opinions about College

Fourth Edition (2000)

Scale: **I am enthusiastic about it, I like it, I am more or less neutral about it, I don't like it**

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

	Descriptives			Enthusiastic		Like it		More or less neutral		Don't like it		Enthusiastic + Like it	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
How well college is liked	Total	NA	NA	NA	140	27.9%	274	54.7%	57	11.4%	23	4.6%	82.6%

Scale: **Yes, definitely, Probably yes, Probably no, No, definitely**

	Descriptives			Definitely		Probably yes		Probably No		No		Enthusiastic + Like it	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Would attend same institution	Total	NA	NA	NA	130	25.9%	239	47.7%	95	19.0%	29	5.8%	73.6%

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Environment Scale Scores**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

	Descriptives			Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6		1 + 2		
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Total	501	6.11	1.002	193	38.5%	214	42.7%	57	11.4%	19	3.8%	4	0.8%	4	0.8%	3	0.6%	81.2%	1.4%		
Emphasis on Being Critical, Evaluative, and Analytical	Total	501	5.58	1.124	103	20.6%	183	36.5%	138	27.5%	45	9.0%	15	3.0%	8	1.6%	1	0.2%	57.1%	1.8%		

Scale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1

	Descriptives			Friendly, Supportive		6		5		4		3		2		Competitive, Uninvolved		7 + 6		1 + 2		
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	
Relationships with other students	Total	501	5.69	1.240	125	25.0%	216	43.1%	78	15.6%	45	9.0%	16	3.2%	8	1.6%	6	1.2%	68.1%	2.8%		

**College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Selected Estimate of Gains Scales/Questions**

Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 1

Fourth Edition (2000)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

	Descriptives			Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Total	501	2.67	0.039	85	17.0%	204	40.7%	162	32.3%	43	8.6%	57.7%
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Total	501	2.90	0.036	116	23.2%	231	46.1%	127	25.3%	19	3.8%	69.3%
Gaining a broad general education about different fields of knowledge	Total	501	3.11	0.033	152	30.3%	245	48.9%	90	18.0%	5	1.0%	79.2%
Gaining a range of information relevant to a career	Total	501	2.89	0.035	107	21.4%	238	47.5%	131	26.1%	16	3.2%	68.9%
Writing clearly and effectively	Total	501	2.91	0.038	127	25.3%	220	43.9%	120	24.0%	26	5.2%	69.2%
Speaking effectively	Total	501	2.83	0.035	95	19.0%	238	47.5%	139	27.7%	20	4.0%	66.5%
Acquiring familiarity with the use of computers	Total	501	2.95	0.039	143	28.5%	217	43.3%	99	19.8%	34	6.8%	71.8%
Becoming aware of different philosophies, cultures, and ways of life	Total	501	2.60	0.039	78	15.6%	186	37.1%	183	36.5%	45	9.0%	52.7%
Developing your own values and ethical standards	Total	501	2.96	0.038	146	29.1%	204	40.7%	119	23.8%	23	4.6%	69.8%
Understanding yourself--your abilities, interests, and personality	Total	501	3.11	0.035	166	33.1%	231	46.1%	82	16.4%	15	3.0%	79.2%
Understanding other people and the ability to get along with different kinds of people	Total	501	2.97	0.037	143	28.5%	210	41.9%	123	24.6%	17	3.4%	70.4%
Ability to function as a team member	Total	501	2.93	0.039	141	28.1%	200	39.9%	127	25.3%	25	5.0%	68.0%
Ability to think analytically and logically	Total	501	2.95	0.037	138	27.5%	205	40.9%	132	26.3%	15	3.0%	68.4%
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Total	501	2.99	0.034	128	25.5%	240	47.9%	112	22.4%	11	2.2%	73.4%
Ability to learn on your own, pursue ideas, and find information you need	Total	501	3.04	0.036	148	29.5%	229	45.7%	99	19.8%	15	3.0%	75.2%

Positive Areas

Gain: Adapting to Change	Total	501	2.97	0.039	148	29.5%	202	40.3%	118	23.6%	23	4.6%	69.8%
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College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Course Learning Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives				Very Often	Often	Occasionally	Never	Very often + Often				
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %				
Developed a role play, case study, or simulation for a class	Total	501	1.93	0.803	24	4.8%	70	14.0%	245	48.9%	153	30.5%	18.8%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Writing Experiences Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives				Very Often	Often	Occasionally	Never	Very often + Often				
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %				
Prepared a major written report for a class (20 pages or more)	Total	501	1.70	0.875	30	6.0%	46	9.2%	162	32.3%	253	50.5%	15.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Experiences with Faculty

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives				Very Often	Often	Occasionally	Never	Very often + Often				
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %				
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)	Total	501	1.80	0.879	35	7.0%	45	9.0%	197	39.3%	216	43.1%	16.0%
Participated with other students in a discussion with one or more faculty members outside of class	Total	501	1.88	0.876	33	6.6%	64	12.8%	208	41.5%	188	37.5%	19.4%
Worked with a faculty member on a research project	Total	501	1.54	0.872	25	5.0%	51	10.2%	89	17.8%	328	65.5%	15.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Campus Facilities Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives				Very Often	Often	Occasionally	Never	Very often + Often				
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %				
Used a campus learning lab or center	Total	501	1.84	0.819	23	4.6%	63	12.6%	219	43.7%	187	37.3%	17.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Clubs and Organizations Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Met with faculty to discuss campus group	Total	501	1.74	0.950	42	8.4%	49	9.8%	142	28.3%	261	52.1%	18.2%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Personal Experience Questions

Scale: **Very Often, Often, Occasionally, Never**

Fourth Edition (2000), Varying Number of Questions per Scale (Sum of Response Values/Number of Questions)

Bold = Significant (Frequency is equal or greater than 50%)
Bold Italic = Significant (Frequency is equal or less than 20%)

	Descriptives			Very Often		Often		Occasionally		Never		Very often + Often	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Talked with F/S about personal concern	Total	501	1.69	0.873	31	6.2%	42	8.4%	165	32.9%	255	50.9%	14.6%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Activity Scale-Reading and Writing Questions

Scale: **More than 20, between 10 and 20, between 5 and 10, fewer than 5, None**

Fourth Edition (2000)

During this current school year, about how many books have you read?

Bold = Significant (Frequency is greater than 50%)
Bold Italic = Significant (Frequency is less than 20%)

	Descriptives			More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 10	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Assigned packs of course readings	Total	501	2.69	1.017	37	7.4%	57	11.4%	138	27.5%	223	44.5%	30	6.0%	18.8%
Non-assigned books	Total	501	2.22	1.036	28	5.6%	31	6.2%	67	13.4%	258	51.5%	105	21.0%	11.8%

College Student Experience Questionnaire
Fall 2000 Truman Junior Year Student Environment Scale Scores

Scale: **Strong Emphasis = 7 to Weak Emphasis = 1**

Fourth Edition (2000)

	Descriptives			Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6		1 + 2	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Total	501	4.79	1.370	45	9.0%	114	22.8%	151	30.1%	98	19.6%	52	10.4%	26	5.2%	7	1.4%	31.8%	6.6%	
Environmental Emphasis: Diversity	Total	501	4.35	1.599	46	9.2%	81	16.2%	106	21.2%	120	24.0%	69	13.8%	47	9.4%	24	4.8%	25.4%	14.2%	
Environmental Emphasis: Information Literacy Skills	Total	501	5.11	1.335	69	13.8%	144	28.7%	138	27.5%	86	17.2%	34	6.8%	18	3.6%	5	1.0%	42.5%	4.6%	
Emphasis on Developing Vocational and Occupational Competence	Total	501	4.18	1.630	37	7.4%	74	14.8%	112	22.4%	107	21.4%	77	15.4%	55	11.0%	32	6.4%	22.2%	17.4%	
Emphasis on Personal Relevance and Practical Value of Courses	Total	501	4.33	1.497	32	6.4%	73	14.6%	136	27.1%	123	24.6%	68	13.6%	37	7.4%	25	5.0%	21.0%	12.4%	

Scale: **Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1**

	Descriptives			Helpful, Considerate		6		5		4		3		2		Rigid, Impersonal		7 + 6		1 + 2	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Relationships with administrative personnel and offices	Total	501	4.37	1.609	30	6.0%	114	22.8%	107	21.4%	101	20.2%	71	14.2%	40	8.0%	32	6.2%	28.8%	14.2%	

Scale: **Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1**

	Descriptives			Approachable, Helpful		6		5		4		3		2		Remote, Discouraging		7 + 6		1 + 2	
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Relationships with faculty members	Total	501	5.22	1.284	67	13.4%	169	33.7%	137	27.3%	70	14.0%	33	6.6%	13	2.6%	5	1.0%	47.1%	3.6%	