# 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 <a href="http://www2.truman.edu/assessment/data-as.html">http://www2.truman.edu/assessment/data-as.html</a> under the 2001 *Almanac* heading.

#### **College Student Experience Questionnaire**

#### First-Year Student Narrative for Fall 2000

Prepared by David A. Hoffman, Assistant Dean of Student Affairs

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* ( $4^{th}$  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* (4<sup>th</sup> edition) in 2000 were compared with first-year students from the other institutional groups who had completed the CSEQ (4<sup>th</sup> 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 *CSEO* 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 form other areas or your life (job, internship, interactions with others) in class discussions or assignments

Tried to explain material form 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 or 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 Ouestions

#### 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.

Scale: Very Often = 4, Often = 3, Ocassionally = 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 N=129	Missing		Sample Size	Blanton-	Nason		Sample Size N=3	Brewer			Sample Size I=207	Centenni	al	Sample Size	e Dobson		Sample Siz	e Grim		
		Truman		Blanton-l		TRU-Blanto		Brewe	-		-Brewer	Centen		TRU-Centennial	Dobs	~	TRU-Dobson	Grim		TRU-	
	N	Mean	SD	Mean	SD	Mean Diff	Effect Size	Mean		Mean Diff	Effect Size	Mean	SD	Mean Diff Effect Size		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, Ocassionally = 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 Missour

Sample Size Ryle

Sample Size Campbell-Fair-Randolph

N=1033	N=197				N=12				N=12			
	Misso		TRU-M	issouri	Ryle		TRU-	Ryle	Campbell-Fair-R	tandolph	TRU-Camp-	-Fair-Rand
	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	

Sample Size Grim

N=13

#### **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 Si N=129	ze Missinç		Sample Siz	e Blanton-	-Nason	Sample Siz	e Brewer		Sample Size	Centenni	ial	Sample Size I N=162	Dobson		Sample Size N=13	Grim	
		Truman		Blanton-	Nason	TRU-Blanton Nason	Brew	ver	TRU-Brewer	Centen	nial	TRU-Centennial	Dobso	on	TRU-Dobson	Grim		TRU-Grim
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	N 954	Mean 5.41	SD 1.20	Mean 6.22	SD 0.91	Mean Diff Effect Size -0.81	Mean 6.33	SD 0.58	Mean Diff Effect Size -0.92	Mean 6.16	SD 0.94	Mean Diff Effect Size -0.75	Mean 6.15	SD 0.84	Mean Diff Effect Size 0.00	Mean 6.23	SD 0.83	Mean Diff Effect Size -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

Relationships with other students

Sample Size Total

N=1033

Relationships with administrative personnel and offices

> Sample Size Total N=1033

Relationships with faculty members

Sample Si N=129	ze Missing	ı	Sample Size N=123	e Blantor	n-Nason		Sample Size N=3	Brewer	r		Sample Size N=207	Centenn	ial		Sample Size N=162	Dobson			Sample Size N=13	Grim		
	Truman		Blanton-l	Nason	TRU-Bla	nton Nason	Brew	er	TRU	-Brewer	Centen	nial	TRU-C	entennial	Dobs	on	TRU-D	obson (	Grim	1	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
1015	5.83	1.24	5.94	1.14	-0.11		5.67	1.15	5 0.16	3	5.65	1.38	0.18		5.93	1.13	-0.10	)	6.00	1.08	-0.17	•

Sample Size Centennial N=207 Sample Size Missing Sample Size Blanton-Nason Sample Size Dobson Sample Size Grim N=129 N=123 N=162 N=13

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

	Trun	man		Blanton-i	Nason	TRU-Bla	nton Nason	Brev	ver	TRU-	Brewer	Center	nnial	TRU-Ce	entennial	Dobs	on	TRU-D	Oobson	Grin	1	TRU-	Grim
N	Me	ean	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
101	4	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	9	5.46	1.45	-0.48	

Sample Size Dobson

N=162

Sample Size Centennial N=207 Sample Size Blanton-Nason N=129 N=123 Scale: Approachable, Helpful, Understanding, Encouraging = 7 to Remote, Discouraging, Unsympathetic = 1

	Truman		Blanton-N	Vason	TRU-Bla	nton Nason	Brew	er	TRU-	-Brewer	Center	nnial	TRU-C	entennial	Dobs	on	TRU-E	obson	Grim	1	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
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	3

#### 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)

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

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities Emphasis on Developing Aesthetic, Expressive, and Creative Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Environmental Emphasis: Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence

Sample Size N=197	Missouri			Sample Size	Ryle			Sample Size Camp	bell-Fair-Ran	dolph	
Misso	uri	TRU-M	issouri	Ryle	9	TRU-	Ryle	Campbell-Fair-F	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	
5.00	1.29	0.15		5.23	1.20	-0.08		5.17	1.59	-0.02	
5.74	0.93	-0.05		5.63	1.06	0.06		5.75	1.06	-0.06	
4.72	1.54	0.04		4.79	1.38	-0.03		5.33	0.98	-0.57	
5.25	1.22	0.01		5.24	1.12	0.02		5.33	1.15	-0.07	

0.08

0.02

TRU-Ryle

-0.01

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

SD

1.21

1.43

1.30

Sample Size Total N=1033

Relationships with other students

Emphasis on Personal Relevance

and Practical Value of Courses

Sample Size Total

N=1033

Relationships with administrative personnel and offices

> Sample Size Total N=1033

Relationships with faculty members

SD

1.09

4 56

4.74

Mean

5.96

1.50

1.46

0.07

0.02

TRU-Missouri

-0.13

Effect Size

Mean Diff

Sample Size Ryle

5.84

Sample Size Ryle

4 55

4.74

Sample Size Campbell-Fair-Randolph

4 67

4.25

1.56

1.76

-0.04

0.51

TRU-Camp-Fair-Rand

Effect Size

N=12

Effect Size Mean Mean Diff 5.00 1.95 0.83 Sample Size Campbell-Fair-Randolph

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

Misso	uri	TRU-M	lissouri	Ryle	9	TRU-	-Ryle	Campbell-Fa	r-Randolph	TRU-Camp	o-Fair-Rand
Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
4 92	1 //	0.06		5.02	1 2/	-n na		5.42	1 2/	-0 44	

Mean Diff

Sample Size Campbell-Fair-Randolph

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

Misso	uri	TRU-M	lissouri	Ryle	)	TRU-	-Ryle	Campbell-Fair	r-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	1	5.50	1.62	-0.16	

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

Fourth Edition (2000)

experimentation

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

Sample Size Total N=1033	Sample Size	e Missing		Sample Size	Blanton-	Nason	Sample Size N=3	Brewer		Sample S N=207	ze Centenni	al	Sample S N=162	ize Dobson		Sample Size Grim			
		Truman		Blanton-N	Nason	TRU-Blanton Nason	Brewe	er	TRU-Brewer	Cen	ennial	TRU-Centennial		bson	TRU-Dobson	Grim		TRU-Grim o	r APTS
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	N 1016	Mean 2.24	SD 0.88	Mean 1.98	SD 0.92	Mean Diff Effect Size 0.26	Mean 2.33	SD 0.58	Mean Diff Effect Size	Mean 2.18	SD 0.89	Mean Diff Effect Si 0.06	ze Mean 2.23	SD 0.83	Mean Diff Effect Size 0.01	Mean 2.23	SD 1.09	Mean Diff 0.01	Effect Size
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 -0.6	2.4	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 -0.7	2.2	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 1.3	2.0	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 0.8	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	2.0	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 0.0	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	2.5	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 0.4	2.43	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.	2.7	0.87	-0.03	2.63	0.98	0.11	2.85	0.80	-0.11	
Understanding yourselfyour abilities, interests, and personality	1012	2.91	0.80	2.83	0.81	0.08	2.33	0.58	0.58 1.0	2.9	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	<b>-0.36</b> -0.3	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	<b>-0.31</b> -0.3	31 2.6	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 0.0	00 2.4	1.02	0.06	2.58	0.98	-0.09	2.15	1.07	0.34	0.32
Understanding the nature of science and	1013	2.17	0.98	2.07	1.04	0.10	2.67	1.15	<b>-0.50</b> -0.4	13 2.0	0.96	0.10	2.2	0.97	-0.04	2.46	1.20	-0.29	

#### Scale: Very Much = 4, Quite a Bit = 3, Some = 2, Very Little = 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 Siz N=129	e Missing		Sample Size N=123	Blanton	-Nason	Sample Size N=3	Brewer			Sample Size N=207	Centenni	al	Sam N=1	iple Size I 62	Dobson			Sample Size Grim N=13			
		Truman		Blanton-l	Vason	TRU-Blanton Nason	Brewe	er	TRU-E	Brewer	Centen	ınial	TRU-Centennial		Dobsor	n	TRU-D	obson	Grim		TRU-Grim	or APTS
	N	Mean	SD	Mean	SD	Mean Diff Effect Size		SD	Mean Diff	Effect Size	Mean	SD	Mean Diff Effect Si	ze M	ean	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 thinkingUnderstanding 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	

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

Fourth Edition (2000)

experimentation

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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 N=197	Missouri			Sample Size	Ryle			Sample Size Car N=12	npbell-Fair-F	Randolph	
	Missou		TRU-Mis	ssouri	Ryle		TRU-	Ryle	Campbell-Fair-		TRU-Camp	-Fair-Rand
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Mean 2.34	SD 0.80	Mean Diff -0.10	Effect Size	Mean 2.28	SD 0.87	Mean Diff -0.04	Effect Size	Mean 2.25	SD 1.14	Mean Diff -0.01	Effect Size
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 yourselfyour 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	2.26	1.00	-0.09		2.07	0.93	0.10		2.08	1.00	0.09	

#### 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 Means differ by 0.3 or more per 1997 CSEQ manual

Sample Size Ryle

Sample Size Missouri

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**) tallic)

Sample Size Campbell-Fair-Randolph

Sample Size Total N=1033

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

N=197				N=12				N=12			
Misso	uri	TRU-M	issouri	Ryle	•	TRU-	Ryle	Campbell-Fair	r-Randolph	TRU-Camp-	-Fair-Rand
Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size
2.22	0.96	-0.09		2.01	0.93	0.12		1.92	1.08	0.21	
2.19	0.94	-0.09		1.93	0.87	0.17		2.25	1.06	-0.15	
2.75	0.83	-0.04		2.67	0.77	0.04		2.25	1.06	0.46	0.43
2.40	0.92	-0.13		2.22	0.89	0.05		2.33	0.65	-0.06	
2.72	0.84	-0.01		2.67	0.81	0.04		2.58	1.16	0.13	
2.90	0.82	-0.03		2.92	0.77	-0.05		2.75	0.87	0.12	
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

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)

-0.35

Moderate = 0.5 to 0.8 (bold)

Large = Greater than 0.8 (bold italic)

Sample Size Total N=1033

Number of textbooks/ assigned books read Number of course packets read Number of non-assigned books read Number of essays exams written

Number of term papers written

N=129	lissing		Sample Size N=123	Blanton-	-Nason		N=3	r				N=207	e Centenn	al		Sample Size N=162	Dobson		
	Truman		Blanton-l	Vason	TRU-Blai	nton Nason	Brewe	r		TRU-	Brewer	Center	nnial	TRU-C	entennial	Dobse	on	TRU-D	obson
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
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	
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	
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	

1.15 College Student Experience Questionnaire

1.53

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

TRU-Brewer

Mean Diff

-0.25

Effect Size

-0.40

-0.40

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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual)

Sample Size Blanton-Nason

1.00

0.94

0.05

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)

0.96

0.99

-0.86

0.01

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

Effect Size

Sample Size Total N=1033

How well college is liked

14-120			1 120			
	Truman		Blanton-l	Nason	TRU-Blar	nton Nason
N	Mean	SD	Mean	SD	Mean Diff	Effect Size
1005	3.08	0.78	2 97	0.79	0.11	

N=123

990

982

Sample Size Missing

N=129

1.93

2.93

0.87

0.96

2.87

2.88

Mean

Brewer

SD

2.33

3.33

Sample Size Centennial

3.07

Mean

2.79

2.92

Sample Size Dobson

N=162

0.90

0.95

-0.16

TRU-Centennial TRU-Dobson Mean Diff Effect Size Mean Diff Effect Size Mean SD 0.83 0.01 0.74 0.00

2.67

3.09

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

Sample Size Total N=1033

Would attend same institution again

Sa	ample Size Mi	ssing		Sample Size	Blanton-	Nason		Sample Size Brewei					Sample Size	e Centenni	al		Sample Size	Dobson		
N:	=129			N=123				N=3					N=207				N=162			
	T	ruman		Blanton-l	Nason	TRU-Blai	nton Nason	Brewe	ſ		TRU-I	Brewer	Center	nnial	TRU-C	entennial	Dobs	on	TRU-D	obson
	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
	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	

0.58

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

Sample Size Total N=1033

Overall opinion of college Satisfaction Index

S	ample Size M	issing		Sample Size	Blanton-	-Nason		Sample Size Brewer					Sample Size	Centenn	al		Sample Size	Dobson		
N	=129			N=123				N=3					N=207				N=162			
	1	Fruman		Blanton-l	Nason	TRU-Bla	nton Nason	Brewer			TRU-	Brewer	Centen	nial	TRU-C	entennial	Dobse	on	TRU-D	obson
_	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
	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

Sample Size Missouri

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 Ryle

Sample Size Total

Sample Size Grim

N=1033	N=13				N=197				N=12				N=12			
	Grim		TRU-Grim	or APTS	Misso	uri	TRU-M	issouri	Ryle		TRU-	Ryle	Campbell-Fair-Rair-Rair-Rair-Rair-Rair-Rair-Rair-R	andolph	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)

TRU-Ryle

-0.16

Mean Diff

-0.12

-0.13

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 (<u>Truman Means</u> 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)

2.58

3.00

Sample Size Campbell-Fair-Randolph

#### 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

3.06

0.77

0.04

Sample Size Total N=1033

How well college is liked

Sample Size Grim Sample Size Missour N=13 TRU-Grim or APTS Missouri TRU-Missouri Effect Size Mean Diff Mean Mean Diff Mean

Sample Size Ryle Ryle

SD

0.75

0.72

Mean

3.20

Sample Size Campbell-Fair-Randolph N=12 Campbell-Fair-Randolph TRU-Camp-Fair-Rand Effect Size Mean Mean Diff

0.85

0.12

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

Sample Size Total N=1033

Would attend same institution again

Sample Size Grin	n			Sample Siz	e Missour	i		Sample Si N=12	ze Ryle			Sample Size Camp N=12	obell-Fair-Rando	lph	
Grim		TRU-Grir	n or APTS	Miss	ouri	TRU-N	Missouri	R	yle	TRU	-Ryle	Campbell-Fai	r-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

Effect Size

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

Sample Size Total N=1033

Overall opinion of college Satisfaction Index

Sa	mple Size Grim				Sample Size	Missouri			Sample Size	Ryle			Sample Size Camp	ell-Fair-Rando	lph	
N=	:13				N=197				N=12				N=12			
	Grim		TRU-Grim	n or APTS	Misso	uri	TRU-M	issouri	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
	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)

Sample Size Total N=1033

N=129

Sample Size Missing Sample Size Blanton-Nason N=123

Sample Size Centennial N=207

Sample Size Dobson N=162

Sample Size Grim N=13

Good Practice Indices																							
(Three Principles of Good Practice in	Trui	man		Blanton-l	Nason	TRU-Blanto	n Nason	Brew	/er	TRU-E	rewer	Center	nnial	TRU-Centenn	ial	Dobse	on	TRU-D	obson	Grin	1	TRU-Grim o	or APTS
Undergraduate Education)  1. Faculty-Student Interaction Index			SD 7.16	Mean 24.64	SD 7.46	Mean Diff E 0.73	Effect Size	Mean 35.00	SD 7.81	Mean Diff -9.63	Effect Size -1.23	Mean 24.73	SD 6.88	Mean Diff Effect 0.64	t Size	Mean 25.00	SD 6.52	Mean Diff 0.37	Effect Size	Mean 25.62	SD 9.31	Mean Diff E -0.25	Effect Size
2. Active Learning Index	1023 5	1.81	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	4.05	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	7.46	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	5.34	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	8.51 3	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 7	1.74	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	6.95	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	6.13	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	3.74	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 1	1.02	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	6.01	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 **Good Practice Indices**  Sample Size Missouri N=197

Sample Size Ryle N=12

Sample Size Campbell-Fair-Randolph

(Three Principles of Good Practice in	Miss	ouri	TRU-M	lionouri	Rvle		TRU-	Dulo	Campbell-Fair-	Dondolph	TRU-Camp	Foir Dond
Undergraduate Education)	Mean	SD	Mean Diff	Effect Size	Mean	SD	Mean Diff	Effect Size	Mean	SD SD	Mean Diff	Effect Size
Faculty-Student Interaction Index	25.94	6.97	-0.57	Lilect Size	24.57	6.37	0.80	Lifect Size	25.17	8.77	0.20	Lilect Size
addity diadoni midradion madx	20.0 .	0.07	0.07		2	0.01	0.00		20	0	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
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	
Capacity for Elielong-learning index	37.03	0.02	-0.17		37.40	7.10	-0.02		30.33	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	
Quality of Effort Scales Social Factor	96.10	21.97	-20.30		90.47	10.70	-24.73		97.06	23.34	-25.54	
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	
Described Favironmental Factor	40.04	4.40	0.00		10.22	4.00	0.04		40.50	4.00	10.00	
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	
1 3 3 3 3 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1	7	2.04	0.17		7.20	2.10	0.02		7.20	2.30	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, Ocassionally = 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 Cl	ub Involve	ment	TRU-N	o Club	Club	Involveme	ent	TRU	-Club	Club-N	lo Club
	N	Mean	SD	N	Mean	SD		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)

										_,	go	, a.c.,a 0.0	(20.2.10)		
		Truman		No Cl	ub Involvem	ent	TRU-I	No Club	Club	Involvement		TRU	J-Club	Club-No	o 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 Cli	ub Involveme	ent	TRU-I	No Club	Club	Involvement		TRU	J-Club	Club-N	o 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 Cl	ub Involvem	ent	TRU-I	No Club	Club	Involvement		TRI	J-Club	Club-N	lo 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	1014	4.98	1.32	375	4.88	1.31	0.10		593	5.05	1.33	-0.07		0.17	
personnel and offices															

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

		Truman		No Cl	ub Involvem	ent	TRU-	No Club	Club	Involvemen	t	TRU	J-Club	Club-N	o 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 CI	ub Involvem	ent	TRU-l	No Club	Club	Involvement		TRU	-Club	Club-No	Club
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	N 1016	Mean 2.24	SD 0.88	N 377	Mean 2.18	SD 0.86	Mean Diff 0.06	Effect Size	N 592	Mean 2.26	SD 0.88	Mean Diff -0.02	Effect Size	Mean Diff 0.08	Effect Size
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 yourselfyour 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 CI	ub Involvem	ent	TRU-	No Club	Club	Involvemen	t	TRU	J-Club	Club-N	o 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 thinkingUnderstanding 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)

**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)

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 Involver	ment	TRU-	No Club	Clı	ub Involveme	ent	TRU	l-Club	Club-N	lo 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)

**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)

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 C	lub Involvem	ent	TRU-	No Club	Clu	b Involvemer	nt	TRU	J-Club	Club-N	o 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 Cl	ub Involvem	ent	TRU-	No Club	Clul	Involvemer	nt	TRU	l-Club	Club-N	o 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	1006	1006 3.12 0.79		374	3.07	0.78	0.05		594	3.15	0.80	-0.03		0.08	
again															

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

		Truman		No C	lub Involvem	ent	TRU-	No Club	Clu	b Involvemer	nt	TRU	J-Club	Club-N	o 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	1013	6.19	1.40	374	6.03	1.39	0.16		593	6.32	1.38	-0.13		0.29	0.21
Satisfaction Index															

#### **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		Truman		No C	ub Involver	ment	TRU-N	lo Club	Club	Involveme	nt	TRU	-Club	Club-1	No Club
Undergraduate Education)	N	Mean	SD	N 074	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	371	24.08	6.28	1.29		590	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, Ocassionally = 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 Gre	ek Involven	nent	TRU-N	o Greek	Greel	(Involvemer		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)

										_	u.go	outor trium ore	(20.2.10)		
		Truman		No Gre	eek Involven	nent	TRU-N	No Greek	Greek	Involvemen	nt	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 Gre	eek Involven	nent	TRU-N	lo Greek	Greel	Involvemer	nt	TRU	-Greek	Greek-N	lo 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 Gre	eek Involven	nent	TRU-N	lo Greek	Greel	(Involvemer	nt	TRU	-Greek	Greek-N	o 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	1014			754	4.98	1.30	0.00		213	4.96	1.39	0.02		-0.02	
personnel and offices															

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

		Truman		No Gre	eek Involven	nent	TRU-N	lo Greek	Gree	k Involvemei	nt	TRU	-Greek	Greek-N	o 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)

**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)

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 Gre	eek Involven	nent	TRU-N	lo Greek	Greek	Involvemen		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 yourselfyour 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)

**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)

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 Gre	eek Involvem	ent	TRU-I	No Greek	Greek	(Involvemer	nt	TRU-	-Greek	Greek-No Greek
Understanding new scientific and technical developments	N 1012	Mean 2.13	SD 0.97	N 753	Mean 2.12	SD 0.97	Mean Diff 0.01	Effect Size	N 212	Mean 2.11	SD 0.99	Mean Diff 0.02	Effect Size	Mean Diff Effect Size -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 thinkingUnderstanding 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 Gre	eek Involver	ment	TRU-N	lo Greek	Gree	k Involveme	nt	TRU-	Greek	Greek-No	o 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 Gr	eek Involven	nent	TRU-N	lo Greek	Gree	ek Involveme	ent	TRU-	-Greek	Greek-N	lo 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 Gr	eek Involver	nent	TRU-N	lo Greek	Gree	ek Involveme	ent	TRU-	-Greek	Greek-N	lo 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	1006 3.12 0.79		754	3.10	0.81	0.02		214	3.20	0.70	-0.08		0.10		
again															

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

		Truman		No Gre	eek Involver	nent	TRU-N	No Greek	Gree	k Involveme	ent	TRU-	-Greek	Greek-N	o 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	1013	6.19	1.40	754	6.15	1.42	0.04		213	6.38	1.26	-0.19		0.23	0.16
Catiafaction Indov															

#### **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 -GreekMean 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		Truman		No Greek	k Involve	ment	TRU-N	o Greek	Gree	k Involvem	ent	TRU-	Greek	Greek-N	o Greek
Undergraduate Education)	N	Mean	SD	N N 749	Mean	SD	Mean Diff	Effect Size	N 211	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	1020	25.37	7.16	749	24.99	6.94	0.38		211	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, Ocassionally = 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. Fres	hmen Wk.	Major	TRU-E	xt Major	Ext. Fre	shmen Wk	. LSP	TRU-E	xt. LSP	Ext. Ma	jor-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

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. Fres	hmen Wk. N	Major	TRU-E	xt Major	Ext. Fre	shmen Wk.	LSP	TRU-E	xt. LSP	Ext. N	ajor-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-E	xt Major	Ext. Freshmen Wk. LSP			TRU-E	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			0.11	

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

		Truman			Ext. Freshmen Wk. Major			TRU-Ext Major			shmen Wk.	LSP	TRU-E	xt. LSP	Ext. Major-LSP	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	1	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with administrative	1014	4.98	1.32	535	5.00	1.35	-0.02			547	4.95	1.29	0.03		0.05	
personnel and offices																

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

	Truman			Ext. Freshmen Wk. Major			TRU-E	xt 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. Fresh	Ext. Freshmen Wk. Major			xt Major	Ext. Fresh	men Wk. LS	SP SP	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 yourselfyour 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 thinkingUnderstanding 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. Fre	shmen Wk.	Major	TRU-E	xt Major	Ext. Fres	shmen Wk.	LSP	TRU-E	xt. LSP	Ext. Ma	jor-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. Fre	shmen Wk.	Major	TRU-E	xt Major	Ext. Fre	shmen Wk. I	LSP	TRU-E	xt. LSP	Ext. Ma	ijor-LSP
	N Mean SD		SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
How well college is liked				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. Fre	shmen Wk.	Major	TRU-E	xt Major	Ext. Fre	shmen Wk.	_SP	TRU-E	xt. LSP	Ext. Ma	ajor-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			0.79	536	3.15	0.79	-0.03		548	3.12	0.79	0.00		0.03	
again															

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

		Truman		Ext. Fre	shmen Wk.	Major	TRU-E	xt Major	Ext. Fre	shmen Wk.	LSP	TRU-E	xt. LSP	Ext. Ma	ajor-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	1013 6.19 1.40			534	6.27	1.38	-0.08		548	6.17	1.41	0.02		0.10	
Satisfaction Index	1013 6.19 1.40														

### **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		Truman		Ext. Freshmen W	- ) -		xt Major	Ext. F	reshmen Wk			xt. LSP	Ext. Ma	
Undergraduate Education)	N	Mean	SD	N Mean 537	SD	Mean Diff	Effect Size	N 550	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	1020	25.37	7.16	26.10	7.43	-0.73		330	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, Ocassionally = 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 Reside	ential College			es. College	Residentia	al College			s. College	Res. College-No	
Library Experiences	N 1007	Mean 17.19	SD 4.43	N 732	Mean 17.08	SD 4.37	Mean Diff 0.11	Effect Size	N 238	Mean 17.20	SD 4.46	Mean Diff -0.01	Effect Size	Mean Diff 0.12	Effect Size
Library Expendices	1007	17.19	4.43	732	17.00	4.57	0.11		230	17.20	4.40	-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**)

										LC	iigc – Oica	ci tilali 0.0 (D	ola italic )		
		Truman		No Reside	ntial College	Section	TRU-No R	es. Colllege	Residentia	al College S	ection	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 Reside	ntial College	Section	TRU-No R	es. Colllege	Residen	tial College S	ection	TRU-Re:	s. College	Res. College-N	lo 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 Reside	ntial College	Section	TRU-No R	tes. Colllege	Res	dential	l College S	ection	TRU-Res	s. College	Res. College-N	No Res. College
	N	N Mean SD		N	Mean	SD	Mean Diff	Effect Size	N		Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
Relationships with administrative	1014	4.98	1.32	730	4.98	1.35	0.00		2	237	4.95	1.24	0.03		-0.03	
personnel and offices																

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

		Truman		No Reside	ntial College	Section	TRU-No R	tes. Colllege	Residen	tial College S	ection	TRU-Res	s. College	Res. College-N	lo 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			ntial College			Res. Colllege		al College Se			s. College	Res. College-No I	
Versional training are minimal to the deal of the state o	N 1016	Mean	SD	N 724	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 yourselfyour 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 Resider	ntial College	Section	TRU-No F	tes. Colllege	Residentia	al College S	ection	TRU-Re	s. 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 thinkingUnderstanding 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 Reside	ntial College	Section	TRU-No F	Res. Colllege	Resident	tial College S	ection	TRU-Re:	s. 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 Resider	ntial College	Section	TRU-No R	Res. Colllege	Residen	tial College S	ection	TRU-Re:	s. College	Res. College-N	o 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 Reside	ntial College	Section	TRU-No F	tes. Colllege	Resident	tial College S	ection	TRU-Re	s. College	Res. College-N	o 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	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 Reside	ntial College	Section	TRU-No F	Res. Colllege	Residen	tial College S	ection	TRU-Re	s. College	Res. College-N	lo 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	1013	6.19	1.40	730	6.16	1.41	0.03		237	6.34	1.35	-0.15		0.18	
Satisfaction Index															

### **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		Truman		No Resid	dential College	Section	TRU-No R	es. College	Residentia	al College S	ection	TRU-Res	s. College	Res. College-No	Res. College
Undergraduate Education)	N	Mean	SD	N 734	Mean	SD	Mean Diff	Effect Size	N 239	Mean	SD	Mean Diff	Effect Size	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	1020	25.37	7.16	734	24.77	6.83	0.60		239	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)

		Very O	ften	Ofter	1	Occasio	nally	Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used the library as a quiet	Total	126	12%	183	18%	485	48%	218	22%	30%
place to read or study	Male	40	11%	70	19%	164	45%	88	24%	30%
materials you brought with you	Female	86	13%	113	17%	321	49%	130	20%	30%
Found something interesting	Total	44	4%	143	14%	496	49%	330	33%	18%
while browsing in the library	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	Total	73	7%	195	19%	475	47%	267	26%	26%
member for help in finding	Male	23	6%	65	18%	162	45%	113	31%	24%
information on some topic	Female	50	8%	130	20%	313	48%	154	24%	28%
Read assigned materials other	Total	65	6%	134	13%	410	41%	401	40%	19%
than textbooks in the library	Male	28	8%	49	13%	153	42%	133	37%	21%
(reserve readings, etc.)	Female	37	6%	85	13%	257	40%	268	41%	19%
Used an index or database	Total	248	25%	355	35%	333	33%	73	7%	60%
(computer, card catalog, etc.)	Male	67	19%	128	36%	127	35%	38	11%	55%
to find material on some topic	Female	181	28%	227	35%	206	32%	35	5%	63%
Developed a bibliography or	Total	241	24%	290	29%	308	30%	171	17%	53%
reference list for a term paper	Male	62	17%	104	29%	120	33%	77	21%	46%
or other report	Female	179	28%	186	29%	188	29%	94	15%	57%
Gone back to read a basic	Total	37	4%	72	7%	272	27%	632	62%	11%
reference or document that	Male	17	5%	30	8%	121	33%	195	54%	13%
other authors referred to	Female	20	3%	42	6%	151	23%	437	67%	9%
Made a judgment about the	Total	131	13%	229	23%	423	42%	229	23%	36%
quality of information obtained	Male	51	14%	86	24%	131	36%	95	26%	38%
from the library, World Wide	Female	80	12%	143	22%	292	45%	134	21%	34%
Web, or other sources										

# 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)

		Very O	ften	Ofter	1	Occasio	nally	Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a computer or word	Total	854	84%	118	12%	34	3%	6	1%	96%
processor to prepare reports or	Male	288	79%	54	15%	18	5%	3	1%	94%
papers	Female	566	87%	64	10%	16	2%	3	0%	97%
Used e-mail to communicate	Total	618	61%	252	25%	133	13%	9	1%	86%
with an instructor or other	Male	199	55%	96	26%	64	18%	5	1%	81%
students	Female	419	65%	156	24%	69	11%	4	1%	89%
Used a computer tutorial to	Total	118	12%	140	14%	317	31%	433	43%	26%
learn material for a course or	Male	35	10%	49	14%	127	35%	151	42%	24%
development/remedial	Female	83	13%	91	14%	190	29%	282	44%	27%
program	Temale	00	1070	31	1470	150	2570	202	7770	21 /0
Participated in class	Total	67	7%	77	8%	161	16%	705	70%	15%
discussion using an electronic	Male	27	7%	32	9%	60	17%	244	67%	16%
medium (e-mail, list-serve,	Female	40	6%	45	7%	101	16%	461	71%	13%
chat group, etc.)										
Searched the World Wide	Total	563	56%	259	26%	165	16%	25	2%	82%
Web or Internet for the	Male	185	51%	96	26%	70	19%	12	3%	77%
information related to a course	Female	378	58%	163	25%	95	15%	13	2%	83%
Used a computer to retrieve	Total	86	9%	84	8%	250	25%	590	58%	17%
materials from a library not at	Male	40	11%	44	12%	85	24%	192	53%	23%
this institution	Female	46	7%	40	6%	165	25%	398	61%	13%
uns insulation	remaie	10	770	10	070	100	2070	000	0170	1070
Used a computer to produce	Total	232	23%	201	20%	318	31%	260	26%	43%
visual displays of information	Male	87	24%	79	22%	112	31%	84	23%	46%
(charts, graphs, spreadsheets, etc.)	Female	145	22%	122	19%	206	32%	176	27%	41%
Used a computer to analyze	Total	100	10%	95	9%	335	33%	481	48%	19%
data (statistics, forecasting,	Male	45	12%	54	15%	123	34%	141	39%	27%
etc.)	Female	55	8%	41	6%	212	33%	340	52%	14%
Developed a Web page or	Total	59	6%	64	6%	210	21%	680	67%	12%
multimedia presentation.	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)

		Very O	ften	Ofte		Occasi		Nev		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Completed the assigned	Total	481	47%	352	35%	168	17%	12	1%	82%
readings for class	Male	146	40%	137	38%	68	19%	12	3%	78%
· ·	Female	335	52%	215	33%	100	15%	0	0%	85%
Took detailed notes during	Total	651	64%	282	28%	74	7%	6	1%	
class	Male	178	49%	129	36%	50	14%	6	2%	85%
	Female	473	73%	153	24%	24	4%	0	0%	97%
0	m . 1	20.4	200/		070/	200	200/	0.4	20/	2001
Contributed to class	Total Male	294	29% 29%	369	37%	323 115	32%	21	2% 3%	66% 65%
discussions		106		130	36%		32%	10		
	Female	188	29%	239	37%	208	32%	11	2%	66%
Developed a role play, case	Total	39	4%	106	10%	314	31%	553	55%	14%
study, or simulation for a class	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	Total	280	28%	395	39%	294	29%	43	4%	67%
	Male	102	28% 28%	131	39%	29 <del>4</del> 111	29% 31%	43 19	4% 5%	64%
facts and ideas fit together		178	27%	264	41%	183	28%	24	5% 4%	68%
	Female	170	2170	204	4170	103	20%	24	470	6676
Summarized major points and	Total	317	31%	385	38%	275	27%	36	4%	69%
information from your class	Male	92	25%	130	36%	123	34%	18	5%	61%
notes or readings	Female	225	35%	255	39%	152	23%	18	3%	74%
Worked on a class	Total	276	27%	332	33%	336	33%	68	7%	60%
assignment, project, or	Male	81	22%	118	33%	132	36%	32	9%	55%
presentation with other	Female	195	30%	214	33%	204	31%	36	6%	63%
	remale	195	30%	214	33%	204	3170	36	070	63%
students										
Applied material learned in a	Total	162	16%	325	32%	435	43%	90	9%	48%
class to other areas (your job	Male	56	15%	114	31%	150	41%	43	12%	46%
or internship, other courses,	Female	106	16%	211	33%	285	44%	47	7%	49%
relationships with friends,										
family, co-workers, etc.)										
Used information or	Total	188	19%	369	37%	409	40%	44	4%	56%
experience form other areas or	Male	64	18%	130	36%	150	41%	18	5%	54%
your life (job, internship,	Female	124	19%	239	37%	259	40%	26	4%	56%
interactions with others) in	remale	124	1970	239	31 /0	259	40 /0	20	4 /0	30 /6
class discussions or										
assignments										
Tried to explain material form	Total	243	24%	460	45%	296	29%	12	1%	69%
a course to someone else	Male	82	23%	172	48%	102	28%	6	2%	71%
(another student, friend, co-	Female	161	25%	288	44%	194	30%	6	1%	69%
worker, family member)										
Worked on a paper or project	Total	343	34%	372	37%	251	25%	40	4%	71%
where you had to integrate	Male	109	30%	133	37%	101	28%	15	4%	67%
ideas from various sources	Female	234	36%	239	37%	150	23%	25	4%	73%
ideas ii siii vailous soulces	Tomaic	204	3370	233	0.70	130	2570	25	470	1378

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

### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Very O	ften	Ofte	n	Occasio	nally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a dictionary or thesaurus	Total	334	33%	327	32%	276	27%	72	7%	65%
to look up the proper meaning	Male	87	24%	109	30%	115	32%	50	14%	54%
of words	Female	247	38%	218	34%	161	25%	22	3%	72%
Thought about grammar,	Total	529	52%	348	34%	117	12%	16	2%	86%
sentence structure, word	Male	168	46%	128	35%	57	16%	9	2%	81%
choice, and sequence or ideas	Female	361	56%	220	34%	60	9%	7	1%	90%
or points as you were writing	Terriale	301	3070	220	3470	00	370	,	170	3070
or pointe do you were writing										
Asked other people to read	Total	377	37%	307	30%	247	24%	79	8%	67%
something you wrote to see if it	Male	94	26%	127	35%	97	27%	43	12%	61%
was clear to them	Female	283	44%	180	28%	150	23%	36	6%	72%
Referred to a book or manual	Total	255	25%	300	30%	281	28%	173	17%	55%
about writing style, grammar,	Male	74	21%	111	31%	98	27%	77	21%	52%
etc.	Female	181	28%	189	29%	183	28%	96	15%	57%
cio.	remaie	101	2070	100	2070	100	2070	00	1070	01 70
Revised a paper or	Total	294	29%	278	28%	307	30%	130	13%	57%
composition two or more times	Male	75	21%	104	29%	119	33%	64	18%	50%
before you were satisfied with	Female	219	34%	174	27%	188	29%	66	10%	61%
it	i emale	219	J <del>4</del> /0	174	21 /0	100	2970	00	1070	0176
Asked an instructor or staff	Total	160	16%	193	19%	348	35%	306	30%	35%
member for advice and help to	Male	51	14%	68	19%	129	36%	112	31%	33%
improve your writing	Female	109	17%	125	19%	219	34%	194	30%	36%
g		.00	70	.20	.570	210	3.70	.51	3370	0070
Prepared a major written	Total	17	2%	30	3%	79	8%	883	88%	5%
report for a class (20 pages or	Male	6	2%	18	5%	34	9%	302	84%	7%
more)	Female	11	2%	12	2%	45	7%	581	90%	1 / <sub>0</sub> 4%
more)	i ciliale	- 11	2 /0	12	2 /0	45	1 /0	301	90 /0	4/0

## 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)

		Very O	ften	Ofter	1	Occasio	onally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Talked with your instructor	Total	191	19%	371	37%	404	40%	40	4%	56%
about information related to a	Male	65	18%	148	41%	131	36%	15	4%	59%
course you were taking	Female	126	19%	223	34%	273	42%	25	4%	53%
(grades, make-up work, assignments, etc)										
Discussed your academic	Total	110	11%	286	28%	501	50%	107	11%	39%
program or course selection	Male	43	12%	101	28%	185	52%	30	8%	40%
with a faculty member	Female	67	10%	185	29%	316	49%	77	12%	39%
Discussed ideas for a term	Total	72	7%	222	22%	453	45%	258	26%	29%
paper or other class project	Male	28	8%	87	24%	161	45%	83	23%	32%
with a faculty member	Female	44	7%	135	21%	292	45%	175	27%	28%
,										
Discussed your career plans	Total	68	7%	153	15%	491	49%	293	29%	22%
and ambitions with a faculty	Male	33	9%	61	17%	170	47%	94	26%	26%
member	Female	35	5%	92	14%	321	50%	199	31%	19%
Worked harder as a result of	Total	137	14%	328	33%	392	39%	148	15%	47%
feedback from an instructor	Male	48	13%	102	28%	149	42%	60	17%	41%
	Female	89	14%	226	35%	243	38%	88	14%	49%
Socialized with a faculty	Total	49	5%	77	8%	278	28%	599	60%	13%
member outside of class (had a	Male	25	7%	39	11%	113	32%	181	51%	18%
snack or soft drink, etc.)	Female	24	4%	38	6%	165	26%	418	65%	10%
,,										
Participated with other students	Total	54	5%	102	10%	321	32%	530	53%	15%
in a discussion with one or	Male	27	8%	48	13%	118	33%	167	46%	21%
more faculty members outside	Female	27	4%	54	8%	203	31%	363	56%	12%
of class										
Asked your instructor for	Total	77	8%	173	17%	414	41%	341	34%	25%
comments and criticisms about	Male	32	9%	71	20%	152	42%	103	29%	29%
your academic performance	Female	45	7%	102	16%	262	40%	238	37%	23%
Worked harder than you	Total	130	13%	267	27%	393	39%	217	22%	40%
thought you could to meet an	Male	42	12%	91	25%	130	36%	97	27%	37%
instructor's expectations and	Female	88	14%	176	27%	263	41%	120	19%	41%
standards										
Worked with a faculty member	Total	29	3%	41	4%	110	11%	826	82%	7%
on a research project	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)

		Very O		Ofter		Occasio		Neve		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Talked about art (painting,	Total	161	16%	212	21%	370	37%	261	26%	37%
sculpture, artists, etc.) or the	Male	51	14%	63	18%	133	37%	113	31%	32%
theater (plays, musicals,	Female	110	17%	149	23%	237	37%	148	23%	40%
dance, etc.) with other										
students, friends, or family										
Went to an art exhibit/gallery	Total	171	17%	248	25%	375	37%	209	21%	42%
or a play, dance, or other	Male	46	13%	67	19%	137	38%	110	31%	32%
theater performance, on or off	Female	125	19%	181	28%	238	37%	99	15%	47%
the campus										
Participated in some art	Total	72	7%	76	8%	192	19%	665	66%	15%
activity (painting, pottery,	Male	26	7%	25	7%	68	19%	241	67%	14%
weaving, drawing, etc.) or	Female	46	7%	51	8%	124	19%	424	66%	15%
theater event, or worked on										
some theatrical production										
(acted, danced, work on										
scenery, etc.), on or off										
campus										
Talked about music or	Total	291	29%	255	25%	302	30%	153	15%	54%
musicians (classical, popular,	Male	101	28%	87	24%	105	29%	65	18%	52%
etc.) with other students,	Female	190	30%	168	26%	197	31%	88	14%	56%
friends, or family members										
Attended a concert or other	Total	228	23%	243	24%	380	38%	150	15%	47%
music event, on or off the	Male	73	20%	90	25%	132	37%	65	18%	45%
campus	Female	155	24%	153	24%	248	39%	85	13%	48%
Participated in some music	Total	135	13%	72	7%	163	16%	634	63%	20%
activity (orchestra, chorus,	Male	34	9%	25	7%	74	21%	226	63%	16%
dance, etc.) on or off the	Female	101	16%	47	7%	89	14%	408	63%	23%
campus										
Read or discussed the	Total	96	10%	108	11%	289	29%	509	51%	21%
opinions of art, music, or	Male	38	11%	35	10%	109	30%	176	49%	21%
drama critics	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)

		Very Of	ten	Ofter	1	Occasio	nally	Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Use a campus lounge to relax	Total	249	25%	277	27%	404	40%	78	8%	52%
or study	Male	92	25%	104	29%	137	38%	29	8%	54%
•	Female	157	24%	173	27%	267	41%	49	8%	51%
Met other students for	Total	155	15%	311	31%	402	40%	140	14%	46%
discussion	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	Total	67	7%	132	13%	443	44%	363	36%	20%
discussion	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	Total	76	8%	163	16%	322	32%	445	44%	24%
center	Male	18	5%	60	17%	116	32%	167	46%	22%
	Female	58	9%	103	16%	206	32%	278	43%	25%
Used campus recreational	Total	299	30%	287	29%	318	32%	102	10%	59%
facilities	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	Total	243	24%	167	17%	261	26%	335	33%	41%
schedule	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)

		Very Of	ften	Ofter		Occasio	nally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Attended a meeting of a	Total	294	29%	187	19%	271	27%	256	25%	48%
campus club, organization, etc	Male	91	25%	60	17%	96	27%	115	32%	42%
	Female	203	31%	127	20%	175	27%	141	22%	51%
Worked on campus	Total	124	12%	99	10%	136	14%	647	64%	22%
committee/organization	Male	40	11%	32	9%	56	16%	233	65%	20%
•	Female	84	13%	67	10%	80	12%	414	64%	23%
Worked on off-campus	Total	44	4%	80	8%	148	15%	736	73%	12%
committee/org.	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	Total	28	3%	35	3%	167	17%	778	77%	6%
campus group	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	Total	55	5%	70	7%	144	14%	737	73%	12%
off campus	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)

		Very C	Often	Ofte	n	Occasio	onally	Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Told friend about reaction to	Total	398	39%	306	30%	252	25%	52	5%	69%
others	Male	99	27%	105	29%	123	34%	35	10%	56%
	Female	299	46%	201	31%	129	20%	17	3%	77%
Discussed why some people	Total	372	37%	298	30%	283	28%	53	5%	67%
get along	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	Total	378	38%	279	28%	262	26%	87	9%	66%
problem	Male	83	23%	88	24%	135	38%	54	15%	47%
	Female	295	46%	191	30%	127	20%	33	5%	76%
Read about personal	Total	86	9%	115	11%	350	35%	455	45%	20%
growth/self-improvement	Male	27	7%	36	10%	111	31%	187	52%	17%
	Female	59	9%	79	12%	239	37%	268	42%	21%
Identified with a	Total	248	25%	293	29%	353	35%	113	11%	54%
book/movie/TV character	Male	81	22%	93	26%	135	37%	52	14%	48%
	Female	167	26%	200	31%	218	34%	61	9%	57%
Took test to measure	Total	134	13%	217	22%	433	43%	222	22%	35%
abilities/interests	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	Total	155	15%	231	23%	373	37%	247	25%	38%
of you	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	Total	47	5%	62	6%	247	25%	651	65%	11%
concern	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)

		Very O		Ofter		Occasio		Neve		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Acquainted: students of	Total	284	28%	448	44%	263	26%	12	1%	72%
different interests	Male	82	23%	164	45%	108	30%	7	2%	68%
	Female	202	31%	284	44%	155	24%	5	1%	75%
Acquainted: students of	Total	315	31%	450	45%	230	23%	10	1%	76%
different background	Male	101	28%	160	45%	90	25%	8	2%	73%
ao. o buonground	Female	214	33%	290	45%	140	22%	2	0%	78%
	Tomale	214	3370	230	4070	140	22 /0	2	070	1070
Acquainted: students of	Total	334	33%	407	41%	248	25%	14	1%	74%
different age	Male	101	28%	158	44%	92	26%	8	2%	72%
-	Female	233	36%	249	39%	156	24%	6	1%	75%
Acquainted: students of	Total	272	27%	335	33%	373	37%	24	2%	60%
different race	Male	94	26%	110	31%	141	39%	14	4%	57%
	Female	178	28%	225	35%	232	36%	10	2%	63%
			_3,0		2370	_3_	2270	. •	270	30,0
Acquainted: students from	Total	159	16%	227	23%	479	48%	138	14%	39%
other country	Male	55	15%	98	27%	152	42%	53	15%	42%
	Female	104	16%	129	20%	327	51%	85	13%	36%
Discussions: students of	Total	260	26%	283	28%	340	34%	123	12%	54%
different values	Male	83	23%	101	28%	130	36%	46	13%	51%
	Female	177	27%	182	28%	210	33%	77	12%	55%
Discussions: students of	Total	245	24%	305	30%	326	32%	128	13%	54%
different political opinions	Male	82	23%	115	32%	111	31%	50	14%	55%
	Female	163	25%	190	29%	215	33%	78	12%	54%
Discussions: students of	Total	265	26%	276	27%	331	33%	132	13%	53%
different religious beliefs	Male	79	22%	95	27%	132	37%	51	14%	49%
, and the second second	Female	186	29%	181	28%	199	31%	81	13%	57%
Discussions: students of	Total	179	18%	224	22%	384	38%	219	22%	40%
different race	Male	61	17%	22 <del>4</del> 91	22% 25%	132	38% 37%	74	22%	40% 42%
umerent race	riviale Female	118	17%	133	25% 21%	252	37% 39%	74 145	21%	42% 39%
	remale	118	10%	133	∠1%	252	39%	145	22%	39%
Discussions: students of	Total	121	12%	133	13%	337	34%	414	41%	25%
different country	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 Quantatative Experience Questions

### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Very C	Often	Ofte	en	Occasio	onally	Nev	er	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Memorized formulas, definitions, technical terms and	Total	401	40%	325	32%	212	21%	69	7%	72%
concepts	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	Total	200	20%	259	26%	354	35%	194	19%	46%
mathematical theory, principle, or concept to someone else	Male	79	22%	98	27%	119	33%	63	18%	49%
(classmate, co-worker, etc.)	Female	121	19%	161	25%	235	36%	131	20%	44%
	remale	121	19%	101	25%	235	30%	131	20%	44%
Read articles about scientific or mathematical theories or	Total	93	9%	116	12%	268	27%	528	53%	21%
concepts in addition to those assigned for a class	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	Total	125	12%	151	15%	225	22%	504	50%	27%
equipment	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	Total	117	12%	126	13%	286	28%	477	47%	25%
equipment	Male	48	13%	49	14%	105	29%	157	44%	27%
• •	Female	69	11%	49 77	12%	181	28%	320	44%	23%
	remale	09	1170	11	12 /0	101	2070	320	4970	25/6
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	Total	92	9%	104	10%	283	28%	524	52%	19%
gaining knowledge and understanding	Male	40	11%	42	12%	104	29%	170	48%	23%
	Female	52	8%	62	10%	179	28%	354	55%	18%
Evaluated to enother person the animals to the form		_								
Explained to another person the scientific basis for concerns about scientific or environmental issues (pollution, recycling,	Total	87	9%	128	13%	340	34%	448	45%	22%
about scientific of environmental issues (politition, recycling, alternative sources of energy, acid rain) or similar aspects of	Male	37	10%	57	16%	119	33%	143	40%	26%
the world around you	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)

		Very Of	ften	Ofte	n	Occasio	nally	Neve	er	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Social issues-peace, justice, etc.	m . 1	100	400/	050	200/	450	100/	404	100/	100/
Social issues-peace, justice, etc.	Total Male	162	16%	258	26%	456	46% 47%	124	12% 12%	42% 42%
	Male Female	58 104	16% 16%	93 165	26% 26%	169 287	47% 45%	42 82	12% 13%	42% 42%
	remale	104	10%	105	∠0%	267	45%	62	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%
acces of witters	Male	40	10%	67	19%	464 175	48%	80	20%	30%
	Female	57	9%	115	18%	289	46% 45%	183	28%	27%
	i ciliaic	37	<b>3</b> 70	113	1070	209	45%	103	20%	21 70
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	43%	107	30%	26%
	Female	31	5%	73	11%	269	42%	271	42%	16%
		31	570	70	/ 0	230	/0		.270	1070
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%
	1 omaio	31	570	102	1370	201	4570	100	5570	2470
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%
		30			70	_50	.570		_1 /0	2070

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

### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Very O	ften	Ofter	1	Occasio	nally	Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Referred to readings or	Total	164	17%	343	35%	450	45%	35	4%	52%
classes	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%
ишкиц	Male	37	10%	149	42%	148	42%	19	5%	52%
	Female	94	15%	228	36%	287	45%	29	5%	51%
Referred to something	Total	136	14%	297	30%	488	49%	71	7%	44%
instructor said	Male	37	10%	108	31%	163	46%	46	13%	41%
	Female	99	16%	189	30%	325	51%	25	4%	46%
Subsequently read something	Total	102	10%	212	21%	474	48%	205	21%	31%
on a topic	Male	35	10%	81	23%	163	46%	76	21%	33%
	Female	67	11%	131	21%	311	49%	129	20%	32%
Changed opinion because of	Total	60	6%	186	19%	578	58%	167	17%	25%
others	Male	26	7%	70	20%	194	55%	63	18%	27%
	Female	34	5%	116	18%	384	60%	104	16%	23%
Persuaded others to change	Total	92	9%	212	21%	553	56%	135	14%	30%
their minds	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 your read?

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

		More that	an 20	Between 10	and 20	Between 5	and 10	Fewer th	nan 5	Non	е	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	Total	48	5%	100	10%	213	22%	484	49%	143	14%	15%
readings	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 Male	18 8	2% 2%	35 14	4% 4%	126 45	13% 13%	492 157	50% 44%	320 132	32% 37%	6% 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?												
		More that	an 20	Between 10	and 20	Between 5	and 10	Fewer th	nan 5	No	one	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	Total	54	5%	217	22%	357	36%	312	32%	42	4%	27%
reports	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

		Enthusia	Enthusiastic		it	More or les	s neutral	Don't li	ke 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

		Defini	Definitely		y yes	Probab	ly No	N	0	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 Emp	hasis	6		5		4		3		2		Weak Empha	sis	7 + 6	1 + 2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Emphasis on Developing Academic,	Total	422	42%	365	36%	147	15%	62	6%	6	1%	3	0%	1	0%	78%	0%
Scholarly, and Intellectual Qualities	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,	Total	135	13%	286	28%	313	31%	2	19%	47	5%	21	2%	11	1%	41%	3%
Expressive, and Creative Qualities	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,	Total	245	24%	384	38%	232	23%	1	11%	23	2%	4	0%	1	0%	62%	0%
Evaluative, and Analytical	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:	Total	114	11%	221	22%	249	25%	2	24%	114	11%	52	5%	18	2%	33%	7%
Diversity	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:	Total	149	15%	309	31%	306	30%	2	17%	53	5%	19	2%	3	0%	46%	2%
Information Literacy Skills	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	Total	93	9%	206	21%	246	25%	3	26%	115	11%	64	6%	20	2%	30%	8%
and Occupational Competence	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	Total	104	10%	211	21%	290	29%	2	24%	84	8%	62	6%	16	2%	31%	8%
and Practical Value of Courses	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, Su	Friendly, Supportive			5		4		3		2		Competitve, L	Ininvolved	7 + 6	1 + 2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	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, Con	nsiderate	6		5		4		3		2		Rigid, Imp	ersonal	7 + 6	1 + 2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with administrative	Total	108	11%	285	28%	282	28%	197	20%	89	9%	32	3%	12	1%	39%	4%
personnel and offices	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

		Approachabl	le, Helpful	6		5		4		3		2		Remote, Disc	couraging	7+6	1 + 2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	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)

		Very N	luch	Quite a	bit	Som	e	Very L	ittle	Very Much + Quite a bit
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Vocational training, acquiring knowledge & skills	Total	90	9%	270	27%	443	44%	204	20%	36%
applicable to a specific job or type of work	Male	42	12%	127	35%	140	39%	53	15%	47%
	Female	48	7%	143	22%	303	47%	151	23%	29%
	T 1	100	100/	0.50	000/	400	400/	100	440/	400/
Acquiring background & specialization for further	Total	103	10%	358	36%	436	43%	109	11%	46%
education in professional, scientific, or scholarly field	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	Total	202	20%	479	48%	292	29%	32	3%	68%
fields of knowledge	Male	65	18%	169	47%	117	32%	12	3%	65%
, and the second	Female	137	21%	310	48%	175	27%	20	3%	69%
Caining a super of information advant	Total	147	15%	364	36%	403	40%	89	9%	51%
Gaining a range of information relevant			15%		39%		39%		9% 7%	54%
to a career	Male	53		140		142		25		
	Female	94	15%	224	35%	291	41%	64	10%	50%
Developing an understanding and enjoyment of art,	Total	131	13%	241	24%	383	38%	249	25%	37%
music, and drama	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	Total	85	8%	239	24%	406	40%	273	27%	32%
literature	Male	30	8%	83	23%	157	43%	93	26%	31%
merature	Female	55	9%	156	24%	249	39%	180	28%	33%
Seeing the importance of history for understanding	Total	89	9%	224	22%	431	43%	262	26%	31%
the present and the past	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	Total	87	9%	223	22%	341	34%	353	35%	31%
and other people	Male	29	8%	90	25%	127	35%	115	32%	33%
and one; people	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%
Speaking effectively	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,	Total	144	14%	329	33%	414	41%	117	12%	47%
and ways of life	Male	39	11%	121	34%	163	45%	38	11%	45%
	Female	105	16%	208	32%	251	39%	79	12%	48%

### Estimate of Gains

		Very Mu	ıch	Quite a	bit	Some		Very Littl	е	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 yourselfyour abilities, interests,	Total	247	25%	455	45%	270	27%	31	3%	70%
and personality	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	Total	276	27%	457	45%	242	24%	31	3%	72%
along with different kinds of people	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 and health held to the first of	T-4-1	400	18%	240	31%	200	220/	400	18%	400/
Developing good health habits and physical	Total	183		312		328	33%	180		49%
fitness	Male	72	20% 17%	116	32% 30%	109	30%	62	17% 18%	<b>52%</b> 47%
	Female	111	17%	196	30%	219	34%	118	18%	47%
Understanding the nature of science and	Total	115	11%	234	23%	359	36%	296	29%	34%
experimentation	Male	48	13%	104	29%	121	34%	87	24%	42%
experimentation	Female	67	10%	130	20%	238	37%	209	32%	30%
	i ciliale	07	10 /0	130	2070	230	31 /0	209	JZ /0	30 %
Understanding new scientific and technical	Total	105	10%	235	23%	349	35%	314	31%	33%
developments	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	Total	86	9%	238	24%	365	36%	314	31%	33%
in science and technology	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 thinkingUnderstanding probabilities,	Total	113	11%	268	27%	408	41%	216	21%	38%
proportions, etc.	Male	45	12%	119	33%	144	40%	53	15%	45%
	Female	68	11%	149	23%	264	41%	163	25%	34%
A1779 (c. 1711 (c. 1714 (d. 17	T . 1	400	400/	400	400/	222	220/	07	70/	C08/
Ability to put ideas together, to see relationships,	Total Male	183 58	18% 16%	420 155	42% 43%	333	33% 34%	67 27	7% 7%	60% 59%
similarities, and differences between ideas			19%		43% 41%	121 212		40		
	Female	125	19%	265	41%	212	33%	40	6%	60%
Ability to learn on your own, pursue ideas, and find	Total	235	23%	456	45%	265	26%	48	5%	68%
information you need	Male	66	18%	171	47%	103	28%	22	6%	65%
	Female	169	26%	285	44%	162	25%	26	4%	70%
	i dinale	103	2070	200	77/0	102	20 /0	20	7/0	1076
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. 24-2	9. 30-39.	40-55. over 55

		19 or youn	ger	20-23		24	-29	3	0-39	4	10-55	0	ver 55
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Age	Total	1002	99%	11	1%	(	0%	0	0%	(	0 0%		1 0%
	Male	357	98%	7	2%	(	0%	0	0%	(	0 0%		0 0%
	Female	645	99%	4	1%	(	0%	0	0%	(	0 0%		1 0%

#### Scale: Male, Female

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

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

		Not M	arried	M	arried		Divor	ced	Sepai	rated	Wi	dowed
		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%

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

		Freshmen/Fir	st Year	Sophor	nore	Ju	nior	Se	enior	Graduate	Student	Uncla	ssified
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your classification in	Total	1001	99%	9	1%		1 0%	2	0%	1	0%	0	0%
College?	Male	357	98%	5	1%		0%	2	0%	0	0%	0	0%
	Female	644	99%	4	1%		1 0%	0	0%	1	0%	0	0%

#### Scale: Started Here, Transferred form another institution

		Started He	ere	Transferre	ed
		N	Col %	N	Col %
Did you begin college here or did	Total	1003	99%	11	1%
you transfer here from another	Male	357	98%	7	2%
institution?	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 can	npus nousing	Residence within w	alking distance	Residence within dri	iving distance	Fraternity	or Sorority	
		N	Col %	N	Col %	N	Col %	N	Col %	
Where do you live during the	Total	995	98%	8	1%	9	1%	1	0%	
school year?	Male	354	98%	3	1%	5	1%	1	0%	
	Female	641	99%	5	1%	4	1%	0	0%	

#### With whom do you live during the school year?

		Yes		No	
	_	N	Col %	N	Col %
No one	Total	39	4%	969	96%
	Male	14	4%	348	96%
	Female	25	4%	621	96%
ther students	Total	933	93%	75	7%
	Male	329	91%	33	9%
	Female	604	93%	42	7%
pouse or partner	Total	3	0%	1005	100%
	Male	2	1%	360	99%
	Female	1	0%	645	100%
ly child	Total	0	0%	1008	100%
	Male Female	0	0% 0%	362 646	100%
	Female	U	0%	646	100%
ly parents	Total	32	3%	976	97%
	Male	13	4%	349	96%
	Female	19	3%	627	97%
ther relatives	Total	6	1%	1002	99%
	Male	4	1%	358 644	99%
	Female	2	0%	644	100%
riends	Total	0	0%	1008	100%
	Male Female	0	0% 0%	362	1009
	Female	U	0%	646	100%
others	Total	6	1%	1002	99%
	Male	3	1%	359	99%
	Female	3	0%	643	100%

1008 361 647 100% 99% 100%

Scale: A,	A-/B+.	В.	B-/C+.	C/C-/or	lowe

Do you have access to a computer where you live or work, or nearby that you can use for your school work?

		Α		A-, B+		В		B- , C+		C, C-, or lower	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What have most of your grades	Total	194	19%	387	38%	262	26%	137	14%	27	3%
been up to now at this institution?	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

Scale: Yes, No					
		Yes	3	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%
Diological of the odichoco	Male	48	13%	316	87%
	Female	84	13%	566	87%
Business	Total	170	17%	844	83%
Busiliess	Male	88	24%	276	76%
	Female	82	13%	568	87%
	remaie	02	1370	300	0776
Communication	Total	45	4%	969	96%
	Male	5	1%	359	99%
	Female	40	6%	610	94%
Computer and Information	Total	62	6%	952	94%
Sciences	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%
Engineering	Male	6	2%	358	98%
	Female	1	0%	649	100%
Ethnic, Cultural, area studies	Total	2	0%	1012	100%
Etimo, Galarai, area stadios	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%
· notory	Male	14	4%	350	96%
	Female	17	3%	633	97%
Humanities	Total	57	6%	957	94%
. idina ililia	Male	10	3%	354	97%
	Female	47	7%	603	93%
Liberal or general studies	Total	5	0%	1009	100%
Elector of general attitudes	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%
Undecided	Female  Total  Male	30 93 29	5% 9% 8%	921 335	95% 91% 92%
Other	Female  Total  Male	64 22 7	10% 2% 2%	586 992 357	90% 98% 98%
	Female	15	2%	635	98%

		N	Col %	N	Col %	N	Col %	N Co	%	N	Col %	•		
Did either of your parents graduate rom college?	Total Male Female	308 108 200	30% 30% 31%	420 167 253	41% 46% 39%	166 52 114	16% 14% 18%	113 33 80	11% 9% 12%	7 4 3	1% 1% 0%			
cale: YES, NO		YES		NO										
o you expect to enroll for an vanced degree when, or if, you mplete your undergraduate gree?	Total Male Female	N 788 273 515	Col % 78% 76% 79%	N 222 88 134	Col % 22% 24% 21%									
cale: 17 or more, 15-16, 12-	14, 7-11, 6 or	fewer 17 or mo	ore	15-16		12-14		7-11		6 or few	er	1		
ow many credit hours are you king this term?	Total Male Female	N 149 51 98	Col % 15% 14% 15%	N 511 162 349	Col % 50% 45% 54%	N 332 139 193	Col % 33% 38% 30%	N Co 21 12 9	2% 3% 1%	N 1 0 1	Col % 0% 0%			
cale: 5 or fewer hours a we	ek, 6-10 hours	s a week, 11-15 hours 5 or fewer hou			ours a week, 26-30	hours a week, mo	ore than 30 hours	a week	ek	21-25 hours :	a week	26-30 hours	a week	more than 30 ho
uring the time school is in ession, about how many hours a eek do you usually spend outside class on activities related to your cademic program, such as tudying, witling, reading, lab work, shearsing, etc.?	Total Male Female	N 101 53 48	Col % 10% 15% 7%	N 291 115 176	Col % 29% 32% 27%	N 241 84 157	Col % 24% 23% 24%	N Co 179 63 116	18% 17% 18%	N 99 25 74	Col % 10% 7% 11%	. 11	Col % 6% 3% 8%	N 40 13 27
cale: None, 1-10, 11-20, 21-	30 Hrs	None; No	Job	1-10 Hrs We	ekty	11-20 Hrs We	ekly	21-30 Hrs Weekl	у					
lours working on campus for pay	Total Male Female	N 859 320 539	Col % 88% 90% 87%	N 80 19 61	Col % 8% 5% 10%	N 32 15 17	Col % 3% 4% 3%	N Co 1 1 0	% 0% 0% 0%					
Scale: None, 1-10, 11-20, 21-	30, 31-40 Hrs	None; No	Job	1-10 Hrs We	ekly	11-20 Hrs We	eklv	21-30 Hrs Weekl	v I	31-40 Hrs W	eekly	1		
ours Working off campus for pay	Total Male Female	N 768 285 483	Col % 91% 93% 90%	N 39 11 28	Col % 5% 4% 5%	N 23 7 16	Col % 3% 2% 3%	N Co 10 3 7	1% 1% 1% 1%	N 1 1 0	Col % 0% 0% 0%			
Scale: No Job, Does not inte	rfere, Takes s			Dose not into	rforo	Takas sama	timo	Takes a lot of tin	100					
	Total Male Female	ome time, Takes a lo No Jol N 776 290 486		Does not inte N 98 29 69	Col % 10% 8% 11%	Takes some N 72 21 51	time Col % 8% 6% 8%	Takes a lot of tin  N Co  7  3  4	1% 1% 1% 1%					
low job affects school work	Total Male Female	NO Jol N 776 290 486	Col % 81% 85% 80%	98 29 69	10% 8%	21	8% 6%	7 3	1% 1%	More than	hall	All or near	ly al	
low job affects school work	Total Male Female	No Joi N 776 290 486 out half, More than h	Col % 81% 85% 80%	98 29 69	10% 8%	21	8% 6%	7 3	1% 1% 1%	More than N 27 11 16	half Col % 3% 4% 3%	20	rly al Col % 4% 7% 3%	
low job affects school work Scale: None, Very little, Less feet Expenses: Self	Total Male Female than half, Ab Total Male	No Joi N 776 290 486 out half, More than h None N 146 49	Col % 81% 85% 80% 80% Col % 17% 16% 16%	98 29 69 81 Wery little N 386 129	10% 8% 11% Col % 45% 43%	21 51 Less than h N 208 71	8% 6% 8% iaif Col % 24%	7 3 4 4 About half N Co 56 17	1% 1% 1% 1%	27 11	3% 4%	36 20 19 206 65	4% 7%	
low job affects school work  Scale: None, Very little, Less feet Expenses: Self  feet Expenses: Parents	Total Male Female  Total Male Female  Total Male Female  Total Male Female  Total Male	No Joi N 776 290 486 Out half, More than h None N 146 49 97 72 27 45 696	Col % 81%, 85%, 80% 80% 80% 17% 17% 8%, 8% 8% 8%	98 29 69 69 8 11 11 11 11 11 11 11 11 11 11 11 11 1	10% 8% 11% Col % 45% 43% 46% 20% 19% 20%	21 51 N 208 71 137 186 67	8% 6% 6% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8%	7 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	1% 1% 1% 1% 7% 6% 7% 12% 12% 12% 0%	27 11 16 171 65 106	3% 4% 3% 18% 20% 18% 0%	36 20 19 206 65 141	4% 7% 3% 22% 20% 23% 0% 1%	
tow job affects school work  Scale: None, Very little, Less Aeet Expenses: Self  Aeet Expenses: Parents  Aeet Expenses: Spouse or partner	Total Male Female  than half, Ab  Total Male Female  Total Male Female  Total	No Joi N 776 290 486 Pout half, More than h None N 146 49 97 72 27 45 696	Col % 81% 85% 85% 80% Col % 17% 6% 7% 8% 99%	98 29 69 69 11 Very little N 386 129 257 184 63 121 4	10% 8% 11% Col % 45% 46% 20% 19% 20%	Less than t N 208 71 137 186 67 119	8% 6% 8% Col % 24% 24% 20% 20% 20%	7 3 4 4 About half N Co 17 39 114 41 73 0 0	1% 1% 1% 7% 6% 7% 12% 12%	27 11 16 171 65 106	3% 4% 3% 18% 20% 18%	36 20 19 206 65 141 2 2 0	4% 7% 3% 22% 20% 23%	
Scale: No Job, Does not inte	Total Male Female  than half, Ab  Total Male Female  Total Male Male Male Male Male Male Male Ma	No Joi N 776 290 486 South half, More than h None N 146 49 97 72 27 45 696 224 472 661	Col % 81%, 85%, 85%, 80% 17% 17% 8%, 99%, 99%, 96%, 96%,	98 29 69 69 69 69 69 69 69 69 69 69 69 69 69	10% 8% 11% 10% 45% 45% 45% 20% 19% 20% 2% 2% 2%	21 51 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	8% 6% 6% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8% 8%	7 3 4 4	1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1	27 11 16 171 65 106 0 0	3% 4% 3% 18% 20% 18% 0% 0% 0%	36 20 19 206 65 141 2 2 2 1 1 1	4% 7% 3% 22% 20% 23% 0% 1% 0%	

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

ocaic. 163, 140					
		Yes		No	
		N	Col %	N	Col %
American Indian or other Native	Total	14	1%	977	99%
American	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%
Caucasian	Male	314	88%	42	12%
	Female	570	90%	42 65	12%
	remale	5/0	90%	00	10%
Mexican-American	Total	14	1%	977	99%
Woxloan / Wildington	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%
0.0					
Other	Total Male	22 12	2%	969 344	98% 97%
			3%		
	Female	10	2%	625	98%

Selected Background Information

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

Scale: A = Yes, B = No		YES		NO							
,			Col %	N	Col %						
I am a member of a student organization	Total	591	61%	376	39%						
	Male	189	55%	153	45%						
	Female	402 YES	64%	223	36%						
			Col %	NO N	Col %						
I belong to a fraternity or sorority on campus	Total	N (	22%	755	78%						
r belong to a fraternity of soronty on campus	Male	88	26%	254	74%						
	Female	123	20%	501	80%						
		YES		NO							
		N (	Col %	N	Col %						
I took a Freshmen Week/Extended Freshmen	Total	534	55%	430	45%						
Course in my major	Male	191	56%	151	44%						
	Female	343	55%	279	45%						
		YES	2-1-0/	NO	0-10/						
I took a Freshmen Week/Extended Freshmen	Total	N 0	ol % 57%	N 413	Col % 43%						
Course in the LSP	Male	200	59%	140	41%						
Course in the LSF	Female	348	56%	273	44%						
		YES		NO							
			Col %	N	Col %						
I took a residential college section offered through	Total	238	25%	728	75%						
my residence hall	Male	85	25%	257	75%						
	Female	153	25%	471	75%						
Scale: Very much = A, Quite a bit = B, Some = 0	C, Very Little = D	Во	d = Signifi	cant (Frequ	ency is equa	I to or greater t	han 50%)	E	old Italic =	Significant (Frequency is equa	I to or less than 2
•											
•		Very Muc		Quite a		Some	_	Very Li		Very Much + Quite a bit	
My Extended Freehmen Course helped me	Total	N (	Col %	N	Col %	N	Col %	N	Col %	Col %	
	Total Male	N (	Col % 20%	N 341	Col % 36%	N 317	Col % 33%	N 97	Col % 10%	Col % <b>56%</b>	<b>-</b>
My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students	Male	N 0 190 58	Col %	N 341 113	Col % 36% 34%	N	Col % 33% 37%	N	Col %	Col % 56% 51%	
understand the level of academic work expected of		N (	20% 17%	N 341	Col % 36%	N 317 123	Col % 33%	N 97 39	Col % 10% 12%	Col % <b>56%</b>	
understand the level of academic work expected of	Male	N 190 58 132 Very Muc	Col % 20% 17% 21%	N 341 113 228 Quite a	Col % 36% 34% 37%	N 317 123 194	Col % 33% 37% 32%	N 97 39 58 <b>Very L</b> i	Col % 10% 12% 9%	Col % 56% 51% 58% Very Much + Quite a bit	
understand the level of academic work expected of Truman Students	Male Female	N (190 58 132 <b>Very Muc</b> N (190	20% 17% 21% Col %	N 341 113 228 Quite a	Col % 36% 34% 37%  bit Col %	N 317 123 194 Some	Col % 33% 37% 32% Col %	N 97 39 58 <b>Very L</b> i	Col % 10% 12% 9% ttle	Col % 56% 511% 58% Very Much + Quite a bit Col %	_
understand the level of academic work expected of Truman Students My Extended Freshmen Course helped me learn the	Male Female Total	N 190 58 132 Very Muc N 128	20% 20% 17% 21% h	N 341 113 228 Quite a N 276	Col % 36% 34% 37%  bit Col % 29%	N 317 123 194 Some N 391	Col % 33% 37% 32% Col % 41%	N 97 39 58 Very Li	Col % 10% 12% 9% ttle Col % 16%	Col % 56% 51% 58% Very Much + Quite a bit Col % 42%	_
understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to	Male Female Total Male	N 190 58 132 Very Muc N 128 38	20% 20% 17% 21% h Col % 13% 11%	N 341 113 228 <b>Quite a</b> N 276 93	Col % 36% 34% 37%  bit Col % 29% 28%	N 317 123 194 Some N 391 149	Col % 33% 37% 32% Col % 41% 44%	N 97 39 58 Very Li N 153 54	Col % 10% 12% 9% ttle Col % 16% 16%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39%	_
understand the level of academic work expected of Truman Students My Extended Freshmen Course helped me learn the study and time management skills needed to	Male Female Total	N 190 58 132 Very Muc N 128	20% 20% 17% 21% h	N 341 113 228 Quite a N 276	Col % 36% 34% 37%  bit Col % 29%	N 317 123 194 Some N 391	Col % 33% 37% 32% Col % 41%	N 97 39 58 Very Li	Col % 10% 12% 9% ttle Col % 16%	Col % 56% 51% 58% Very Much + Quite a bit Col % 42%	_
understand the level of academic work expected of Truman Students My Extended Freshmen Course helped me learn the study and time management skills needed to	Male Female Total Male	N 190 58 132 Very Muc N 128 38 90	Col % 20% 17% 21%  h Col % 13% 11% 15%	N 341 113 228 Quite a N 276 93 183	Col % 36% 34% 37%  bit Col % 29% 28% 30%	N 317 123 194 Some N 391 149 242	Col % 33% 37% 32%  Col % 41% 44% 39%	N 97 39 58 Very Li N 153 54 99	Col % 10% 12% 9%  ttle Col % 16% 16% 16%	Col % 56% 511% 58% Very Much + Quite a bit Col % 42% 39% 45%	
understand the level of academic work expected of Truman Students My Extended Freshmen Course helped me learn the study and time management skills needed to	Male Female Total Male	N 190 58 132 Very Muc N 128 38 90	Col % 20% 17% 21%  h Col % 13% 11% 15%	N 341 113 228 <b>Quite a</b> N 276 93	Col % 36% 34% 37%  bit Col % 29% 28% 30%	N 317 123 194 Some N 391 149	Col % 33% 37% 32%  Col % 41% 44% 39%	N 97 39 58 Very Li N 153 54	Col % 10% 12% 9%  ttle Col % 16% 16% 16%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39%	- -
understand the level of academic work expected of Truman Students My Extended Freshmen Course helped me learn the study and time management skills needed to	Male Female Total Male	N 190 58 132 Very Muc N 128 38 90 Very Muc N 222	Col % 20% 17% 21%  h Col % 13% 11% 15%  h Col % 23%	N 341 113 228 Quite a N 276 93 183	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit	N 317 123 194 Some N 391 149 242 Some	Col % 33% 37% 32%  Col % 41% 44% 39%	N 97 39 58 Very Li N 153 54 99 Very Li	Col % 10% 12% 9%  ttle Col % 16% 16% 16% Col % 12%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57%	-
understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop	Male Female Total Male Female Total Male	N 190 58 132 Very Muc N 128 38 90 Very Muc N 222 63	20% 17% 21% h 21% 13% 11% 15% h 23% 19%	N 341 113 228 Quite a N 276 93 183 Quite a N 320 104	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit Col % 34% 31%	N 317 123 194 Some N 391 149 242 Some N 297 117	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35%	N 97 39 58 Very Li N 153 54 99 Very Li N 111 51	Col % 10% 12% 9%  ttle Col % 16% 16% 16% 16% 16% 15%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50%	
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understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop	Male Female Total Male Female Total Male	N 190 58 132 Very Muc N 128 38 90 Very Muc N 126 33 159	20% 17% 21%  h Col % 13% 15%  h Col % 23% 19% 26%	N 341 113 228 Quite a N 276 93 183 Quite a N 320 104 216	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit Col % 34% 31% 35%	N 317 123 194 Some N 391 149 242 Some N 297 117 180	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35% 29%	N 97 39 58 Very Li N 153 54 99 Very Li N 111 51 60	Col % 10% 12% 9%  ttie Col % 16% 16% 16% 15% 10%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50% 61%	
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understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community  My Extended Freshmen Course helped me develop	Male Female  Total Male Female  Total Male Female  Total Male Female	N 190 190 58 132 Very Muc N 2 22 22 263 159 Very Muc N 9 7 97	COI % 20% 17% 21%  h COI % 13% 11% 15%  h COI % 23% 19% 26%  h 10%	N 341 113 228 Quite a N 276 93 183 Quite a N 320 104 216 Quite a N 233	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit Col % 34% 31% 35%  bit Col % 24%	N 317 123 194 Some N 391 149 242 Some N 297 117 180 Some N 367	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35% 29%  Col % 39%	N 97 39 58 Very LI N 153 54 99 Very LI N 111 51 60 Very LI N 246	Col % 10% 12% 9%  tttle Col % 16% 16% 16% 10%  tttle Col % 12% 15% 10%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50% 61%  Very Much + Quite a bit Col % 34%	
understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community  My Extended Freshmen Course helped me develop	Male Female  Total Male Female  Total Male Female  Total Male Female	N 190 58 132 Very Muc N 22 22 63 159 Very Muc N (77 97 97 97 97 97 97 97 97 97 97 97 97 9	Col % 20% 17% 21%  h 13% 15%  h 15%  h 23% 19% 26% h 10% 8% 11%	N 341 113 228 Quite a N 276 93 183 Quite a N 320 104 216 Quite a N 233 74 159	Col % 36% 34% 37%  bit Col % 29% 30%  bit Col % 34% 31% 35%  bit Col % 24% 22% 26%	N 317 123 194 Some N 391 149 242 Some N 297 117 180 Some N 367 128 239	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35% 29%  Col % 38% 39%	N 97 39 58 Very LI N 153 54 99 Very LI N 111 51 60 Very LI N 246 103 143	Col % 10% 12% 9%  tttle Col % 16% 16% 16% 10%  tttle Col % 12% 10%  tttle Col % 12% 13% 26% 31% 23%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50% 61%  Very Much + Quite a bit Col % 34% 30% 37%	
understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community  My Extended Freshmen Course helped me develop	Male Female  Total Male Female  Total Male Female  Total Male Female	N 190 190 58 132 Very Muc N 222 63 159 Very Muc N 227 70 Very Muc N Very Muc N 159 Very Muc N 159 N 15	Col % 20% 17% 21%  h Col % 13% 15%  h Col % 23% 19% 26%  h 10% 8% 11%	N 341 113 228 Quite a N 276 93 183 20 104 216 Quite a N 233 74 159 Quite a Quite a Quite a N 233 74 159	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit 34% 31%  bit Col % 24% 22% 26%  bit	N 317 123 194 Some N 391 149 242 Some N 17 1180 Some N 367 128 239 Some Some N 367 128 239	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35% 29%  Col % 39% 39%	N 97 39 58 Very Li N 153 54 99 Very Li N 111 51 60 Very Li N 246 103 143 Very Li N 247 Li N 108 148 148 148 148 148 148 148 148 148 14	Col % 10% 12% 9%  tttle Col % 16% 16% 16% 15% 10%  tttle Col % 26% 31% 23%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50% 61%  Very Much + Quite a bit Col % 34% 30% 37%  Very Much + Quite a bit	
understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community  My Extended Freshmen Course helped me develop my writing, speaking, and thinking skills	Male Female  Total Male Female  Total Male Female  Total Male Female  Total Male Female	N 190 58 132 Very Muc N 222 63 159 Very Muc N 27 70 Very Muc N 27 70	Col % 20% 17% 21% h 13% 13% 11% 15% h Col % 23% 19% 26% h 10% 8% 10% 8% 10% 8% 10%	N 341 113 228 Quite a N 276 93 183 Quite a N 320 104 216 Quite a N 233 74 159 Quite a N	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit Col % 34% 31% 35%  bit Col % 24% 22% 26% bit Col %	N 317 123 194 Some N 391 149 242 Some N 297 117 180 Some N 367 128 239 Some N	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35% 29%  Col % 39% 38% 38% 39%  Col %	N 97 39 58  Very L N 153 54 99  Very L N 111 51 60  Very L N 246 103 143 Very L N	Col % 10% 12% 9%  title Col % 16% 16% 15% 10%  title Col % 26% 31% 23%  title Col %	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50% 61%  Very Much + Quite a bit Col % 34% 30% 37%  Very Much + Quite a bit Col %	
understand the level of academic work expected of Truman Students  My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman  My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community  My Extended Freshmen Course helped me develop my writing, speaking, and thinking skills  My Extended Freshmen Course helped me	Male Female  Total Male Female  Total Male Female  Total Male Female  Total Total Male Female	N 0 0 190 190 190 190 190 190 190 190 190	Col % 20% 17% 21%  h Col % 13% 11% 15%  h Col % 23% 19% 26%  h Col % 10% 8% 11%  col % 11%	N 341 113 228 Quite a N 276 93 183 20 104 216 Quite a N 233 74 159 Quite a N 304	Col % 36% 34% 37%  bit Col % 29% 28% 30%  bit Col % 34% 31% 55%  bit Col % 22% 26%  bit Col % 32%	N 317 123 194 Some N 391 149 242 Some N 297 117 180 Some N 367 128 239 Some N 349	Col % 33% 37% 32%  Col % 41% 44% 39%  Col % 31% 35% 29%  Col % 39% 38% 39%	N 97 39 58 Very L N 153 54 99 99 Very L N 111 51 60 Very L N 246 103 143 Very L N 1 185 N	Col % 10% 12% 9%  title Col % 16% 16% 16% 10%  title Col % 12% 15% 10%  title Col % 28% 31% 23%	Col % 56% 51% 58%  Very Much + Quite a bit Col % 42% 39% 45%  Very Much + Quite a bit Col % 57% 50% 61%  Very Much + Quite a bit Col % 34% 30% 37%  Very Much + Quite a bit Col % Col % 34% 30% 37%	
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Male   81   25%   166   35%   78   24%   51   16%   650%   676   676%			Very Much	Quite a bit	Some	Very Little	Very Much + Quite a bit	
Male   81   25%   150   35%   78   24%   51   15%   60%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   13%   62%   78   24%   78   24%   78   24%   78   24%			N Col %		N Col %	N Col %	Col %	
Female   F	To what degree did you find your major courses							
No   No   No   No   No   No   No   No	this semester challenging							
No		Female						
To what degree idly your flat your LSP courses this Male								
Scale: Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E   Series   Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E   Series   Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E   Series   Strongly agree = A, Agree = B, Neutral = C, Disagree = D, Strongly disagree = E   Series   Strongly agree = B, Neutral = C, Disagree = D, Strongly disagree = E   Series   Strongly agree = B, Neutral = C, Disagree = D, Strongly agree + Agree   Strongly agree + Agree   Strongly agree + Agree	T	m . 1						
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 table = Significant (Frequency is equal to or less the strongly Agree + Agree   Strongly Agree + Agree   Neutral	semester challenging							
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Strongly Agree + Agree		remale	129 217	0 200 45%	177 2970	31 370	86 /6	
It am generally happy with living in residential   Total   270    29%   453    448    134    14%    58    6%    29    3    3    77%	Scale: Strongly agree = A, Agree = B, Neutral =	C, Disagree = D	), Strongly disagree =	:E	Bold = Significant (Frequency	is equal to or greater that	n 50%) <b>Bold Italic</b> = Sign	nificant (Frequency is equal to or less the
Living in a residence hall has helped me develop new and supportive friendships			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree + Agree
Male   78   24%   171   52%   41   12%   25   8%   15   5%   76%								
Female   192   31%   282   46%   93   15%   33   5%   14   2%   77%	I am generally happy with living in residential							
Strongly Agree	housing							
N   Col %		Female	192 319	6 282 46%	93 15%	33 5%	14 2%	77%
N   Col %			Otromolo A		No. deal.	B	0:	
Total   355   38%   384   41%   139   15%   51   5%   14   11%   79%								
Male   95   29%   145   44%   63   19%   21   6%   5   2%   73%   73%   73%   73%   73%   73%   73%   73%   73%   73%   73%   74%   73%		m . 1						
Female   260   42%   239   39%   76   12%   30   5%   9   1%   81%								
Strongly Agree	new and supportive friendships							
Living in a residence hall has supported my ability to be successful at Truman    N   Col %   Col		remaie	260 429	6 239 39%	76 12%	30 5%	9 1%	81%
Living in a residence hall has supported my ability to be successful at Truman    N   Col %   Col			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree + Agree
Male   44   13%   109   33%   129   39%   35   11%   13   4%   46%				N Col %	N Col %	N Col %	N Col %	Col %
Female	Living in a residence hall has supported my ability	Total	159 179	6 321 34%	345 37%	88 9%	30 3%	51%
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Strongly Disagree   Agree   Agree	to be successful at Truman							46%
N   Col %   N		Female	115 199	6 212 35%	216 35%	53 9%	17 3%	54%
N   Col %   N								
Living in a residence hall has helped me to grow intellectually    Total   114   12%   283   30%   363   38%   147   16%   37   4%   42%   42%   44%   44%   44%   44%   47%   42%   45%   45%   44%   44%   44%   44%   44%   44%   44%   44%   46%								
Male   33   10%   101   31%   125   38%   55   17%   16   5%   41%								
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Strongly Disagree   Strongly Agree + Agree								
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Strongly Disagree   Strongly Agree + Agree	intellectually							
N   Col %   Col %   Col %		remale	01 137	0 162 30%	236 39%	92 15%	21 3%	43%
Living in a residence hall has helped me to grow personally  Total  242 26% 429 46% 191 20% 61 6% 18 2% 72% 66% 66% 66% 66% 61 8% 158 48% 75 23% 24 7% 12 4% 66% 66% 66% 66% 66% 66% 66% 66% 61% 74% 66% 66% 66% 66% 66% 66% 66% 66% 66% 6			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree + Agree
Male			N Col %	N Col %	N Col %	N Col %	N Col %	Col %
Female	Living in a residence hall has helped me to grow	Total			191 20%	61 6%		72%
Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree   Strongly Agree + Agree	personally							
N Col % N Col		Female	181 30%	6 271 44%	116 19%	37 6%	6 1%	74%
N Col % N Col			Otromolo A		No. deal.	B	0:	
My Residential College Program academic advisor         Total         220         23%         369         39%         212         22%         87         9%         57         6%         62%           has assisted me in understanding academic         Male         63         19%         145         44%         70         21%         33         10%         19         6%         63%								
has assisted me in understanding academic Male 63 19% 145 44% 70 21% 33 10% 19 6% <b>63%</b>	My Posidential College Program academic advisor	Total						
nad addition in an additioning addition								
ארט מינט פריינו אינט מינט אינט פריינו אינט פרי								
	program options at Truman	remale	157 269	0 224 36%	142 23%	54 9%	30 6%	0270

### 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 an index or database (computer, card catalog, etc.)	Total	248	25%	355	35%	333	33%	73	75	
to find material on some topic	Male	67	19%	128	36%	127	35%	38	115	
	Female	181	28%	227	35%	206	32%	35	55	63%
Developed a bibliography or reference list for a term paper or other report	Total Male Female	241 62 179	24% 17% 28%	290 104 186	29% 29% 29%	308 120 188	30% 33% 29%	171 77 94	175 215 159	6 46%

## 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)

		Very Of	ten	Ofter	1	Occasiona	lly		Never		Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %		Col %
Used a computer or word processor to prepare reports or	Total	854	84%	118	12%	34	3%	6		1%	96%
papers	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 Male Female	618 199 419	61% 55% 65%	252 96 156	25% 26% 24%	133 64 69	13% 18% 11%	9 5 4		1% 1% 1%	86% 81% 89%
Searched the World Wide Web or Internet for the information related to a course	Total Male	563 185	56% 51%	259 96	26% 26%	165 70	16% 19%	25 12		2% 3%	82% 77%
mornation rotated to a course	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)

		Very Of	ten	Ofter	1	Occasiona	ally		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	19	
	Male	146	40%	137	38%	68	19%	12	39	
	Female	335	52%	215	33%	100	15%	0	09	85%
Took detailed notes during class	Total	651	64%	282	28%	74	7%	6	19	92%
Took detailed notes during class	Male	178	49%	129	36%	74 50	14%	6	29	
	Female	473	73%	153	24%	24	4%	0	09	
	remaie	4/3	1570	100	2470	2-7	470	· ·	0,	37.76
Contributed to class discussions	Total	294	29%	369	37%	323	32%	21	29	
	Male	106	29%	130	36%	115	32%	10	39	
	Female	188	29%	239	37%	208	32%	11	29	66%
Tried to see how different facts and ideas fit together	Total	280	28%	395	39%	294	29%	43	49	
	Male	102	28%	131	36% 41%	111	31%	19	59 49	
	Female	178	27%	264	41%	183	28%	24	47	68%
Summarized major points and information from your class	Total	317	31%	385	38%	275	27%	36	49	69%
notes or readings	Male	92	25%	130	36%	123	34%	18	59	
notes of readings	Female	225	35%	255	39%	152	23%	18	3%	
Worked on a class assignment, project, or presentation	Total	276	27%	332	33%	336	33%	68	79	
with other students	Male	81	22%	118	33%	132	36%	32	99	
	Female	195	30%	214	33%	204	31%	36	69	63%
Used information or experience form other areas or your	Total	188	19%	369	37%	409	40%	44	49	56%
life (job, internship, interactions with others) in class	Male	64	18%	130	36%	150	41%	18	47 59	
discussions or assignments	Female	124	19%	239	37%	259	40%	26	49	
discussions of assignments	remaie	124	1970	239	37 /6	239	40 /6	20	47	30 /6
Tried to explain material form a course to someone else	Total	243	24%	460	45%	296	29%	12	19	
(another student, friend, co-worker, family member)	Male	82	23%	172	48%	102	28%	6	29	
	Female	161	25%	288	44%	194	30%	6	19	69%
Worked on a paper or project where you had to integrate	Total	343	34%	372	37%	251	25%	40	49	71%
ideas from various sources	Male	109	34%	133	37%	101	28%	15	49	
ideas iroili varioda sodices	Female	234	36%	239	37%	150	23%	25	49	
	i cinale	234	30 /6	233	31 /6	150	23/0	25	47	13/0

## 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 Ofte	en	Often		Occasiona	illy		Never		Very often + Often
		N	Col %	N	Col %		Col %	N	Col %		Col %
Used a dictionary or thesaurus to look up the proper	Total	334	33%	327	32%	276	27%	72		7%	65%
meaning of words	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,	Total	529	52%	348	34%	117	12%	16		2%	86%
and sequence or ideas or points as you were writing	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	Total	377	37%	307	30%	247	24%	79		8%	67%
it was clear to them	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,	Total	255	25%	300	30%	281	28%	173		17%	55%
grammar, etc.	Male	74	21%	111	31%	98	27%	77		21%	52%
grammar, etc.	Female	181	28%	189	29%	183	28%	96		15%	57%
	remale	101	20 /0	109	25/0	103	20 /0	30		1376	37 /6
Revised a paper or composition two or more times before	Total	294	29%	278	28%	307	30%	130		13%	57%
you were satisfied with it	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-Esperiences with Faculty Questions

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		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	Total	191	19%	371	37%	404	40%	40		4%	56%	
course you were taking (grades, make-up work,	Male	65	18%	148	41%	131	36%	15		4%	59%	
assignments, etc)	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 Oπen		Otten		Occasionally		Never			very oπen + Oπen	
		N	Col %	N	Col %	N	Col %	N	Col %		Col %	
Talked about music or musicians (classical, popular, etc.)	Total	291	29%	255	25%	302	30%	153		15%	54	%
with other students, friends, or family members	Male	101	28%	87	24%	105	29%	65		18%	52	2%
	Female	190	30%	168	26%	197	31%	88		14%	56	i%

### 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 Of	en	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%
Used campus recreational facilities	Total	299	30%	287	29%	318	32%	102		0%	59%
	Male	102	28%	106	29%	121	34%	32		9%	57%
	Female	197	31%	181	28%	197	31%	70	1	1%	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)

		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%

## 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 Of	en	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%	
	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%	
	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%	
	Male	81	22%	93	26%	135	37%	52	14%	
	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)

		Very Often Often					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%	
	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%	
	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%	
	Male	101	28%	158	44%	92	26%	8	2%	
	Female	233	36%	249	39%	156	24%	6	1%	75%
Acquainted: students of different race	Total	272	27%	335	33%	373	37%	24	2%	
	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%	
	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 %
Memorized formulas, definitions, technical terms and	Total	401	40%	325	32%	212	21%	69		7%	72%
concepts	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 Male Female	268 100 168	27% 28% 26%	267 95 172	27% 27% 27%	286 108 178	29% 30% 28%	182 54 128		18% 15% 20%	54% 55% 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%)

				Occasionally					Very often + Often			
	=	N	Col %	N	Col %		Col %	N	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 Male Female	221 70 151	22% 19% 24%	306 100 206	31% 28% 32%	406 155 251	41% 43% 39%	67 36 31		7% 10% 5%		53% 47% 56%
Computers and other technologies	Total Male Female	104 60 44	10% 17% 7%	266 124 142	27% 34% 22%	475 144 331	47% 40% 52%	157 33 124		16% 9% 19%		37% <b>51%</b> 29%

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

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Very Often		Often		Occasiona	ally	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%	

### 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		Lik	e it	More or les	Don't	like it	Enthusiastic + Like if		
		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

		Definit	Definitely		bly yes	Probab	ly No	N	lo	Enthusiastic + Like if
		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 Emp	ohasis	(	6	5	5				3			2		Weak Emp	hasis	7 + 6		1+2
		N	Col %	N	Col %	N	Col %	N	Col %	N		Col %		N	Col %	N	Col %	Col %		Col %
Emphasis on Developing Academic,	Total	422	42%	365	36%	147	15%	62	6%		6		1%	3	0%	1	0%		78%	0%
Scholarly, and Intellectual Qualities	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 Being Critical,	Total	245	24%	384	38%	232	23%	1	11%		23		2%	4	0%	1	0%		62%	0%
Evaluative, and Analytical	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 o	cale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1																			

		Friendly, Supp	portive	6		5		4					2		Competitve,	Jninvolved	7+6		1+2
	-	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	-	N	Col %	N	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	3 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	e, Helpful	6		5		4			3			2		Remote, Disco	uraging	7 + 6		1 + 2
	· ·	N	Col %	N	Col %	N	Col %	N (	Col %	N		Col %	N	C	ol %	N	Col %	Col %		Col %
Relationships with faculty members	Total	167	17%	348	35%	272	27%	126	13%		64	6	i%	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	i%	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)

		Very Mu	ıch	Quite	a bit	Son	10	Very	Little	Very Much + Quite a bit
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Acquiring background & specialization for further	Total	103	10%	358	36%	436	43%	109	11%	46%
education in professional, scientific, or scholarly field	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	Total	202	20%	479	48%	292	29%	32	3%	68%
fields of knowledge	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	Total	147	15%	364	36%	403	40%	89	9%	51%
to a career	Male	53	15%	140	39%	142	39%	25	7%	54%
to a career	Female	94	15%	224	35%	291	41%	64	10%	50%
Writing clearly and effectively	Total	191	19%	399	40%	323	32%	89	9%	59%
writing cicarry and criccitvery	Male	53	15%	160	44%	118	33%	30	8%	59%
	Female	138	22%	239	37%	205	32%	59	9%	59%
	remaie	130	22.70	200	31 /0	200	3270	33	370	33 /6
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 yourselfyour abilities, interests,	Total	247	25%	455	45%	270	27%	31	3%	70%
and personality	Male	79	22%	162	45%	110	30%	10	3%	67%
and personality	Female	168	26%	293	46%	160	25%	21	3%	72%
Understanding other people and the ability to get	Total	276	27%	457	45%	242	24%	31	3%	72%
along with different kinds of people	Male	75	21%	168	47%	99	27%	19	5%	68%
along will directin kinds of people	Female	201	31%	289	45%	143	22%	12	2%	76%
Abilia de Constituir de Consti	Total	200	20%	374	37%	343	34%	85	8%	57%
Ability to function as a team member	Male	65	18%	144	40%	122	34%	28	8%	58%
	Male Female	135	21%	230	40% 36%	221	34%	28 57	8% 9%	58% 57%
	remale	133	21/0	230	30 /6	221	34 /6	31	370	37 /6
Developing good health habits and physical	Total	183	18%	312	31%	328	33%	180	18%	49%
fitness	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,	Total	183	18%	420	42%	333	33%	67	7%	60%
similarities, and differences between ideas	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	Total	235	23%	456	45%	265	26%	48	5%	68%
information you need	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	76 207	21% 32%	159 260	44% 40%	100 143	28% 22%	24 32	7% 5%	65% 72%
	Female	207	32%	260	40%	143	22%	32	5%	72%

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

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

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

		Descriptives	Very Much	Quite a bit	Some		Very Little	Very Much + Quite a bit	
My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students	Total Male Female	Total Count (N) Mean SD 501 2.12 (	N Col % .790 190 20% 58 17% 132 21%	113 34%	N 317 123 194	Col % 33 37 32	% 39 12%	Col % 56% 51% 58%	
My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community	Total Male Female	Descriptives  Total Count (N) Mean SD 501 2.32 (	Very Much   N   Col %	104 31%	N 297 117 180	Col % 31 35 29	% 51 15%	Very Much + Quite a bit Col % 57% 50% 61%	
To what degree did you find your major courses this semester challenging	Total Male Female		Very Much  N Col %  869 218 249  81 259  137 239	116 35% 230 39%	N 217 78 139	Col % 24 24 24	% 51 16% % 78 13%	Very Much + Quite a bit Col % 62% 60% 62%	
To what degree did you find your LSP courses this semester challenging	Total Male Female	Total Count (N) Mean SD 501 2.42 (	Very Much   N   Col %	127 38%	N 299 122 177	Col % 31 36 29	% 34 10%	Very Much + Quite a bit Col % 62% 54% 66%	
Scale: Strongly agree = A, Agree = B, Neutral = C, Dis	sagree = D, Stroi	ngly disagree = E		Bold = Significa	ant (Frequency is equal to or gre	ater than 50%)	Bold Italic	= Significant (Frequency is equal to	o or less than 20%)
I am generally happy with living in residential housing	Total Male		Strongly Agree  N Col % 120 270 299		Neutral N 134	Col %	Disagree  N Col %  58 6%	Strongly Disagree  N Col % 29 3%	Strongly Agree + Agree Col % 77%
	Female		78 249 192 319		41 93	12 15		15 5% 14 2%	76% 77%
Living in a residence hall has helped me develop new and supportive friendships				282 46%  Agree  N Col % 384 41% 145 44%			% 33 5%  Disagree  N Col %  51 5%  21 6%		
	Female  Total  Male	Total Count (N)   Mean   SD	192 319  Strongly Agree  N Col % .186 355 389 95 299	282 46%  Agree  N Col % 384 41% 145 44% 239 39%  Agree  N Col % 321 34% 109 33%	93 Neutral N 139 63	Col % 15	% 33 5%  Disagree  N Col %  \$ 51 5%  \$ 21 6%  30 5%  Disagree  N Col %  88 9%  \$ 35 11%	14 2%  Strongly Disagree  N Col %  14 1% 5 2%	77%  Strongly Agree + Agree  Col %  79% 73%
supportive friendships  Living in a residence hall has supported my ability to be	Female  Total Male Female  Total Male	Total Count (N)   Mean   SD	Strongly Agree   N Col %	282 46%  Agree N Col % 384 41% 145 44% 239 39%  Agree N Col % 321 34% 109 33% 212 35%  Agree N Col % 429 46% 429 46% 158 48%	93  Noutral  N  139 63 76  Neutral  N  345 129	Col %  15 11 12 Col % 37	Disagree	14 2%  Strongly Disagree  N Col % 14 1% 5 2% 9 1%  Strongly Disagree N Col % 30 3% 13 4%	77%  Strongly Agree + Agree  Col % 79% 73% 81%  Strongly Agree + Agree  Col % 51% 46% 46%

## 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		Ofter	n	Occasion	nally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Found something interesting while	Total	44	4%	143	14%	496	49%	330	33%	18%
browsing in the library	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	Total	65	6%	134	13%	410	41%	401	40%	19%
textbooks in the library (reserve	Male	28	8%	49	13%	153	42%	133	37%	21%
readings, etc.)	Female	37	6%	85	13%	257	40%	268	41%	19%
Gone back to read a basic reference or	Total	37	4%	72	7%	272	27%	632	62%	11%
document that other authors referred to	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)

		Very O	ften	Ofter	n	Occasion	nally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Participated in class discussion using	Total	67	7%	77	8%	161	16%	705	70%	15%
an electronic medium (e-mail, list-	Male	27	7%	32	9%	60	17%	244	67%	16%
serve, chat group, etc.)	Female	40	6%	45	7%	101	16%	461	71%	13%
Used a computer to retrieve materials	Total	86	9%	84	8%	250	25%	590	58%	17%
from a library not at this institution	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	Total	100	10%	95	9%	335	33%	481	48%	19%
(statistics, forecasting, etc.)	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	Total	59	6%	64	6%	210	21%	680	67%	12%
presentation.	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 Of	Very Often		1	Occasion	nally	Neve	er	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Developed a role play, case study, or	Total	39	4%	106	10%	314	31%	553	55%	14%
simulation for a class	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
Prepared a major written report for a	Total	17	2%	30	3%	79	8%	883	88%	5%
class (20 pages or more)	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-Esperiences with Faculty Questions

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Very O	ften	Ofte	n	Occasio	nally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Discussed your career plans and	Total	68	7%	153	15%	491	49%	293	29%	22%
ambitions with a faculty member	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	Total	49	5%	77	8%	278	28%	599	60%	13%
outside of class (had a snack or soft	Male	25	7%	39	11%	113	32%	181	51%	18%
drink, etc.)	Female	24	4%	38	6%	165	26%	418	65%	10%
Participated with other students in a	Total	54	5%	102	10%	321	32%	530	53%	15%
discussion with one or more faculty	Male	27	8%	48	13%	118	33%	167	46%	21%
members outside of class	Female	27	4%	54	8%	203	31%	363	56%	12%
Worked with a faculty member on a	Total	29	3%	41	4%	110	11%	826	82%	7%
research project	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 O	ften	Ofte	n	Occasion	nally	Nev	er	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Participated in some art activity	Total	72	7%	76	8%	192	19%	665	66%	15%
(painting, pottery, weaving, drawing,	Male	26	7%	25	7%	68	19%	241	67%	14%
etc.) or theater event, or worked on some theatrical production (acted, danced, work on scenery, etc.), on or off campus	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 Male Female	135 34 101	13% 9% 16%	72 25 47	7% 7% 7%	163 74 89	16% 21% 14%	634 226 408	63% 63% 63%	20% <b>16%</b> 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 O	ften	Ofte	n	Occasio	nally	Neve	r	Very often + Often
		N			Col %	N	Col %	N	Col %	Col %
Went to lecture or panel discussion	Total	67			13%	443	44%	363	36%	20%
	Male	28	8%	60	17%	150	41%	124	34%	25%
	Female	30	6%	72	11%	203	46%	230	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)

		Very O	ften	Of	en	Occasio	nally	Neve	er	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Worked on campus	Total	124	12%	99	10%	136	14%	647	64%	22%
committee/organization	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	Total	28	3%	35	3%	167	17%	778	77%	6%
group	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	Total	55	5%	70	7%	144	14%	737	73%	12%
campus	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 O	ften	Ofte	n	Occasio	nally	Neve	er	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Read about personal growth/self-	Total	86	9%	115	11%	350	35%	455	45%	20%
improvement	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 Male Female	47 17 30	5% 5% 5%	62 22 40	6% 6% 6%	247 99 148	25% 27% 23%	651 224 427	65% 62% 66%	11% 11% 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 Oft	ten	Often		Occasio	nally	Neve	r	Very often + Often
		N	Col %	N	Col %	N	Col %	N	Col %	Col %
Read articles about scientific or	Total	93	9%	116	12%	268	27%	528	53%	21%
mathematical theories or concepts in	Male	41	11%	62	17%	96	27%	158	44%	28%
addition to those assigned for a class	Female	52	8%	54	8%	172	27%	370	57%	16%
• · · · · · · · · · · · · · · · · · · ·										
Compared the scientific method with	Total	92	9%	104	10%	283	28%	524	52%	19%
other methods for gaining knowledge	Male	40	11%	42	12%	104	29%	170	48%	23%
and understanding	Female	52	8%	62	10%	179	28%	354	55%	18%
and andorotanaing	romaio	02	0,0	02	1070		2070		0070	10,0
Explained to another person the	Total	87	9%	128	13%	340	34%	448	45%	22%
scientific basis for concerns about	Male	37	10%	57	16%	119	33%	143	40%	26%
scientific or environmental issues	Female	50	8%	71	11%	221	34%	305	47%	19%
(pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around you	· omale	55	0,0				01.70	000		10%

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

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Very O	ften	Ofte	en	Occasio	onally	Nev	er	Very often + Often	
		N	Col %	N	Col %	N	Col %	N	Col %	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 your 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 th	an 5	None		More than 10
		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 Male Female	48 16 32	5% 5% 5%	100 33 67	10% 9% 11%	213 76 137	22% 22% 22%	484 178 306	49% 50% 48%	143 50 93	14% 14% 15%	15% 14% 16%
Non-assigned books	Total Male Female	18 8 10	2% 2% 2%	35 14 21	4% 4% 3%	126 45 81	13% 13% 13%	492 157 335	50% 44% 53%	320 132 188	32% 37% 30%	6% 6% 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 En		6		5		4			3		2		Weak Emph		7+6	1 + 2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %		N	Col %	Col %	Col %
Emphasis on Developing Aesthetic,	Total	135	13%	286	28%	313	31%	2	19%	47	5%			2%	11	1%	41%	3%
Expressive, and Creative Qualities	Male	50	14%	89	25%	120	33%	1	18%	23	6%			2%	5	1%	39%	3%
	Female	85	13%	197	31%	193	30%	1	20%	24	4%	12		2%	6	1%	44%	3%
Environmental Emphasis:	Total	114	11%	221	22%	249	25%	2	24%	114	11%			5%	18	2%	33%	7%
Diversity	Male	40	11%	72	20%	97	27%	1	22%	44	12%			4%	13	4%	31%	8%
	Female	74	12%	149	23%	152	24%	2	24%	70	11%	36		6%	5	1%	35%	7%
Environmental Emphasis:	Total	149	15%	309	31%	306	30%	2	17%	53	5%			2%	3	0%	46%	2%
Information Literacy Skills	Male	58	16%	103	28%	110	30%	1	17%	20	6%			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	Total	93	9%	206	21%	246	25%	3	26%	115	11%			6%	20	2%	30%	8%
and Occupational Competence	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	Total	104	10%	211	21%	290	29%	2	24%	84	8%			6%	16	2%	31%	8%
and Practical Value of Courses	Male	47	13%	65	18%	100	28%	1	25%	29	8%			6%	9	2%	31%	8%
	Female	57	9%	146	23%	190	30%	1	23%	55	9%	39		6%	7	1%	32%	7%
		Helpful, Co	nsiderate	6		5		4			3		2		Rigid, Impers	onal	7 + 6	1+2
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %		N	Col %	Col %	Col %
Relationships with administrative	Total	108	11%	285	28%	282	28%	197	20%	89	9%			3%	12	1%	39%	4%
personnel and offices	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, <u>Truman Means</u> 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		Compreh	ensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts Co	olleges	TRU	-SLA	General L	iberal Arts C	olleges	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		Compreh	ensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts Co	lleges	TRU	-SLA	General L	iberal Arts C	olleges	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		Compreh	ensive Colleg	e & Univ	TRU-	-CCU	Selective	Liberal Arts Co	olleges	TRU	-SLA	General L	iberal Arts C	olleges	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		Compreh	ensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts Co	lleges	TRU	-SLA	General L	iberal Arts C	olleges	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 L M		0.04			0.54					1 22					4.00			

Experiences with Diversity Index

		Truman		Compret	nensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts Co	olleges	TRU-	SLA	General L	iberal Arts C	olleges	TRU-G	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 <sub>-</sub> M		0.71			0.75					1 09					0.94			

Quality of Effort Scales Academic Factor

		Hullian		Complet	ichsive Colleg	e a Univ	IINU	-000	Selective	Liberal Arts Co	nieges	INU	-SLA	General	Liberal Arts C	olleges	IIVO	-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			

			Truman		Compret	ensive Colleg	e & Univ	TRU-	CCU	Selective	Liberal Arts Co	lleges	TRU-	SLA	General L	iberal Arts C	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	
•	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	
	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	
	Diff F-M		2.60			3.05					2.39					2.43			
	ſ		Truman		Compreh	ensive Colleg	e & Univ	TRU-	CCU	Selective	Liberal Arts Co	lleges	TRU-	SLA	General L	iberal Arts C	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
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
contrary Environment actor	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	043	0.42	2.39	13442	0.23	3.10	1.54	0.01	1304	0.66	2.50	0.40	0.13	2313	0.64	3.11	1.07	0.54
	DIII F-IVI		0.42			0.23					0.00					0.04			
			Truman		Compreh	ensive Colleg	o & Hniv	TRU-	CCII	Soloctivo	Liberal Arts Co	llogoe	TRU-	SI A	General L	iberal Arts C	'ollogos	TRU-	GLA
	L	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Personal Relations Environmental Factor	Fall 2000	1015	16.13		21499	15.47	3.43	0.66	0.19	2102			-0.07	Ellect Size	4960	16.42	3.24		Ellect Size
Personal Relations Environmental Factor				3.07							16.20	3.32						-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	
	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	
	Diff F-M		0.46			0.28					0.45					0.57			
			T		0	i O-II	- 0 11-5-	TDU	0011	Onlastica	Libered Arts Oc		TDU	01.4	0	The second Austra Co	N-11	TDU	01.4
	L		Truman	0.0		ensive Colleg		TRU-			Liberal Arts Co	- 5	TRU-			iberal Arts C	Ü	TRU-	
B # 15		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
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			
			_																
			Truman			ensive Colleg		TRU-			Liberal Arts Co		TRU-			iberal Arts C		TRU-	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
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			
			Truman				e & Univ	TRU-			Liberal Arts Co	Ü	TRU-			iberal Arts C	Ü	TRU-	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
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			
			Truman		Compreh	ensive Colleg	e & Univ	TRU-		Selective	Liberal Arts Co	. 5	TRU-		General L	iberal Arts C	colleges	TRU-	
	_	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
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	
	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	•		

			Truman		Compreh	ensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts Co	lleges	TRU	SLA	General L	iberal Arts C	olleges	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	_		
	_																		
			Truman		Compreh	ensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts Co	lleges	TRU	SLA	General L	iberal Arts C	olleges	TRU	-GLA
		N	Truman Mean	SD	Compreh	ensive Colleg Mean	e & Univ	TRU Mean Diff	-CCU Effect Size	Selective N	Liberal Arts Co	lleges SD	TRU- Mean Diff	SLA Effect Size	General L	iberal Arts C Mean	olleges SD	TRU-	-GLA Effect Size
Intellectual Skills Gains Factor	Fall 2000	N 1017		SD 3.82	Compreh N 21476	- U			H H			Ū			General L N 4949		5 - 5		
Intellectual Skills Gains Factor	Fall 2000 Male		Mean		N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size -0.23	N	Mean	SD	Mean Diff	Effect Size
Intellectual Skills Gains Factor		1017	Mean 16.01	3.82	N 21476	Mean 16.66	SD 3.77	Mean Diff -0.65	Effect Size -0.17	N 2092	Mean 16.84	SD 3.68	Mean Diff -0.83	Effect Size -0.23	N 4949	Mean 17.20	SD 3.65	Mean Diff -1.19	Effect Size -0.33

#### **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		Truman		Comprehe	nsive College	& Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU-	SLA	General L	iberal Arts C	olleges	TRU-G	SLA
Undergraduate Education)  1. Faculty-Student Interaction Index	N 1020	Mean 25.37	SD 7.16	N 21776	Mean 26.19	SD 7.63	Mean Diff	Effect Size -0.11	N 2130	Mean 28.98	SD 8.06	Mean Diff -3.61	Effect Size -0.45	N 4996	Mean 28.27	SD 7.68	Mean Diff -2.90	Effect Size -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, Ocassionally = 2, Never = 1

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

**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)

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])

Library Experiences			Truman		Comprehe	nsive Colleç	ge & Univ		-CCU	Selective	Liberal Arts	Colleges	TRU	_	General L	₋iberal Arts (	Colleges		-GLA
	_	N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size
Fa		1007		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		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		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	L		Truman		Comprehe	nsive Collec	,		-CCU	Selective	Liberal Arts	U	TRU	_		Liberal Arts (	5		-GLA
		Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size
Fa		1003		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		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		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			Truman			nsive Collec			-CCU		Liberal Arts			-SLA		Liberal Arts (			-GLA
(Different Scale Used, high to le		Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fa		1005		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		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		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			nsive Collec			-CCU		Liberal Arts	U		-SLA		Liberal Arts (	5		-GLA
		N	Mean	SD	N	Mean	SD	Mean Diff	-CCU Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
		N 1011	Mean 17.99	4.33	N 21489	Mean 18.30	SD 4.26	Mean Diff -0.31		N 2099	Mean 19.36	SD 4.08	Mean Diff -1.37	Effect Size -0.34	N 4944	Mean 18.55	SD 4.26	Mean Diff -0.56	
. G	Male	N 1011 358	Mean 17.99 17.08	4.33 4.51	N 21489 7671	Mean 18.30 17.35	SD 4.26 4.26	Mean Diff -0.31 -0.27		N 2099 768	Mean 19.36 18.49	SD 4.08 4.18	Mean Diff -1.37 -1.41	Effect Size -0.34 -0.34	N 4944 2290	Mean 18.55 17.60	SD 4.26 4.26	Mean Diff -0.56 -0.52	Effect Size -0.13
. Fa	Male Female	N 1011	Mean 17.99 17.08 18.53	4.33	N 21489	Mean 18.30 17.35 18.82	SD 4.26	Mean Diff -0.31		N 2099	Mean 19.36 18.49 19.87	SD 4.08	Mean Diff -1.37	Effect Size -0.34	N 4944	Mean 18.55 17.60 19.38	SD 4.26	Mean Diff -0.56	Effect Size
. Fa	Male	N 1011 358 644	Mean 17.99 17.08 18.53 1.45	4.33 4.51	N 21489 7671 13449	Mean 18.30 17.35 18.82 1.47	SD 4.26 4.26 4.16	Mean Diff -0.31 -0.27 -0.29	Effect Size	N 2099 768 1302	Mean 19.36 18.49 19.87 1.38	SD 4.08 4.18 3.93	Mean Diff -1.37 -1.41 -1.34	Effect Size -0.34 -0.34 -0.34	N 4944 2290 2566	Mean 18.55 17.60 19.38 1.78	SD 4.26 4.26 4.09	Mean Diff -0.56 -0.52 -0.85	Effect Size -0.13 -0.21
. Fa	Male Female	N 1011 358 644	Mean 17.99 17.08 18.53 1.45 Truman	4.33 4.51 4.11	N 21489 7671 13449 Comprehe	Mean 18.30 17.35 18.82 1.47 nsive Collect	SD 4.26 4.26 4.16	Mean Diff -0.31 -0.27 -0.29	Effect Size	N 2099 768 1302 Selective	Mean 19.36 18.49 19.87 1.38 Liberal Arts	SD 4.08 4.18 3.93	Mean Diff -1.37 -1.41 -1.34	Effect Size -0.34 -0.34 -0.34	N 4944 2290 2566 General L	Mean 18.55 17.60 19.38 1.78 Liberal Arts (	SD 4.26 4.26 4.09	Mean Diff -0.56 -0.52 -0.85	Effect Size -0.13 -0.21
Fa Experiences with Faculty	Male Female Diff F-M	N 1011 358 644 N	Mean 17.99 17.08 18.53 1.45 Truman	4.33 4.51 4.11 SD	N 21489 7671 13449 Comprehe	Mean 18.30 17.35 18.82 1.47 nsive Collect	4.26 4.26 4.16 9e & Univ	Mean Diff -0.31 -0.27 -0.29 TRU Mean Diff	Effect Size  -CCU Effect Size	N 2099 768 1302 Selective N	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean	SD 4.08 4.18 3.93 Colleges SD	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff	Effect Size -0.34 -0.34 -0.34 -SLA Effect Size	N 4944 2290 2566 General L N	Mean 18.55 17.60 19.38 1.78 Liberal Arts (	SD 4.26 4.26 4.09 Colleges SD	Mean Diff -0.56 -0.52 -0.85  TRU- Mean Diff	Effect Size -0.13 -0.21 -GLA Effect Size
Fa Experiences with Faculty	Male Female Diff F-M	N 1011 358 644 N 1003	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48	4.33 4.51 4.11 SD 5.79	N 21489 7671 13449 Comprehe N 21301	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09	SD 4.26 4.26 4.16 ge & Univ SD 6.16	Mean Diff -0.31 -0.27 -0.29 TRU Mean Diff -0.61	Effect Size	N 2099 768 1302 Selective N 2086	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22	SD 4.08 4.18 3.93 Colleges SD 6.36	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74	-0.34 -0.34 -0.34 -0.34 -SLA Effect Size -0.43	N 4944 2290 2566 General L N 4909	Mean 18.55 17.60 19.38 1.78 Liberal Arts ( Mean 22.81	SD 4.26 4.26 4.09 Colleges SD 6.16	Mean Diff -0.56 -0.52 -0.85  TRU- Mean Diff -2.33	-0.13 -0.21 -GLA Effect Size -0.38
Fa Experiences with Faculty	Male Female Diff F-M Fall 2000 Male	N 1011 358 644 N 1003 354	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09	4.33 4.51 4.11 SD 5.79 6.31	N 21489 7671 13449 Comprehe N 21301 7591	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21	SD 4.26 4.26 4.16 ge & Univ SD 6.16 6.25	Mean Diff -0.31 -0.27 -0.29 TRU Mean Diff -0.61 -0.12	Effect Size  -CCU Effect Size -0.10	N 2099 768 1302 Selective N 2086 764	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22 23.33	SD 4.08 4.18 3.93 Colleges SD 6.36 6.34	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74 -2.24	-0.34 -0.34 -0.34 -0.34 -SLA Effect Size -0.43 -0.35	N 4944 2290 2566 General L N 4909 2271	Mean 18.55 17.60 19.38 1.78 Liberal Arts ( Mean 22.81 22.49	SD 4.26 4.26 4.09 Colleges SD 6.16 6.22	Mean Diff -0.56 -0.52 -0.85 TRU- Mean Diff -2.33 -1.40	-0.13 -0.21 -GLA Effect Size -0.38 -0.23
Fa Experiences with Faculty	Male Female Diff F-M Fall 2000 Male Female	N 1011 358 644 N 1003	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16	4.33 4.51 4.11 SD 5.79	N 21489 7671 13449 Comprehe N 21301	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21 21.00	SD 4.26 4.26 4.16 ge & Univ SD 6.16	Mean Diff -0.31 -0.27 -0.29 TRU Mean Diff -0.61 -0.12	Effect Size  -CCU Effect Size	N 2099 768 1302 Selective N 2086	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22 23.33 23.16	SD 4.08 4.18 3.93 Colleges SD 6.36	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74	-0.34 -0.34 -0.34 -0.34 -SLA Effect Size -0.43	N 4944 2290 2566 General L N 4909	Mean 18.55 17.60 19.38 1.78 Liberal Arts ( Mean 22.81 22.49 23.09	SD 4.26 4.26 4.09 Colleges SD 6.16	Mean Diff -0.56 -0.52 -0.85  TRU- Mean Diff -2.33	-0.13 -0.21 -GLA Effect Size -0.38
Experiences with Faculty Fa	Male Female Diff F-M Fall 2000 Male	N 1011 358 644 N 1003 354 640	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16 -0.93	4.33 4.51 4.11 SD 5.79 6.31	N 21489 7671 13449 Comprehe N 21301 7591 13342	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21 21.00 -0.21	SD 4.26 4.26 4.16 ge & Univ SD 6.16 6.25 6.10	Mean Diff -0.31 -0.27 -0.29 TRU Mean Diff -0.61 -0.12 -0.84	-CCU Effect Size -0.10 -0.14	N 2099 768 1302 Selective N 2086 764 1293	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22 23.33 23.16 -0.17	SD 4.08 4.18 3.93 Colleges SD 6.36 6.34 6.36	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74 -2.24 -3.00	Effect Size	N 4944 2290 2566 General L N 4909 2271 2555	Mean 18.55 17.60 19.38 1.78 Liberal Arts ( Mean 22.81 22.49 23.09 0.60	SD 4.26 4.26 4.09 SD 6.16 6.22 6.09	Mean Diff -0.56 -0.52 -0.85 TRU- Mean Diff -2.33 -1.40 -2.93	-0.13 -0.21 -GLA Effect Size -0.38 -0.23 -0.48
Fa Experiences with Faculty	Male Female Diff F-M Fall 2000 Male Female	N 1011 358 644 N 1003 354 640	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16 -0.93 Truman	4.33 4.51 4.11 SD 5.79 6.31 5.44	N 21489 7671 13449 Comprehe N 21301 7591 13342 Comprehe	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21 21.00 -0.21 nsive Collect	SD 4.26 4.26 4.16 9e & Univ SD 6.16 6.25 6.10	Mean Diff -0.31 -0.27 -0.29  TRU  Mean Diff -0.61 -0.12 -0.84	-CCU Effect Size -0.10 -0.14	N 2099 768 1302 Selective N 2086 764 1293	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22 23.33 23.16 -0.17 Liberal Arts	SD 4.08 4.18 3.93 Colleges SD 6.36 6.34 6.36 Colleges	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74 -3.00	Effect Size	N 4944 2290 2566 General L N 4909 2271 2555	Mean 18.55 17.60 19.38 1.78 Liberal Arts ( Mean 22.81 22.49 23.09 0.60 Liberal Arts (	SD 4.26 4.09    Colleges SD 6.16 6.22 6.09    Colleges	Mean Diff -0.56 -0.52 -0.85 TRU- Mean Diff -2.33 -1.40 -2.93	-0.13 -0.21 -GLA Effect Size -0.38 -0.23 -0.48
Experiences with Faculty  Fa  Art, Music, & Theater	Male Female Diff F-M Fall 2000 Male Female Diff F-M	N 1011 358 644 N 1003 354 640	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16 -0.93 Truman Mean	4.33 4.51 4.11 SD 5.79 6.31 5.44	N 21489 7671 13449 Comprehe N 21301 7591 13342 Comprehe N	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21 21.00 -0.21 nsive Collect Mean	SD 4.26 4.26 4.16 9e & Univ SD 6.16 6.25 6.10 9e & Univ SD	Mean Diff -0.31 -0.27 -0.29  TRU Mean Diff -0.61 -0.12 -0.84  TRU Mean Diff	-CCU Effect Size -0.10 -0.14	N 2099 768 1302 Selective N 2086 764 1293 Selective N	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22 23.33 23.16 -0.17 Liberal Arts Mean	SD 4.08 4.18 3.93 Colleges SD 6.36 6.34 6.36 Colleges SD	Mean Diff -1.37 -1.41 -1.34 Mean Diff -2.74 -3.00 TRU Mean Diff	Effect Size	N 4944 2290 2566 General L N 4909 2271 2555 General L N	Mean 18.55 17.60 19.38 1.78  Liberal Arts ( Mean 22.81 22.49 23.09 0.60  Liberal Arts ( Mean	SD 4.26 4.26 4.09 SD 6.16 6.22 6.09 SD Colleges SD	Mean Diff -0.56 -0.52 -0.85  TRU Mean Diff -2.33 -1.40 -2.93  TRU Mean Diff	-0.13 -0.21 -GLA Effect Size -0.38 -0.23 -0.48 -GLA Effect Size
Experiences with Faculty  Fa  Art, Music, & Theater	Male Female Diff F-M Fall 2000 Male Female Diff F-M	N 1011 358 644 N 1003 354 640 N 1000	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16 -0.93 Truman Mean 14.96	4.33 4.51 4.11 SD 5.79 6.31 5.44	N 21489 7671 13449 Comprehe N 21301 7591 13342 Comprehe N 21274	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21 21.00 -0.21 nsive Collect Mean 14.52	SD 4.26 4.26 4.16 SD 6.16 6.25 6.10 SD 5.28	Mean Diff -0.31 -0.27 -0.29  TRU Mean Diff -0.61 -0.12 -0.84  TRU Mean Diff 0.44	-CCU Effect Size -0.10 -0.14	N 2099 768 1302 Selective N 2086 764 1293 Selective N 2084	Mean	SD 4.08 4.18 3.93  Colleges SD 6.36 6.34 6.36  Colleges SD 5.80	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74 -2.24 -3.00 TRU Mean Diff -1.23	Effect Size	N 4944 2290 2566 General L N 4909 2271 2555 General L N 4911	Mean 18.55 17.60 19.38 1.78  iberal Arts ( Mean 22.81 22.49 23.09 0.60  iberal Arts ( Mean 14.22	SD 4.26 4.26 4.29 4.09 Colleges SD 6.16 6.22 6.09 Colleges SD 5.38	Mean Diff -0.56 -0.52 -0.85  TRU- Mean Diff -2.33 -1.40 -2.93  TRU- Mean Diff 0.74	-0.13 -0.21 -GLA Effect Size -0.38 -0.23 -0.48
Experiences with Faculty  Fa  Art, Music, & Theater	Male Female Diff F-M all 2000 Male Female Diff F-M	N 1011 358 644 N 1003 354 640 N 1000 355	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16 -0.93 Truman Mean 14.96 14.38	4.33 4.51 4.11 SD 5.79 6.31 5.44 SD 5.02 5.32	N 21489 7671 13449 Comprehe N 21301 7591 13342 Comprehe N 21274 7582	Mean 18.30 17.35 18.82 1.47 nsive College Mean 21.09 21.21 21.00 -0.21 nsive College Mean 14.52 13.92	SD 4.26 4.26 4.16 <b>8 Univ</b> SD 6.16 6.25 6.10 <b>9 &amp; Univ</b> SD 5.28	Mean Diff -0.31 -0.27 -0.29  TRU Mean Diff -0.61 -0.12 -0.84  TRU Mean Diff 0.44 0.46	-CCU Effect Size -0.10 -0.14	N 2099 768 1302 Selective N 2086 764 1293 Selective N 2084 759	Mean 19.36 18.49 19.87 1.38 Liberal Arts Mean 23.22 23.33 23.16 -0.17 Liberal Arts Mean 16.19 14.68	SD 4.08 4.18 3.93 Colleges SD 6.36 6.34 6.36 Colleges SD 5.80 5.74	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74 -2.24 -3.00 TRU Mean Diff -1.23 -0.30	Effect Size	N 4944 2290 2566 General L N 4909 2271 2555 General L N 4911 2270	Mean 18.55 17.60 19.38 1.78 iberal Arts ( Mean 22.81 22.49 23.09 0.60 iberal Arts ( Mean 14.22 13.23	SD 4.26 4.26 4.09 Colleges SD 6.16 6.22 6.09 SD 5.38 5.13	Mean Diff -0.56 -0.52 -0.85  TRU- Mean Diff -2.33 -1.40 -2.93  TRU- Mean Diff 0.74 1.15	-0.13 -0.21 -GLA Effect Size -0.38 -0.23 -0.48 -GLA Effect Size
Experiences with Faculty  Fa  Art, Music, & Theater	Male Female Diff F-M Fall 2000 Male Female Diff F-M	N 1011 358 644 N 1003 354 640 N 1000	Mean 17.99 17.08 18.53 1.45 Truman Mean 20.48 21.09 20.16 -0.93 Truman Mean 14.96 14.38	4.33 4.51 4.11 SD 5.79 6.31 5.44	N 21489 7671 13449 Comprehe N 21301 7591 13342 Comprehe N 21274	Mean 18.30 17.35 18.82 1.47 nsive Collect Mean 21.09 21.21 21.00 -0.21 nsive Collect Mean 14.52	SD 4.26 4.26 4.16 SD 6.16 6.25 6.10 SD 5.28	Mean Diff -0.31 -0.27 -0.29  TRU Mean Diff -0.61 -0.12 -0.84  TRU Mean Diff 0.44	-CCU Effect Size -0.10 -0.14	N 2099 768 1302 Selective N 2086 764 1293 Selective N 2084	Mean	SD 4.08 4.18 3.93  Colleges SD 6.36 6.34 6.36  Colleges SD 5.80	Mean Diff -1.37 -1.41 -1.34 TRU Mean Diff -2.74 -2.24 -3.00 TRU Mean Diff -1.23	Effect Size	N 4944 2290 2566 General L N 4909 2271 2555 General L N 4911	Mean 18.55 17.60 19.38 1.78  iberal Arts ( Mean 22.81 22.49 23.09 0.60  iberal Arts ( Mean 14.22	SD 4.26 4.26 4.29 4.09 Colleges SD 6.16 6.22 6.09 Colleges SD 5.38	Mean Diff -0.56 -0.52 -0.85  TRU- Mean Diff -2.33 -1.40 -2.93  TRU- Mean Diff 0.74	-0.13 -0.21 -GLA Effect Size -0.38 -0.23 -0.48 -GLA Effect Size

#### Activity

Campus Facilities	[		Truman		Comprehe	nsive Colleg			-CCU		Liberal Arts			-SLA		iberal Arts (		TRU-	
Scale		Ν	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		18.40		21322	16.64	4.73			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			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			Truman			nsive Colleg			-CCU	Selective	Liberal Arts	U		-SLA		iberal Arts (	J	TRU-	
		Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD		Effect Size
	Fall 2000	1013	8.42		21467	8.40	3.94			2091	9.38	4.00	-0.96	-0.24	4939	9.20	4.14		-0.19
	Male	359	8.42		7679	8.25	3.88			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			Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal 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	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			Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal 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	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 Expe	riences		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal 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	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	ſ		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal 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	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			Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts (	Colleges	TRU-	GLA
Conversations		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size
	Fall 2000	995	14.35		20998	15.06	3.70		-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		-0.20	740	15.28	3.71	-1.05	-0.28	2226	14.88	3.76	-0.65	-0.17
	Female	636	14.42		13213	15.11	3.70		-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	2		20	•	0.21	2.00		2.20		0.50	2.30		
			20																

#### **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)

Relationships with faculty members

Fall 2000

Female Diff F-M

Male

1013

642

5.34

5.23

5.40

0.17

1.26

1.34

21464

7663

13431

5.17

5.13 5.19

0.06

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 (<u>Truman Means</u> differ by 1.0 or more per 1997 CSEC 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 italia [Truman negative])

Fall 2000   1015	mphasis on Developing Acade	mic,	Truman			Compreher		e & Univ		I-CCU	Selective L	iberal Arts	Colleges		I-SLA	General L	beral Arts C	olleges		-GLA
Maile   983   6.01   0.97   7872   5.21   1.20   0.00   0.05   770   5.88   126   0.43   2.28   5.50   1.14   1.15   1.	cholarly, and Intellectual Quali																		Mean Diff	Effect Si
Part																			0.51	(
## Part   1-16																			0.51 0.48	(
presence and Conceptional Assistance presents and Concept Service (Part No. 1998)  No. Mean S.D. N. Mean S.D. Mean S.D. N. Mean S.D. Mean S			043		0.95	13429		1.10	0.02	0.09	1302		1.00	0.25	0.23	25/4		1.14	0.40	
Part	mphasis on Developing Aesthe		Truman	0.10		Compreher	nsive Colleg	e & Univ	TRU	I-CCU	Selective I		Colleges	TRU	I-SLA	General I		Colleges	TRU	-GLA
Fail 2000 1015 5.15 1.24 21449 4.78 1.34 0.38 0.29 2100 5.20 1.33 -0.05 4457 4.87 1.40 1.40 1.40 1.40 1.40 1.40 1.40 1.40			N	Mean	SD	N	Mean	SD			N	Mean	SD			N	Mean	SD		Effect Si
Permise   643   5.21   1.21   13429   4.78   1.32   0.043   0.32   1302   5.24   1.32   0.03   2.675   5.01   1.37   1.37	1,		1015			21449					2100			-0.05		4957		1.40	0.28	(
Diff = M		Male		5.08			4.72										4.71		0.37	(
Turnian			643		1.21	13423		1.33	0.43	0.32	1302		1.32	-0.03		2575		1.37	0.20	
Name   SD   Name   Na		Diff F-M		0.13			0.06													
February		L		Mara	0.0		nsive Colleg	e & Univ					Colleges			Contoral E		Jonegoo		-GLA
Male   Set   5.63   5.63   1.11   7667   5.04   1.27   0.58   0.46   767   5.30   1.29   0.33   0.26   2296   5.23   1.25   1.	valuative, and Analytical	Eall 2000																	0.40	Effect S
Female   643   573   104   13408   5.06   122   10.67   0.58   1301   5.52   1.16   0.21   0.18   2.59   5.35   1.21   0.21   0.18   0.02   0.12   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02   0.18   0.02																			0.40	
Diff FM																			0.38	
No.   Mean   SD   Nean   Nean   SD   Nea																				
Fail 2000   01/4   4.76   1.44   21444   4.89   1.46   0.08   0.09   2102   4.93   1.61   0.017   0.11   4.950   4.90   1.54   4.66   1.56   0.08	nvironmental Emphasis:		Truman			Compreher	nsive Colleg	e & Univ	TRU	I-CCU	Selective L	iberal Arts	Colleges	TRU	I-SLA	General L	beral Arts C	Colleges	TRU-	-GLA
Male   Sec.   4.68   1.49   7664   4.76   1.49   -0.06   769   4.80   1.63   -0.12   -0.21   -0.13   2571   5.10   1.49   -0.26   -0.27   -0.13   2571   5.10   1.49   -0.26   -0.27	iversity	_																	Mean Diff	Effect S
Female   G43   4.80   1.40   13418   4.96   1.44   0.16   1.303   5.01   1.60   1.60   1.62   1.70   1.42   1.44										-0.09					-0.11				-0.14	
Diff F-M   0.12     Comprehense   College & Univ   TRU-CCU   Selective Liberal Arts Colleges   TRU-SLA   General																			0.02	
Truman			643		1.40	13418		1.44	-0.16		1303		1.60	-0.21	-0.13	2571		1.49	-0.30	-
Fail 2000   1014   5.28   1.19   21447   5.26   1.31   0.00   0.06   0		DIII F-IVI	Trumon	0.12		Comprehe	0.20	o 0 Hairr	TDI	LCCII	Calcativa		Callagae	TO	ICIA	Conoroll		`allagaa	TOLL	-GLA
Fail 2000   1014   5.28   1.19   21447   5.28   1.31   0.00   2100   5.18   1.32   0.08   4.95   5.22   1.30   0.4    Male   363   5.23   1.24   7667   5.24   1.32   0.001   768   5.14   1.34   0.09   2292   5.28   1.31   4.4    Mighasis on Developing Vocational and Occupational Competence Pail 2000   1013   4.63   1.43   7665   4.77   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75   1.44   4.75		L	N	Moon	en.		Moon				NI Selective L					NI General L		olleges		Effect S
Male   363   5.23   1.26   7667   5.24   1.32   0.01   768   5.14   1.34   0.09   2.792   5.28   1.31   4.5	ioiniation Literacy Skins	Fall 2000	1014							Lilect Size	2100				Lifect Size				-0.06	LIIEGI
Female   G42   5.29   1.15   13413   5.26   1.30   0.03   1302   5.20   1.31   0.09   2571   5.36   1.28   -4.50   -																			-0.05	
Implication of Developing Vocational Air Colleges   Truman																			-0.07	
Note		Diff F-M		0.06			0.02					0.06					0.08			
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 -0.14 Nale 363 4.61 1.43 7665 4.72 1.47 -0.11 769 4.58 1.51 0.03 2291 4.95 1.43 1.43 Female 641 4.85 1.43 13414 4.77 1.42 -0.12 1304 4.68 1.53 -0.03 2291 4.95 1.40 -0.04 1.00 1.00 1.00 1.00 1.00 1.00 1.00		onal					nsive Colleg				Selective L						DOIGHT HILD C	Colleges		-GLA
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   4.05   1.43   1.44   4.77   1.42   -0.12   1.304   4.68   1.53   -0.03   2572   4.99   1.40   -0.05   1.00   -0.05   -0.05   1.00   -0.05   -0.05   1.00   -0.05   -0.	nd Occupational Competence									Effect Size	N				Effect Size				Mean Diff	
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   0.04																			-0.34	-
Diff F-M   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.10   0.04   0.05   0.05   0.10   0.04   0.05   0.0																			-0.34 -0.34	
Truman   Comprehensive College & Univ   TRU-CCU   Selective Liberal Arts Colleges   TRU-SLA   General Liberal Ar			041		1.43	13414		1.42	-0.12		1304		1.55	-0.03		25/2		1.40	-0.34	-
Mark   SD   Name	mnhasis on Personal Relevano		Truman	0.01		Compreher	nsive Colleg	e & Univ	TRU	I-CCU	Selective I		Colleges	TRI	I-SLA	General I		Colleges	TRU	-GLA
Fall 2000 1015 4.76 1.40 21434 4.81 1.44 -0.05 2102 4.98 1.43 -0.22 -0.15 4.95 1.508 1.39 4.84 Male 363 4.74 1.47 7656 4.77 1.46 -0.03 769 4.91 1.49 -0.17 2293 4.98 1.41 4.9				Mean	SD	N	Mean	SD				Mean				N	Mean	SD	Mean Diff	Effect S
Female   643   4.78   4.78   4.78   4.84   4.74   4.75		Fall 2000	1015		1.40			1.44	-0.05		2102	4.98	1.43			4951		1.39	-0.32	
Diff F-M   0.04   0.07   0.11   0.23   0.23   0.24   0.07   0.11   0.23   0.23   0.24   0.16   0.15   0.2		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	
Coale: Friendly, Supportive, Sense of belonging = 7 to Competitive, Uninvolved, Sense of alienation = 1   Comprehensive College & Univ   TRU-CCU   Selective Liberal Arts Colleges   TRU-SLA   General Liberal Arts Colleges			643		1.35	13417		1.42	-0.06		1303		1.39	-0.24	-0.17	2570		1.36	-0.41	-
Truman   Comprehensive College & Univ   TRU-CCU   Selective Liberal Arts Colleges   TRU-SLA   General Liberal Arts Colleges		Diff F-M		0.04			0.07					0.11					0.23			
N   Mean   SD   N   Mean   SD   N   Mean   SD   Mean Diff   Effect Size   N   Mean   SD   Mean Diff   Effect Siz	cale: Friendly, Suppo	rtive, Sei	nse of be	longing =	= 7 to Coi	mpetitive	, Uninvol	ved, Sei	nse of alie	nation = 1										
Fail 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 ( 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 ( Female 643 5.89 1.20 13437 5.66 1.30 0.28 0.18 1299 5.84 1.30 0.05 2576 5.79 1.28 ( Diff F-M 0.14 0.14 0.18 0.18 1299 5.84 1.30 0.05 2576 5.79 1.28 ( Cale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1  Selectionships with administrative resonal and offices N Mean SD N Mean SD N Mean Diff Effect Size N Mean SD Mean SD Mean Diff Effect Size N Mean SD Mean Diff Effect Size N Mean SD Mean SD Mean Diff Effect Size N Mean SD Mean SD Mean SD Mean Diff Effect Size N Mean SD Mean	elationships with other student	s				Compreher					Selective L		Colleges			General L	beral Arts C	Colleges		-GLA
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   0.06   0.08   0.		F    000-													Effect Size				Mean Diff	Effect S
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   0.08										0.18									0.07	
Diff F-M   0.14   0.18   0.15   0.08										0.10									0.04 0.10	
cale: Helpful, Considerate, Flexible = 7 to Rigid, Impersonal, Bound by Regulations = 1    clationships with administrative   Truman   Comprehensive College & Univ   TRU-CCU   Selective Liberal Arts Colleges   TRU-SLA   General Liberal Arts Colleges			043		1.20	13437		1.30	0.23	0.10	1299		1.30	0.05		25/6		1.20	0.10	
lationships with administrative Somel and offlices N Mean SD N Mean SD Mean Diff Effect Size N	nala: Halmful Canaid		vibla = 7		lmnaraa	nal Bau			1			0.13					0.00			
Nonnel and offices         N         Mean         SD         N         Mean         SD         Mean Diff         Effect Size         N         Mean         SD         Mean Diff         Effect Size         N         Mean Diff         Mean Diff         Effect Size         N         Mean Diff         Mean Diff         Effect Size         N         Mean Diff         Mean Diff         Mean Diff         Effect Size         N         Mean Diff         Mean Diff         Mean Diff         Effect Size         N         Mean Diff         Mean Diff         Mean Diff         Mean Diff         Mean Diff         Mean Diff         Effect Size         N         Mean Diff         Me	• '			to Rigiu,	imperso		, ,							70.					70	
Fall 2000 1014 4.98 1.32 21449 4.74 1.53 <b>0.24</b> 0.16 2098 4.91 1.55 0.07 4950 5.10 1.49 -( Male 362 4.90 1.42 7655 4.71 1.55 <b>0.19</b> 0.12 769 4.83 1.58 0.07 2292 4.98 1.50 -(		e		Mann	CD						Selective L					General L	Derai Arts C	oneges		-GLA Effect :
Male 362 4.90 1.42 7655 4.71 1.55	sonner and offices	Eall 2000									N SUCO				Ellect Size				-0.12	Errect
																			-0.12 -0.08	
																			-0.08	
Diff F-M 0.13 0.04 0.13 0.23			0.0		0	.0.20		51	0.20	5.15	55		02	0.01		2010			5.10	

Mean Diff

0.17

0.10

0.21

0.12

0.15

2099

769 1300

5.53

5.59

0.19

1.38

1.36

1.26

1.31

1.23

Mean Diff Effect Size

**-0.19** -0.17

-0.15

-0.15

4957

2292 2577

5.58

5.43 5.70 0.27

Mean Diff Fffect Size

-0.18

-0.24

## 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 (<u>Truman Means</u> 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])

Vocational training, acquiring knowledge & skills TRU-CCU TRU-SLA TRU-GLA Truman Mean Diff Effect Size Mean Diff Effect Size Mean Diff Effect Size applicable to a specific job or type of work Mean SD Mean Mean SD Mean Fall 2000 1016 2.24 0.88 21484 2.66 0.88 -0.42 -0.482093 2.50 0.87 -0.26-0.30 4955 2.84 0.86 -0.60 -0.7 362 0.86 -0.26 762 2291 2 81 0.83 Male 2 44 0.88 7666 2 66 -0.22 2.53 0.85 -0.09 -0.37 -0.45 13434 0.89 0.88 -0.34 -0.39 2574 2.87 0.88 Female 645 2.14 0.86 2.66 -0.52 1300 2.48 -0.73 Diff F-M -0.30 0.00 -0.05 0.06 TRU-CCU Acquiring background & specialization for further Truman TRU-SLA TRU-GLA education in professional, scientific, or scholarly field Mean Mean Mean Diff Effect Size Mean Mean Diff Effect Size Mean Mean Diff Effect Size Fall 2000 1015 2.45 0.82 21463 2.62 0.85 -0.17-0.202088 2.61 0.85 -0.164951 2.75 0.85 -0.35363 2.56 0.83 -0.08 759 0.82 -0.07 2.71 0.81 Male 0.81 7657 2.64 2.63 2289 -0.15 -0.19Female 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 17 0.03 -0.04 0.06 Gaining a broad general education about different TRU-CCL TRU-SLA TRU-GLA fields of knowledge Mean SD Mean Mean Diff Effect Size Mean SD Mean Diff Mean SD Mean Diff Effect Size Fall 2000 1014 2 85 0.77 21426 2 77 0.78 0.08 0.10 2091 2 92 0.81 -0.07 4943 2 82 0.78 0.03 2.79 760 2.87 -0.08 2285 0.03 Male 363 0.77 7646 2 75 0.78 0.04 0.81 2 76 0.78 Female 642 2.88 0.77 13398 2.79 0.78 0.09 1300 2.95 0.81 -0.07 2569 2.88 0.78 0.00 0.12 Diff F-M 0.09 0.04 0.08 0.12 Gaining a range of information that may be relevant Truman TRU-CCU TRU-SLA TRU-GLA to a career Mean Mean Mean Diff Mean Mean Diff Mean Mean Diff SD Fall 2000 1012 2.57 0.85 21394 2.84 0.83 -0.332086 2.77 0.83 -0.20 -0.244932 2.99 0.79 2.82 758 2281 0.79 360 2.61 0.82 7640 0.82 -0.2 -0.262.71 0.84 -0.10 2.92 -0.39 Male -0.31 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 Diff F-M -0.07 0.04 0.09 0.14 Developing an understanding and enjoyment of art, Fruman TRU-CCU TRU-SLA TRU-GLA Effect Size music, and drama Mean Mean Mean Mean SD Mean Diff Fall 2000 1013 2.25 21414 0.97 0.08 2085 1.01 -0.16 4941 2.11 0.99 0.14 2.17 2.41 2.20 0.25 Male 361 0.98 7640 2.12 0.96 0.08 757 2.29 0.98 -0.092287 1.95 0.95 0.26 643 2.28 0.97 13392 2.20 0.97 0.08 1297 -0.21 -0.21 2565 2.25 1.01 0.03 Female 2 49 1.01 Diff F-M 0.20 0.08 0.08 0.30 Broadening your acquaintance and enjoyment of Truman TRU-CCU TRU-SLA TRU-GLA literature Mean SD Mean Mean Diff Mean SD Mean Diff Effect Size Mean SD Mean Diff Ν Fall 2000 1012 2.13 0.91 21397 2.20 0.91 -0.07 2080 2.42 0.94 4940 2.17 0.94 -0.04 Male 363 2.14 0.89 7632 2.15 0.89 -0.01 758 2.37 0.91 -0.23-0.25 2284 2.00 0.90 0.14 Female 640 2.13 13384 2.23 0.91 -0.10 1291 2.46 0.95 -0.33 -0.35 2566 2.31 -0.18 -0.19 0.92 0.95 -0.01 0.08 0.09 0.31 Seeing the importance of history for understanding Truman TRU-CCU TRU-SLA TRU-GLA the present and the past Mean SD Mean Mean Diff Effect Size SD Mean Diff Effect Size Mean SD Mean Diff Effect Size Mean Fall 2000 1015 0.91 21425 0.92 -0.22 2088 0.95 -0.26 4941 2.36 0.94 2 14 2 34 -0.20 2 39 -0.25 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 Female 643 2.08 0.91 13400 2.28 0.92 -0.20 -0.221297 2.34 0.95 -0.26 -0.272569 2.40 0.95 -0.32-0.34Diff F-M -0.17 -0.16 -0.12 0.08 TRU-CCU TRU-SLA TRU-GLA Gaining knowledge about other parts of the world Truman and other people Mean Diff Mean Diff Mean Diff Mean SD Mean Fall 2000 1013 19588 2087 0.95 4941 2.04 0.96 2.18 0.92 -0.152.24 -0.20 2.17 0.95 -0.14Male 361 2.09 0.94 6837 2.25 0.91 -0.10 -0.18 759 2.25 0.91 -0.16 2283 2.17 0.95 -0.08 2.23 -0.22 Female 643 2 02 0.97 12406 2 13 0.92 -0.1 -0.12 1297 0.97 -0.21 2568 2.17 -0.16 0.96 Diff F-M -0.07 -0.12 -0.02 0.00

Writing clearly and effectively	Г		Truman		Comprehe	nsive College	e & Univ	TRU	J-CCU	Selective I	_iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts Co	lleges	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	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			Truman		Comprehe	nsive College	e & Univ	TRU	J-CCU	Selective I	_iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts Co	lleges	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	2.62	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			Truman		Comprehe	nsive College	e & Univ		J-CCU	Selective I	_iberal Arts C	Colleges	TRU	-SLA	General Li	iberal Arts Co	lleges		-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	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	0.11.1	TDI			0.07		TOU	01.4		-0.02			01.4
Becoming aware of different philosophies, cultures,	Į.	N	Truman	CD	Comprehe	Man-	e & Univ		J-CCU	Selective I	Liberal Arts C	olleges	TRU-		General L	Meera Arts Co	nieges		-GLA
and ways of life	F=II 2002	N 1012	Mean	SD	N 24.442	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N 4044	Mean	SD	Mean Diff	Effect Size
	Fall 2000 Male	1013 361	2.50 2.45	0.88 0.82	21413 7636	2.56 2.54	0.88 0.87	-0.06 -0.09		2088 760	2.70 2.64	0.88	-0.20 -0.19	-0.23 -0.21	4941 2287	2.55 2.45	0.90 0.90	-0.05 0.00	
	Female	643	2.45	0.82	13395	2.54 2.57	0.87	-0.09 -0.04		760 1297	2.64	0.89 0.88	-0.19 -0.19	-0.21	2287 2566	2.45 2.64	0.90	-0.11	-0.12
	Diff F-M	643	0.08	0.91	13395	0.03	0.00	-0.04		1297	0.08	0.00	-0.19	-0.22	2300	0.19	0.90	-0.11	-0.12
Developing your own values and ethical standards	וווט -וווט		Truman		Comprehe	o.us	2 Univ	TRL	LCCII	Selective I	iberal Arts (	Collogos	TRU	QI A	General L	iheral Arts Co	llogos	TDII	-GLA
Developing your own values and ethical standards	L	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N Selleral L	Mean	SD	Mean Diff	Effect Size
	Fall 2000	1013	2.74	0.90	21406	2.82	0.91	-0.08	Ellect Size	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	-0.13
	Female	643	2.79	0.89	13395	2.87	0.90	-0.08		1299	3.02	0.87	-0.23	-0.15	2565	3.00	0.88	-0.21	-0.24
	Diff F-M	0.0	0.14	0.00	.0000	0.14	0.00	0.00		.200	0.20	0.07	0.20	0.20	2000	0.25	0.00	U.2.	0.2.
Understanding yourselfyour abilities, interests,	F		Truman		Comprehe	nsive College	e & Univ	TRU	J-CCU	Selective I	iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts Co	lleaes	TRU	-GLA
and personality		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<u>F</u>	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			Truman		Comprehe	nsive College	e & Univ	TRU	J-CCU	Selective I	_iberal Arts C	Colleges	TRU	-SLA	General Li	iberal Arts Co	lleges	TRU-	-GLA
along with different kinds of people		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	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	L		Truman		Comprehe	nsive College	e & Univ		J-CCU	Selective I	_iberal Arts C	Colleges		-SLA	General L	iberal Arts Co	lleges		-GLA
	F # 0000	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N aa <del>a</del> a	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
	Fall 2000 Male	1011 359	2.69	0.89 0.86	21353 7618	2.88 2.81	0.89 0.89	<b>-0.19</b> -0.12	-0.21	2079 758	2.87	0.88	<b>-0.18</b> -0.10	-0.20	4930 2281	3.02 2.97	0.86	-0.33	-0.38
	Female	643	2.69 2.69	0.86	13362	2.81	0.89	-0.12	-0.27	1292	2.79 2.92	0.86 0.89	-0.10 - <b>0.23</b>	-0.26	2562	3.07	0.86 0.86	-0.28 -0.38	-0.33 -0.44
	Diff F-M	643	0.00	0.90	13302	0.12	0.00	-0.24	-0.27	1292	0.13	0.69	-0.23	-0.26	2302	0.10	0.00	-0.38	-0.44
Developing good health habits and physical	וווט -וווט		Truman		Comprehe	neivo College	2 Univ	TDI	J-CCU	Selective I	iberal Arts C	Collogos	TRU	QI A	General L	iboral Arts Co	llogos	TDII	-GLA
fitness	L	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
nuiess	Fall 2000	1012	2.49	0.99	21359	2.57	1.00	-0.08	Lifect Size	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	-0.12	2279	2.63	0.99	-0.08	-0.12
	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	50		3	3_	-0.08	2.30			<b>-</b>	-0.04			
Understanding the nature of science and			Truman		Comprehe		e & Univ	TRU	J-CCU	Selective I	iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts Co	lleges	TRU	-GLA
experimentation		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	2.17	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			Truman		Comprehe	nsive College	e & Univ		J-CCU	Selective I	_iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts Co	lleges	TRU	-GLA
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	L		Truman			nsive College			-CCU		iberal Arts C	5 - 5	TRU-			beral Arts Co	5		-GLA
in science and technology		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		Comprehe	nsive College	& Univ	TRU	-CCU	Selective L	iberal Arts C	olleges	TRU-	SLA	General Li	beral Arts Co	- 5	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 thinkingUnderstanding probabilities,			Truman		Comprehe	nsive College	& Univ	TRU	-CCU	Selective L	iberal Arts C	olleges	TRU-	SLA	General Li	beral Arts Co	lleges	TRU	-GLA
proportions, etc.	_	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
	Female Diff F-M	644	2.19 -0.24	0.93	13364	2.36 -0.16	0.93			1295	2.30 -0.16	0.96			2560	2.42 -0.19	0.95	-0.23	-0.24
Ability to put ideas together, to see relationships,				0.93					-0.18 -CCU				-0.11 TRU-	SLA				<b>-0.23</b>	
Ability to put ideas together, to see relationships, similarities, and differences between ideas			-0.24	0.93 SD		-0.16					-0.16			SLA Effect Size		-0.19			
			-0.24 Truman		Comprehe	-0.16 nsive College	& Univ	TRU	-CCU	Selective L	-0.16 iberal Arts C	olleges	TRU-	-	General Li	-0.19 beral Arts Co	lleges	TRU	-GLA
	Diff F-M	N	-0.24 Truman Mean	SD	Comprehe	-0.16 nsive College Mean	& Univ	TRU Mean Diff	-CCU Effect Size	Selective L	-0.16 iberal Arts C Mean	olleges SD	TRU-	Effect Size	General Lil	-0.19 beral Arts Co Mean	lleges SD	TRU Mean Diff	-GLA Effect Size
	Diff F-M Fall 2000 Male Female	N 1012	-0.24 Truman Mean 2.71 2.68 2.74	SD 0.84	Comprehe N 21329	-0.16  nsive College  Mean 2.83 2.78 2.85	& Univ SD 0.82	TRL Mean Diff -0.12	-CCU Effect Size	Selective L N 2079	-0.16 iberal Arts C Mean 2.87 2.77 2.93	olleges SD 0.82	TRU- Mean Diff -0.16	Effect Size	General Lil N 4931	-0.19 beral Arts Co Mean 2.90 2.84 2.95	lleges SD 0.82	TRU Mean Diff -0.19	-GLA Effect Size -0.23
	Diff F-M Fall 2000 Male	N 1012 361	-0.24 Truman Mean 2.71 2.68	SD 0.84 0.83	Comprehe N 21329 7606	-0.16  nsive College  Mean 2.83 2.78	& Univ SD 0.82 0.82	TRU Mean Diff -0.12 -0.10 -0.11	-CCU Effect Size -0.15	N 2079 754 1295	-0.16 iberal Arts C Mean 2.87 2.77 2.93 0.16	olleges SD 0.82 0.83 0.81	TRU- Mean Diff -0.16 -0.09 -0.19	Effect Size -0.20 -0.23	General Lil N 4931 2279	-0.19 beral Arts Co Mean 2.90 2.84	SD 0.82 0.83	TRU Mean Diff -0.19 -0.16	-GLA Effect Size -0.23 -0.19
	Diff F-M Fall 2000 Male Female	N 1012 361 642	-0.24 Truman Mean 2.71 2.68 2.74	SD 0.84 0.83	Comprehen N 21329 7606 13349	-0.16  nsive College  Mean 2.83 2.78 2.85	& Univ SD 0.82 0.82 0.82	TRU Mean Diff -0.12 -0.10 -0.11	-CCU Effect Size -0.15	N 2079 754 1295	-0.16 iberal Arts C Mean 2.87 2.77 2.93	olleges SD 0.82 0.83 0.81	TRU- Mean Diff -0.16 -0.09	Effect Size -0.20 -0.23	General Lil N 4931 2279 2564	-0.19 beral Arts Co Mean 2.90 2.84 2.95	SD 0.82 0.83 0.81	TRU Mean Diff -0.19 -0.16 -0.21	-GLA Effect Size -0.23 -0.19
similarities, and differences between ideas	Diff F-M Fall 2000 Male Female	N 1012 361 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06	SD 0.84 0.83	Comprehen N 21329 7606 13349	-0.16 nsive College Mean 2.83 2.78 2.85 0.07	& Univ SD 0.82 0.82 0.82	TRU Mean Diff -0.12 -0.10 -0.11	-CCU Effect Size -0.15	N 2079 754 1295	-0.16 iberal Arts C Mean 2.87 2.77 2.93 0.16	olleges SD 0.82 0.83 0.81	TRU- Mean Diff -0.16 -0.09 -0.19	Effect Size -0.20 -0.23	General Lil N 4931 2279 2564	-0.19 beral Arts Co Mean 2.90 2.84 2.95 0.11	SD 0.82 0.83	TRU Mean Diff -0.19 -0.16 -0.21	-GLA Effect Size -0.23 -0.19 -0.26
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Diff F-M Fall 2000 Male Female	N 1012 361 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman	SD 0.84 0.83 0.84	Comprehe N 21329 7606 13349	-0.16 nsive College Mean 2.83 2.78 2.85 0.07 nsive College	& Univ SD 0.82 0.82 0.82	TRU Mean Diff -0.12 -0.10 -0.11	-CCU Effect Size -0.15 -0.13	N 2079 754 1295	-0.16  iberal Arts C  Mean 2.87 2.77 2.93 0.16  iberal Arts C	SD 0.82 0.83 0.81 olleges	TRU- Mean Diff -0.16 -0.09 -0.19	Effect Size -0.20 -0.23	General Li N 4931 2279 2564 General Li	-0.19 beral Arts Co Mean 2.90 2.84 2.95 0.11 beral Arts Co	SD 0.82 0.83 0.81	TRU Mean Diff -0.19 -0.16 -0.21	-GLA Effect Size -0.23 -0.19 -0.26
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M	N 1012 361 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean	SD 0.84 0.83 0.84	Comprehent N 21329 7606 13349 Comprehent N	-0.16  nsive College  Mean 2.83 2.78 2.85 0.07  nsive College  Mean	& Univ SD 0.82 0.82 0.82	Mean Diff -0.12 -0.10 -0.11  TRU Mean Diff	-CCU Effect Size -0.15 -0.13	N 2079 754 1295 Selective L	-0.16  iberal Arts C  Mean 2.87 2.77 2.93 0.16  iberal Arts C  Mean	SD 0.82 0.83 0.81 Olleges	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff	-0.20 -0.23 SLA	General Lil N 4931 2279 2564 General Lil N	-0.19 beral Arts Co Mean 2.90 2.84 2.95 0.11 beral Arts Co Mean	SD 0.82 0.83 0.81	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff	-GLA Effect Size -0.23 -0.19 -0.26
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M	N 1012 361 642 N 1013	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87	SD 0.84 0.83 0.84 SD 0.82	Comprehe N 21329 7606 13349 Comprehe N 21348	-0.16  Mean 2.83 2.78 2.85 0.07  msive College Mean 2.98	& Univ SD 0.82 0.82 0.82 \$ Univ SD 0.82	TRU Mean Diff -0.12 -0.10 -0.11  TRU Mean Diff -0.11	-CCU Effect Size -0.15 -0.13 -CCU Effect Size	Selective L N 2079 754 1295 Selective L N 2081	-0.16  iberal Arts C  Mean 2.87 2.77 2.93 0.16  iberal Arts C  Mean 2.99	olleges SD 0.82 0.83 0.81 olleges SD 0.82	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12	-0.20 -0.23 SLA	General Lii N 4931 2279 2564 General Lii N 4932	-0.19 beral Arts Co Mean 2.90 2.84 2.95 0.11 beral Arts Co Mean 3.02	SD 0.82 0.83 0.81	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M	N 1012 361 642 N 1013 362	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78	SD 0.84 0.83 0.84 SD 0.82 0.81	Comprehei N 21329 7606 13349 Comprehei N 21348 7611	-0.16  Mean 2.83 2.78 2.85 0.07  nsive College  Mean 2.98 2.98 2.90	& Univ SD 0.82 0.82 0.82 \$ Univ SD 0.82 0.83	TRL Mean Diff -0.12 -0.10 -0.11 TRL Mean Diff -0.11 -0.12	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14	Selective L N 2079 754 1295  Selective L N 2081 756	-0.16  iberal Arts C  Mean 2.87 2.77 2.93 0.16 iberal Arts C  Mean 2.99 2.83	olleges SD 0.82 0.83 0.81 olleges SD 0.82 0.83	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12 -0.05	-0.23 SLA -0.15	General Lii N 4931 2279 2564  General Lii N 4932 2282	-0.19 beral Arts Co Mean 2.90 2.84 2.95 0.11 beral Arts Co Mean 3.02 2.93	SD 0.81 0.83	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.15	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19 -0.19
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M	N 1012 361 642 N 1013 362 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78 2.93	SD 0.84 0.83 0.84 SD 0.82 0.81	Compreher N 21329 7606 13349 Compreher N 21348 7611 13362	-0.16  Mean 2.83 2.78 2.85 0.07  nsive College  Mean 2.98 2.90 3.03	& Univ SD 0.82 0.82 0.82  8 Univ SD 0.82 0.83 0.81	TRU Mean Diff -0.12 -0.10 -0.11  TRU Mean Diff -0.11 -0.12 -0.10	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14	Selective L N 2079 754 1295  Selective L N 2081 756 1295	-0.16  iberal Arts C  Mean 2.87 2.77 2.93 0.16  iberal Arts C  Mean 2.99 2.83 3.09	SD 0.82 0.83 0.81 SD 0.82 0.83 0.81 SD 0.82 0.83 0.80	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12 -0.05	-0.23 SLA -0.20 -0.23	General Lii N 4931 2279 2564  General Lii N 4932 2282 2563	-0.19 beral Arts Co Mean 2.90 2.84 2.95 0.11 beral Arts Co Mean 3.02 2.93 3.10	SD 0.82 0.83 0.81 lleges SD 0.81 0.83 0.79	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.17	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19 -0.19
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M	N 1012 361 642 N 1013 362 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78 2.93 0.15	SD 0.84 0.83 0.84 SD 0.82 0.81 0.82	Comprehei N 21329 7606 13349  Comprehei N 21348 7611 13362  Comprehei N	-0.16 nsive College Mean 2.83 2.78 2.85 0.07 nsive College Mean 2.98 2.90 3.03 0.13	& Univ SD 0.82 0.82 0.82  8 Univ SD 0.82 0.83 0.81	TRU Mean Diff -0.12 -0.10 -0.11  TRU Mean Diff -0.11 -0.12 -0.10	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14 -0.12	Selective L N 2079 754 1295  Selective L N 2081 756 1295	-0.16 iberal Arts C Mean 2.87 2.77 2.93 0.16 iberal Arts C Mean 2.99 2.83 3.09 0.26 iberal Arts C Mean	SD	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12 -0.05 -0.16	-0.23 SLA -0.20 -0.23	General Lii N 4931 2279 2564  General Lii N 4932 2282 2563	-0.19 beral Arts Co Mean	SD 0.81 0.83	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.17	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19 -0.18 -0.22
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M	N 1012 361 642 N 1013 362 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78 2.93 0.15 Truman Mean 2.92	SD 0.84 0.83 0.84 SD 0.82 0.81 0.82	Compreher N 21329 7606 13349 Compreher N 21348 7611 13362 Compreher Compreher N 21348 7611 13362	-0.16 nsive College Mean	& Univ SD 0.82 0.82 0.82  & Univ SD 0.82 0.83 0.81	TRL Mean Diff -0.12 -0.10 -0.11  TRL Mean Diff -0.11 -0.12 -0.10	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14 -0.12	Selective L N 2079 754 1295  Selective L N 2081 756 1295  Selective L	-0.16  iberal Arts C  Mean 2.87 2.77 2.93 0.16  iberal Arts C  Mean 2.99 2.83 3.09 0.26  iberal Arts C	SD 0.82 0.83 0.81 SD 0.82 0.83 0.80 0.80 olleges	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12 -0.05 -0.16	Effect Size -0.20 -0.23 SLA -0.15 -0.20	General Lii N 4931 2279 2564  General Lii N 4932 2282 2563  General Lii	-0.19 beral Arts Co Mean	SD 0.82 0.83 0.81 lleges SD 0.81 0.83 0.79	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.15 -0.17	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19 -0.18 -0.22
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M  Fall 2000 Male Female Diff F-M	N 1012 361 642 N 1013 362 642	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78 2.93 0.15 Truman Mean 2.87 2.80	SD 0.84 0.83 0.84 SD 0.82 0.81 0.82	Compreher N 21329 7606 13349 Compreher N 21348 7611 13362 Compreher N 21353 7612	-0.16 nsive College Mean 2.83 2.78 2.85 0.07 nsive College Mean 2.98 2.90 3.03 0.13 nsive College Mean	& Univ SD 0.82 0.82 0.82 0.82 0.82 0.82 0.83 0.81 & Univ SD 0.82 0.83 0.81	TRL Mean Diff -0.12 -0.10 -0.11  TRL Mean Diff -0.11 -0.12 -0.10  TRU Mean Diff	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14 -0.12	Selective L N 2079 754 1295  Selective L N 2081 756 1295  Selective L N	-0.16 iberal Arts C Mean 2.87 2.77 2.93 0.16 iberal Arts C Mean 2.99 2.83 3.09 0.26 iberal Arts C Mean	SD	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12 -0.05 -0.16  TRU- Mean Diff	Effect Size -0.20 -0.23 SLA -0.15 -0.20	General Lii N 4931 2279 2564  General Lii N 4932 2282 2563  General Lii N	-0.19 beral Arts Co Mean		TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.15 -0.17  TRU Mean Diff	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19 -0.18 -0.22 -GLA Effect Size
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M Fall 2000 Male Female Diff F-M Fall 2000 Fall 2000	N 1012 361 642 N 1013 362 642 N 1010	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78 2.93 0.15 Truman Mean 2.92 2.80 3.00	SD 0.84 0.83 0.84 SD 0.82 0.81 0.82 SD 0.87	Comprehei N 21329 7606 13349 Comprehei N 21348 7611 13362 Comprehei N 21353	-0.16 nsive College Mean	& Univ SD 0.82 0.82 0.82 0.82	TRL Mean Diff -0.12 -0.10 -0.11  TRL Mean Diff -0.11 -0.12 -0.10  TRL Mean Diff -0.06	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14 -0.12	N   2079   754   1295	-0.16 iberal Arts C Mean	SD	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.05 -0.16  TRU- Mean Diff -0.09	Effect Size -0.20 -0.23 SLA -0.15 -0.20	General Lii N 4931 2279 2564 General Lii N 4932 2282 2563 General Lii N 4929	-0.19 beral Arts Co Mean	leges	TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.15 -0.17  TRU Mean Diff -0.11	-GLA Effect Size -0.23 -0.19 -0.26 -GLA -0.19 -0.18 -0.22 -GLA Effect Size
similarities, and differences between ideas  Ability to learn on your own, pursue ideas, and find information you need	Fall 2000 Male Female Diff F-M  Fall 2000 Male Female Diff F-M  Fall 2000 Male Female Diff F-M  Fall 2000 Male	N 1012 361 642 N 1013 362 642 N 1010 359	-0.24 Truman Mean 2.71 2.68 2.74 0.06 Truman Mean 2.87 2.78 2.93 0.15 Truman Mean 2.87 2.80	SD 0.84 0.83 0.84 SD 0.82 0.81 0.82 SD 0.87 0.85	Compreher N 21329 7606 13349 Compreher N 21348 7611 13362 Compreher N 21353 7612	-0.16 nsive College Mean	8. Univ SD 0.82 0.82 0.82 0.82 8. Univ SD 0.83 0.83 0.81 8. Univ SD 0.85 0.85	TRU Mean Diff -0.12 -0.10 -0.11  TRU Mean Diff -0.11 -0.12 -0.10  TRU Mean Diff -0.10  TRU Mean Diff -0.06 -0.09	-CCU Effect Size -0.15 -0.13 -CCU Effect Size -0.14 -0.12	N   2079   754   1295     Selective L   N   2081   756   1295     Selective L   N   2081   756   1295     N   2077   754   1295   129	-0.16 iberal Arts C Mean	SD   Olleges   Olle	TRU- Mean Diff -0.16 -0.09 -0.19  TRU- Mean Diff -0.12 -0.05 -0.16  TRU- Mean Diff -0.09 -0.09	Effect Size -0.20 -0.23 SLA -0.15 -0.20	General Lii N 4931 2279 2564  General Lii N 4932 2282 2563  General Lii N 4929 2278	-0.19 beral Arts Co Mean		TRU Mean Diff -0.19 -0.16 -0.21  TRU Mean Diff -0.15 -0.15 -0.17  TRU Mean Diff -0.11 -0.16	-GLA

#### **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

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])

	i	Bold = Sig						per 1997 CSE	(Q manual)	mpanicon on	oup		Large = Grea	iter than 0.8 (bo	old [Truman	positive] or	bold italic	: [Truman nega	tive])
Number of textbooks/	Ī		Truman		Comprehe	nsive Colle	ege & Univ	TRI	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General I	Liberal Arts	Colleges	TF	RU-GLA
assigned books read	-	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			Truman		Comprehe	nsive Colle	ege & Univ	TRI	J-CCU	Selective	Liberal Arts	Colleges		J-SLA	General I	Liberal Arts	Colleges	TF	RU-GLA
read		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	L		Truman		Comprehe	nsive Colle	5		J-CCU		Liberal Arts			J-SLA		Liberal Arts			RU-GLA
books read		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	L		Truman		Comprehe	nsive Colle	J		J-CCU		Liberal Arts			J-SLA	General I	Liberal Arts			RU-GLA
written		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	Į.		Truman		Comprehe		ege & Univ		J-CCU		Liberal Arts			J-SLA	General I	Liberal Arts			RU-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 (<u>Truman Means</u> 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		Comprehe	ensive Colle	ge & Univ	TRU	I-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRI	U-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			Truman		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	_iberal Arts	Colleges	TRI	U-GLA
again	-	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			Truman		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General	Liberal Arts	Colleges	TF	RU-GLA
Satisfaction Index	-	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 <sub>-</sub> 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, Ocassionally = 2, Never = 1

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

**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		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TR	U-GLA
Library Eversiones	N 1007	Mean	SD	N 24204	Mean	SD	Mean Diff	Effect Size	N	Mean	SD 4.50	Mean Diff	Effect Size	N 4000	Mean	SD 4.58	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		Comprehe	ensive Collec	ne & Univ	TRL	J-CCU	Selective	Liberal Arts	Colleges	TRU	I-SLA	General L	iberal Arts	Colleges	TRL	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff		N	Mean	SD		Effect Size	N	Mean	SD		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	

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

		Truman		Comprehe	ensive Colle	ge & Univ	TRU-0	CCU	Selective	Liberal Arts	Colleges	TRU-SLA	General I	_iberal Arts	Colleges	TRU-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff E	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		Compreh	ensive Coll	ege & Univ	TRL	J-CCU	Selective	Liberal Arts	Colleges	TRU-SLA	General	Liberal Arts	Colleges	TRU-GLA	i
	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	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	
nersonnel and offices																	

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

		Truman		Comprehe	nsive Colleg	e & Univ	TRU	J-CCU	Selective I	_iberal Arts (	Colleges	TRU-SLA	General L	iberal Arts Co	lleges	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

 $\label{eq:effect} \mbox{Effect Size = Indicator of "practical significance" of the magnitude of the difference between means $$\operatorname{Small} = 0.2$ to 0.5$ (regular font, no shading)$$ 

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		Comprehe	nsive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General I	Liberal Arts C	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 yourselfyour 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		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal Arts C	olleges	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 thinkingUnderstanding 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	TRI	J-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		Compreher	nsive Colleg	e & Univ	TRU	J-CCU	Selective I	Liberal Arts	Colleges	TRU-SLA	General L	iberal Arts C	olleges	TRU	J-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		Comprehe	ensive Colle	ge & Univ	TRU-0	CCU	Selective	Liberal Arts	Colleges	TRU-SLA	General	Liberal Arts	Colleges	TRU	l-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	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	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	
Satisfaction Index																	

# 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	1	Effect Size					
<u> </u>	CCU	SLA	GLA				
None							
Good Practice Index	1	Effect Size					
	CCU	SLA	GLA				
None							
Factors	1	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,	Male	Moderate Positive			
Scholarly, and Intellectual Qualities	Female	Moderate Positive			
Emphasis on Being Critical,					
Evaluative, and Analytical	Female	Moderate Positive			
Gain Scales	Gender		Effect Size		
Gaiii Scales	Gender	CCU	SLA	GLA	
		CCU	JLA	GLA	
Vocational training, acquiring knowledge & skills					
applicable to a specific job or type of work	Female	Moderate Negative		Large Negative	
rrr		gam.c		gg	
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

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

Significant Differences per 1997 CSEQ Manual

Activity Scales Truman Gender Means differ by 2.0 or more	Mean Difference
Personal Experiences	2.08
Environment Scales Truman Gender Means differ by 1.0 or more	Mean Difference
None	
Gain Scales Truman Gender Means differ by 0.30 or more	Mean Difference
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	-0.30
Reading, Writing, and Satisfaction Q.'s  Truman Gender Means differ by 0.20 or more	Mean Difference
Number of textbooks/assigned books read	0.24
Good Practice Index Truman Gender Means differ by 2.0 or more	Mean Difference
3. Peer Cooperation/ Cooperation Among Students	2.26
Factors	Mean Difference
Quality of Effort Scales Social Factor*	2.60

## 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 Positive = Truman mean greater Brewer N = 3
Moderate = 0.5 to 0.8 Negative = Hall mean greater Grim N = 13

Large = Greater than 0.8 (No Medium or Large Effect Sizes for Blanton-Nason, Centennial, Dobson, Missouri, Ryle, or Campbell-Fair-Randolph Apartments)

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					

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 yourselfyour abilities, interests, and personality	Large Positive				
Ability to think analytically and logically	Moderate Positive				
Quantitative thinkingUnderstanding probabilities, proportions, etc.	Moderate Negative				

#### Selected Hall/College

Reading, Writing, and Satisfaction Q.'s	Effect Size				
	Brewer	Grim			
Overall opinion of college/Satisfaction Index		Large Negative			
Good Practice Index	Effect Size				
	Brewer	Grim			
1. Faculty-Student Interaction Index	Large Negative	-			
3. Cooperation Among Students Index	Moderate Negative				
Factors	Effect	Size			
	Brewer	Grim			

None

### **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 0.5Moderate = 0.5 to 0.8Large = 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

**Effect Size Gain Scales** 

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	ī						
,		N	Col %	N	Col %	_						
I am a member of a student organization	Total Male	591 189	61% 55%	376 153	39% 45%							
	Female	402	64%	223	36%	-						
I belong to a fraternity or sorority on campus	Total	211	YES 22%	755	78%	L						
	Male	88	26%	254	74%							
	Female	123	20% YES	501	80% NO	<b>-</b>						
I took a Freshmen Week/Extended Freshmen Course	Total	534	55%	430	45%	•						
in my major	Male Female	191 343	56% 55%	151 279	44% 45%							
	remaie		YES	273	NO 4570	I						
I took a Freshmen Week/Extended Freshmen Course in the LSP	Total Male	548 200	57% 59%	413 140	43% 41%	_						
III the LSP	Female	348	56%	273	44%							
	T . 1		YES	700	NO ZEO/							
I took a residential college section offered through my residence hall	Total Male	238 85	25% 25%	728 257	75% 75%							
•	Female	153	25%	471	75%							
Scale: Very much = A, Quite a bit = B, Some = C	. Verv Little = D			Bold = Significar	nt (Frequency is equ	al to or greater tha	n 50%)	Bold Italic = Sig	nificant (Frequency	is equal to or less that	n 20%)	
2, 20m3	, ,				(,)	g	,		, , , , , , , , , , , , , , , , , , , ,			
		Ver N	y Much Col %	Qui	te a bit Col %	N Sc	Col %	Ver N	/ Little Col %	Very Much	Quite a bit	
My Extended Freshmen Course helped me	Total	190	20%	341	36%	317	33%	97	10%	56	%	
understand the level of academic work expected of Truman Students	Male Female	58 132	17% 21%	113 228	34% 37%	123 194	37% 32%	39 58	12% 9%	51 58		
Truman Students	i emale		y Much	Qui	te a bit	194 Sc	ome	Ver	/ Little		Quite a bit	
My Extended Freshmen Course helped me learn the study and time management skills needed to	Total	128 38	13%	276 93	29% 28%	391	41% 44%	153 54	16% 16%	42 39		<del>_</del>
study and time management skills needed to succeed at Truman	Male Female	90	11% 15%	183	30%	149 242	39%	99	16%	45		
		Ver	y Much		te a bit	Sc	me	Ver	/ Little		Quite a bit	
My Extended Freshmen Course helped me develop a	Total Male	222 63	23% 19%	320 104	34% 31%	297 117	31% 35%	111 51	12% 15%	<b>57</b>		
sense of belonging in the Truman Community	Female	159	26%	216	35%	180	29%	60	10%	61		_
	Total	Ver 97	y Much 10%	233	te a bit	367	39%	246	/ Little 26%	Very Much		
My Extended Freshmen Course helped me develop	Male	27	8%	74	22%	128	38%	103	31%	30	%	
my writing, speaking, and thinking skills	Female	70 Voi	11% y Much	159 Qui	26%	239	39%	143	23%	Vory Much	% • Quite a bit	_
My Extended Freshmen Course helped me	Total	107	11%	304	32%	349	37%	185	19%	43	%	
understand and appreciate the meaning of a liberal arts education	Male Female	31 76	9% 12%	107 197	32% 32%	121 228	36% 37%	74 111	22% 18%	41 44		
	romaio	Ver	y Much	Qui	te a bit	So	me	Ver	/ Little	Very Much	Quite a bit	
To what degree did you find your major courses this semester challenging	Total Male	218 81	24% 25%	346 116	38% 35%	217 78	24% 24%	129 51	14% 16%	62 60		
semester challenging	Female	137	23%	230	39%	139	24%	78	13%	62		<u></u>
To what down a did you find your LOD assures this	Total	181	y Much 19%	Qui 407	te a bit	299	31%	Very 65	/ Little 7%	Very Much		
To what degree did you find your LSP courses this semester challenging	Male	52	16%	127	38%	299 122	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 disag	ee = E		Bold = Significan	t (Frequency is equ	al to or greater than	n 50%)	Bold Italic = Sign	ificant (Frequency is	equal to or less tha	an 20%)
		04						D:-	agree	Otro	Discours	Character Assess & Assess
		N	gly Agree Col %	N A	gree Col %	N N	Col %	N N	Col %	Strongly N	Col %	Strongly Agree + Agree Col %
I am generally happy with living in residential	Total	270	29%	453	48%	134	14%	58	6%	29	3%	77%
housing	Male Female	78 192	24% 31%	171 282	52% 46%	41 93	12% 15%	25 33	8% 5%	15 14	5% 2%	76% 77%
			gly Agree	A	aree	Ne	utral	Dis	agree	Strongly	Disagree	Strongly Agree + Agree
Living in a residence hall has helped me develop new and supportive friendships					9		ati ai	2.0	-9	<u> </u>		79%
	Total Male	355	38%	384 145	41% 44%	139 63	15% 19%	51 21	5% 6%	14 5	1%	
	Total Male Female	355 95 260	38% 29% 42%	384 145 239	41% 44% 39%	139 63 76	15% 19% 12%	21 30	6% 5%	5 9	1% 2% 1%	73% 81%
Living in a residence hall has supported my shility to	Male Female	355 95 260 <b>Stron</b>	38% 29% 42% gly Agree	145 239	44% 39% gree	63 76 <b>Ne</b>	19% 12% utral	21 30 Dis	6% 5% agree	5 9 Strongly	1% 2% 1% Disagree	73% 81% Strongly Agree + Agree
Living in a residence hall has supported my ability to be successful at Truman	Male Female Total Male	355 95 260 <b>Stron</b> 159 44	38% 29% 42% <b>gly Agree</b> 17% 13%	145 239 <b>A</b> 321 109	44% 39% gree 34% 33%	63 76 Ne 345 129	19% 12% utral 37% 39%	21 30 Dis 88 35	6% 5% agree 9% 11%	5 9 <b>Strongly</b> 30 13	1% 2% 1% Disagree 3% 4%	73% 81% Strongly Agree + Agree 51% 46%
	Male Female Total	355 95 260 <b>Stron</b> 159 44 115	38% 29% 42% <b>gly Agree</b> 17% 13% 19%	145 239 A 321 109 212	44% 39% gree 34% 33% 35%	63 76 Ne 345	19% 12% utral	21 30 <b>Dis</b> 88 35 53	6% 5% agree 9% 11% 9%	5 9 Strongly 30 13 17	1% 2% 1% <b>Disagree</b> 3% 4% 3%	73% 81% Strongly Agree + Agree 51% 46% 54%
	Male Female Total Male	355 95 260 <b>Stron</b> 159 44 115 <b>Stron</b>	38% 29% 42% <b>gly Agree</b> 17% 13%	145 239 A 321 109 212	44% 39% gree 34% 33%	63 76 Ne 345 129 216 Ne 363	19% 12% utral 37% 39% 35% utral 38%	21 30 Dis 88 35 53 Dis	6% 5% agree 9% 11% 9%	5 9 <b>Strongly</b> 30 13	1% 2% 1% <b>Disagree</b> 3% 4% 3%	73% 81% Strongly Agree + Agree 51% 46% 549% Strongly Agree + Agree 42%
be successful at Truman	Male Female Total Male Female Total Male	355 95 260 Stron 159 44 115 Stron 114 33	38% 29% 42% <b>gly Agree</b> 17% 13% 19% <b>gly Agree</b> 12% 10%	145 239 321 109 212 A 283 101	44% 39% gree 34% 33% 35% gree 30% 31%	63 76 Ne 345 129 216 Ne 363 125	19% 12% utral 37% 39% 35% utral 38% 38%	21 30 <b>Dis</b> 88 35 53 <b>Dis</b> 147 55	6% 5% agree 9% 11% 9% agree 16% 17%	5 9 Strongly 30 13 17 Strongly 37 16	1% 2% 1% Disagree 3% 4% 3% Disagree 4% 5%	73% 81% 81% Strongly Agree + Agree 51% 46% 54% Strongly Agree + Agree 42% 41%
be successful at Truman  Living in a residence hall has helped me to grow	Male Female Total Male Female	355 95 260 Stron 159 44 115 Stron 114 33 81	38% 29% 42% gly Agree 17% 13% 19% gly Agree 12% 10% 13%	145 239 A 321 109 212 A 283 101 182	44% 39% gree 34% 33% 35% gree 30%	63 76 Ne 345 129 216 Ne 363	19% 12% utral 37% 39% 35% utral 38%	21 30 <b>Dis</b> 88 35 53 <b>Dis</b> 147 55 92	6% 5% agree 9% 11% 9% agree	5 9 Strongly 30 13 17 Strongly 37 16 21	1% 2% 1% Disagree 3% 4% 3% Disagree 4% 5% 3%	73% 81% Strongly Agree + Agree 51% 46% 54% Strongly Agree + Agree 42% 41% 43%
be successful at Truman  Living in a residence hall has helped me to grow intellectually  Living in a residence hall has helped me to grow	Male Female  Total Male Female  Total Male Female  Total Male Female	355 95 260 Stron 159 44 115 Stron 114 33 81 Stron 242	38% 29% 42% gly Agree 17% 13% 19% gly Agree 12% 10% 13% gly Agree	145 239 321 109 212 A 283 101 182 A 429	44% 39% 39% 34% 33% 35% gree 30% 31% 30% gree 46%	63 76 Ne 345 129 216 Ne 363 125 238 Ne 191	19% 12% 12% 37% 39% 35% utral 38% 38% 39%	21 30 Dis 88 35 53 Dis 147 55 92 Dis 61	6% 5% agree 9% 11% 9% agree 16% 15% agree 6%	5 9 Strongly 30 13 17 Strongly 37 16 21 Strongly 18	1% 2% 1% Disagree 3% 4% 3% Disagree 4% 5% 3% Disagree 2%	73% 81% Strongly Agree + Agree 51% 46% 54% Strongly Agree + Agree 42% 41% 43% Strongly Agree + Agree 72%
be successful at Truman  Living in a residence hall has helped me to grow intellectually	Male Female Total Male Female Total Male Female	355 95 260 Stron 159 44 115 Stron 114 33 81	38% 29% 42% gly Agree 17% 13% 19% gly Agree 12% 10% 13% gly Agree	145 239 321 109 212 A 283 101 182	44% 39% gree 34% 33% 35% gree 30% 31% 30% gree	63 76 Ne 345 129 216 Ne 363 125 238	19% 12% 12% 37% 39% 35% utral 38% 38% 39%	21 30 Dis 88 35 53 Dis 147 55 92	6% 5% agree 9% 11% 9% agree 16% 17% 15% agree	5 9 9 Strongly 30 13 17 Strongly 37 16 21 Strongly	1% 2% 1% Disagree 3% 4% 3% Disagree 4% 5% 3% Disagree	73% 81% Strongly Agree + Agree 51% 46% 54% Strongly Agree + Agree 42% 41% 43% Strongly Agree + Agree
be successful at Truman  Living in a residence hall has helped me to grow intellectually  Living in a residence hall has helped me to grow personally	Male Female  Total Male Female  Total Male Female  Total Male Female  Total Male Female	355 95 95 260 Stron 159 44 115 Stron 242 61 181 Stron Stron Stron 25 181 Stron 25 181 Stron Stro	38% 29% 42% 42% gly Agree 17% 13% 19% 19% 19% 19% 10% 13% 13% 13% 13% 13% 13% 13% 13% 13% 13	145 239 A 321 109 212 A 283 101 182 A 429 158 271 A A	44% 39% gree 34% 33% 35% gree 30% 31% 30% gree 46% 48% 44%	63 76 Ne 345 129 216 Ne 363 1225 238 Ne 191 75 116 Ne	19% 12% utral 37% 39% 35% utral 38% 38% 38% 39% utral 20% 23% 19%	21 30 Dis 88 35 53 Dis 147 55 92 Dis 61 24 37	6% 5%  agree 9% 11% 9% agree 16% 17% 15% agree 6% 7% 6% 6% agree	5 9 Strongly 30 13 17 Strongly 37 16 21 Strongly 18 12 6 6 Strongly 5 Strongly 18 12 5 Strongly 18 12 6 Stro	1% 2% 1% 1% Disagree 3% 4% 3% 5% 5% 5% 3% Disagree 2% 4% 11% Disagree 2% 4% 10% Disagree 2% 4% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5% 5%	73% 81% Strongly Agree + Agree 51% 46% 54% Strongly Agree + Agree 42% 41% 43% Strongly Agree + Agree 72% 66% 74% Strongly Agree + Agree
be successful at Truman  Living in a residence hall has helped me to grow intellectually  Living in a residence hall has helped me to grow	Male Female  Total Male Female  Total Male Female  Total Model Total Model Total Model	355 95 260 Stron 159 44 115 Stron 114 33 81 Stron 242 61 181	38% 29% 42% gly Agree 17% 13% 19% gly Agree 10% 13% gly Agree 26% 18% 30%	145 239 A 321 109 212 A 283 101 182 429 158 271	44% 39%  gree 34% 33% 35% gree 30% 31% 30% 31% 46% 48% 48% 44%	63 76 Ne 345 129 216 No 363 125 238 No 191 75	19% 12% 12% 37% 39% 35% utral 38% 38% 39% utral 20% 23%	21 30 <b>Dis</b> 88 35 53 <b>Dis</b> 147 55 92 <b>Dis</b>	6% 5% agree 9% 11% 9% agree 16% 17% 15% agree 6% 7%	5 9 Strongly 30 13 17 Strongly 37 16 21 Strongly 18 12 6	1% 2% 1% 1% 1% Disagree 3% 4% 5% 5% 3% Disagree 4% 5% 4% 5% 4% 1%	73% 81% Strongly Agree + Agree 51% 46% 54% Strongly Agree + Agree 42% 41% 43% Strongly Agree + Agree 72% 66% 74%

### **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* 3<sup>rd</sup> 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* 3<sup>rd</sup> 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 4<sup>th</sup> 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 (*CSEO* 4<sup>th</sup> 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* 4<sup>th</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> 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 4<sup>th</sup> 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														
			19 or young			20-23			24-29		30-		40-			ver 55
Age	Total	N	32	Col % 6.4%	N	462	Col % 92.2%	N	3	Col % 0.6%	N 3	Col % 0.6%	N 1	Col % 0.2%	N	Col % 0 0.0
Scale: Male, Female																
			Male			Female										
Sex	Total	N	190	Col % 37.9%	N	307	Col % 61.3%									
cale: not Married, Marr	ied, Divor	ced, Separat														
			Not Marrie			Married			Divorced	2 10	Sepa		Wido			
What is your marital status?	Total		N 491	Col % 98.0%		N 7	Col % 1.4%		N 2	Col % 0.4%	N 0	Col % 0.0%	N 0	Col % 0.0%		
cale: Freshmen/First Y	ear, Sopho				nt, Unclass											
			eshmen/Firs		Sophomore			Junior			Ser		Graduate Student		Unclassified	
/hat is your classification in ollege?	Total	N	0	Col % 0.0%	N	8	Col % 1.6%	N	413	Col % 82.4%	N 78	Col % 15.6%	N 1	Col % 20.0%	N	Col % 0 0.0
cale: Started Here, Trai	nsferred fo	orm another	institution	ı												
			Started He			Transferr										
Did you begin college here or di you transfer here from another institution?	id Total	N	454	Col % 90.6%	N	47	Col % 9.4%									
Scale: Dormitory or other	er campus	housing, res	sidence (h	ouse, apartment	, etc.) withi	in walkin	g distance of the in	stitution.	residence	e (house, apartn	nent, etc.)	within drivi	ng distand	e, fraternity	or sorority	/ house
-	· [			npus housing			Iking distance					or Sorority	-	•	•	
		N		Col %	N		Col %	N		Col %	N	Col %				
Where do you live during the chool year?	Total		139	27.7%		268	53.5%		79	15.8%	15	3.0%				
With whom do you live o	during the	school year	?													

Scale: No, Yes

ocuic. Ho, 105					
		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%

Scale: YES, NO	_	YES	2		NO							
		N YES	Col %	N	Col %							
Do you have access to a computer where you live or work, or nearby hat you can use for your school work?	Total	486	97.0%		14 2.	3%						
Scale: A, A-/B+, B, B-/C+, C/	C-/or low	er										
		N A	Col %	N	A-, B+ Col %	N	В	Col %	<b>B</b> - ,	C+ Col %	<b>C, C-, o</b> N	r lower Col %
What have most of your grades been up to now at this institution?	Total	113	22.6%		177 35.		124	24.8%	78	15.6%	6	1.2
Which of these fields best d Scale: Yes, No	lescribes											
		Yes N	Col %	N	No Col %							
Agriculture	Total	4	0.8%		188 97.	4%						
Biological or life sciences	Total	10	2.0%	4	182 96.	2%						
Business	Total	31	6.2%	4	461 92.	0%						
Communication	Total	10	2.0%	4	182 96.:	2%						
Computer and Information Sciences	Total	4	0.8%	2	188 97.	4%						
Education	Total	11	2.2%	4	181 96.	0%						
Engineering	Total	492	98.2%		9 1.	3%						
Ethnic, Cultural, area studies	Total	9	1.8%	4	192 98.	2%						
Foreign Languages	Total	9	1.8%	4	192 98.	2%						
lealth Related fields	Total	12	2.4%	4	180 95.	3%						
History	Total	6	1.2%	4	186 97.	0%						
Humanities	Total	10	2.0%	4	182 96.:	2%						
iberal or general studies	Total	9	1.8%	4	192 98.:	2%						
Mathematics	Total	1	0.2%	4	191 98.	0%						
Multi/interdisciplinary	Total	9	1.8%	4	192 98.:	2%						
Rec or sports management	Total	9	1.8%	4	192 98.:	2%						
Physical Sciences	Total	1	0.2%	4	191 98.	0%						
Pre-professional	Total	5	1.0%	4	187 97.:	2%						
Public Administration	Total	2	0.4%	4	190 97.	3%						
Social Sciences	Total	26	5.2%	4	166 93.	0%						
/isual and performing arts	Total	11	2.2%	4	181 96.	0%						
Jndecided	Total	9	1.8%	4	192 98.:	2%						
Other	Total	400	79.8%		92 18.	4%						
Scale: No, Yes, both, yes fa	ther. ves	mother. don't kno	ow									
olid either of your parents graduate		No N 142		N	es, both Col % 230 45.	N 9%	Yes, father	Col % 16.8%	Yes, mo N 43	Col % 8.6%	don't N 2	Col %
rom college?												
Scale: YES, NO		YES	S _		NO							
Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?	Total	N 369	Col % 73.7%	N	Col % 129 25.	7%						
Scale: 17 or more, 15-16, 12	-14, 7- <u>1</u> 1,											
		<b>17 or n</b> N	Col %		15-16		12-14		7-	11	6 or f	ewer

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					ek, 26-30 hours a w	eek, more than 3									
		5 or fewer hours	Col %	6-10 hours a w	Col %	N	Col %	<b>16-20 hou</b> N	Col %	21-25 hours a	Col %	26-30 hours N	Col %	N more than	30 hours a week Col %	
During the time school is in session, about how many hours a week do you usually spend outsit of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?	le	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 Hr															
		None; No Jo	Col %	1-10 Hrs Weel	Col %	11-20 Hrs We	Col %	<b>21-30 Hrs</b> N	Col %	31-40 Hrs W	Col %	more than 40 ho	Col %			
Hours working on campus for pay	Total	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, 3 <sup>,</sup>	1-40 Hrs None; No Jo	a la	1-10 Hrs Weel	else.	11-20 Hrs We	ald.	21-30 Hrs	Weekle	31-40 Hrs W	la akhi	more than 40 ho	ura a waak			
		None; No Jo	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N N	Col %			
Hours Working off campus for pa	y Total	254	50.7%	39	7.8%	29	5.8%	20	4.0%	3	0.6%	1	0.2%			
Scale: No Job, Does not i	nterfere	, Takes some time, Take	es a lot of time	Does not interf	oro	Takes some	timo	Takes a lo	at of time							
How job affects school work	Total	N 157	Col % 31.3%	N 144	Col % 28.7%	N 169	Col % 33.7%	N 19	Col % 3.8%							
-					20.770	103	33.7 70	15	3.070							
Scale: None, Very little, Lo	ess than	half, About half, More t	than half, All or ne	early al Very little		Less than h	nalf	Abou	t half	More than	half	All or near	ly all			
Meet Expenses: Self	Total	N 30	Col % 6.0%	N 194	Col % 38.7%	N 124	Col % 24.8%	N 35	Col % 7.0%	N 24	Col % 4.8%	N 16	Col % 3.2%			
Meet Expenses: Parents	Total	36	7.2%	113	22.6%	81	16.2%	56	11.2%	66	13.2%	99	19.8%			
Meet Expenses: Spouse or partne		313	62.5%	5	1.0%	5	1.0%	1	0.2%	1	0.2%	0	0.0%			
Mark Foresans Freeless	T . 1	299	59.7%	12	2.4%	4	0.8%		0.00/	3	0.00/	0	0.0%			
Meet Expenses: Employer	Total							1	0.2%		0.6%					
Meet Expenses: Scholarships and grants	d Total	80	16.0%	51	10.2%	83	16.6%	49	9.8%	53	10.6%	99	19.8%			
Meet Expenses: Loans	Total	194	38.7%	19	3.8%	47	9.4%	40	8.0%	45	9.0%	27	5.4%			
Meet Expenses: Other sources	Total	283	56.5%	19	3.8%	7	1.4%	4	0.8%	3	0.6%	2	0.4%			
What is your racial or eth	nic iden	tification?														
Scale: Yes, No		Yes		No												
American Indian or other Native	Total	N 10	Col % 2.0%	N 481	Col % 96.0%											
American																
Asian or Pacific Islander	Total	18	3.6%	473	94.4%											
Black or African American	Total	10	2.0%	481	96.0%											
Caucasian	Total	441	88.0%	50	10.0%											
Mexican-American	Total	3	0.6%	488	97.4%											
Puerto Rican	Total	2	0.4%	489	97.6%											
Other Hispanic	Total	7	1.4%	484	96.6%											
Other	Total	11	2.2%	480	95.8%											

# College Student Experience Questionnaire Fall 2000 TrumanJunior Year Student Activity Scale-Library Experience Questions

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

			riptives		Very O		Ofte		Occasi		Nev		Very often + Often
Used the library as a quiet place to read or study materials you brought with you	Total	Total Count (N) 501	Mean 2.23	SD 0.856	N 50	Col % 10.0%	N 102	Col % 20.4%	N 259	Col % 51.7%	N 89	Col % 17.8%	Col % 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 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%
Gone back to read a basic rerence or document that other authors rerred 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)

		De	escriptives		Very C	ften	Ofte	n	Occasio	nally	Nev	er	Very often + Often
Used a computer or word processor to prepare reports or papers	Total	Total Count (N) 501	Mean 3.81	SD 0.496	N 425	Col % 84.8%	N 57	Col % 11.4%	N 14	Col % 2.8%	N 3	Col % 0.6%	Col % 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)

		D	escriptives		Very O	ften	Ofte	n	Occasio	nally	Neve	r	Very often + Often
Completed the assigned readings for class	Total	Total Count (N) 501	Mean 3.30	SD 0.744	N 228	Col % 45.5%	N 190	Col % 37.9%	N 69	Col % 13.8%	N 5	Col % 1.0%	Col % 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 form 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 form 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)

	ı	D	escriptives		Very O	ften	Ofte	n	Occasio	nally	Neve		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)

		Desc	riptives		Very O	ften	Ofte	en	Occasi	onally	Nev	er	Very often + Often
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	Total Count (N) 501	Mean 2.88	SD 0.819	N 130	Col % 25.9%	N 183	Col % 36.5%	N 171	Col % 34.1%	N 9	Col % 1.8%	Col % <b>62.4%</b>
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)

		Des	scriptives		Very C	Often	Ofte	n	Occasi	onally	Nev	er	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)

	j	D	escriptives		Very O	ften	Ofte	n	Occasio	nally	Neve	er	Very often + Often
	Ų	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)

		D	escriptives		Very C	ften	Ofte	en	Occasio	nally	Nev	er	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)

	Ī	Do	escriptives		Very O	ften	Ofte	n	Occasio	nally _	Nev	er	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%)

		Do	escriptives		Very O	ften	Ofte	n	Occasio	nally	Neve	r	Very often + Often
	_	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %		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)

		Des	criptives		Very	Often	Oft	en	Occasio	onally	Nev	er	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)

		D	escriptives		Very O	ften	Ofte	en	Occasio	nally	Neve	r	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)

		D	escriptives		Very C	Often	Ofte	en	Occasio	nally	Neve	er	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 your read?

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

		Desc	riptives		More th	nan 20	Between 1	0 and 20	Between 5	and 10	Fewer	than 5	No	one	More than 20 + Between 10 and	1 20
Textbooks or assigned books	Total	Total Count (N) 501	Mean 3.29	SD 0.888	N 43	Col % 8.6%	N 150	Col % 29.9%	N 208	Col % 41.5%	N 85	Col % 17.0%	N 5	Col % 1.0%	Col %	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?

		Desci	riptives		More th	an 20	Between 1	0 and 20	Between 5	and 10	Fewer	than 5	No	one	More than 20 + Between 10 an	d 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	Total	501	3.31	0.959	65	13.0%	127	25.3%	194	38.7%	101	20.2%	2	0.4%		38.3%
reports																

# 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%)

		De	escriptives		Enthus	iastic	Like	it	More or les	s neutral	Don't l	ike it	Enthusiastic + Like it
	_	Total Count (N)	al Count (N) Mean SD			Col %	N	Col %	N	Col %	N	Col %	Col %
How well college is liked	Total	NA	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

		De	escriptives		Defini	tely	Probabl	ly yes	Probabl	y No	N	0	Enthusiastic + Like it
	Tot	Total Count (N) Mean SD			N	Col %	N	Col %	N	Col %	N	Col %	Col %
Would attend same institution	Total	1 374 374 37		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)

		Desc	criptives		Strong E	mphasis	6	6	5	5	4		3			2	Weak Em	phasis	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

		Desc	criptives		Friendly, S	upportive	6			5	4			3	2		Competitve,	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

		Desc	criptives		Helpful, Co	onsiderate		6		5	4			3		2	Rigid, Imp	ersonal	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

		Des	criptives		Approachal	ble, Helpful		6		5		4		3	- 2	2	Remote, Dis	couraging	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)

			Descriptives		Very M	uch	Quite a	hit	Som	P	Verv L	ittle	Very Much + Quite a bit
		Total Count (N)	Mean	SD	N Very IVI	Col %	N	Col %	N	Col %	N	Col %	Col %
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Total		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 yourselfyour 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 thinkingUnderstanding 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								_					
		Total Count (N)	riptives Mean	SD	None o	col %	Two or	Col %	Four or	Col %	Six or Se N	ven Col %	Eight or N	Nine Col %
Prior to the current semester, how many "modes of inquiry" have you completed in the Liberal Studies Program?	Total	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														
			riptives		Noi		One		Tw	0	Three		Four or	
Prior to the current semester, how many "writing-enhanced" courses have you completed?	Total	Total Count (N) NA	Mean NA	SD NA	N 176	Col % 35.1%	N 160	Col % 31.9%	N 99	Col % 19.8%	N 37	Col % 7.4%	N 14	Col % 2.8%
Scale: A = Yes, B= No			riptives		Ye		No							
Have you completed your intercultural course in the Liberal Studies Program?	Total	Total Count (N) NA	Mean NA	SD NA	N 355	Col % 70.9%	N 125	Col % 25.0%						
Scale: A = to a great degree, B = to a moderate degree, C = to	a slight degree	, D = not at all, E	= not app	licable (	I haven't writ	tten for the SW	/E yet)							
		Desc			To a grea		To a modera		To a sligh	t degree	Not at a		Not appl	
To what degree did you find the writing portion of the Sophomore Writing Experience to be an accurate measurement of your writing abilities?	Total	Total Count (N) NA	Mean NA	SD NA	N 24	Col % 4.8%	N 131	Col % 26.1%	N 172	Col % 34.3%	N 148	Col % 29.5%	N 10	Col % 2.0%
Scale: A = to a great degree, B = to a moderate degree, C = to	a slight degree		= not app	licable (				te de mas	To a climb		Not at a		Not appl	aabla
		Total Count (N)	Mean	SD	To a grea	Col %	To a modera	Col %	To a sligh	Col %	Not at a	Col %	Not appi	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			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 ju	nior, third seme	ester as a junior,	didn't take	e the cla	ss as a junio	r								
		Desc		OD	A		В	0-10/	C.	0-10/	D	0-1-0/		
At what point did you take this JINS class?	Total	Total Count (N) NA	Mean NA	SD NA	N 67	Col % 13.4%	N 351	Col % 70.1%	N 12	Col % 2.4%	N 53	Col % 10.6%		
Scale: A = wasn't interested in JINS topics offered, B = didn't	complete the S			ourse in			se(s) I wan	ited was clo	sed, E = oth	er				
		Total Count (N)	riptives Mean	SD	N A	Col %	N B	Col %	N	Col %	N	Col %	N E	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			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 o	or more												
			riptives		Noi		One or		Three o		Five or S		Seven or	
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	Total Count (N) NA	Mean NA	SD NA	N 32	Col % 6.4%	N 300	Col % 59.9%	N 122	Col % 24.4%	N 23	Col % 4.6%	N 7	Col % 1.4%
Scale: A = strongly agree, B = agree, C = neutral, D = disagree	e, E = strongly o	disagree												
		2000	riptives		Strongly		Agre		Neut		Disagre		Strongly d	
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	Total Count (N) NA	Mean NA	SD NA	N 52	Col % 10.4%	N 144	Col % 28.7%	N 136	Col % 27.1%	N 99	Col % 19.8%	N 55	Col % 11.0%
		Desc	riptives		Strongly	/ agree	Agre	ee	Neut	ral	Disagre	е	Strongly d	isagree
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	Total Count (N) NA	Mean NA	SD NA	N 13	Col % 2.6%	N 57	Col % 11.4%	N 92	Col % 18.4%	N 150	Col % 29.9%	N 172	Col % 34.3%
			riptives		Strongly		Agre		Neut		Disagre		Strongly d	
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	Total Count (N) NA	Mean NA	SD NA	N 75	Col % 15.0%	N 238	Col % 47.5%	N 134	Col % 26.7%	N 27	Col % 5.4%	N 10	Col % 2.0%

Scale: A = Chinese, B = French, C = German, D = Greek, E =	Hebrew												
		Descri		Chi	nese	French	1	Germ	ian	Gre	ek	Hebr	ew
Primary foreign language at Truman	Total	Total Count (N) NA	Mean SD NA NA	N 4	Col % 0.8%	N 119	Col % 23.8%	N 46	Col % 9.2%	N	Col % 5 1.0%	N 8	Col % 1.6%
Primary loreign language at Truman	rotai	INA	INA INA	4	0.676	119	23.0%	40	9.270		5 1.0%	0	1.0%
Scale: A = Italian, B = Japanese, C = Latin, D = Russian, E =	Spanish												
		Descri			lian	Japanes		Lati		Russ		Span	
Primary foreign language at Truman	Total	Total Count (N) NA	Mean SD NA NA	N 13	Col % 2.6%	N 14	Col % 2.8%	N 35	Col % 7.0%	N	Col % 7 1.4%	N 240	Col % 47.9%
Scale: A = elementary I, B = elementary II, C = intermediate I	D = intermediat	te II. F = advanced											
could be constituted as a constitute of the cons	, =	Descri	ptives	Eleme	entary I	Elementa	rv II	Interme	diate I	Interme	diate II	Advar	ced
		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%	4	8 9.6%	21	4.2%
Scale: A = none, B = one, C = two, D = three, E = four or mor	е												
		Descri	ptives	N <sub>0</sub>	one	One		Tw	0	Thr		Four or	more
How many years of this foreign language did you have in junior high school and/or high school?	Total	Total Count (N) NA	Mean SD NA NA	N 71	Col % 14.2%	N 20	Col % 4.0%	N 107	Col % 21.4%	N 8	Col % 8 17.6%	N 190	Col % 37.9%
Scale: A = College Algebra(Math 156), B = Trigonometry(Math	th 157) C = Flom	nentary Functions/I	Math 187) D =	Calculus or h	evond E = Non	10							
ocale. A - college Algebra(math 150), B - frigoriometry(math	107), O - Lien	Descri	- ,,		Algebra	Trigonom	etrv	Elementary	Functions	Calculus o	r bevond	Noi	е
		Total Count (N)	Mean SD	N	Col %	N	Col %	N	Col %	N	Col %	N 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%	23	47.3%	72	14.4%
Ocales A - contrared to shallow size B - faith, shallow size O -			- hallanalan I	F4 -4 -11 -	- In - III I								
Scale: A = extremely challenging, B = fairly challenging, C =	moderately cha	Descri			challenging	Fairly challe	naina	Moderately c	hallonging	A little cha	llonging	Not at all ch	allonging
		Total Count (N)	Mean SD	N	Col %	N	Col %	N	Col %	N N	Col %	N	Col %
How challenging have you found your math courses at Truman?	Total	NA NA	NA NA	114	22.8%	164	32.7%	86	17.2%		3 8.6%	11	2.2%
Scale: A = to a very great degree, B = to a great degree, C =	to a moderate de	oaroo D = to a slial	at dograe E = 1	not at all									
ocais. A - to a very great degree, b - to a great degree, c -	to a moderate de	Descri	<u> </u>		great degree	To a great d	legree	To a modera	ite dearee	To a sligh	t dearee	Not a	all
		Total Count (N)	Mean SD	N	Col %	. o a g. oat a	.09.00	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%	12	24.2%	63	12.6%
Scale: A = to a very great degree, B = to a great degree, C =	4do4-	D - 4 lini	-4 downer	4 -4 -II									
Scale. A - to a very great degree, D - to a great degree, C =	to a moderate de	egree, D = to a sligi	<u> </u>		great degree	To a great d	legree	To a modera	te degree	To a sligh	t degree	Not a	all
		Total Count (N)	Mean SD	N N	Col %	.o u grout u	.09/00	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 NA	45	9.0%	113	22.6%	180	35.9%		18.8%	49	9.8%
Scale: A = Yes, B= No													
		Descri		Y	'es	No							
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	Total Count (N) NA	Mean SD NA NA	N 89	Col % 17.8%	N 378	Col % 75.4%						

## College Student Experience Questionnaire Fall 2000 TrumanJunior 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%

	I	Desc	riptives		Very	Often	Off	en	Осс	asiona	ally	Nev	/er	Very often + Of	ften
Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	Total Count (N) 501	Mean 3.00	SD 0.844	N 164	Col % 32.7%	N 186	Col % 37.1%	N	134	Col % 26.7%	N 14	Col % 2.8%	Col %	69.8%
Developed a bibliography or rerence list for a term	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 JuniorYear Student Activity Scale-Computer and Information Technology Questions

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

		Desc	riptives		Very (	Often	Ofte	en	Occasi	nally	Ne	/er	Very often + Often
Used a computer or word processor to prepare reports or papers	Total C Total	Sount (N) 501	Mean 3.81	SD 0.496	N 425	Col % 84.8%	N 57	Col % 11.4%	N 14	Col % 4 2.8%	N 3	Col % 0.6%	Col % 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%	4	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%	6	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)

		Desc	riptives		Very (	Often	Ofte	en	Occasio	nally	Nev	/er	Very often + Ofte	en
Completed the assigned readings for class	Total	Total Count (N) 501	Mean 3.30	SD 0.744	N 228	Col % 45.5%	N 190	Col % 37.9%	N 69	Col % 13.8%	N 5	Col % 1.0%	Col %	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 form 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 form 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%

		Desci	riptives		Very (	Often	Ofte	en	Occasio	nally	Nev	er	Very often + Often
Used a dictionary or thesaurus to look up the proper meaning of words	Total	Il Count (N) 501	Mean 2.87	SD 0.896	N 146	Col % 29.1%	N 162	Col % 32.3%	N 160	Col % 31.9%	N 24	Col % 4.8%	Col % <b>61.4%</b>
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%

		Desc	riptives		Very	Often	Oft	en	Occasio	onally	1	lever	Very often + O	ften
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	Total Count (N) 501	Mean 2.88	SD 0.819	N 130	Col % 25.9%	N 183	Col % 36.5%	N 17 <sup>-</sup>	Col % I 34.1%	N	Col % 9 1.8%	Col %	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%	3	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%

	Desc	riptives		Very (	Often	Oft	en	Oc	casiona	ally	Ne	ver	Very often + Often
	Total Count (N)	Mean	SD	N	Col %	N	Col %	N		Col %	N	Col %	Col %
Total	501	2.88	0.959	160	31.9%	147	29.3%		143	28.5%	38	7.6%	61.2%

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

## 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%

		Desc	riptives		Very	Often	Oft	en	Occa	sionally	Ne	ver	Very often + O	ften
		al 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%	1	89 37.7%	41	8.2%		52.3%
Used campus recreational facilities	Total	501	2.85	0.988	159	31.7%	155	30.9%	1	29 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%

		Desc	riptives		Very	Often	Off	en	Occasio	nally	Nev	/er	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)

		Descri	intivos		Very (	Offen	Ofte		Occasio	adhi	Nev	0.4	Very often + Often
Told friend about reaction to others	Total C Total	Count (N) 501	Mean 3.17	SD 0.879	N 222	Col % 44.3%	N 150	Col % 29.9%	N 105	Col % 21.0%	N 17	Col % 3.4%	Col % 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%

		Descr	iptives		Very (	Often	Ofte	n	Occasion	ally	Nev	er	Very often + Often	1
Acquainted: students of difrent interests	Total C	Sount (N) 501	Mean 2.85	SD 0.796	N 111	Col % 22.2%	N 213	Col % 42.5%	N 157	Col % 31.3%	N 14	Col % 2.8%	Col % <b>64.7%</b>	
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)

		Desc	riptives		Very (	Often	Oft	en	Occ	asiona	ally	Nev	er	Very often + Of	ften
Memorized formulas, definitions, technical terms and	Total	Total Count (N) 501	Mean 3.12	SD 0.927	N 221	Col % 44.1%	N 138	Col % 27.5%	N	110	Col % 22.0%	N 25	Col % 5.0%	Col %	71.6%
used mathematical terms to express a set of	Total	501	2.74	0.927	138	27.5%	143	28.5%		161	32.1%	52	10.4%		56.0%
relationships	1 Otal	501	2.74	0.301	130	21.570	140	20.070		101	J2.170	32	10.470		30.0 /6

## 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	Oft	en	Occas	ionally	Ne	ver	Very often + Often
	Total Co	ount (N) Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Current events in the news	Total	501 2.	3 0.777	88	17.6%	197	39.3%	19	6 39.1%	12	2.4%	56.9%
Different lifestyles, etc.	Total	501 2.	3 0.841	104	20.8%	171	34.1%	19	95 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%

		Desc	riptives		Very (	Often	Oft	en	Occasio	nally	Ne	/er	Very often + O	ften
	Tota	l 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%)

		Desci	riptives		Enthu	siastic	Lik	e it	More or le	ss neutral	Don't	like it	Enthusiastic + Like	e it
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %	
How well college is liked	Γotal	NA	NA	NA	140	27.9%	274	54.7%		7 11.4%	23	4.6%		82.6%

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

		Desc	riptives		Defin	nitely	Probab	ly yes	Probal	oly No	_	lo ol	Enthusiastic + Like if
	_	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%	9	5 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)

		Desc	riptives		Strong E	mphasis	6			5		4		3			2		Weak E	nphasis	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 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

	Desc	riptives		Friendly, S	Supportive	6			5		4		3			2	!	ompetitve,	Uninvolve	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 %
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%

Relationships with other students

## 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)

		Desc	riptives		Very I	Much	Quite	a bit	Som	9	Very	Little	Very Much + Quite a bit
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Total	Total Count (N) 501	Mean 2.67	SD 0.039	N 85	Col % 17.0%	N 204	Col % 40.7%	N 162	Col % 32.3%	N 43	Col % 8.6%	Col % 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 yourselfyour 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%

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 Fall 2000 Truman Junior Year Student Activity Scale-Course Learning Questions

#### Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Developed a role play, case study, or simulation for a class Bold = Significant (Frequency is greater than 50%)

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

I	De	scriptives		Very	/ Often		Often	Occasi	onally	Nev	er	Very often + Often
_	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Total	501	1.93	0.803	24	4.8%	7	0 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%)

		De	scriptives		Very	/ Often	O	Often	Occas	onally	Nev	/er	Very often + Often
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Prepared a major written report for a	Total	501	1.70	0.875	30	6.0%	46	9.2%	162	32.3%	253	50.5%	15.2%
class (20 pages or more)													

## 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%)

		De	scriptives		Very	/ Often	Oft	en	Occasi	onally	Nev	/er	Very often + Often
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)	Total	Total Count (N) 501	Mean 1.80	SD 0.879	N 35	Col % 7.0%	N 45	Col % 9.0%	N 197	Col % 39.3%	N 216	Col % 43.1%	Col % <b>16.0%</b>
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)

		De	scriptives		Very	/ Often	Oft	en	Occasio	onally	Nev	er	Very often + Often
	_	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	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%)

		De	scriptives		Very	Often	Off	en	Occasio	onally	Ne	/er	Very often + Often
	_	Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	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%)

		De	scriptives		Very	/ Often		ften	Occasi	onally	Nev	/er	Very often + Often
	Tota	al Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Talked with F/S about personal	Total	501	1.69	0.873	31	6.2%	42	8.4%	165	32.9%	255	50.9%	14.6%
concorn													

#### 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 your read?

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

		De	scriptives		More	e than 20	Between '	10 and 20	Between	5 and 10	Fewer	han 5	N	lone		More than 1	0
		Total Count (N)	Mean	SD	N	Col %	N	Col %	N	Col %	N	Col %	N		Col %	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)

		De	scriptives		Strong	Emphasis	6		5	i		1	3				2		Weak Er	nphasis	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 Aesthetic, Expressive, and Creative Qualities	Tota	1 501	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	Tota	1 501	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	Tota	1 501	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	Tota	1 501	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	Tota	1 501	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, Fle	xible =	7 to Rigid, Impe	sonal, Bo	und by Regu	lations =	1																

	De	escriptives		Helpful, Co	onsiderate	6		5		4		3		2		Rigio	l, 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 Total personnel and offices		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 C	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	6 47.19	6 3.6%