

Chapter XXIV: COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE, FULL DATA

This chapter contains CSEQ data for Fall 2001 and Spring 2001.

Fall 2001 First-Year Student Narrative	pp. 2-5
Fall 2001 First-Year Student Descriptives	pp. 6-44
Fall 2001 Junior Scale Score Comparisons by Gender	pp. 45-56
Fall 2001 Junior Scale Score Comparisons	pp. 57-62
Fall 2001 Junior Summary	pp. 63-69
Spring 2001 Junior Student Narrative	pp. 70-77
Spring 2001 Junior Scale Score Comparisons by Gender	pp. 78-88
Spring 2001 Junior Scale Score Comparisons	pp. 89-94
Spring 2001 Junior Summary	pp. 95-103
Spring 2001 & Fall 2001 Junior Scale Score Comparisons by Gender	pp. 104-120
Spring 2001 & Fall 2001 Junior Scale Score Comparisons	pp. 121-131
Fall 2000 First-Year vs. Spring 2001 Juniors Scale Score Comparison by Gender	pp. 132-147
Fall 2000 First-Year vs. Spring 2001 Juniors Scale Score Comparison	pp. 148-158
Fall 2000 First-Year vs. Spring 2001 Juniors Summary Developmental Comparison	pp. 159-161

College Student Experience Questionnaire

First-Year Student Narrative for Fall 2001

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

December 20, 2002

Survey Methodology

Truman first-year students enrolled in the Extended Freshman Program courses (31 LSP and 34 major courses) were asked to complete the *College Student Experience Questionnaire* (4th edition) as a homework assignment during the last two weeks of the fall 2000 semester. The questionnaires were distributed by the Dean of the Residential College Program to the Freshman Program Faculty who asked their first-year students (N = 1,207) to complete the CSEQ as a homework assignment and return it to them in class between November 26-December 11, 2001 (N = 1,462 first-year students, 82.6% of respondents).

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
Gone back to read a basic reference or document that other authors referred to
Asked a librarian or staff member for help in finding information on some topic
Read assigned materials other than textbooks in the library (reserve readings, etc.)

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

Student Activity Scale-Course Learning (11 Questions):

Strengths

Completed the assigned readings for class
Took detailed notes during class
Contributed to class discussions
Tried to see how different facts and ideas fit together
Summarized major points and information from your class notes or readings
Worked on a class assignment, project, or presentation with other students

Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments

Tried to explain material from a course to someone else (another student, friend, co-worker, family member)

Worked on a paper or project where you had to integrate ideas from various sources

Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)

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):

Strengths

Attended a meeting of a campus club, organization, etc

Weaknesses

Worked on campus committee/organization

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
Read about personal growth/self-improvement

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 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
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
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class

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

Strengths

Current events in the news
Social issues-peace, justice, etc
Different lifestyles, etc.

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

Strengths

Referred to readings or classes
Explored different ways of thinking

Student College Environment Scales (11 Questions)

Strengths

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

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)
Overall opinion of college

Estimate of Gains Scales (25 Scales)

Strengths

Acquiring background & specialization for further education in professional, scientific, or scholarly field
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

Local Questions

Strengths

Quality of Academic program
Relationship with other students

Weaknesses

Experiences with the Kirksville community
Involvement in Greek life

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.

David Hoffman would like to acknowledge the help of senior Psychology major, Tonya Sanders.

College Student Experience Questionnaire
Fall 2001 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%)

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often	
				N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Used the library as a quiet place to read or study materials you brought with you	Total	2.23	0.936	150	13%	241	20%	538	45%	264	22%	33%	
	Male	2.22	0.948	57	12%	101	22%	197	42%	113	24%	34%	
	Female	2.24	0.926	93	13%	140	19%	341	47%	151	21%	32%	
Found something interesting while browsing in the library	Total	1.89	0.788	49	4%	159	13%	591	50%	393	33%	17%	
	Male	1.91	0.813	21	4%	72	15%	218	47%	156	33%	20%	
	Female	1.87	0.765	28	4%	87	12%	373	51%	237	33%	16%	
Asked a librarian or staff member for help in finding information on some topic	Total	1.93	0.816	58	5%	187	16%	563	47%	382	32%	21%	
	Male	1.94	0.848	25	5%	79	17%	205	44%	157	34%	22%	
	Female	1.93	0.799	33	5%	108	15%	358	49%	225	31%	19%	
Read assigned materials other than textbooks in the library (reserve readings, etc.)	Total	1.85	0.855	63	5%	173	15%	482	40%	474	40%	20%	
	Male	1.85	0.883	27	6%	71	15%	174	37%	195	42%	21%	
	Female	1.86	0.839	36	5%	102	14%	308	42%	279	38%	19%	
Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	2.81	0.931	325	27%	422	35%	343	29%	101	8%	63%	
	Male	2.70	0.966	117	25%	142	30%	157	34%	51	11%	55%	
	Female	2.89	0.900	208	29%	280	39%	186	26%	50	7%	67%	
Developed a bibliography or reference list for a term paper or other report	Total	2.57	1.019	270	23%	332	28%	387	33%	198	17%	51%	
	Male	2.53	1.023	102	22%	126	27%	154	33%	83	18%	49%	
	Female	2.59	1.013	168	23%	206	29%	233	32%	115	16%	52%	
Gone back to read a basic reference or document that other authors referred to	Total	1.48	0.726	33	3%	66	6%	343	29%	747	63%	8%	
	Male	1.58	0.794	19	4%	33	7%	147	31%	268	57%	11%	
	Female	1.42	0.672	14	2%	33	5%	196	27%	479	66%	7%	
Made a judgment about the quality of information obtained from the library, World Wide Web, or other sources	Total	2.27	0.927	141	12%	294	25%	502	42%	250	21%	37%	
	Male	2.26	0.946	56	12%	115	25%	187	40%	107	23%	37%	
	Female	2.29	0.915	85	12%	179	25%	315	44%	143	20%	37%	

College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Activity Scale-Computer and Information Technology Questions

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

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

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

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often
				N	Col %	N	Col %	N	Col %	N	Col %	Col %
Used a computer or word processor to prepare reports or papers	Total	3.80	0.503	1008	84%	138	12%	43	4%	4	0%	96%
	Male	3.75	0.555	378	81%	64	14%	25	5%	1	0%	94%
	Female	3.84	0.460	630	87%	74	10%	18	2%	3	0%	97%
Used e-mail to communicate with an instructor or other students	Total	3.45	0.772	732	61%	285	24%	158	13%	16	1%	85%
	Male	3.29	0.846	246	53%	120	26%	91	20%	9	2%	79%
	Female	3.56	0.700	486	67%	165	23%	67	9%	7	1%	90%
Used a computer tutorial to learn material for a course or development/remedial	Total	1.87	0.963	113	9%	144	12%	408	34%	527	44%	22%
	Male	1.91	0.975	48	10%	59	13%	165	35%	195	42%	23%
	Female	1.84	0.953	65	9%	85	12%	243	34%	332	46%	21%
Participated in class discussion using an electronic medium (e-mail, list-serve, chat)	Total	1.47	0.858	71	6%	75	6%	202	17%	844	71%	12%
	Male	1.48	0.850	26	6%	32	7%	80	17%	329	70%	12%
	Female	1.47	0.861	45	6%	43	6%	122	17%	515	71%	12%
Searched the World Wide Web or Internet for the information related to a course	Total	3.35	0.850	673	56%	298	25%	185	16%	36	3%	81%
	Male	3.35	0.834	260	56%	124	27%	70	15%	13	3%	82%
	Female	3.35	0.858	413	57%	174	24%	115	16%	23	3%	81%
Used a computer to retrieve materials from a library not at this institution	Total	1.70	0.965	108	9%	103	9%	304	26%	675	57%	18%
	Male	1.77	0.994	47	10%	47	10%	122	26%	250	54%	20%
	Female	1.66	0.941	61	8%	56	8%	182	25%	425	59%	16%
Used a computer to produce visual displays of information (charts, graphs, spreadsheets,	Total	2.39	1.039	235	20%	263	22%	430	36%	262	22%	42%
	Male	2.45	1.047	102	22%	102	22%	167	36%	95	20%	44%
	Female	2.36	1.030	133	18%	161	22%	263	36%	167	23%	41%
Used a computer to analyze data (statistics, forecasting, etc.)	Total	1.80	0.917	91	8%	131	11%	414	35%	553	47%	19%
	Male	1.95	0.985	52	11%	59	13%	170	37%	184	40%	24%
	Female	1.70	0.857	39	5%	72	10%	244	34%	369	51%	15%
Developed a Web page or multimedia presentation.	Total	1.60	0.871	70	6%	100	8%	308	26%	712	60%	14%
	Male	1.79	0.988	46	10%	50	11%	129	28%	241	52%	21%
	Female	1.48	0.767	24	3%	50	7%	179	25%	471	65%	10%

College Student Experience Questionnaire
Fall 2001 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%)

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often
				N	Col %	N	Col %	N	Col %	N	Col %	Col %
Completed the assigned readings for class	Total	3.28	0.754	546	46%	444	37%	195	16%	8	1%	83%
	Male	3.13	0.786	171	37%	190	41%	100	21%	6	1%	77%
	Female	3.38	0.717	375	52%	254	35%	95	13%	2	0%	87%
Took detailed notes during class	Total	3.48	0.733	721	60%	340	29%	111	9%	20	2%	89%
	Male	3.23	0.834	210	45%	170	36%	70	15%	17	4%	81%
	Female	3.64	0.607	511	70%	170	23%	41	6%	3	0%	94%
Contributed to class discussions	Total	2.92	0.848	345	29%	414	35%	383	33%	31	3%	65%
	Male	2.91	0.881	143	31%	144	32%	155	34%	15	3%	63%
	Female	2.92	0.827	202	28%	270	38%	228	32%	16	2%	66%
Developed a role play, case study, or simulation for a class	Total	1.60	0.793	41	3%	109	9%	377	32%	664	56%	13%
	Male	1.65	0.831	20	4%	48	10%	149	32%	249	53%	15%
	Female	1.57	0.767	21	3%	61	8%	228	31%	415	57%	11%
Tried to see how different facts and ideas fit together	Total	2.84	0.838	288	24%	481	40%	372	31%	51	4%	65%
	Male	2.83	0.818	105	23%	196	42%	147	32%	18	4%	65%
	Female	2.85	0.850	183	25%	285	39%	225	31%	33	5%	64%
Summarized major points and information from your class notes or readings	Total	2.92	0.887	359	30%	431	36%	339	28%	62	5%	66%
	Male	2.80	0.879	114	24%	172	37%	152	33%	28	6%	61%
	Female	2.99	0.886	245	34%	259	36%	187	26%	34	5%	70%
Worked on a class assignment, project, or presentation with other students	Total	2.80	0.901	309	26%	415	35%	388	33%	78	7%	61%
	Male	2.72	0.915	106	23%	162	35%	156	34%	41	9%	58%
	Female	2.86	0.886	203	28%	253	35%	232	32%	37	5%	63%
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-	Total	2.53	0.860	172	14%	401	34%	500	42%	119	10%	48%
	Male	2.43	0.884	64	14%	133	28%	209	45%	61	13%	42%
	Female	2.59	0.837	108	15%	268	37%	291	40%	58	8%	52%
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or	Total	2.72	0.822	230	19%	444	37%	465	39%	50	4%	57%
	Male	2.62	0.830	77	17%	163	35%	197	42%	28	6%	52%
	Female	2.78	0.810	153	21%	281	39%	268	37%	22	3%	60%
Tried to explain material from a course to someone else (another student, friend, co-	Total	2.83	0.797	271	23%	473	40%	422	35%	24	2%	63%
	Male	2.77	0.805	97	21%	175	38%	182	39%	12	3%	58%
	Female	2.88	0.790	174	24%	298	41%	240	33%	12	2%	65%
Worked on a paper or project where you had to integrate ideas from	Total	3.00	0.849	387	33%	453	38%	306	26%	40	3%	71%
	Male	2.96	0.877	147	32%	173	37%	121	26%	22	5%	69%
	Female	3.03	0.829	240	33%	280	39%	185	26%	18	2%	72%

College Student Experience Questionnaire
Fall 2001 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%)

		M	SD	Very Often		Often		Occasionally		Never	
				N	Col %	N	Col %	N	Col %	N	Col %
Used a dictionary or thesaurus to look up the proper meaning of words	Total	2.86	0.929	369	31%	362	30%	388	33%	74	6%
	Male	2.70	0.981	125	27%	126	27%	166	36%	50	11%
	Female	2.96	0.880	244	34%	236	33%	222	31%	24	3%
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you	Total	3.31	0.791	588	49%	416	35%	159	13%	29	2%
	Male	3.13	0.827	180	39%	182	39%	90	19%	14	3%
	Female	3.43	0.748	408	56%	234	32%	69	10%	15	2%
Asked other people to read something you wrote to see if it was clear to them	Total	2.83	0.968	360	30%	385	32%	332	28%	115	10%
	Male	2.69	0.970	114	24%	148	32%	150	32%	55	12%
	Female	2.92	0.957	246	34%	237	33%	182	25%	60	8%
Referred to a book or manual about writing style, grammar, etc.	Total	2.46	1.012	233	20%	307	26%	424	36%	228	19%
	Male	2.29	0.993	70	15%	107	23%	178	38%	111	24%
	Female	2.56	1.009	163	22%	200	28%	246	34%	117	16%
Revised a paper or composition two or more times before you were satisfied with it	Total	2.67	0.996	312	26%	324	27%	408	34%	148	12%
	Male	2.53	1.006	98	21%	129	28%	160	34%	79	17%
	Female	2.76	0.981	214	29%	195	27%	248	34%	69	10%
Asked an instructor or staff member for advice and help to improve your writing	Total	2.03	0.951	114	10%	218	18%	450	38%	410	34%
	Male	2.07	0.954	46	10%	91	19%	179	38%	151	32%
	Female	2.01	0.953	68	9%	127	18%	271	37%	259	36%
Prepared a major written report for a class (20 pages or more)	Total	1.19	0.555	21	2%	30	3%	101	8%	1040	87%
	Male	1.20	0.546	6	1%	14	3%	48	10%	399	85%
	Female	1.18	0.562	15	2%	16	2%	53	7%	641	88%

)

Very often + Often

Col %

61%
54%
66%

84%
78%
88%

63%
56%
67%

45%
38%
50%

53%
49%
56%

28%
29%
27%

4%
4%
4%

College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Activity Scale-Experiences with Faculty Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

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

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often	
				N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	2.65	0.814	203	17%	420	35%	512	43%	56	5%		52%
	Male	2.66	0.839	84	18%	166	36%	188	40%	27	6%		54%
	Female	2.64	0.800	119	16%	254	35%	324	45%	29	4%		51%
Discussed your academic program or course selection with a faculty member	Total	2.42	0.804	131	11%	346	29%	604	51%	109	9%		40%
	Male	2.44	0.816	51	11%	150	32%	218	47%	46	10%		43%
	Female	2.40	0.798	80	11%	196	27%	386	53%	63	9%		38%
Discussed ideas for a term paper or other class project with a faculty member	Total	2.02	0.842	69	6%	229	19%	551	46%	341	29%		25%
	Male	2.07	0.864	26	6%	112	24%	194	42%	132	28%		30%
	Female	1.99	0.829	43	6%	117	16%	357	49%	209	29%		22%
Discussed your career plans and ambitions with a faculty member	Total	2.02	0.821	72	6%	195	16%	605	51%	319	27%		22%
	Male	2.05	0.864	35	8%	81	17%	222	48%	127	27%		25%
	Female	1.99	0.791	37	5%	114	16%	383	53%	192	26%		21%
Worked harder as a result of feedback from an instructor	Total	2.43	0.865	131	11%	412	35%	479	40%	166	14%		46%
	Male	2.42	0.896	58	13%	152	33%	183	39%	71	15%		45%
	Female	2.43	0.843	73	10%	260	36%	296	41%	95	13%		46%
Socialized with a faculty member outside of class (had a snack or soft drink, etc.)	Total	1.59	0.807	52	4%	88	7%	372	31%	678	57%		12%
	Male	1.74	0.889	30	6%	49	11%	158	34%	228	49%		17%
	Female	1.49	0.735	22	3%	39	5%	214	30%	450	62%		8%
Participated with other students in a discussion with one or more faculty members outside of class	Total	1.65	0.800	45	4%	110	9%	414	35%	621	52%		13%
	Male	1.76	0.872	26	6%	56	12%	164	35%	219	47%		18%
	Female	1.57	0.743	19	3%	54	7%	250	34%	402	55%		10%
Asked your instructor for comments and criticisms about your academic performance	Total	1.89	0.876	72	6%	179	15%	475	40%	460	39%		21%
	Male	1.99	0.911	36	8%	82	18%	188	41%	158	34%		25%
	Female	1.82	0.848	36	5%	97	13%	287	40%	302	42%		18%
Worked harder than you thought you could to meet an instructor's expectations and standards	Total	2.31	0.944	157	13%	300	25%	487	41%	245	21%		38%
	Male	2.22	0.938	52	11%	116	25%	181	39%	116	25%		36%
	Female	2.37	0.944	105	15%	184	25%	306	42%	129	18%		40%
Worked with a faculty member on a research project	Total	1.20	0.566	18	2%	41	3%	105	9%	1024	86%		5%
	Male	1.26	0.627	8	2%	22	5%	53	11%	380	82%		6%
	Female	1.17	0.523	10	1%	19	3%	52	7%	644	89%		4%

College Student Experience Questionnaire
Fall 2001 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%)

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often	
				N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Talked about art (painting, sculpture, artists, etc.) or the theater (plays, musicals, dance, etc.) with other students, friends, or family members	Total	2.40	1.056	241	20%	263	22%	408	34%	278	23%		42%
	Male	2.2	1.074	74	16%	102	22%	133	29%	156	34%		38%
	Female	2.51	1.024	167	23%	161	22%	275	38%	122	17%		45%
Went to an art exhibit/gallery or a play, dance, or other theater performance, on or off campus	Total	2.32	1.011	203	17%	250	21%	462	39%	274	23%		38%
	Male	2.12	1.012	58	13%	93	20%	158	34%	155	33%		33%
	Female	2.45	0.989	145	20%	157	22%	304	42%	119	16%		42%
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	1.67	0.994	119	10%	97	8%	240	20%	731	62%		18%
	Male	1.59	0.994	38	8%	36	8%	88	19%	302	65%		16%
	Female	1.72	1.023	81	11%	61	8%	152	21%	429	59%		20%
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total	2.84	1.038	403	34%	340	29%	291	24%	154	13%		63%
	Male	2.77	1.089	156	34%	121	26%	110	24%	77	17%		60%
	Female	2.88	1.002	247	34%	219	30%	181	25%	77	11%		64%
Attended a concert or other music event, on or off the campus	Total	2.58	0.991	265	22%	320	27%	429	36%	172	15%		49%
	Male	2.40	1.011	82	18%	118	25%	164	35%	99	21%		43%
	Female	2.68	0.962	183	25%	202	28%	265	37%	73	10%		53%
Participated in some music activity (orchestra, chorus, dance, etc.) on or off the campus	Total	1.77	1.120	179	15%	96	8%	184	16%	725	61%		23%
	Male	1.67	1.051	57	12%	32	7%	74	16%	298	65%		19%
	Female	1.84	1.153	122	17%	64	9%	110	15%	427	59%		26%
Read or discussed the opinions of art, music, or drama critics	Total	1.85	1.011	130	11%	137	12%	340	29%	581	49%		22%
	Male	1.81	1.018	54	12%	42	9%	130	28%	237	51%		21%
	Female	1.87	1.004	76	10%	95	13%	210	29%	344	47%		24%

College Student Experience Questionnaire
Fall 2001 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%)

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often
				N	Col %	N	Col %	N	Col %	N	Col %	Col %
Use a campus lounge to relax or study	Total	2.74	0.929	306	26%	360	30%	433	36%	93	8%	56%
	Male	2.72	0.948	118	25%	143	31%	161	35%	44	9%	56%
	Female	2.75	0.918	188	26%	217	30%	272	37%	49	7%	56%
Met other students for discussion	Total	2.53	0.929	213	18%	353	30%	473	40%	153	13%	47%
	Male	2.48	0.923	76	16%	138	30%	188	40%	64	14%	46%
	Female	2.55	0.933	137	19%	215	30%	285	39%	89	12%	48%
Attended cultural/social event	Total	2.46	0.865	170	14%	330	28%	565	48%	123	10%	42%
	Male	2.36	0.830	51	11%	120	26%	238	51%	55	12%	37%
	Female	2.52	0.876	119	16%	210	29%	327	45%	68	9%	45%
Went to lecture or panel discussion	Total	2.01	0.876	86	7%	196	17%	544	46%	359	30%	24%
	Male	2.04	0.879	34	7%	85	18%	207	45%	136	29%	26%
	Female	1.99	0.866	52	7%	111	15%	337	47%	223	31%	23%
Used a campus learning lab or center	Total	1.78	0.913	76	6%	165	14%	375	31%	576	48%	20%
	Male	1.79	0.895	28	6%	63	14%	156	33%	219	47%	20%
	Female	1.78	0.922	48	7%	102	14%	219	30%	357	49%	21%
Used campus recreational facilities	Total	2.81	1.015	390	33%	313	26%	357	30%	130	11%	59%
	Male	2.84	0.999	156	34%	122	26%	143	31%	44	9%	60%
	Female	2.79	1.025	234	32%	191	26%	214	30%	86	12%	59%
Played a team sport	Total	1.96	1.175	216	18%	147	12%	197	17%	632	53%	30%
	Male	2.26	1.210	114	24%	73	16%	97	21%	182	39%	40%
	Female	1.76	1.109	102	14%	74	10%	100	14%	450	62%	24%
Followed regular exercise schedule	Total	2.32	1.164	283	24%	209	18%	306	26%	394	33%	41%
	Male	2.42	1.770	129	28%	76	16%	125	27%	136	29%	44%
	Female	2.25	1.151	154	21%	133	18%	181	25%	258	36%	40%

College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Activity Scale-Clubs and Organizations Questions

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

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

Bold = Significant (Frequency is greater than 50%)

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

		M	SD	Very Often		Often		Occasionally		Never	
				N	Col %	N	Col %	N	Col %	N	Col %
Attended a meeting of a campus club, organization, etc	Total	2.57	1.178	382	32%	216	18%	298	25%	296	25%
	Male	2.42	1.156	122	26%	85	18%	127	27%	132	28%
	Female	2.67	1.179	260	36%	131	18%	171	24%	164	23%
Worked on campus committee/organization	Total	1.68	1.022	130	11%	100	8%	215	18%	745	63%
	Male	1.65	1.014	49	11%	39	8%	77	17%	301	65%
	Female	1.69	1.026	81	11%	61	8%	138	19%	444	61%
Worked on off-campus committee/org.	Total	1.49	0.894	85	7%	74	6%	181	15%	851	71%
	Male	1.57	0.954	41	9%	31	7%	80	17%	313	67%
	Female	1.44	0.854	44	6%	43	6%	101	14%	538	74%
Met with faculty to discuss campus group	Total	1.31	0.645	20	2%	61	5%	187	16%	922	77%
	Male	1.44	0.775	14	3%	40	9%	84	18%	328	70%
	Female	1.23	0.532	6	1%	21	3%	103	14%	594	82%
Managed an organization on or off campus	Total	1.42	0.835	66	6%	72	6%	151	13%	899	76%
	Male	1.54	0.948	39	8%	33	7%	67	14%	324	70%
	Female	1.34	0.745	27	4%	39	5%	84	12%	575	79%

)

Very often + Often

Col %

- 50%
- 44%
- 54%
- 19%
- 19%
- 20%
- 13%
- 15%
- 12%
- 7%
- 12%
- 4%
- 12%
- 16%
- 9%

**College Student Experience Questionnaire
Fall 2001 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 10%)

Bold Italic = Significant (Frequency is equal or less than 10%)

		M	SD	Very Often		Often		Occasionally		Never	
				N	Col %	N	Col %	N	Col %	N	Col %
Told friend about reaction to others	Total	3.00	0.892	423	36%	396	33%	321	27%	51	4%
	Male	2.74	0.931	120	26%	138	30%	171	37%	36	8%
	Female	3.17	0.824	303	42%	258	36%	150	21%	15	2%
Discussed why some people get along	Total	2.89	0.931	276	25%	382	35%	349	32%	80	7%
	Male	2.69	0.922	3	1%	158	44%	158	44%	44	12%
	Female	3.01	0.917	273	38%	224	31%	191	26%	36	5%
Asked for help with a personal problem	Total	2.84	0.996	390	33%	332	28%	349	29%	118	10%
	Male	2.51	1.015	98	21%	125	27%	159	34%	83	18%
	Female	3.04	0.926	292	40%	207	29%	190	26%	35	5%
Read about personal growth/self-improvement	Total	1.79	0.914	81	7%	153	13%	389	33%	565	48%
	Male	1.66	0.900	28	6%	51	11%	120	26%	263	57%
	Female	1.87	0.913	53	7%	102	14%	269	37%	302	42%
Identified with a book/movie/TV character	Total	2.70	0.952	297	25%	360	30%	417	35%	117	10%
	Male	2.62	0.973	103	22%	146	31%	154	33%	62	13%
	Female	2.75	0.934	194	27%	214	29%	263	36%	55	8%
Took test to measure abilities/interests	Total	2.14	0.905	119	10%	226	19%	551	46%	294	25%
	Male	2.16	0.940	51	11%	95	20%	196	42%	123	26%
	Female	2.13	0.880	68	9%	131	18%	355	49%	171	24%
Asked a friend his/her opinion of you	Total	2.24	0.983	165	14%	258	22%	467	39%	299	25%
	Male	2.22	0.980	59	13%	109	23%	173	37%	123	27%
	Female	2.26	0.985	106	15%	149	21%	294	41%	176	24%
Talked with F/S about personal concern	Total	1.49	0.798	54	5%	65	5%	285	24%	786	66%
	Male	1.52	0.828	24	5%	29	6%	112	24%	300	65%
	Female	1.46	0.773	30	4%	36	5%	173	24%	486	67%

1 50%)
han 20%)

Very often + Often

Col %

- 69%
- 55%
- 77%

- 61%
- 44%
- 69%

- 61%
- 48%
- 69%

- 20%
- 17%
- 21%

- 55%
- 54%
- 56%

- 29%
- 31%
- 27%

- 36%
- 36%
- 35%

- 10%
- 11%
- 9%

**College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Activity Scale-Student Acquaintances Questions**

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

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

Bold = Significant (Frequency is equal or greater than)

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

		M	SD	Very Often		Often		Occasionally		Never	
				N	Col %	N	Col %	N	Col %	N	Col %
Acquainted: students of different interests	Total	3.00	0.784	351	29%	506	42%	319	27%	15	1%
	Male	2.94	0.807	127	27%	197	42%	129	28%	12	3%
	Female	3.04	0.766	224	31%	309	43%	190	26%	3	0%
Acquainted: students of different background	Total	3.06	0.772	375	32%	522	44%	277	23%	15	1%
	Male	3.02	0.806	143	31%	199	43%	110	24%	12	3%
	Female	3.08	0.749	232	32%	323	45%	167	23%	3	0%
Acquainted: students of different age	Total	3.00	0.848	384	32%	449	38%	314	26%	39	3%
	Male	2.94	0.858	140	30%	176	38%	130	28%	18	4%
	Female	3.02	0.842	244	34%	273	38%	184	25%	21	3%
Acquainted: students of different race	Total	2.87	0.836	322	27%	410	34%	434	36%	24	2%
	Male	2.83	0.851	119	26%	163	35%	167	36%	16	3%
	Female	2.89	0.825	203	28%	247	34%	267	37%	8	1%
Acquainted: students from other country	Total	2.54	0.904	225	19%	304	26%	550	46%	111	9%
	Male	2.57	0.881	86	18%	131	28%	211	45%	37	8%
	Female	2.52	0.916	139	19%	173	24%	339	47%	74	10%
Discussions: students of different values	Total	2.67	0.949	278	23%	359	30%	428	36%	124	10%
	Male	2.70	0.934	112	24%	145	31%	166	36%	42	9%
	Female	2.64	0.957	166	23%	214	30%	262	36%	82	11%
Discussions: students of different political opinions	Total	2.37	0.998	199	17%	291	24%	444	37%	254	21%
	Male	2.52	0.980	93	20%	125	27%	174	38%	71	15%
	Female	2.27	0.998	106	15%	166	23%	270	37%	183	25%
Discussions: students of different religious beliefs	Total	2.64	1.006	297	25%	341	29%	383	32%	167	14%
	Male	2.64	1.004	118	25%	123	27%	161	35%	62	13%
	Female	2.65	1.007	179	25%	218	30%	222	31%	105	15%
Discussions: students of different race	Total	2.35	1.007	207	17%	260	22%	463	39%	260	22%
	Male	2.38	0.987	82	18%	103	22%	191	41%	89	19%
	Female	2.33	1.019	125	17%	157	22%	272	38%	171	24%
Discussions: students of different country	Total	2.07	1.017	153	13%	192	16%	419	35%	422	36%
	Male	2.17	1.010	67	14%	82	18%	179	39%	135	29%
	Female	1.99	1.013	86	12%	110	15%	240	33%	287	40%

1 50%)
han 20%)

Very often + Often

Col %

- 72%
- 70%
- 73%

- 75%
- 74%
- 77%

- 70%
- 68%
- 72%

- 62%
- 61%
- 62%

- 44%
- 47%
- 43%

- 54%
- 55%
- 52%

- 41%
- 47%
- 38%

- 54%
- 52%
- 55%

- 39%
- 40%
- 39%

- 29%
- 32%
- 27%

College Student Experience Questionnaire
Fall 2001 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%)

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often
				N	Col %	N	Col %	N	Col %	N	Col %	Col %
Memorized formulas, definitions, technical terms and concepts	Total	3.02	0.919	440	37%	404	34%	273	23%	72	6%	71%
	Male	2.91	0.937	149	32%	162	35%	118	25%	36	8%	67%
	Female	3.09	0.899	291	40%	242	33%	155	21%	36	5%	74%
Used mathematical terms to express a set of relationships	Total	2.61	1.039	298	25%	335	28%	352	30%	200	17%	53%
	Male	2.65	0.996	110	24%	148	32%	140	30%	67	14%	55%
	Female	2.60	1.065	188	26%	187	26%	212	29%	133	18%	52%
Explained your understanding of some scientific or mathematical theory, principle, or concept to someone else (classmate, co-worker, etc.)	Total	2.39	1.000	207	17%	304	26%	434	36%	245	21%	43%
	Male	2.53	0.976	91	20%	136	29%	166	36%	72	15%	49%
	Female	2.31	1.007	116	16%	168	23%	268	37%	173	24%	39%
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class	Total	1.69	0.907	78	7%	130	11%	332	28%	650	55%	17%
	Male	1.98	1.002	49	11%	81	17%	146	31%	188	41%	28%
	Female	1.51	0.791	29	4%	49	7%	186	26%	462	64%	11%
Completed an experiment or project using scientific methods	Total	2.18	1.114	201	17%	262	22%	279	23%	446	38%	39%
	Male	2.22	1.078	70	15%	120	26%	114	25%	159	34%	41%
	Female	2.16	1.136	131	18%	142	20%	165	23%	287	40%	38%
Practiced to improve your skill in using a piece of laboratory equipment	Total	1.81	1.003	115	10%	165	14%	293	25%	618	52%	24%
	Male	1.86	1.001	43	9%	76	16%	121	26%	225	48%	26%
	Female	1.78	1.007	72	10%	89	12%	172	24%	393	54%	22%
Showed someone else how to use a piece of scientific equipment	Total	1.79	0.933	89	7%	153	13%	366	31%	582	49%	20%
	Male	1.85	0.931	36	8%	64	14%	161	35%	204	44%	22%
	Female	1.75	0.935	53	7%	89	12%	205	28%	378	52%	20%
Explained an experimental procedure to someone else	Total	1.91	0.941	93	8%	199	17%	404	34%	490	41%	25%
	Male	1.97	0.925	33	7%	91	20%	166	36%	173	37%	27%
	Female	1.88	0.952	60	8%	108	15%	238	33%	317	44%	23%
Compared the scientific method with other methods for gaining knowledge and understanding	Total	1.72	0.868	62	5%	143	12%	383	32%	603	51%	17%
	Male	1.82	0.903	29	6%	68	15%	159	34%	209	45%	21%
	Female	1.65	0.841	33	5%	75	10%	224	31%	394	54%	15%
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	Total	1.83	0.894	85	7%	138	12%	459	39%	507	43%	19%
	Male	1.93	0.959	46	10%	61	13%	174	37%	184	40%	23%
	Female	1.77	0.846	39	5%	77	11%	285	39%	323	45%	16%

**College Student Experience Questionnaire
Fall 2001 Truman First-Year Students-Topics of Conversation Scale**

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

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

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

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often
				N	Col %	N	Col %	N	Col %	N	Col %	Col %
Current events in the news	Total	3.01	0.800	360	30%	498	42%	302	26%	24	2%	72%
	Male	3.03	0.829	152	33%	186	40%	109	24%	14	3%	73%
	Female	2.99	0.782	208	29%	312	43%	193	27%	10	1%	72%
Social issues-peace, justice, etc	Total	2.64	0.880	240	20%	356	30%	505	43%	83	7%	50%
	Male	2.66	0.922	105	23%	134	29%	184	40%	39	8%	52%
	Female	2.62	0.856	135	19%	222	31%	321	44%	44	6%	49%
Different lifestyles, etc	Total	2.73	0.856	258	22%	409	35%	456	39%	61	5%	56%
	Male	2.66	0.899	99	22%	142	31%	184	40%	35	8%	52%
	Female	2.77	0.829	159	22%	267	37%	272	38%	26	4%	59%
.Ideas of writers	Total	2.15	0.904	122	10%	217	18%	557	47%	288	24%	29%
	Male	2.26	0.935	62	13%	90	20%	214	46%	95	21%	33%
	Female	2.07	0.878	60	8%	127	18%	343	47%	193	27%	26%
The arts-painting, poetry, etc.	Total	2.42	0.948	195	16%	294	25%	502	42%	193	16%	41%
	Male	2.32	0.988	69	15%	116	25%	171	37%	105	23%	40%
	Female	2.47	0.918	126	17%	178	25%	331	46%	88	12%	42%
Science-theories, etc.	Total	1.90	0.854	69	6%	173	15%	516	44%	424	36%	20%
	Male	2.10	0.911	43	9%	86	19%	204	44%	127	28%	28%
	Female	1.78	0.793	26	4%	87	12%	312	43%	297	41%	16%
Computers and other technologies	Total	2.29	0.854	131	11%	262	22%	611	52%	178	15%	33%
	Male	2.55	0.903	84	18%	129	28%	201	44%	46	10%	46%
	Female	2.29	0.782	47	7%	133	18%	410	57%	132	18%	25%
Social/ethical issues re: science	Total	2.24	0.881	132	11%	240	20%	594	50%	217	18%	31%
	Male	2.39	0.920	71	15%	105	23%	216	47%	69	15%	38%
	Female	2.15	0.841	61	8%	135	19%	378	52%	148	20%	27%
The economy-employment, etc.	Total	2.24	0.846	106	9%	281	24%	587	50%	211	18%	33%
	Male	2.37	0.881	59	13%	117	25%	219	48%	66	14%	38%
	Female	2.16	0.814	47	6%	164	23%	368	51%	145	20%	29%
International Relations	Total	2.48	0.953	220	19%	299	25%	495	42%	169	14%	44%
	Male	2.58	0.976	105	23%	116	25%	182	39%	58	13%	48%
	Female	2.42	0.933	115	16%	183	25%	313	43%	111	15%	41%

College Student Experience Questionnaire
Fall 2001 Truman First-Year Students-Information in Conversations Scale

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

Fourth Edition (2000)

Bold = Significant (Frequency is greater than 50%)

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

		M	SD	Very Often		Often		Occasionally		Never		Very often + Often	
				N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Referred to readings or classes	Total	2.69	0.800	201	17%	450	39%	466	40%	47	4%	56%	
	Male	2.68	0.812	76	17%	178	40%	172	38%	23	5%	57%	
	Female	2.70	0.793	125	17%	272	38%	294	41%	24	3%	56%	
Explored different ways of thinking	Total	2.59	0.812	170	15%	412	35%	508	44%	72	6%	50%	
	Male	2.6	0.813	65	14%	167	37%	188	42%	29	6%	52%	
	Female	2.58	0.812	105	15%	245	34%	320	45%	43	6%	49%	
Referred to something instructor said	Total	2.50	0.823	155	13%	366	32%	547	47%	93	8%	45%	
	Male	2.47	0.851	59	13%	138	31%	204	46%	47	10%	44%	
	Female	2.52	0.805	96	13%	228	32%	343	48%	46	6%	45%	
Subsequently read something on a topic	Total	2.26	0.872	118	10%	277	24%	555	48%	211	18%	34%	
	Male	2.3	0.873	48	11%	115	26%	210	47%	75	17%	36%	
	Female	2.23	0.870	70	10%	162	23%	345	48%	136	19%	33%	
Changed opinion because of others	Total	2.16	0.743	66	6%	228	20%	692	60%	176	15%	25%	
	Male	2.17	0.794	31	7%	94	21%	246	55%	78	17%	28%	
	Female	2.15	0.707	35	5%	134	19%	446	63%	98	14%	24%	
Persuaded others to change their minds	Total	2.25	0.791	93	8%	264	23%	644	55%	160	14%	31%	
	Male	2.36	0.828	46	10%	124	28%	223	50%	56	12%	38%	
	Female	2.18	0.758	47	7%	140	20%	421	59%	104	15%	26%	

**College Student Experience Questionnaire
Fall 2001 Truman First-Year Students-Reading and Writing Scale**

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

Fourth Edition (2000)

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

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

		M	SD	More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 20 + Between 10 and 20
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Textbooks or assigned books	Total	2.69	0.754	18	2%	130	11%	529	46%	478	41%	24	2%	13%
	Male	2.62	0.809	9	2%	50	11%	178	40%	204	46%	17	2%	13%
	Female	2.74	0.715	9	1%	80	11%	351	49%	274	38%	7	1%	12%
Assigned packs of course readings	Total	2.34	0.952	37	4%	97	10%	276	28%	574	58%	190	4%	14%
	Male	2.35	0.997	18	5%	38	10%	112	30%	206	55%	83	5%	15%
	Female	2.32	0.918	19	3%	59	10%	164	27%	368	60%	107	3%	13%
Non-assigned books	Total	1.90	0.860	16	2%	51	7%	131	17%	572	74%	401	2%	9%
	Male	1.92	0.939	11	4%	22	8%	51	18%	206	71%	165	4%	11%
	Female	1.88	0.809	5	1%	29	6%	80	17%	366	76%	236	1%	7%

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

Fourth Edition (2000)

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

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

		M	SD	More than 20		Between 10 and 20		Between 5 and 10		Fewer than 5		None		More than 20 + Between 10 and 20
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Essay exams for your courses	Total	2.77	0.969	51	5%	209	19%	421	39%	405	37%	85	5%	24%
	Male	2.87	0.947	20	5%	89	21%	181	43%	134	32%	27	5%	26%
	Female	2.72	0.979	31	5%	120	18%	240	36%	271	41%	58	5%	23%
Term papers or other written reports	Total	2.89	1.010	71	6%	250	23%	378	35%	396	36%	66	6%	29%
	Male	2.87	1.031	29	7%	95	23%	139	33%	155	37%	29	7%	30%
	Female	2.89	0.994	42	6%	155	23%	239	35%	241	36%	37	6%	29%

College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Satisfaction Questions

Fourth Edition (2000)

Scale: 2 low -- 8 high

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

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

		M	SD	2		3		4		5		6		7		8		
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Overall opinion of college	Total	6.35	1.426	24	2%	30	3%	71	6%	130	11%	359	30%	264	22%	302	26%	78%
	Male	6.30	1.381	9	2%	8	2%	29	6%	53	12%	160	35%	90	20%	110	24%	78%
	Female	6.38	1.454	15	2%	22	3%	42	6%	77	11%	199	28%	174	24%	192	27%	78%

**College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Environment Scale Scores**

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

		M	SD	Strong Emphasis		6		5		4		3		2		Weak Emphasis		7 + 6	1 + 2
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Total	6.22	0.919	545	46%	431	37%	150	20%	37	6%	9	1%	5	0%	2	0%	83%	1%
	Male	6.02	1.009	165	36%	179	39%	86	31%	15	8%	6	2%	3	1%	2	0%	75%	1%
	Female	6.35	0.833	380	53%	252	35%	64	14%	22	5%	3	0%	2	0%	0	0%	87%	0%
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Total	5.30	1.241	202	17%	349	30%	351	42%	187	39%	57	9%	25	3%	7	1%	47%	3%
	Male	5.15	1.298	63	14%	129	28%	147	45%	69	38%	28	12%	13	4%	6	1%	42%	4%
	Female	5.39	1.191	139	19%	220	30%	204	41%	118	39%	29	7%	12	2%	1	0%	50%	2%
Emphasis on Being Critical, Evaluative, and Analytical	Total	5.70	1.077	286	24%	452	38%	284	39%	124	28%	21	3%	6	1%	5	0%	63%	1%
	Male	5.55	1.157	95	21%	163	36%	130	44%	49	30%	10	4%	4	1%	5	1%	57%	2%
	Female	5.79	1.015	191	26%	289	40%	154	36%	75	27%	11	2%	2	0%	0	0%	66%	0%
Environmental Emphasis: Diversity	Total	5.11	1.404	212	18%	292	25%	306	34%	227	39%	88	14%	38	4%	17	2%	43%	5%
	Male	4.97	1.469	75	16%	99	22%	132	37%	80	35%	42	17%	18	5%	11	3%	38%	6%
	Female	5.20	1.352	137	19%	193	27%	174	33%	147	41%	46	11%	20	4%	6	1%	46%	4%
Environmental Emphasis: Information Literacy Skills	Total	5.28	1.185	165	14%	391	33%	339	43%	202	45%	56	9%	15	2%	8	1%	47%	2%
	Male	5.19	1.280	63	14%	147	32%	121	39%	87	46%	23	9%	8	2%	7	2%	46%	3%
	Female	5.34	1.117	102	14%	244	34%	218	46%	115	44%	33	9%	7	1%	1	0%	48%	1%
Emphasis on Developing Vocational and Occupational Competence	Total	4.69	1.417	116	10%	242	21%	318	34%	277	45%	139	24%	62	8%	24	2%	30%	7%
	Male	4.56	1.551	47	10%	92	20%	108	30%	96	37%	64	25%	35	12%	15	4%	30%	11%
	Female	4.78	1.322	69	10%	150	21%	210	37%	181	50%	75	23%	27	6%	9	1%	30%	5%
Emphasis on Personal Relevance and Practical Value of Courses	Total	4.75	1.421	121	10%	254	22%	325	35%	277	46%	115	20%	56	7%	30	3%	32%	7%
	Male	4.64	1.552	46	10%	101	22%	117	33%	97	41%	43	18%	33	10%	19	5%	32%	11%
	Female	4.81	1.332	75	10%	153	21%	208	37%	180	50%	72	22%	23	5%	11	2%	32%	5%

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

		M	SD	Friendly, Supportive		6		5		4		3		2		Competitive, Uninvolved		7 + 6	1 + 2
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with other students	Total	5.92	1.182	431	37%	438	37%	177	24%	85	15%	21	2%	20	2%	8	1%	74%	2%
	Male	5.74	1.249	133	29%	182	40%	77	28%	41	21%	10	3%	8	2%	6	1%	69%	3%
	Female	6.03	1.125	298	41%	256	35%	100	21%	44	12%	11	2%	12	2%	2	0%	77%	2%

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

		M	SD	Helpful, Considerate		6		5		4		3		2		Rigid, Impersonal		7 + 6	1 + 2
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with administrative personnel and offices	Total	5.12	1.304	156	13%	340	29%	361	43%	203	42%	67	11%	35	4%	17	2%	42%	4%
	Male	5.06	1.340	58	13%	127	28%	143	43%	76	40%	28	12%	18	5%	7	2%	40%	5%
	Female	5.16	1.281	98	14%	213	30%	218	43%	127	44%	39	10%	17	3%	10	2%	43%	4%

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

		M	SD	Approachable, Helpful		6		5		4		3		2		Remote, Discouraging		7 + 6	1 + 2
				N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Relationships with faculty members	Total	5.46	1.192	220	19%	427	36%	314	42%	145	33%	50	7%	13	1%	10	1%	55%	2%
	Male	5.42	1.185	78	17%	163	36%	127	43%	64	38%	14	5%	5	1%	5	1%	53%	2%
	Female	5.49	1.199	142	20%	264	37%	187	41%	81	30%	36	8%	8	1%	5	1%	56%	2%

College Student Experience Questionnaire
Fall 2001 Truman First-Year Student Estimate of Gains Scales/Questions

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

Fourth Edition (2000)

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

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

		M	SD	Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
				N	Col %	N	Col %	N	Col %	N	Col %	Col %	
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Total	2.21	0.881	103	9%	310	26%	516	43%	259	22%		35%
	Male	2.37	0.884	51	11%	144	31%	193	42%	76	16%		42%
	Female	2.12	0.869	52	7%	166	23%	323	45%	183	25%		30%
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Total	2.42	0.828	110	9%	431	36%	493	42%	152	13%		46%
	Male	2.51	0.817	49	11%	184	40%	182	39%	47	10%		50%
	Female	2.36	0.831	61	8%	247	34%	311	43%	105	15%		43%
Gaining a broad general education about different fields of knowledge	Total	2.87	0.774	250	21%	563	47%	337	28%	36	3%		69%
	Male	2.83	0.765	88	19%	221	48%	140	30%	14	3%		67%
	Female	2.89	0.779	162	22%	342	47%	197	27%	22	3%		70%
Gaining a range of information relevant to a career	Total	2.58	0.846	178	15%	432	37%	470	40%	101	9%		52%
	Male	2.6	0.836	65	14%	184	40%	171	37%	40	9%		54%
	Female	2.57	0.853	113	16%	248	34%	299	41%	61	8%		50%
Developing an understanding and enjoyment of art, music, and drama	Total	2.27	1.004	172	15%	282	24%	423	36%	307	26%		38%
	Male	2.23	1.034	66	14%	111	24%	144	31%	139	30%		38%
	Female	2.30	0.983	106	15%	171	24%	279	39%	168	23%		38%
Broadening your acquaintance and enjoyment of literature	Total	2.13	0.901	88	7%	294	25%	474	40%	324	27%		32%
	Male	2.13	0.888	32	7%	119	26%	186	41%	122	27%		33%
	Female	2.12	0.906	56	8%	175	24%	288	40%	202	28%		32%
Seeing the importance of history for understanding the present and the past	Total	2.16	0.960	124	10%	283	24%	435	37%	341	29%		34%
	Male	2.25	0.952	53	11%	122	26%	174	38%	112	24%		38%
	Female	2.10	0.961	71	10%	161	22%	261	36%	229	32%		32%
Gaining knowledge about other parts of the world and other people	Total	2.16	0.964	125	11%	285	24%	430	36%	345	29%		35%
	Male	2.27	0.957	54	12%	128	28%	169	37%	112	24%		39%
	Female	2.09	0.963	71	10%	157	22%	261	36%	233	32%		32%
Writing clearly and effectively	Total	2.62	0.878	196	17%	464	39%	403	34%	120	10%		56%
	Male	2.61	0.875	76	16%	173	38%	167	36%	45	10%		54%
	Female	2.63	0.880	120	17%	291	40%	236	33%	75	10%		57%
Speaking effectively	Total	2.53	0.896	179	15%	425	36%	432	36%	149	13%		51%
	Male	2.56	0.904	70	15%	170	37%	169	37%	53	11%		52%
	Female	2.52	0.896	109	15%	255	35%	263	36%	96	13%		50%
Acquiring familiarity with the use of computers	Total	2.73	0.916	267	23%	444	38%	360	30%	110	9%		60%
	Male	2.76	0.916	105	23%	183	40%	127	28%	45	10%		63%
	Female	2.72	0.912	162	22%	261	36%	233	32%	65	9%		59%
Becoming aware of different philosophies, cultures, and ways of life	Total	2.52	0.874	170	14%	404	34%	477	40%	132	11%		49%
	Male	2.53	0.875	67	15%	163	35%	180	39%	52	11%		50%
	Female	2.51	0.871	103	14%	241	33%	297	41%	80	11%		48%

Estimate of Gains

		Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit		
		N	Col %	N	Col %	N	Col %	N	Col %	Col %		
Developing your own values and ethical standards	Total	2.71	0.926	257	22%	461	39%	336	28%	130	11%	61%
	Male	2.68	0.970	103	22%	172	37%	124	27%	64	14%	59%
	Female	2.74	0.897	154	21%	289	40%	212	29%	66	9%	61%
Understanding yourself--your abilities, interests, and personality	Total	2.89	0.825	290	24%	532	45%	307	26%	56	5%	69%
	Male	2.78	0.872	98	21%	204	44%	123	27%	38	8%	65%
	Female	2.96	0.787	192	27%	328	45%	184	25%	18	2%	72%
Understanding other people and the ability to get along with different kinds of people	Total	2.94	0.826	328	28%	508	43%	304	26%	45	4%	71%
	Male	2.87	0.871	122	26%	189	41%	124	27%	28	6%	67%
	Female	2.99	0.793	206	29%	319	44%	180	25%	17	2%	73%
Ability to function as a team member	Total	2.66	0.903	239	20%	412	35%	423	36%	110	9%	55%
	Male	2.63	0.902	88	19%	161	35%	168	36%	46	10%	54%
	Female	2.68	0.903	151	21%	251	35%	255	35%	64	9%	56%
Developing good health habits and physical fitness	Total	2.48	0.970	209	18%	351	30%	425	36%	200	17%	47%
	Male	2.49	1.004	90	19%	130	28%	158	34%	85	18%	48%
	Female	2.48	0.948	119	16%	221	31%	267	37%	115	16%	47%
Understanding the nature of science and experimentation	Total	2.14	0.957	114	10%	300	25%	417	35%	351	30%	35%
	Male	2.22	0.934	45	10%	129	28%	172	37%	116	25%	38%
	Female	2.10	0.968	69	10%	171	24%	245	34%	235	33%	33%
Understanding new scientific and technical developments	Total	2.07	0.932	92	8%	285	24%	427	36%	377	32%	32%
	Male	2.24	0.919	44	10%	131	28%	178	39%	108	23%	38%
	Female	1.97	0.924	48	7%	154	21%	249	35%	269	37%	28%
Becoming aware if the consequences of applications in science and technology	Total	2.10	0.892	89	8%	267	23%	499	42%	327	28%	30%
	Male	2.25	0.914	46	10%	127	27%	186	40%	103	22%	37%
	Female	2.00	0.863	43	6%	140	19%	313	43%	224	31%	25%
Ability to think analytically and logically	Total	2.67	0.848	211	18%	443	38%	446	38%	81	7%	55%
	Male	2.72	0.862	93	20%	180	39%	158	34%	32	7%	59%
	Female	2.63	0.837	118	16%	263	37%	288	40%	49	7%	53%
Quantitative thinking--Understanding probabilities, proportions, etc.	Total	2.23	0.904	115	10%	311	26%	497	42%	259	22%	36%
	Male	2.36	0.877	49	11%	145	31%	193	42%	75	16%	42%
	Female	2.16	0.910	66	9%	166	23%	304	42%	184	26%	32%
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Total	2.66	0.821	193	16%	470	40%	448	38%	73	6%	56%
	Male	2.61	0.835	71	15%	174	38%	183	40%	35	8%	53%
	Female	2.70	0.810	122	17%	296	41%	265	37%	38	5%	58%
Ability to learn on your own, pursue ideas, and find information you need	Total	2.89	0.843	300	25%	519	44%	300	25%	64	5%	69%
	Male	2.83	0.856	104	23%	206	45%	120	26%	32	7%	67%
	Female	2.93	0.834	196	27%	313	43%	180	25%	32	4%	71%
Gain: Adapting to Change	Total	2.89	0.868	319	27%	486	41%	310	26%	69	6%	68%
	Male	2.77	0.859	99	21%	187	40%	147	32%	30	6%	62%
	Female	2.97	0.865	220	31%	299	41%	163	23%	39	5%	72%

**College Student Experience Questionnaire
Fall 2001 Truman First-Year Students Selected Background Information**

Fourth Edition (2000)

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

		19 or younger		20-23		24-29		30-39		40-55		Over 55	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Age	Total	1194	99%	6	0%			1	0%				
	Male	463	99%	5	1%			0	0%				
	Female	724	100%	1	0%			1	0%				

Scale: Male, Female

		Male		Female	
		N	Col %	N	Col %
Sex	Total	468	39%	726	61%
	Male	468	100%	0	0%
	Female	0	0%	726	100%

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

		Not Married		Married		Divorced		Separated		Widowed	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your marital status?	Total	1189	100%	3	0%						
	Male	467	100%	1	0%						
	Female	722	100%	2	0%						

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

		Freshmen/First Year		Sophomore		Junior		Senior		Graduate Student		Unclassified	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What is your classification in College?	Total	1175	98%	18	2%								
	Male	461	99%	7	1%								
	Female	714	98%	11	2%								

Scale: Started Here, Transferred from another institution

		Started Here		Transferred	
		N	Col %	N	Col %
Did you begin college here or did you transfer here from another institution?	Total	1181	99%	11	1%
	Male	463	99%	4	1%
	Female	718	99%	7	1%

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

		Dormitory or other campus housing		Residence within walking distance		Residence within driving distance		Fraternity or Sorority	
		N	Col %	N	Col %	N	Col %	N	Col %
Where do you live during the school year?	Total	1169	98%	10	1%	15	1%		
	Male	460	98%	2	0%	6	1%		
	Female	709	98%	8	1%	9	1%		

With whom do you live during the school year?

Scale: No, Yes

		Yes		No	
		N	Col %	N	Col %
No one	Total	29	2%	1162	98%
	Male	7	2%	459	98%
	Female	22	3%	703	97%
Other students	Total	1134	95%	57	5%
	Male	450	97%	16	3%
	Female	684	94%	41	6%
Spouse or partner	Total	4	0%	1187	100%
	Male	1	0%	465	100%
	Female	3	0%	722	100%
My child	Total	2	0%	1189	100%
	Male	1	0%	465	100%
	Female	1	0%	724	100%
My parents	Total	18	2%	1173	98%
	Male	6	1%	460	99%
	Female	12	2%	713	98%
Other relatives	Total	8	1%	1183	99%
	Male	3	1%	463	99%
	Female	5	1%	720	99%
Friends	Total	3	0%	1188	100%
	Male	1	0%	465	100%
	Female	2	0%	723	100%
Others	Total	4	0%	1186	100%
	Male	0	0%	465	100%
	Female	4	1%	721	99%

Scale: YES, NO

		YES		NO	
		N	Col %	N	Col %
Do you have access to a computer where you live or work, or nearby that you can use for your school work?	Total	1191	100%	1	0%
	Male	466	100%	0	0%
	Female	725	100%	1	0%

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

		A		A-, B+		B		B-, C+		C, C-, or lower	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
What have most of your grades been up to now at this institution?	Total	213		490		299		146		41	
	Male	73		163		141		70		18	
	Female	140		327		158		76		23	

Which of these fields best describes your major?

Scale: Yes, No

		Yes		No	
		N	Col %	N	Col %
Agriculture	Total	17	1%	1173	99%
	Male	2	0%	463	100%
	Female	15	2%	710	98%
Biological or life sciences	Total	135	11%	1055	89%
	Male	52	11%	413	89%
	Female	83	11%	642	89%
Business	Total	164	14%	1026	86%
	Male	87	19%	378	81%
	Female	77	11%	648	89%
Communication	Total	67	6%	1123	94%
	Male	22	5%	443	95%
	Female	45	6%	680	94%
Computer and Information Sciences	Total	62	5%	1128	95%
	Male	54	12%	411	88%
	Female	8	1%	717	99%
Education	Total	97	8%	1093	92%
	Male	17	4%	448	96%
	Female	80	11%	645	89%
Engineering	Total	6	1%	1184	99%
	Male	5	1%	460	99%
	Female	1	0%	724	100%
Ethnic, Cultural, area studies	Total	4	0%	1186	100%
	Male	2	0%	463	100%
	Female	2	0%	723	100%
Foreign Languages	Total	35	3%	1155	97%
	Male	10	2%	455	98%
	Female	25	3%	700	97%
Health Related fields	Total	118	10%	1072	90%
	Male	19	4%	446	96%
	Female	99	14%	626	86%
History	Total	55	5%	1135	95%
	Male	27	6%	438	94%
	Female	28	4%	697	96%
Humanities	Total	60	5%	1130	95%
	Male	19	4%	446	96%
	Female	41	6%	684	94%
Liberal or general studies	Total	4	0%	1186	100%
	Male	1	0%	464	100%
	Female	3	0%	722	100%

Selected Background Information

Mathematics	Total	32	3%	1158	97%
	Male	16	3%	449	97%
	Female	16	2%	709	98%
Multi/interdisciplinary	Total	3	0%	1187	100%
	Male	2	0%	463	100%
	Female	1	0%	724	100%
Rec or sports management	Total	5	0%	1185	100%
	Male	4	1%	461	99%
	Female	1	0%	724	100%
Physical Sciences	Total	37	3%	1153	97%
	Male	23	5%	442	95%
	Female	14	2%	711	98%
Pre-professional	Total	109	9%	1081	91%
	Male	35	8%	430	92%
	Female	74	10%	651	90%
Public Administration	Total	14	1%	1176	99%
	Male	7	2%	458	98%
	Female	7	1%	718	99%
Social Sciences	Total	167	14%	1023	86%
	Male	58	12%	407	88%
	Female	109	15%	616	85%
Visual and performing arts	Total	86	7%	1104	93%
	Male	27	6%	438	94%
	Female	59	8%	666	92%
Undecided	Total	119	10%	1071	90%
	Male	44	9%	421	91%
	Female	75	10%	650	90%
Other	Total	45	4%	1145	96%
	Male	10	2%	455	98%
	Female	35	5%	690	95%

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

	No		Yes, both		Yes, father only		Yes, mother only		don't know	
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Did either of your parents graduate from college? Total	312	26%	511	43%	230	19%	130	11%	6	1%
Male	107	23%	212	46%	96	21%	47	10%	3	1%
Female	205	28%	299	41%	134	19%	83	11%	3	0%

Selected Background Information

Scale: YES, NO

		YES		NO	
		N	Col %	N	Col %
Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?	Total	910	77%	271	23%
	Male	343	74%	120	26%
	Female	567	79%	151	21%

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

		17 or more		15-16		12-14		7-11		6 or fewer	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
How many credit hours are you taking this term?	Total	168	14%	640	54%	365	31%	13	1%	3	0%
	Male	65	14%	255	55%	140	30%	5	1%	1	0%
	Female	103	14%	385	53%	225	31%	8	1%	2	0%

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

		5 or fewer hours a week		6-10 hours a week		11-15 hours a week		16-20 hours a week		21-25 hours a week		26-30 hours a week		more than 30 hours a week	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
During the time school is in session, about how many hours a week do you usually spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?	Total	103	9%	291	24%	280	24%	248	21%	152	13%	75	6%	39	3%
	Male	62	13%	132	28%	97	21%	82	18%	58	12%	23	5%	12	3%
	Female	41	6%	159	22%	183	25%	166	23%	94	13%	52	7%	27	4%

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

		None; No Job		1-10 Hrs Weekly		11-20 Hrs Weekly		21-30 Hrs Weekly	
		N	Col %	N	Col %	N	Col %	N	Col %
Hours working on campus for pay	Total	1071	90%	86	7%	33	3%	2	0%
	Male	427	91%	25	5%	13	3%	2	0%
	Female	644	89%	61	8%	20	3%	0	0%

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

		None; No Job		1-10 Hrs Weekly		11-20 Hrs Weekly		21-30 Hrs Weekly		31-40 Hrs Weekly		more than 40 hrs	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Hours Working off campus for pay	Total	1089	92%	47	4%	29	2%	15	1%	2	0%	1	0%
	Male	430	93%	13	3%	6	1%	10	2%	2	0%	1	0%
	Female	659	91%	34	5%	23	3%	5	1%	0	0%	0	0%

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

		No Job		Does not interfere		Takes some time		Takes a lot of time	
		N	Col %	N	Col %	N	Col %	N	Col %
How job affects school work	Total	974	82%	113	10%	91	8%	8	1%
	Male	392	84%	33	7%	35	8%	4	1%
	Female	582	81%	80	11%	56	8%	4	1%

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

		None		Very little		Less than half		About half		More than half		All or nearly all	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Meet Expenses: Self	Total	197	21%	440	46%	194	20%	61	6%	28	3%	38	4%
	Male	74	21%	158	44%	71	20%	29	8%	10	3%	15	4%
	Female	123	20%	282	47%	123	20%	32	5%	18	3%	23	4%
Meet Expenses: Parents	Total	85	8%	209	20%	203	19%	160	15%	173	16%	237	22%
	Male	34	8%	77	19%	73	18%	62	15%	75	19%	84	21%
	Female	51	8%	132	20%	130	20%	98	15%	98	15%	153	23%
Meet Expenses: Spouse or partner	Total	795	99%	3	0%	6	1%					1	0%
	Male	288	99%	2	1%	1	0%					0	0%
	Female	507	99%	1	0%	5	1%					1	0%
Meet Expenses: Employer	Total	765	96%	20	3%	9	1%	1	0%			3	0%
	Male	279	97%	5	2%	3	1%	0	0%			0	0%
	Female	486	95%	15	3%	6	1%	1	0%			3	1%
Meet Expenses: Scholarships and grants	Total	65	6%	168	16%	287	27%	128	12%	169	16%	266	25%
	Male	30	7%	70	17%	95	23%	44	11%	68	16%	109	26%
	Female	35	5%	98	15%	192	29%	84	13%	101	15%	157	24%
Meet Expenses: Loans	Total	505	56%	77	9%	173	19%	68	8%	50	6%	27	3%
	Male	194	58%	36	11%	52	16%	27	8%	16	5%	9	3%
	Female	311	55%	41	7%	121	21%	41	7%	34	6%	18	3%
Meet Expenses: Other sources	Total	718	89%	57	7%	17	2%	4	0%	5	1%	7	1%
	Male	263	88%	19	6%	7	2%	3	1%	3	1%	3	1%
	Female	455	89%	38	7%	10	2%	1	0%	2	0%	4	1%

What is your racial or ethnic identification?

Scale: Yes, No

		Yes		No	
		N	Col %	N	Col %
American Indian or other Native American	Total	16	1%	1152	99%
	Male	3	1%	451	99%
	Female	13	2%	701	98%
Asian or Pacific Islander	Total	36	3%	1132	97%
	Male	24	5%	430	95%
	Female	12	2%	702	98%
Black or African American	Total	51	4%	1117	96%
	Male	21	5%	433	95%
	Female	30	4%	684	96%
Caucasian	Total	1056	90%	112	10%
	Male	396	87%	58	13%
	Female	660	92%	54	8%
Mexican-American	Total	7	1%	1161	99%
	Male	3	1%	451	99%
	Female	4	1%	710	99%
Puerto Rican	Total	3	0%	1165	100%
	Male	2	0%	452	100%
	Female	1	0%	713	100%
Other Hispanic	Total	6	1%	1162	99%
	Male	2	0%	452	100%
	Female	4	1%	710	99%
Other	Total	25	2%	1143	98%
	Male	15	3%	439	97%
	Female	10	1%	704	99%

College Student Experience Questionnaire (4th Edition)
Fall 2001 First-Year Student Local Questions

		Blanton		Brewer		Centennial		Dobson		Grim			
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %		
I live in :	Total	3.11	0.969	76	13%	4	1%	297	51%	190	33%	14	2%
	Male	3.44	0.737	7	3%	2	1%	105	48%	95	44%	9	4%
	Female	2.90	1.037	69	19%	2	1%	192	53%	95	26%	5	1%

		Missouri		Nason		Ryle		Apartments		Off-campus/Commuter			
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %		
I live in:	Total	1.98	1.097	331	50%	60	9%	242	37%	3	0%	23	3%
	Male	1.78	1.072	164	62%	8	3%	83	32%	1	0%	7	3%
	Female	2.11	1.094	167	42%	52	13%	159	40%	2	1%	16	4%

Scale: A = Yes, B = No

		YES		NO			
		N	Col %	N	Col %		
Are you a member of a student club or organization?	Total	1.38	0.513	735	63%	429	37%
	Male	1.42	0.507	269	60%	183	40%
	Female	1.36	0.517	466	65%	246	35%

Do you belong to a fraternity or sorority on campus?	Total	1.82	0.410	220	19%	947	81%
	Male	1.80	0.443	98	22%	354	78%
	Female	1.84	0.389	122	17%	593	83%

Are you taking a residential college section offered through your residence hall?	Total	1.78	0.464	272	23%	890	77%
	Male	1.76	0.488	115	26%	335	74%
	Female	1.79	0.449	157	22%	555	78%

Do you plan to return to Truman next fall?	Total	1.11	0.403	1056	92%	93	8%
	Male	1.08	0.309	415	93%	33	7%
	Female	1.13	0.454	641	91%	60	9%

Scale: 1= (No influence), 2, 3, 4, 5 =(Major influence)

		1		2		3		4		5		5 + 4		
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %	
Living on-campus	Total	2.83	1.406	295	26%	157	14%	278	25%	218	19%	171	15%	35%
	Male	2.73	1.354	117	27%	68	16%	105	25%	91	21%	47	11%	32%
	Female	2.90	1.433	178	26%	89	13%	173	25%	127	18%	124	18%	36%
Involvement in Greek life	Total	1.80	1.411	804	71%	70	6%	62	5%	62	5%	132	12%	17%
	Male	1.97	1.504	283	65%	34	8%	27	6%	28	6%	62	14%	21%
	Female	1.70	1.346	521	75%	36	5%	35	5%	34	5%	70	10%	15%
Involvement in student clubs and organizations	Total	2.52	1.343	366	32%	219	19%	244	22%	193	17%	105	9%	26%
	Male	2.52	1.369	143	33%	85	20%	87	20%	73	17%	45	10%	27%
	Female	2.51	1.327	223	32%	134	19%	157	23%	120	17%	60	9%	26%
Quality of Academic advising	Total	2.98	1.148	147	13%	224	20%	357	32%	310	27%	93	8%	36%
	Male	2.93	1.141	61	14%	85	20%	141	32%	118	27%	30	7%	34%
	Female	3.01	1.155	86	12%	139	20%	216	31%	192	28%	63	9%	37%
Quality of Academic program	Total	3.85	1.081	60	5%	60	5%	219	19%	442	39%	350	31%	70%
	Male	3.74	1.084	25	6%	28	6%	93	21%	179	41%	109	25%	66%
	Female	3.92	1.076	35	5%	32	5%	126	18%	263	38%	241	35%	72%
Relationship with other students	Total	3.92	1.137	63	6%	69	6%	197	17%	370	33%	431	38%	71%
	Male	3.70	1.195	35	8%	30	7%	95	22%	146	34%	128	29%	63%
	Female	4.06	1.080	28	4%	39	6%	102	15%	224	32%	303	44%	76%
Relationships with staff	Total	2.84	1.084	164	15%	213	19%	449	40%	240	21%	61	5%	27%
	Male	2.77	1.097	70	16%	91	21%	168	39%	83	19%	23	5%	24%
	Female	2.89	1.075	94	14%	122	18%	281	41%	157	23%	38	5%	28%
Relationship with faculty	Total	2.93	1.131	153	14%	218	19%	406	36%	266	24%	88	8%	31%
	Male	2.79	1.165	76	17%	87	20%	157	36%	81	19%	34	8%	26%
	Female	3.01	1.099	77	11%	131	19%	249	36%	185	27%	54	8%	34%
Experiences with the Kirksville community	Total	2.42	1.199	319	28%	288	26%	306	27%	143	13%	69	6%	19%
	Male	2.32	1.173	141	32%	106	24%	113	26%	56	13%	18	4%	17%
	Female	2.49	1.209	178	26%	182	26%	193	28%	87	13%	51	7%	20%

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

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

		M	SD	Very Much		Quite a bit		Some		Very Little		Very Much + Quite a bit	
				N	Col %	N	Col %	N	Col %	N	Col %	Col %	
My Extended Freshmen Course helped me understand the level of academic work expected of Truman Students	Total	2.70	0.986	146	13%	301	27%	438	40%	217	20%	41%	
	Male	2.75	1.016	59	14%	106	25%	163	38%	96	23%	39%	
	Female	2.68	0.963	87	13%	195	29%	275	41%	121	18%	42%	
My Extended Freshmen Course helped me learn the study and time management skills needed to succeed at Truman	Total	2.94	0.952	94	9%	243	22%	455	41%	309	28%	31%	
	Male	2.95	0.960	36	8%	93	22%	169	40%	126	30%	30%	
	Female	2.93	0.951	58	9%	150	22%	286	42%	183	27%	31%	
My Extended Freshmen Course helped me develop a sense of belonging in the Truman Community	Total	2.65	1.050	176	16%	336	31%	352	32%	234	21%	47%	
	Male	2.77	1.004	47	9%	209	42%	148	29%	99	20%	51%	
	Female	2.57	1.071	129	22%	127	21%	204	34%	135	23%	43%	
My Extended Freshmen Course helped me develop my writing, speaking, and thinking skills	Total	3.11	0.972	81	7%	196	18%	394	36%	421	39%	25%	
	Male	3.14	0.980	30	7%	76	18%	144	34%	168	40%	25%	
	Female	3.10	0.964	51	8%	120	18%	250	37%	253	38%	25%	
My Extended Freshmen Course helped me understand and appreciate the meaning of a liberal arts education	Total	2.77	1.037	143	13%	296	27%	391	36%	256	24%	40%	
	Male	2.82	1.066	57	14%	105	25%	141	34%	113	27%	39%	
	Female	2.74	1.016	86	13%	191	29%	250	37%	143	21%	41%	

Library

Used an index or database (computer, card catalog, etc.) to find material on some topic	Total	2.81	0.931	325	27%	422	35%	343	29%	101	8%	63%
	Male	2.70	0.966	117	25%	142	30%	157	34%	51	11%	55%
	Female	2.89	0.900	208	29%	280	39%	186	26%	50	7%	67%

Developed a bibliography or reference list for a term paper or other report	Total	2.57	1.019	270	23%	332	28%	387	33%	198	17%	51%
	Male	2.53	1.023	102	22%	126	27%	154	33%	83	18%	49%
	Female	2.59	1.013	168	23%	206	29%	233	32%	115	16%	52%

Computer and Info Tech

Used a computer or word processor to prepare reports or papers	Total	3.80	0.503	1008	84%	138	12%	43	4%	4	0%	96%
	Male	3.75	0.555	378	81%	64	14%	25	5%	1	0%	94%
	Female	3.84	0.460	630	87%	74	10%	18	2%	3	0%	97%

Used e-mail to communicate with an instructor or other students	Total	3.45	0.772	732	61%	285	24%	158	13%	16	1%	85%
	Male	3.29	0.846	246	53%	120	26%	91	20%	9	2%	79%
	Female	3.56	0.700	486	67%	165	23%	67	9%	7	1%	90%

Searched the World Wide Web or Internet for the information related to a course	Total	3.35	0.850	673	56%	298	25%	185	16%	36	3%	81%
	Male	3.35	0.834	260	56%	124	27%	70	15%	13	3%	82%
	Female	3.35	0.858	413	57%	174	24%	115	16%	23	3%	81%

Course Learning

Completed the assigned readings for class	Total	3.28	0.754	546	46%	444	37%	195	16%	8	1%	83%
	Male	3.13	0.786	171	37%	190	41%	100	21%	6	1%	77%
	Female	3.38	0.717	375	52%	254	35%	95	13%	2	0%	87%

Took detailed notes during class	Total	3.48	0.733	721	60%	340	29%	111	9%	20	2%	89%
	Male	3.23	0.834	210	45%	170	36%	70	15%	17	4%	81%
	Female	3.64	0.607	511	70%	170	23%	41	6%	3	0%	94%

Contributed to class discussions	Total	2.92	0.848	345	29%	414	35%	383	33%	31	3%	65%
	Male	2.91	0.881	143	31%	144	32%	155	34%	15	3%	63%
	Female	2.92	0.827	202	28%	270	38%	228	32%	16	2%	66%

Tried to see how different facts and ideas fit together	Total	2.84	0.838	288	24%	481	40%	372	31%	51	4%	65%
	Male	2.83	0.818	105	23%	196	42%	147	32%	18	4%	65%
	Female	2.85	0.850	183	25%	285	39%	225	31%	33	5%	64%
Summarized major points and information from your class notes or readings	Total	2.92	0.887	359	30%	431	36%	339	28%	62	5%	66%
	Male	2.80	0.879	114	24%	172	37%	152	33%	28	6%	61%
	Female	2.99	0.886	245	34%	259	36%	187	26%	34	5%	70%
Worked on a class assignment, project, or presentation with other students	Total	2.80	0.901	309	26%	415	35%	388	33%	78	7%	61%
	Male	2.72	0.915	106	23%	162	35%	156	34%	41	9%	58%
	Female	2.86	0.886	203	28%	253	35%	232	32%	37	5%	63%
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments	Total	2.72	0.822	230	19%	444	37%	465	39%	50	4%	57%
	Male	2.62	0.830	77	17%	163	35%	197	42%	28	6%	52%
	Female	2.78	0.810	153	21%	281	39%	268	37%	22	3%	60%
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)	Total	2.83	0.797	271	23%	473	40%	422	35%	24	2%	63%
	Male	2.77	0.805	97	21%	175	38%	182	39%	12	3%	58%
	Female	2.88	0.790	174	24%	298	41%	240	33%	12	2%	65%
Worked on a paper or project where you had to integrate ideas from various sources	Total	3.00	0.849	387	33%	453	38%	306	26%	40	3%	71%
	Male	2.96	0.877	147	32%	173	37%	121	26%	22	5%	69%
	Female	3.03	0.829	240	33%	280	39%	185	26%	18	2%	72%
Applied material learned in a class to other areas (your job or internship, other courses, relationships with friends, family, co-workers, etc.)	Total	2.53	0.860	172	14%	401	34%	500	42%	119	10%	48%
	Male	2.43	0.884	64	14%	133	28%	209	45%	61	13%	42%
	Female	2.59	0.837	108	15%	268	37%	291	40%	58	8%	52%

Writing Experiences

Used a dictionary or thesaurus to look up the proper meaning	Total	2.86	0.929	369	31%	362	30%	388	33%	74	6%	61%
	Male	2.70	0.981	125	27%	126	27%	166	36%	50	11%	54%

of words	Female	2.96	0.880	244	34%	236	33%	222	31%	24	3%	66%
Thought about grammar, sentence structure, word choice, and sequence or ideas or points as you were writing	Total	3.31	0.791	588	49%	416	35%	159	13%	29	2%	84%
	Male	3.13	0.827	180	39%	182	39%	90	19%	14	3%	78%
	Female	3.43	0.748	408	56%	234	32%	69	10%	15	2%	88%
Asked other people to read something you wrote to see if it was clear to them	Total	2.83	0.968	360	30%	385	32%	332	28%	115	10%	63%
	Male	2.69	0.970	114	24%	148	32%	150	32%	55	12%	56%
	Female	2.92	0.957	246	34%	237	33%	182	25%	60	8%	67%
Revised a paper or composition two or more times before you were satisfied with it	Total	2.67	0.996	312	26%	324	27%	408	34%	148	12%	53%
	Male	2.53	1.006	98	21%	129	28%	160	34%	79	17%	49%
	Female	2.76	0.981	214	29%	195	27%	248	34%	69	10%	56%
Referred to a book or manual about writing style, grammar, etc.	Total	2.46	1.012	233	20%	307	26%	424	36%	228	19%	45%
	Male	2.29	0.993	70	15%	107	23%	178	38%	111	24%	38%
	Female	2.56	1.009	163	22%	200	28%	246	34%	117	16%	50%
Experiences with Faculty												
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total	2.65	0.814	203	17%	420	35%	512	43%	56	5%	52%
	Male	2.66	0.839	84	18%	166	36%	188	40%	27	6%	54%
	Female	2.64	0.800	119	16%	254	35%	324	45%	29	4%	51%
Art, Music, Theater												
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total	2.84	1.038	403	34%	340	29%	291	24%	154	13%	63%
	Male	2.77	1.089	156	34%	121	26%	110	24%	77	17%	60%
	Female	2.88	1.002	247	34%	219	30%	181	25%	77	11%	64%
Attended a concert or other music event, on or off the campus	Total	2.58	0.991	265	22%	320	27%	429	36%	172	15%	49%
	Male	2.40	1.011	82	18%	118	25%	164	35%	99	21%	43%
	Female	2.68	0.962	183	25%	202	28%	265	37%	73	10%	53%

Campus Facilities

Use a campus lounge to relax or study	Total	2.74	0.929	306	26%	360	30%	433	36%	93	8%	56%
	Male	2.72	0.948	118	25%	143	31%	161	35%	44	9%	56%
	Female	2.75	0.918	188	26%	217	30%	272	37%	49	7%	56%
Used campus recreational facilities	Total	2.81	1.015	390	33%	313	26%	357	30%	130	11%	59%
	Male	2.84	0.999	156	34%	122	26%	143	31%	44	9%	60%
	Female	2.79	1.025	234	32%	191	26%	214	30%	86	12%	59%

Clubs and Organizations

Attended a meeting of a campus club, organization, etc	Total	2.57	1.178	382	32%	216	18%	298	25%	296	25%	50%
	Male	2.42	1.156	122	26%	85	18%	127	27%	132	28%	44%
	Female	2.67	1.179	260	36%	131	18%	171	24%	164	23%	54%

Personal Experiences

Told friend about reaction to others	Total	3.00	0.892	423	36%	396	33%	321	27%	51	4%	69%
	Male	2.74	0.931	120	26%	138	30%	171	37%	36	8%	55%
	Female	3.17	0.824	303	42%	258	36%	150	21%	15	2%	77%
Discussed why some people get along	Total	2.89	0.931	276	25%	382	35%	349	32%	80	7%	61%
	Male	2.69	0.922	3	1%	158	44%	158	44%	44	12%	44%
	Female	3.01	0.917	273	38%	224	31%	191	26%	36	5%	69%
Asked for help with a personal problem	Total	2.84	0.996	390	33%	332	28%	349	29%	118	10%	61%
	Male	2.51	1.015	98	21%	125	27%	159	34%	83	18%	48%
	Female	3.04	0.926	292	40%	207	29%	190	26%	35	5%	69%
Identified with a book/movie/TV character	Total	2.70	0.952	297	25%	360	30%	417	35%	117	10%	55%
	Male	2.62	0.973	103	22%	146	31%	154	33%	62	13%	54%
	Female	2.75	0.934	194	27%	214	29%	263	36%	55	8%	56%

Student Acquaintances

Acquainted: students of different interests	Total	3.00	0.784	351	29%	506	42%	319	27%	15	1%	72%
	Male	2.94	0.807	127	27%	197	42%	129	28%	12	3%	70%
	Female	3.04	0.766	224	31%	309	43%	190	26%	3	0%	73%
Acquainted: students of different background	Total	3.06	0.772	375	32%	522	44%	277	23%	15	1%	75%
	Male	3.02	0.806	143	31%	199	43%	110	24%	12	3%	74%
	Female	3.08	0.749	232	32%	323	45%	167	23%	3	0%	77%

Acquainted: students of different age	Total	3.00	0.848	384	32%	449	38%	314	26%	39	3%	70%
	Male	2.94	0.858	140	30%	176	38%	130	28%	18	4%	68%
	Female	3.02	0.842	244	34%	273	38%	184	25%	21	3%	72%
Acquainted: students of different race	Total	2.87	0.836	322	27%	410	34%	434	36%	24	2%	62%
	Male	2.83	0.851	119	26%	163	35%	167	36%	16	3%	61%
	Female	2.89	0.825	203	28%	247	34%	267	37%	8	1%	62%
Discussions: students of different values	Total	2.67	0.949	278	23%	359	30%	428	36%	124	10%	54%
	Male	2.70	0.934	112	24%	145	31%	166	36%	42	9%	55%
	Female	2.64	0.957	166	23%	214	30%	262	36%	82	11%	52%
Discussions: students of different religious beliefs	Total	2.64	1.006	297	25%	341	29%	383	32%	167	14%	54%
	Male	2.64	1.004	118	25%	123	27%	161	35%	62	13%	52%
	Female	2.65	1.007	179	25%	218	30%	222	31%	105	15%	55%

Scientific and Quantitative Exp

Memorized formulas, definitions, technical terms and concepts	Total	3.02	0.919	440	37%	404	34%	273	23%	72	6%	71%
	Male	2.91	0.937	149	32%	162	35%	118	25%	36	8%	67%
	Female	3.09	0.899	291	40%	242	33%	155	21%	36	5%	74%
Used mathematical terms to express a set of relationships	Total	2.61	1.039	298	25%	335	28%	352	30%	200	17%	53%
	Male	2.65	0.996	110	24%	148	32%	140	30%	67	14%	55%
	Female	2.60	1.065	188	26%	187	26%	212	29%	133	18%	52%

Topics of Conversations

Current events in the news	Total	3.01	0.800	360	30%	498	42%	302	26%	24	2%	72%
	Male	3.03	0.829	152	33%	186	40%	109	24%	14	3%	73%
	Female	2.99	0.782	208	29%	312	43%	193	27%	10	1%	72%
Social issues-peace, justice, etc	Total	2.64	0.880	240	20%	356	30%	505	43%	83	7%	50%
	Male	2.66	0.922	105	23%	134	29%	184	40%	39	8%	52%
	Female	2.62	0.856	135	19%	222	31%	321	44%	44	6%	49%
Different lifestyles, etc	Total	2.73	0.856	258	22%	409	35%	456	39%	61	5%	56%
	Male	2.66	0.899	99	22%	142	31%	184	40%	35	8%	52%
	Female	2.77	0.829	159	22%	267	37%	272	38%	26	4%	59%

Info in Conversations

Referred to readings or classes	Total	2.69	0.800	201	17%	450	39%	466	40%	47	4%	56%
---------------------------------	-------	------	-------	-----	-----	-----	-----	-----	-----	----	----	------------

	Male	2.68	0.812	76	17%	178	40%	172	38%	23	5%	57%
	Female	2.70	0.793	125	17%	272	38%	294	41%	24	3%	56%
Explored different ways of thinking	Total	2.59	0.812	170	15%	412	35%	508	44%	72	6%	50%
	Male	2.6	0.813	65	14%	167	37%	188	42%	29	6%	52%
	Female	2.58	0.812	105	15%	245	34%	320	45%	43	6%	49%

College Environment

Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Total	6.22	0.919	545	46%	431	37%	150	20%	37	6%	9	1%	5	0%	2	0%	83%
	Male	6.02	1.009	165	36%	179	39%	86	31%	15	8%	6	2%	3	1%	2	0%	75%
	Female	6.35	0.833	380	53%	252	35%	64	14%	22	5%	3	0%	2	0%	0	0%	87%
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Total	5.30	1.241	202	17%	349	30%	351	42%	187	39%	57	9%	25	3%	7	1%	47%
	Male	5.15	1.298	63	14%	129	28%	147	45%	69	38%	28	12%	13	4%	6	1%	42%
	Female	5.39	1.191	139	19%	220	30%	204	41%	118	39%	29	7%	12	2%	1	0%	50%
Emphasis on Being Critical, Evaluative, and Analytical	Total	5.70	1.077	286	24%	452	38%	284	39%	124	28%	21	3%	6	1%	5	0%	63%
	Male	5.55	1.157	95	21%	163	36%	130	44%	49	30%	10	4%	4	1%	5	1%	57%
	Female	5.79	1.015	191	26%	289	40%	154	36%	75	27%	11	2%	2	0%	0	0%	66%
Relationships with other students	Total	5.92	1.182	431	37%	438	37%	177	24%	85	15%	21	2%	20	2%	8	1%	74%
	Male	5.74	1.249	133	29%	182	40%	77	28%	41	21%	10	3%	8	2%	6	1%	69%
	Female	6.03	1.125	298	41%	256	35%	100	21%	44	12%	11	2%	12	2%	2	0%	77%
Relationships with faculty members	Total	5.46	1.192	220	19%	427	36%	314	42%	145	33%	50	7%	13	1%	10	1%	55%
	Male	5.42	1.185	78	17%	163	36%	127	43%	64	38%	14	5%	5	1%	5	1%	53%
	Female	5.49	1.199	142	20%	264	37%	187	41%	81	30%	36	8%	8	1%	5	1%	56%

Estimates of Gains

Acquiring background & special education in professional, scientific, and technical fields	Total	2.42	0.828	110	9%	431	36%	493	42%	152	13%	46%
	Male	2.51	0.817	49	11%	184	40%	182	39%	47	10%	50%
	Female	2.36	0.831	61	8%	247	34%	311	43%	105	15%	43%
Gaining a broad general education in various fields of knowledge	Total	2.87	0.774	250	21%	563	47%	337	28%	36	3%	69%
	Male	2.83	0.765	88	19%	221	48%	140	30%	14	3%	67%
	Female	2.89	0.779	162	22%	342	47%	197	27%	22	3%	70%
Gaining a range of information related to a career	Total	2.58	0.846	178	15%	432	37%	470	40%	101	9%	52%
	Male	2.6	0.836	65	14%	184	40%	171	37%	40	9%	54%
	Female	2.57	0.853	113	16%	248	34%	299	41%	61	8%	50%
Writing clearly and effectively	Total	2.62	0.878	196	17%	464	39%	403	34%	120	10%	56%

	Male	2.61	0.875	76	16%	173	38%	167	36%	45	10%	54%
	Female	2.63	0.880	120	17%	291	40%	236	33%	75	10%	57%
Speaking effectively	Total	2.53	0.896	179	15%	425	36%	432	36%	149	13%	51%
	Male	2.56	0.904	70	15%	170	37%	169	37%	53	11%	52%
	Female	2.52	0.896	109	15%	255	35%	263	36%	96	13%	50%
Acquiring familiarity with the use of	Total	2.73	0.916	267	23%	444	38%	360	30%	110	9%	60%
	Male	2.76	0.916	105	23%	183	40%	127	28%	45	10%	63%
	Female	2.72	0.912	162	22%	261	36%	233	32%	65	9%	59%
Becoming aware of different philosophies and ways of life	Total	2.52	0.874	170	14%	404	34%	477	40%	132	11%	49%
	Male	2.53	0.875	67	15%	163	35%	180	39%	52	11%	50%
	Female	2.51	0.871	103	14%	241	33%	297	41%	80	11%	48%
Developing your own values and beliefs	Total	2.71	0.926	257	22%	461	39%	336	28%	130	11%	61%
	Male	2.68	0.970	103	22%	172	37%	124	27%	64	14%	59%
	Female	2.74	0.897	154	21%	289	40%	212	29%	66	9%	61%
Understanding yourself--your attitudes and personality	Total	2.89	0.825	290	24%	532	45%	307	26%	56	5%	69%
	Male	2.78	0.872	98	21%	204	44%	123	27%	38	8%	65%
	Female	2.96	0.787	192	27%	328	45%	184	25%	18	2%	72%
Understanding other people and their attitudes along with different kinds of people	Total	2.94	0.826	328	28%	508	43%	304	26%	45	4%	71%
	Male	2.87	0.871	122	26%	189	41%	124	27%	28	6%	67%
	Female	2.99	0.793	206	29%	319	44%	180	25%	17	2%	73%
Ability to function as a team member	Total	2.66	0.903	239	20%	412	35%	423	36%	110	9%	55%
	Male	2.63	0.902	88	19%	161	35%	168	36%	46	10%	54%
	Female	2.68	0.903	151	21%	251	35%	255	35%	64	9%	56%
Ability to think analytically and logically	Total	2.67	0.848	211	18%	443	38%	446	38%	81	7%	55%
	Male	2.72	0.862	93	20%	180	39%	158	34%	32	7%	59%
	Female	2.63	0.837	118	16%	263	37%	288	40%	49	7%	53%
Ability to put ideas together, to see similarities, and differences between them	Total	2.66	0.821	193	16%	470	40%	448	38%	73	6%	56%
	Male	2.61	0.835	71	15%	174	38%	183	40%	35	8%	53%
	Female	2.70	0.810	122	17%	296	41%	265	37%	38	5%	58%
Ability to learn on your own, pursue information you need	Total	2.89	0.843	300	25%	519	44%	300	25%	64	5%	69%
	Male	2.83	0.856	104	23%	206	45%	120	26%	32	7%	67%
	Female	2.93	0.834	196	27%	313	43%	180	25%	32	4%	71%
Gain: Adapting to Change	Total	2.89	0.868	319	27%	486	41%	310	26%	69	6%	68%

Male	2.77	0.859	99	21%	187	40%	147	32%	30	6%	62%
Female	2.97	0.865	220	31%	299	41%	163	23%	39	5%	72%

Overall Opinion of College

Overall opinion of college	Total	6.35	1.426	24	2%	30	3%	71	6%	130	11%	359	30%	264	22%	302	26%	78%
	Male	6.30	1.381	9	2%	8	2%	29	6%	53	12%	160	35%	90	20%	110	24%	78%
	Female	6.38	1.454	15	2%	22	3%	42	6%	77	11%	199	28%	174	24%	192	27%	78%

Additional Questions

Quality of Academic program	Total	3.85	1.081	60	5%	60	5%	219	19%	442	39%	350	31%	70%
	Male	3.74	1.084	25	6%	28	6%	93	21%	179	41%	109	25%	66%
	Female	3.92	1.076	35	5%	32	5%	126	18%	263	38%	241	35%	72%
Relationship with other students	Total	3.92	1.137	63	6%	69	6%	197	17%	370	33%	431	38%	71%
	Male	3.70	1.195	35	8%	30	7%	95	22%	146	34%	128	29%	63%
	Female	4.06	1.080	28	4%	39	6%	102	15%	224	32%	303	44%	76%

Library

Found something interesting while browsing in the library	Total	1.89	0.788	49	4%	159	13%	591	50%	393	33%	17%
	Male	1.91	0.765	21	4%	72	15%	218	47%	156	33%	20%
	Female	1.89	0.788	28	4%	87	12%	373	51%	237	33%	16%
Gone back to read a basic reference or document that other authors referred to	Total	1.48	0.726	33	3%	66	6%	343	29%	747	63%	8%
	Male	1.58	0.794	19	4%	33	7%	147	31%	268	57%	11%
	Female	1.42	0.672	14	2%	33	5%	196	27%	479	66%	7%
Asked a librarian or staff member for help in finding information on some topic	Total	1.93	0.816	58	5%	187	16%	563	47%	382	32%	21%
	Male	1.94	0.848	25	5%	79	17%	205	44%	157	34%	22%
	Female	1.93	0.799	33	5%	108	15%	358	49%	225	31%	19%
Read assigned materials other than textbooks in the library (reserve	Total	1.85	0.855	63	5%	173	15%	482	40%	474	40%	20%
	Male	1.85	0.883	27	6%	71	15%	174	37%	195	42%	21%
	Female	1.86	0.839	36	5%	102	14%	308	42%	279	38%	19%

Computer and Info Tech

Participated in class discussion using an electronic medium (e-mail, list-serve, chat	Total	1.47	0.858	71	6%	75	6%	202	17%	844	71%	12%
	Male	1.48	0.850	26	6%	32	7%	80	17%	329	70%	12%
	Female	1.47	0.861	45	6%	43	6%	122	17%	515	71%	12%
Used a computer to retrieve materials from a library not at this institution	Total	1.70	0.965	108	9%	103	9%	304	26%	675	57%	18%
	Male	1.77	0.994	47	10%	47	10%	122	26%	250	54%	20%
	Female	1.66	0.941	61	8%	56	8%	182	25%	425	59%	16%

Course Learning

Developed a role	Total	1.60	0.793	41	3%	109	9%	377	32%	664	56%	13%
------------------	-------	------	-------	----	----	-----	----	-----	-----	-----	-----	------------

play, case study, or simulation for a class	Male	1.65	0.831	20	4%	48	10%	149	32%	249	53%	15%
	Female	1.57	0.767	21	3%	61	8%	228	31%	415	57%	11%

Writing Experiences

Prepared a major written report for a class (20 pages or more)	Total	1.19	0.555	21	2%	30	3%	101	8%	1040	87%	4%
	Male	1.20	0.546	6	1%	14	3%	48	10%	399	85%	4%
	Female	1.18	0.562	15	2%	16	2%	53	7%	641	88%	4%

Experiences with Faculty

Socialized with a faculty member outside of class (had a snack or soft drink,	Total	1.59	0.807	52	4%	88	7%	372	31%	678	57%	12%
	Male	1.74	0.889	30	6%	49	11%	158	34%	228	49%	17%
	Female	1.49	0.735	22	3%	39	5%	214	30%	450	62%	8%

Participated with other students in a discussion with one or more faculty	Total	1.65	0.800	45	4%	110	9%	414	35%	621	52%	13%
	Male	1.76	0.872	26	6%	56	12%	164	35%	219	47%	18%
	Female	1.57	0.743	19	3%	54	7%	250	34%	402	55%	10%

Worked with a faculty member on a research project	Total	1.20	0.566	18	2%	41	3%	105	9%	1024	86%	5%
	Male	1.26	0.627	8	2%	22	5%	53	11%	380	82%	6%
	Female	1.17	0.523	10	1%	19	3%	52	7%	644	89%	4%

Asked your instructor for comments and criticisms about your academic	Total	1.89	0.876	72	6%	179	15%	475	40%	460	39%	21%
	Male	1.99	0.911	36	8%	82	18%	188	41%	158	34%	25%
	Female	1.82	0.848	36	5%	97	13%	287	40%	302	42%	18%

Art, Music, Theater

Participated in some art activity (painting,	Total											
	Male	1.59	0.994	38	8%	36	8%	88	19%	302	65%	16%

pottery, weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, work	Female	1.72	1.023	81	11%	61	8%	152	21%	429	59%	20%
---	--------	------	-------	----	-----	----	----	-----	-----	-----	-----	-----

Participated in some music activity (orchestra, chorus, dance, etc.) on or off	Total	1.77	1.120	179	15%	96	8%	184	16%	725	61%	23%
	Male	1.67	1.051	57	12%	32	7%	74	16%	298	65%	19%
	Female	1.84	1.153	122	17%	64	9%	110	15%	427	59%	26%

Clubs and Organizations

Worked on campus committee/organization	Total	1.68	1.022	130	11%	100	8%	215	18%	745	63%	19%
	Male	1.65	1.014	49	11%	39	8%	77	17%	301	65%	19%
	Female	1.69	1.026	81	11%	61	8%	138	19%	444	61%	20%

Worked on off-campus committee/org.	Total	1.49	0.894	85	7%	74	6%	181	15%	851	71%	13%
	Male	1.57	0.954	41	9%	31	7%	80	17%	313	67%	15%
	Female	1.44	0.854	44	6%	43	6%	101	14%	538	74%	12%

Met with faculty to discuss campus group	Total	1.31	0.645	20	2%	61	5%	187	16%	922	77%	7%
	Male	1.44	0.775	14	3%	40	9%	84	18%	328	70%	12%
	Female	1.23	0.532	6	1%	21	3%	103	14%	594	82%	4%

Managed an organization on or off campus	Total	1.42	0.835	66	6%	72	6%	151	13%	899	76%	12%
	Male	1.54	0.948	39	8%	33	7%	67	14%	324	70%	16%
	Female	1.34	0.745	27	4%	39	5%	84	12%	575	79%	9%

Personal Experiences

Talked with F/S about personal concern	Total	1.49	0.798	54	5%	65	5%	285	24%	786	66%	10%
	Male	1.52	0.828	24	5%	29	6%	112	24%	300	65%	11%
	Female	1.46	0.773	30	4%	36	5%	173	24%	486	67%	9%

Read about personal	Total	1.79	0.914	81	7%	153	13%	389	33%	565	48%	20%
---------------------	-------	------	-------	----	----	-----	-----	-----	-----	-----	-----	-----

growth/self-improvement	Male	1.66	0.900	28	6%	51	11%	120	26%	263	57%	17%
	Female	1.87	0.913	53	7%	102	14%	269	37%	302	42%	21%

Scientific and Quantitative Exp

Compared the scientific method with other methods for	Total	1.72	0.868	62	5%	143	12%	383	32%	603	51%	17%
	Male	1.82	0.903	29	6%	68	15%	159	34%	209	45%	21%
	Female	1.65	0.841	33	5%	75	10%	224	31%	394	54%	15%

Explained to another person the scientific basis for concerns about scientific or	Total	1.83	0.894	85	7%	138	12%	459	39%	507	43%	19%
	Male	1.93	0.959	46	10%	61	13%	174	37%	184	40%	23%
	Female	1.77	0.846	39	5%	77	11%	285	39%	323	45%	16%

Read articles about scientific or mathematical theories	Total	1.69	0.907	78	7%	130	11%	332	28%	650	55%	17%
	Male	1.98	1.002	49	11%	81	17%	146	31%	188	41%	28%
	Female	1.51	0.791	29	4%	49	7%	186	26%	462	64%	11%

Topics of Conversations

Science-theories, etc.	Total	1.90	0.854	69	6%	173	15%	516	44%	424	36%	20%
	Male	2.10	0.911	43	9%	86	19%	204	44%	127	28%	28%
	Female	1.78	0.793	26	4%	87	12%	312	43%	297	41%	16%

Reading--Writing

Textbooks or assigned books	Total	2.69	0.754	18	2%	130	11%	529	46%	478	41%	24	2%	13%
	Male	2.62	0.809	9	2%	50	11%	178	40%	204	46%	17	2%	13%
	Female	2.74	0.715	9	1%	80	11%	351	49%	274	38%	7	1%	12%

Assigned packs of course readings	Total	2.34	0.952	37	4%	97	10%	276	28%	574	58%	190	4%	14%
	Male	2.35	0.997	18	5%	38	10%	112	30%	206	55%	83	5%	15%
	Female	2.32	0.918	19	3%	59	10%	164	27%	368	60%	107	3%	13%

Non-assigned books	Total	1.90	0.860	16	2%	51	7%	131	17%	572	74%	401	2%	9%
	Male	1.92	0.939	11	4%	22	8%	51	18%	206	71%	165	4%	11%
	Female	1.88	0.809	5	1%	29	6%	80	17%	366	76%	236	1%	7%

Additional Questions

Experiences with the κ	Total	2.42	1.199	319	28%	288	26%	306	27%	143	13%	69	6%	19%
	Male	2.32	1.173	141	32%	106	24%	113	26%	56	13%	18	4%	17%
	Female	2.49	1.209	178	26%	182	26%	193	28%	87	13%	51	7%	20%
Involvement in Greek I	Total	1.80	1.411	804	71%	70	6%	62	5%	62	5%	132	12%	17%
	Male	1.97	1.504	283	65%	34	8%	27	6%	28	6%	62	14%	21%
	Female	1.70	1.346	521	75%	36	5%	35	5%	34	5%	70	10%	15%

College Student Experience Questionnaire Fall 2001 Junior Student Activity Scale Scores by Gender and Institutional Type

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

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

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

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

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

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

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

Bold = Significant Differences (Truman Means differ by 2.0 or more per 1997 CSEQ manual)

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

Library Experiences (8 Questions)		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001		471	18.14	3.84	3167	17.16	4.28	0.98	0.23	1045	19.52	4.62	-1.38	-0.30	1406	16.14	4.82	2.00	0.41
Male		174	17.95	3.89	1100	16.94	4.29	1.01		290	18.64	4.69	-0.69		644	15.68	5.03	2.27	0.45
Female		293	18.27	3.78	2028	17.25	4.25	1.02	0.24	745	19.88	4.55	-1.61	-0.35	743	16.51	4.59	1.76	0.38
Diff F-M			0.32			0.31					1.24					0.83			
Computer and IT Scale (9 Questions)		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001		475	23.58	4.56	3182	21.87	5.15	1.71	0.33	1051	23.40	4.57	0.18		1407	22.18	5.56	1.40	0.25
Male		176	23.51	4.84	1103	21.96	5.39	1.55	0.29	294	23.47	4.54	0.04		643	22.34	5.49	1.17	
Female		295	23.64	4.36	2040	21.82	5.02	1.82	0.36	747	23.38	4.59	0.26		745	22.09	5.60	1.55	0.28
Diff F-M			0.13			-0.14					-0.09					-0.25			
Course Learning (Different Scale Used, high to low) (11 Questions)		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001		469	33.14	5.42	3124	32.90	5.52	0.24		1049	34.24	4.99	-1.10	-0.22	1397	32.53	5.69	0.61	
Male		174	31.91	5.89	1083	31.57	5.55	0.34		290	33.41	4.95	-1.50	-0.30	646	31.51	5.76	0.40	
Female		291	33.92	4.93	2006	33.59	5.39	0.33		749	34.57	4.98	-0.65		733	33.43	5.47	0.49	
Diff F-M			2.01			2.02					1.16					1.92			
Experience in Writing (7 Questions)		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001		474	18.12	4.00	3172	18.16	4.21	-0.04		1055	17.88	4.06	0.24		1426	18.26	4.43	-0.14	
Male		174	17.34	4.02	1099	17.10	4.16	0.24		291	16.53	4.04	0.81		657	17.31	4.51	0.03	
Female		296	18.60	3.89	2036	18.70	4.13	-0.10		754	18.37	3.95	0.23		750	19.11	4.18	-0.51	
Diff F-M			1.26			1.60					1.84					1.80			
Experiences with Faculty (10 Questions)		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001		468	22.34	5.79	3151	21.77	5.99	0.57		1051	23.26	6.26	-0.92		1410	22.69	6.12	-0.35	
Male		172	22.35	5.98	1090	21.74	5.95	0.61		290	23.03	6.31	-0.68		650	22.52	6.29	-0.17	
Female		292	22.36	5.69	2022	21.79	6.02	0.57		751	23.36	6.26	-1.00		743	22.87	5.94	-0.51	
Diff F-M			0.01			0.05					0.33					0.35			
Art, Music, & Theater (8 Questions)		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001		466	15.53	5.11	3143	14.37	5.13	1.16	0.23	1053	17.75	5.22	-2.22	-0.43	1406	14.28	5.10	1.25	0.25
Male		169	14.75	4.87	1086	13.71	5.04	1.04		291	17.19	5.38	-2.44	-0.45	646	13.14	4.82	1.61	0.33
Female		293	15.99	5.18	2022	14.69	5.14	1.30	0.25	752	18.02	5.14	-2.03	-0.39	742	15.31	5.15	0.68	
Diff F-M			1.24			0.98					0.83					2.17			

Activity

Campus Facilities Scale (8 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	466	18.40	4.35	3150	16.77	4.60	1.63	0.35	1051	19.13	4.62	-0.73	-0.16	1414	16.77	4.98	1.63	0.33
Male	170	19.17	4.60	1094	17.41	4.61	1.76	0.38	292	20.00	4.40	-0.83		650	17.27	5.09	1.90	0.37
Female	292	17.95	4.11	2018	16.44	4.57	1.51	0.33	749	18.80	4.67	-0.85	-0.18	745	16.40	4.85	1.55	
Diff F-M		-1.22			-0.97					-1.20					-0.87			
Clubs & Organizations (5 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	473	11.98	4.21	3178	9.17	4.25	2.81	0.66	1049	10.57	4.23	1.41	0.33	1420	9.55	4.33	2.43	0.56
Male	173	11.36	4.26	1106	8.83	4.07	2.53	0.62	289	10.37	4.12	0.99		652	9.30	4.31	2.06	0.48
Female	296	12.35	4.14	2034	9.36	4.35	2.99	0.69	750	10.65	4.26	1.70	0.40	749	9.83	4.35	2.52	0.58
Diff F-M		0.99			0.53					0.28					0.53			
Personal Experiences (8 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	467	20.14	4.72	3161	20.14	5.11	0.00	0.00	1049	20.21	4.92	-0.07		1421	19.29	5.34	0.85	0.16
Male	172	18.99	4.62	1100	18.41	4.83	0.58		292	18.37	4.52	0.62		652	17.69	5.09	1.30	0.26
Female	291	20.90	4.59	2023	21.07	5.02	-0.17		747	20.96	4.89	-0.06		751	20.70	5.19	0.20	
Diff F-M		1.91			2.66					2.59					3.01			
Student Acquaintances (10 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	463	26.35	6.42	3154	24.89	6.65	1.46	0.22	1046	27.83	6.42	-1.48	-0.23	1417	24.89	6.74	1.46	0.22
Male	170	26.88	6.84	1093	24.88	6.63	2.00	0.30	291	27.95	6.43	-1.07		650	24.40	6.84	2.48	0.36
Female	289	26.11	6.12	2023	24.90	6.69	1.21	0.18	745	27.83	6.42	-1.72	-0.27	749	25.35	6.65	0.76	
Diff F-M		-0.77			0.02					-0.12					0.95			
Science/Quantitative Experiences (10 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	464	22.48	7.43	3143	21.06	7.42	1.42	0.19	1046	21.86	8.17	0.62		1415	22.08	7.89	0.40	
Male	173	24.01	7.77	1093	22.01	7.56	2.00	0.26	289	22.94	8.35	1.07		647	23.62	7.97	0.39	
Female	287	21.60	7.10	2013	20.54	7.30	1.06		747	21.44	8.04	0.16		749	20.88	7.57	0.72	
Diff F-M		-2.41			-1.47					-1.50					-2.74			
Topics of Conversation (10 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	475	25.64	5.73	3135	24.07	5.70	1.57	0.28	1045	26.79	5.62	-1.15	-0.20	1408	24.11	5.84	1.53	0.26
Male	171	26.08	5.56	1088	24.32	5.72	1.76	0.31	290	27.19	5.61	-1.11		646	24.00	5.96	2.08	0.35
Female	300	25.48	5.77	2010	23.90	5.66	1.58	0.28	746	26.67	5.61	-1.19	-0.21	743	24.20	5.74	1.28	0.22
Diff F-M		-0.60			-0.42					-0.52					0.20			
Information in Conversations (6 Questions)	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	466	15.58	3.67	3121	15.34	3.65	0.24		1044	16.63	3.51	-1.05	-0.30	1399	15.34	3.60	0.24	
Male	169	15.66	3.55	1078	15.05	3.56	0.61		288	16.61	3.48	-0.95		639	15.09	3.74	0.57	
Female	293	15.59	3.72	2006	15.49	3.68	0.10		746	16.66	3.53	-1.07	-0.30	741	15.57	3.46	0.02	
Diff F-M		-0.07			0.44					0.05					0.48			

College Student Experience Questionnaire Fall 2001 Junior Student Environment Scale Scores by Gender and Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities																		
Fall 2001	474	6.18	0.90	3182	5.46	1.17	0.72	0.62	1054	6.46	0.86	-0.28	-0.33	1427	5.59	1.13	0.59	0.52
Male	173	5.98	1.00	1103	5.31	1.19	0.67	0.56	290	6.31	1.05	-0.33	-0.31	655	5.46	1.08	0.52	0.48
Female	298	6.30	0.81	2040	5.54	1.14	0.76	0.67	754	6.51	0.78	-0.21	-0.27	753	5.70	1.17	0.60	0.51
Diff F-M		0.32			0.23					0.20					0.24			
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities																		
Fall 2001	474	4.82	1.40	3183	4.75	1.35	0.07		1052	5.08	1.43	-0.26	-0.18	1426	4.77	1.43	0.05	
Male	173	4.82	1.40	1102	4.68	1.34	0.14		290	5.16	1.43	-0.34		655	4.60	1.40	0.22	
Female	298	4.83	1.40	2042	4.78	1.35	0.05		752	5.06	1.44	-0.23		752	4.92	1.44	-0.09	
Diff F-M		0.01			0.10					-0.10					0.32			
Emphasis on Being Critical, Evaluative, and Analytical																		
Fall 2001	474	5.64	1.10	3184	5.18	1.23	0.46	0.37	1054	6.19	1.02	-0.55	-0.54	1426	5.37	1.23	0.27	0.22
Male	173	5.54	1.20	1003	5.15	1.26	0.39	0.31	290	6.11	1.12	-0.57	-0.51	655	5.31	1.21	0.23	0.23
Female	298	5.70	1.04	2042	5.20	1.22	0.50	0.41	754	6.22	0.98	-0.52	-0.53	752	5.43	1.25	0.27	0.22
Diff F-M		0.16			0.05					0.11					0.12			
Environmental Emphasis: Diversity																		
Fall 2001	474	4.34	1.56	3182	4.83	1.48	-0.49	-0.33	1052	5.57	1.38	-1.23	-0.89	1424	4.87	1.53	-0.53	-0.35
Male	173	4.29	1.58	1101	4.73	1.46	-0.44	-0.30	290	5.42	1.45	-1.13	-0.78	654	4.64	1.54	-0.35	
Female	298	4.36	1.55	2042	4.88	1.49	-0.52	-0.35	752	5.63	1.35	-1.27	-0.94	751	5.07	1.50	-0.71	-0.47
Diff F-M		0.07			0.15					0.21					0.43			
Environmental Emphasis: Information Literacy Skills																		
Fall 2001	473	5.07	1.30	3181	5.27	1.26	-0.20	-0.16	1051	5.11	1.40	-0.04		1426	5.31	1.33	-0.24	-0.18
Male	173	5.05	1.30	1103	5.23	1.25	-0.18		290	4.97	1.45	0.08		654	5.21	1.37	-0.16	
Female	297	5.08	1.30	2039	5.30	1.26	-0.22		751	5.17	1.37	-0.09		753	5.42	1.28	-0.34	-0.27
Diff F-M		0.03			0.07					0.20					0.21			
Emphasis on Developing Vocational and Occupational Competence																		
Fall 2001	473	4.22	1.55	3181	4.69	1.46	-0.47	-0.32	1053	3.52	1.69	0.70	0.41	1426	4.92	1.43	-0.70	-0.49
Male	172	4.37	1.55	1102	4.65	1.45	-0.28		290	3.20	1.61	1.17	0.73	654	4.91	1.41	-0.54	-0.38
Female	298	4.11	1.54	2040	4.70	1.47	-0.59	-0.40	753	3.64	1.71	0.47	0.27	753	4.93	1.44	-0.82	-0.57
Diff F-M		-0.26			0.05					0.44					0.02			

Environment

Emphasis on Personal Relevance and Practical Value of Courses		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	473	4.23	1.61	3180	4.76	1.45	-0.53	-0.37	1054	4.26	1.58	-0.03		1427	5.09	1.37	-0.86	-0.63	
Male	172	4.27	1.59	1099	4.68	1.47	-0.41	-0.28	290	4.03	1.55	0.24		655	4.99	1.36	-0.72	-0.53	
Female	298	4.20	1.62	2042	4.80	1.44	-0.60	-0.42	754	4.36	1.58	-0.16		753	5.17	1.37	-0.97	-0.71	
Diff F-M		-0.07			0.12					0.33					0.18				

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

Relationships with other students		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	474	5.46	1.19	3181	5.60	1.29	-0.14		1055	5.62	1.40	-0.16		1427	5.69	1.25	-0.23		
Male	173	5.63	1.25	1101	5.52	1.32	0.11		291	5.60	1.33	0.03		655	5.64	1.20	-0.01		
Female	298	5.84	1.15	2041	5.65	1.27	0.19		754	5.64	1.42	0.20		753	5.73	1.29	0.11		
Diff F-M		0.21			0.13					0.04					0.09				

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

Relationships with administrative personnel and offices		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	474	4.44	1.62	3181	4.70	1.53	-0.26	-0.17	1054	4.84	1.62	-0.40	-0.25	1425	5.03	1.51	-0.59	-0.39	
Male	173	4.35	1.73	1101	4.72	1.55	-0.37	-0.24	290	4.76	1.69	-0.41		654	4.93	1.54	-0.58	-0.38	
Female	298	4.49	1.54	2041	4.69	1.53	-0.20		754	4.87	1.60	-0.38	-0.24	752	5.11	1.49	-0.62	-0.42	
Diff F-M		0.14			-0.03					0.11					0.18				

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

Relationships with faculty members		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	474	5.32	1.29	3179	5.29	1.32	0.03		1054	5.89	1.12	-0.57	-0.51	1427	5.60	1.23	-0.28	-0.23	
Male	173	5.24	1.38	1100	5.23	1.39	0.01		291	5.87	1.07	-0.63	-0.59	655	5.51	1.23	-0.27		
Female	298	5.35	1.24	2040	5.32	1.27	0.03		753	5.90	1.13	-0.55	-0.49	753	5.66	1.23	-0.31	-0.25	
Diff F-M		0.11			0.09					0.03					0.15				

College Student Experience Questionnaire Fall 2001 Junior Student Estimate of Gains Scale Scores by Gender and Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work																		
Fall 2001	470	2.64	0.90	3181	2.86	0.83	-0.22	-0.27	1052	2.33	0.95	0.31	0.33	1421	2.94	0.81	-0.30	
Male	173	2.66	0.86	1103	2.81	0.79	-0.15		292	2.30	0.95	0.36	0.38	654	2.95	0.78	-0.29	
Female	294	2.63	0.92	2040	2.88	0.85	-0.25	-0.29	751	2.34	0.95	0.29	0.31	748	2.92	0.83	-0.29	
Diff F-M		-0.03			0.07					0.04					-0.03			
Acquiring background & specialization for further education in professional, scientific, or scholarly field																		
Fall 2001	469	2.82	0.79	3181	2.79	0.81	0.03		1054	3.24	0.79	-0.42	-0.53	1419	2.89	0.80	-0.07	
Male	173	2.83	0.78	1102	2.77	0.79	0.06		292	3.27	0.76	-0.44	-0.58	651	2.86	0.78	-0.03	
Female	293	2.81	0.80	2041	2.81	0.82	0.00		753	3.22	0.80	-0.41	-0.51	749	2.92	0.83	-0.11	
Diff F-M		-0.02			0.04					-0.05					0.06			
Gaining a broad general education about different fields of knowledge																		
Fall 2001	470	2.98	0.77	3177	2.85	0.76	0.13	0.17	1053	3.25	0.76	-0.27	-0.36	1419	2.87	0.76	0.11	
Male	173	2.97	0.78	1102	2.83	0.76	0.14		292	3.30	0.72	-0.33	-0.46	653	2.82	0.76	0.15	
Female	294	2.98	0.76	2037	2.87	0.76	0.11		752	3.23	0.78	-0.25	-0.32	747	2.91	0.75	0.07	
Diff F-M		0.01			0.04					-0.07					0.09			
Gaining a range of information that may be relevant to a career																		
Fall 2001	467	2.81	0.86	3176	2.99	0.79	-0.18	-0.23	1053	2.91	0.87	-0.10		1411	3.10	0.73	-0.29	
Male	173	2.78	0.87	1102	2.90	0.79	-0.12		292	2.93	0.86	-0.15		648	3.04	0.74	-0.26	
Female	291	2.83	0.85	2036	3.03	0.78	-0.20	-0.26	752	2.91	0.87	-0.08		744	3.17	0.71	-0.34	
Diff F-M		0.05			0.13					-0.02					0.13			
Developing an understanding and enjoyment of art, music, and drama																		
Fall 2001	469	2.33	0.95	3173	2.19	0.95	0.14	0.15	1054	2.67	1.00	-0.34	-0.34	1417	2.14	0.96	0.19	
Male	173	2.25	0.97	1102	2.12	0.96	0.13		292	2.66	1.01	-0.41	-0.41	651	1.97	0.92	0.28	
Female	293	2.38	0.94	2034	2.22	0.94	0.16		753	2.69	0.99	-0.31	-0.31	747	2.28	0.97	0.10	
Diff F-M		0.13			0.10					0.03					0.31			
Broadening your acquaintance and enjoyment of literature																		
Fall 2001	470	2.29	0.90	3175	2.23	0.90	0.06		1053	2.58	1.00	-0.29	-0.29	1419	2.23	0.94	0.06	
Male	173	2.27	0.91	1103	2.15	0.90	0.12		292	2.46	0.99	-0.19		651	2.06	0.90	0.21	
Female	294	2.32	0.89	2035	2.28	0.90	0.04		752	2.63	1.00	-0.31	-0.31	749	2.37	0.94	-0.05	
Diff F-M		0.05			0.13					0.17					0.31			
Seeing the importance of history for understanding the present and the past																		
Fall 2001	470	2.35	0.90	3176	2.36	0.91	-0.01		1052	2.74	0.98	-0.39	-0.40	1417	2.39	0.91	-0.04	
Male	173	2.47	0.91	1103	2.48	0.92	-0.01		292	2.70	1.00	-0.23		651	2.40	0.89	0.07	
Female	294	2.28	0.89	2036	2.30	0.90	-0.02		751	2.76	0.97	-0.48	-0.49	747	2.39	0.93	-0.11	
Diff F-M		-0.19			-0.18					0.06					-0.01			

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Gaining knowledge about other parts of the world and other people	470	2.18	0.91	3175	2.19	0.90	-0.01		1054	2.61	0.95	-0.43	-0.45	1418	2.20	0.94	-0.02
Male	173	2.37	0.90	1102	2.27	0.90	0.10		292	2.58	0.93	-0.21		652	2.18	0.93	0.19
Female	294	2.07	0.89	2036	2.15	0.90	-0.08		753	2.62	0.95	-0.55	-0.58	747	2.23	0.95	-0.16
Diff F-M		-0.30			-0.12					0.04					0.05		
Writing clearly and effectively	467	2.93	0.79	3159	2.85	0.82	0.08		1050	3.11	0.84	-0.18	-0.21	1418	2.85	0.82	0.08
Male	173	2.80	0.85	1097	2.76	0.84	0.04		292	3.02	0.88	-0.22		652	2.74	0.82	0.06
Female	291	3.00	0.75	2025	2.90	0.80	0.10		749	3.15	0.82	-0.15		748	2.94	0.81	0.06
Diff F-M		0.20			0.14					0.13					0.20		
Speaking effectively	468	2.86	0.77	3173	2.85	0.79	0.01		1054	2.99	0.85	-0.13	-0.15	1419	2.92	0.79	-0.06
Male	172	2.86	0.79	1100	2.80	0.80	0.06		292	2.96	0.89	-0.10		652	2.86	0.79	0.00
Female	293	2.86	0.76	2036	2.88	0.78	-0.02		753	2.99	0.84	-0.13		748	2.98	0.79	-0.12
Diff F-M		0.00			0.08					0.03					0.12		
Acquiring familiarity with the use of computers	469	2.90	0.88	3176	3.00	0.86	-0.10		1053	2.88	0.90	0.02		1417	3.08	0.83	-0.18
Male	173	2.95	0.89	1102	3.00	0.84	-0.05		291	2.97	0.89	-0.02		651	3.11	0.83	-0.16
Female	293	2.86	0.86	2037	3.01	0.86	-0.15		753	2.85	0.90	0.01		747	3.06	0.84	-0.20
Diff F-M		-0.09			0.01					-0.12					-0.05		
Becoming aware of different philosophies, cultures, and ways of life	468	2.63	0.83	3171	2.59	0.85	0.04		1054	3.01	0.83	-0.38	-0.46	1419	2.63	0.89	0.00
Male	172	2.66	0.85	1100	2.58	0.86	0.08		292	2.88	0.86	-0.22		651	2.53	0.89	0.13
Female	293	2.61	0.83	2034	2.59	0.85	0.02		753	3.06	0.82	-0.45	-0.55	749	2.71	0.88	-0.10
Diff F-M		-0.05			0.01					0.18					0.18		
Developing your own values and ethical standards	470	2.92	0.85	3176	2.90	0.88	0.02		1052	3.18	0.86	-0.26	-0.30	1419	2.91	0.87	0.01
Male	173	2.80	0.89	1101	2.80	0.91	0.00		292	3.09	0.89	-0.29	-0.33	652	2.79	0.90	0.01
Female	294	2.99	0.83	2038	2.96	0.85	0.03		751	3.21	0.84	-0.22	-0.26	748	3.01	0.83	-0.02
Diff F-M		0.19			0.16					0.12					0.22		
Understanding yourself--your abilities, interests, and personality	468	3.12	0.77	3172	3.13	0.80	-0.01		1052	3.37	0.74	-0.25	-0.34	1420	3.14	0.78	-0.02
Male	172	3.06	0.82	1101	3.02	0.82	0.04		292	3.30	0.78	-0.24	-0.31	652	3.03	0.81	0.03
Female	293	3.16	0.74	2034	3.19	0.77	-0.03		751	3.40	0.71	-0.24	-0.34	749	3.24	0.73	-0.08
Diff F-M		0.10			0.17					0.10					0.21		
Understanding other people and the ability to get along with different kinds of people	468	2.99	0.79	3168	3.08	0.81	-0.09		1050	3.09	0.81	-0.10		1418	3.06	0.78	-0.07
Male	172	2.84	0.84	1098	2.97	0.83	-0.13		292	2.99	0.86	-0.15		651	2.97	0.80	-0.13
Female	293	3.08	0.75	2033	3.14	0.79	-0.06		749	3.13	0.78	-0.05		748	3.15	0.76	-0.07
Diff F-M		0.24			0.17					0.14					0.18		
Ability to function as a team member	468	2.96	0.83	3170	2.99	0.84	-0.03		1052	2.90	0.90	0.06		1418	3.04	0.81	-0.08
Male	172	2.81	0.90	1097	2.92	0.86	-0.11		292	2.89	0.91	-0.08		652	3.01	0.81	-0.20
Female	293	3.05	0.77	2036	3.04	0.82	0.01		751	2.90	0.90	0.15		747	3.07	0.81	-0.02
Diff F-M		0.24			0.12					0.01					0.06		

Estimate of Gains

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Developing good health habits and physical fitness	Fall 2001	467	2.48	0.99	3167	2.55	0.98	-0.07		1052	2.38	1.02	0.10		1418	2.59	0.99	-0.11
	Male	171	2.56	1.01	1098	2.55	1.01	0.01		292	2.48	1.02	0.08		650	2.62	0.99	-0.06
	Female	293	2.42	0.97	2033	2.55	0.97	-0.13		751	2.34	1.02	0.08		749	2.57	0.98	-0.15
	Diff F-M		-0.14			0.00					-0.14					-0.05		
Understanding the nature of science and experimentation	Fall 2001	467	2.47	0.94	3167	2.31	0.93	0.16	0.17	1052	2.46	1.03	0.01		1418	2.38	0.96	0.09
	Male	173	2.61	0.95	1100	2.41	0.93	0.20		292	2.52	1.01	0.09		651	2.51	0.95	0.10
	Female	291	2.38	0.92	2030	2.26	0.93	0.12		751	2.43	1.04	-0.05		748	2.26	0.96	0.12
	Diff F-M		-0.23			-0.15					-0.09					-0.25		
Understanding new scientific and technical developments	Fall 2001	469	2.34	0.95	3167	2.31	0.93	0.03		1052	2.38	1.03	-0.04		1415	2.44	0.95	-0.10
	Male	173	2.52	0.95	1097	2.44	0.92	0.08		292	2.54	1.02	-0.02		650	2.58	0.92	-0.06
	Female	293	2.24	0.94	2033	2.24	0.93	0.00		751	2.33	1.03	-0.09		746	2.32	0.95	-0.08
	Diff F-M		-0.28			-0.20					-0.21					-0.26		
Becoming aware of the consequences of applications in science and technology	Fall 2001	469	2.35	0.93	3165	2.35	0.92	0.00		1051	2.41	0.94	-0.06		1417	2.45	0.92	-0.10
	Male	173	2.45	0.91	1099	2.48	0.90	-0.03		291	2.52	0.96	-0.07		652	2.52	0.90	-0.07
	Female	293	2.29	0.93	2030	2.27	0.93	0.02		751	2.37	0.93	-0.08		746	2.39	0.93	-0.10
	Diff F-M		-0.16			-0.21					-0.15					-0.13		
Ability to think analytically and logically	Fall 2001	467	2.90	0.80	3158	2.85	0.84	0.05		1051	3.24	0.78	-0.34	-0.44	1412	2.97	0.82	-0.07
	Male	171	2.92	0.81	1094	2.89	0.83	0.03		292	3.34	0.77	-0.42	-0.55	650	2.98	0.81	-0.06
	Female	293	2.88	0.80	2028	2.84	0.85	0.04		750	3.19	0.79	-0.31	-0.39	743	2.96	0.82	-0.08
	Diff F-M		-0.04			-0.05					-0.15					-0.02		
Quantitative thinking--Understanding probabilities, proportions, etc.	Fall 2001	469	2.54	0.88	3170	2.47	0.93	0.07		1053	2.56	1.02	-0.02		1414	2.63	0.94	-0.09
	Male	173	2.68	0.87	1101	2.57	0.91	0.11		292	2.80	1.03	-0.12		648	2.77	0.91	-0.09
	Female	293	2.46	0.89	2033	2.41	0.93	0.05		752	2.47	0.99	-0.01		747	2.52	0.95	-0.06
	Diff F-M		-0.22			-0.16					-0.33					-0.25		
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Fall 2001	469	2.90	0.78	3174	2.94	0.79	-0.04		1051	3.34	0.73	-0.44	-0.60	1416	2.98	0.78	-0.08
	Male	173	2.91	0.79	1100	2.86	0.79	0.05		291	3.36	0.71	-0.45	-0.63	651	2.96	0.77	-0.05
	Female	293	2.90	0.78	2038	2.98	0.79	-0.08		751	3.33	0.73	-0.43	-0.59	746	3.00	0.78	-0.10
	Diff F-M		-0.01			0.12					-0.03					0.04		
Ability to learn on your own, pursue ideas, and find information you need	Fall 2001	469	3.04	0.78	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03
	Male	173	2.98	0.82	1099	2.97	0.81	0.01		292	3.27	0.79	-0.29	-0.37	652	3.00	0.77	-0.02
	Female	293	3.09	0.75	2034	3.11	0.77	-0.02		751	3.40	0.75	-0.31	-0.41	745	3.12	0.76	-0.03
	Diff F-M		0.11			0.14					0.13					0.12		
Gain: Adapting to Change	Fall 2001	468	2.93	0.80	3171	3.02	0.82	-0.09		1050	3.09	0.85	-0.16	-0.19	1418	3.04	0.81	-0.11
	Male	173	2.91	0.81	1099	2.94	0.83	-0.03		291	3.05	0.82	-0.14		651	3.01	0.81	-0.10
	Female	292	2.95	0.79	2036	3.08	0.81	-0.13		750	3.10	0.86	-0.15		748	3.07	0.80	-0.12
	Diff F-M		0.04			0.14					0.05					0.06		

Estimate of Gains

-GLA
Effect Size
-0.37
-0.37
-0.35

-GLA
Effect Size

-GLA
Effect Size

-GLA
Effect Size
-0.40
-0.35
-0.48

-GLA
Effect Size
0.20
0.30

-GLA
Effect Size

-GLA
Effect Size

Estimate of Gains

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$
-0.22

-0.24

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

Estimate of Gains

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

$\frac{-GLA}{\text{Effect Size}}$

College Student Experience Questionnaire Fall 2001 Junior 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

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

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

	Truman		Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA			
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books read																		
Fall 2001	472	2.87	0.78	3181	3.03	0.87	-0.16	-0.18	1053	3.74	0.98	-0.87	-0.23	1430	2.90	0.92	-0.03	
Male	172	2.75	0.85	1102	2.85	0.85	-0.10		290	3.60	1.03	-0.85	-0.24	659	2.78	0.94	-0.03	
Female	297	2.93	0.74	2041	3.13	0.87	-0.20	-0.23	753	3.80	0.96	-0.87	-0.23	753	3.00	0.90	-0.07	
Diff F-M		0.18			0.28					0.20					0.22			
Number of course packets read																		
Fall 2001	470	2.50	0.93	3135	2.55	0.97	-0.05		1046	2.98	1.13	-0.48	-0.42	1390	2.46	1.04	0.04	
Male	171	2.44	0.89	1085	2.50	0.95	-0.06		288	3.05	1.19	-0.61	-0.51	642	2.35	1.00	0.09	
Female	296	2.53	0.96	2014	2.58	0.98	-0.05		748	2.95	1.11	-0.42	-0.38	731	2.55	1.06	-0.02	
Diff F-M		0.09			0.08					-0.10					0.20			
Number of non-assigned books read																		
Fall 2001	468	1.92	0.86	3141	2.12	0.99	-0.20	-0.20	1049	2.58	1.05	-0.66	-0.63	1395	2.02	0.98	-0.10	
Male	170	1.88	0.83	1085	2.03	0.97	-0.15		289	2.50	1.08	-0.62	-0.57	643	1.96	0.97	-0.08	
Female	295	1.94	0.88	2020	2.17	1.00	-0.23	-0.23	750	2.62	1.03	-0.68	-0.66	735	2.07	0.99	-0.13	
Diff F-M		0.06			0.14					0.12					0.11			
Number of essays exams written																		
Fall 2001	468	2.53	0.94	3148	2.99	1.08	-0.46	-0.43	1048	2.82	0.93	-0.29	-0.31	1413	2.96	1.11	-0.43	-0.39
Male	167	2.60	0.97	1076	3.00	1.08	-0.40	-0.37	289	2.81	0.94	-0.21		645	2.90	1.15	-0.30	-0.26
Female	298	2.48	0.93	2036	2.99	1.09	-0.51	-0.47	750	2.82	0.92	-0.34	-0.37	751	3.01	1.08	-0.53	-0.49
Diff F-M		-0.12			-0.01					0.01					0.11			
Number of term papers written																		
Fall 2001	467	2.80	0.92	3117	3.10	1.04	-0.30	-0.29	1044	3.25	1.00	-0.45	-0.45	1380	2.88	1.08	-0.08	
Male	166	2.80	0.92	1066	2.98	1.00	-0.18		286	3.21	1.01	-0.41	-0.41	632	2.87	1.11	-0.07	
Female	298	2.80	0.91	2017	3.16	1.05	-0.36	-0.34	749	3.27	0.99	-0.47	-0.47	732	2.88	1.05	-0.08	
Diff F-M		0.00			0.18					0.06					0.01			

College Student Experience Questionnaire
Fall 2001 Junior Student Satisfaction Question Scores by Gender and Institutional Type

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

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

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

How well college is liked	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	476	3.04	0.81	3187	3.07	0.77	-0.03		1060	3.34	0.79	-0.30	-0.38	1425	3.08	0.77	-0.04	
Male	173	2.99	0.89	1104	3.01	0.79	-0.02		293	3.28	0.72	-0.29	-0.40	655	3.00	0.77	-0.01	
Female	300	3.07	0.76	2045	3.10	0.75	-0.03		757	3.37	0.78	-0.30	-0.38	752	3.14	0.76	-0.07	
Diff F-M		0.08			0.09					0.09					0.14			

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

Would attend same institution again	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	474	2.98	0.90	3181	3.01	0.84	-0.03		1058	3.29	0.80	-0.31	-0.39	1423	3.00	0.89	-0.02	
Male	172	2.90	0.97	1100	2.93	0.86	-0.03		292	3.22	0.83	-0.32	-0.39	653	2.90	0.89	0.00	
Female	299	3.03	0.86	2043	3.05	0.82	-0.02		756	3.32	0.79	-0.29	-0.37	752	3.07	0.89	-0.04	
Diff F-M		0.13			0.12					0.10					0.17			

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

Overall opinion of college Satisfaction Index	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	474	6.02	1.50	3179	6.08	1.38	-0.06		1058	6.64	1.46	-0.62	-0.42	1419	6.08	1.43	-0.06	
Male	172	5.90	1.64	1099	5.95	1.40	-0.05		292	6.50	1.51	-0.60	-0.40	651	5.91	1.41	-0.01	
Female	299	6.10	1.41	2042	6.15	1.36	-0.05		756	6.69	1.43	-0.59	-0.41	750	6.21	1.44	-0.11	
Diff F-M		0.20			0.20					0.19					0.30			

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for Fall 2001 Junior Student by Gender and Institutional Type

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

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

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

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

Small = 0.2 to 0.5 (regular font, no s between means)

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 ii Undergraduate Education)

1. Faculty-Student Interaction

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	458	27.99	7.18	3114	27.05	7.32	0.93		1043	28.77	7.51	-0.78		1400	28.21	7.46	-0.23	
Male	171	27.99	7.58	1082	26.89	7.19	1.10		287	28.08	7.44	-0.08		646	27.90	7.75	0.09	
Female	283	28.02	6.93	1995	27.15	7.40	0.87		746	29.04	7.53	-1.02		737	28.52	7.24	-0.50	
Diff F-M		0.03			0.26					0.97					0.62			

2. Active Learning

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	445	54.13	8.54	3047	53.26	9.44	0.87		1032	55.66	9.33	-1.53	-0.16	1368	52.37	10.09	1.76	0.17
Male	169	52.50	8.71	1061	51.10	9.33	1.40		287	53.00	9.15	-0.49		626	50.26	10.35	2.25	
Female	272	55.26	8.13	1953	54.37	9.30	0.89		735	56.71	9.20	-1.44		724	54.16	9.45	1.10	
Diff F-M		2.76			3.27					3.71					3.91			

3. Peer Cooperation/ Cooperation Among Students

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	464	25.77	4.92	3141	24.65	4.99	1.12	0.23	1046	25.50	4.78	0.27		1413	23.77	5.10	2.00	0.39
Male	172	24.15	5.06	1095	22.78	4.86	1.37	0.28	290	24.13	4.75	0.02		650	22.33	4.87	1.82	0.37
Female	288	26.80	4.51	2009	25.67	4.79	1.14	0.24	746	26.06	4.68	0.74		744	25.09	4.95	1.71	0.35
Diff F-M		2.65			2.88					1.93					2.76			

Capacity for Lifelong-learning Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	458	40.26	7.21	3088	40.23	7.49	0.03		1040	42.83	6.94	-2.57	-0.37	1382	41.01	7.33	-0.76	
Male	169	40.17	7.97	1065	39.76	7.55	0.41		291	43.08	6.98	-2.91	-0.42	638	40.75	7.48	-0.58	
Female	286	40.33	6.74	1987	40.52	7.45	-0.19		740	42.75	6.92	-2.42	-0.35	726	41.25	7.14	-0.92	
Diff F-M		0.16			0.76					-0.33					0.50			

Experiences with Diversity Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	457	25.93	5.47	3104	24.91	5.74	1.02	0.18	1040	28.32	5.83	-2.39	-0.41	1398	25.15	5.79	0.78	
Male	169	26.31	5.85	1078	24.80	5.79	1.51	0.26	290	27.73	5.79	-1.42		638	24.54	5.97	1.77	0.30
Female	285	25.73	5.26	1990	24.98	5.74	0.74		741	28.59	5.80	-2.86	-0.49	741	25.72	5.58	0.00	
Diff F-M		-0.58			0.19					0.86					1.18			

Quality of Effort Scales Academic Factor

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2001	481	134.64	24.31	3220	130.15	24.34	4.49	0.18	1062	138.49	23.80	-3.85	-0.16	1433	131.64	24.55	3.01	
Male	176	135.39	25.33	1114	128.89	24.25	6.51	0.27	295	135.97	24.70	-0.58		660	130.47	25.71	4.92	
Female	301	134.33	23.57	2066	130.85	24.17	3.48		757	139.47	23.41	-5.13	-0.22	754	132.87	23.22	1.46	
Diff F-M		-1.06			1.97					3.49					2.40			

Good Practice and Capacity for Lifelong-Learning Indices

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Quality of Effort Scales Social Factor	Fall 2001	480	100.60	20.84	3202	97.03	20.47	3.57	0.17	1060	107.88	19.72	-7.28	-0.37	1434	96.35	20.36	4.25	0.21
	Male	175	99.63	21.63	1110	94.61	20.61	5.02	0.24	293	106.37	19.47	-6.74	-0.35	660	92.48	20.81	7.15	0.34
	Female	301	101.42	20.21	2053	98.30	20.26	3.12		757	108.68	19.73	-7.26	-0.37	755	99.88	19.40	1.54	
	Diff F-M		1.79			3.69						2.31					7.40		
Scholarly Environment Factor	Fall 2001	474	16.65	2.57	3186	15.37	3.13	1.27	0.41	1054	17.72	2.50	-1.07	-0.43	1427	15.72	3.18	0.92	0.29
	Male	173	16.34	2.77	1104	15.11	3.17	1.22	0.39	290	17.58	2.74	-1.25	-0.45	655	15.37	3.04	0.97	0.32
	Female	298	16.83	2.43	2043	15.51	3.10	1.32	0.42	754	17.77	2.41	-0.94	-0.39	753	16.04	3.26	0.79	0.24
	Diff F-M		0.49			0.40						0.18					0.67		
Personal Relations Environmental Factor	Fall 2001	474	15.52	3.00	3185	15.57	3.28	-0.05		1055	16.34	3.09	-0.83	-0.27	1427	16.31	3.19	-0.79	-0.25
	Male	173	15.23	3.21	1103	15.44	3.44	-0.21		291	16.21	2.85	-0.98	-0.35	655	16.06	3.17	-0.84	-0.26
	Female	298	15.68	2.86	2043	15.65	3.19	0.03		754	16.40	3.17	-0.72	-0.23	753	16.50	3.18	-0.82	-0.26
	Diff F-M		0.45			0.21						0.19					0.43		
Practical Environmental Factor	Fall 2001	474	17.83	4.51	3185	19.52	4.34	-1.70	-0.39	1054	18.44	4.43	-0.61		1427	20.18	4.44	-2.35	-0.53
	Male	173	17.94	4.64	1103	19.26	4.29	-1.32	-0.31	290	17.63	4.37	0.31		655	19.72	4.35	-1.78	-0.41
	Female	298	17.73	4.45	2043	19.65	4.36	-1.92	-0.44	754	18.75	4.42	-1.01	-0.23	753	20.58	4.47	-2.84	-0.64
	Diff F-M		-0.20			0.39						1.12					0.86		
Personal Development Gains Factor	Fall 2001	466	17.41	3.67	3145	17.69	3.87	-0.28		1047	18.01	3.66	-0.60	-0.16	1410	17.77	3.79	-0.37	
	Male	171	16.99	4.03	1088	17.20	3.94	-0.21		291	17.81	3.70	-0.82		647	17.43	3.90	-0.44	
	Female	292	17.66	3.43	2022	17.97	3.79	-0.30		747	18.09	3.64	-0.43		744	18.11	3.63	-0.45	
	Diff F-M		0.67			0.76						0.28					0.69		
Science and Technology Gains Factor	Fall 2001	467	9.70	3.10	3152	9.43	3.13	0.26		1049	9.82	3.42	-0.12		1408	9.90	3.19	-0.20	
	Male	173	10.25	3.14	1095	9.91	3.04	0.35		291	10.38	3.39	-0.13		645	10.39	3.09	-0.13	
	Female	291	9.37	3.04	2021	9.18	3.16	0.19		749	9.60	3.40	-0.23		744	9.49	3.21	-0.12	
	Diff F-M		-0.88			-0.72						-0.78					-0.89		
General Education Gains Factor	Fall 2001	467	14.77	3.79	3145	14.42	3.69	0.35		1049	16.87	3.73	-2.10	-0.56	1409	14.45	3.96	0.32	
	Male	172	15.00	3.91	1092	14.43	3.72	0.57		292	16.58	3.90	-1.58	-0.40	648	13.94	3.99	1.06	0.26
	Female	292	14.65	3.73	2017	14.42	3.68	0.23		748	17.01	3.65	-2.36	-0.65	742	14.89	3.87		
	Diff F-M		-0.35			-0.01						0.44					0.95		

Good Practice and Capacity for Lifelong-Learning Indices

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational Preparation Gains Factor	Fall 2001	466	8.27	2.12	3171	8.64	2.02	-0.38	-0.19	1051	8.48	1.97	-0.21	-0.21	1407	8.94	1.93	-0.67	-0.35
	Male	173	8.28	2.15	1099	8.49	1.97	-0.21	-0.23	292	8.50	1.94	-0.23	-0.23	645	8.86	1.89	-0.58	-0.31
	Female	290	8.27	2.11	2034	8.73	2.04	-0.46	-0.23	750	8.47	1.99	-0.20	-0.20	743	9.01	1.96	-0.74	-0.38
	Diff F-M		-0.01			0.24						-0.04					0.15		
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Intellectual Skills Gains Factor	Fall 2001	461	17.54	3.48	3116	17.56	3.56	-0.02	-0.02	1045	18.92	3.43	-1.38	-0.40	1400	17.87	3.46	-0.33	-0.33
	Male	170	17.45	3.77	1077	17.28	3.56	0.17	0.17	291	18.92	3.45	-1.47	-0.43	648	17.65	3.46	-0.20	-0.20
	Female	288	17.60	3.30	2003	17.73	3.54	-0.13	-0.13	745	18.92	3.43	-1.32	-0.39	734	18.06	3.45	-0.46	-0.46
	Diff F-M		0.14			0.45						0.00					0.41		

College Student Experience Questionnaire
Fall 2001 Junior Student Activity Scale Scores by Institutional Type

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

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

Effect Size = Indicator of "practical significance" of the magnitude of the difference bet
 Small = 0.2 to 0.5 (regular font, no shading)

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Library Experiences (8 Questions)	471	18.14	3.84	3167	17.16	4.28	0.98	0.23	1045	19.52	4.62	-1.38	-0.30	1406	16.14	4.82	2.00	0.41
Computer and IT Scale (9 Questions)	475	23.58	4.56	3182	21.87	5.15	1.71	0.33	1051	23.40	4.57	0.18		1407	22.18	5.56	1.40	0.25
Course Learning (Different Scale Used, high to low; 11 Questions)	469	33.14	5.42	3124	32.90	5.52	0.24		1049	34.24	4.99	-1.10	-0.22	1397	32.53	5.69	0.61	
Experience in Writing (7 Questions)	474	18.12	4.00	3172	18.16	4.21	-0.04		1055	17.88	4.06	0.24		1426	18.26	4.43	-0.14	
Experiences with Facul (10 Questions)	468	22.34	5.79	3151	21.77	5.99	0.57		1051	23.26	6.26	-0.92		1410	22.69	6.12	-0.35	
Art, Music, & Theater (7 Questions)	466	15.53	5.11	3143	14.37	5.13	1.16	0.23	1053	17.75	5.22	-2.22	-0.43	1406	14.28	5.10	1.25	0.25
Campus Facilities Scal (8 Questions)	466	18.40	4.35	3150	16.77	4.60	1.63	0.35	1051	19.13	4.62	-0.73	-0.16	1414	16.77	4.98	1.63	0.33
Clubs & Organizations (5 Questions)	473	11.98	4.21	3178	9.17	4.25	2.81	0.66	1049	10.57	4.23	1.41	0.33	1420	9.55	4.33	2.43	0.56
Personal Experiences (8 Questions)	467	20.14	4.72	3161	20.14	5.11	0.00		1049	20.21	4.92	-0.07		1421	19.29	5.34	0.85	0.16
Student Acquaintances (10 Questions)	463	26.35	6.42	3154	24.89	6.65	1.46	0.22	1046	27.83	6.42	-1.48	-0.23	1417	24.89	6.74	1.46	0.22
Science/Quantitative Experience: (10 Questions)	464	22.48	7.43	3143	21.06	7.42	1.42	0.19	1046	21.86	8.17	0.62		1415	22.08	7.89	0.40	
Topics of Conversation (10 Questions)	475	25.64	5.73	3135	24.07	5.70	1.57	0.28	1045	26.79	5.62	-1.15	-0.20	1408	24.11	5.84	1.53	0.26
Information in Conversations (6 Questions)	466	15.58	3.67	3121	15.34	3.65	0.24		1044	16.63	3.51	-1.05	-0.30	1399	15.34	3.60	0.24	

College Student Experience Questionnaire Fall 2001 Junior Student Environment Scale Scores by Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

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

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	474	6.18	0.90	3182	5.46	1.17	0.72	0.62	1054	6.46	0.86	-0.28	-0.33	1427	5.59	1.13	0.59	0.52
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	474	4.82	1.40	3183	4.75	1.35	0.07		1052	5.08	1.43	-0.26	-0.18	1426	4.77	1.43	0.05	
Emphasis on Being Critical, Evaluative, and Analytical	474	5.64	1.10	3184	5.18	1.23	0.46	0.37	1054	6.19	1.02	-0.55	-0.54	1426	5.37	1.23	0.27	0.22
Environmental Emphasis: Diversity	474	4.34	1.56	3182	4.83	1.48	-0.49	-0.33	1052	5.57	1.38	-1.23	-0.89	1424	4.87	1.53	-0.53	-0.35
Environmental Emphasis: Information Literacy Skills	473	5.07	1.30	3181	5.27	1.26	-0.20	-0.16	1051	5.11	1.40	-0.04		1426	5.31	1.33	-0.24	-0.18
Emphasis on Developing Vocational and Occupational Competence	473	4.22	1.55	3181	4.69	1.46	-0.47	-0.32	1053	3.52	1.69	0.70	0.41	1426	4.92	1.43	-0.70	-0.49
Emphasis on Personal Relevance and Practical Value of Courses	473	4.23	1.61	3180	4.76	1.45	-0.53	-0.37	1054	4.26	1.58	-0.03		1427	5.09	1.37	-0.86	-0.63

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with other students	474	5.46	1.19	3181	5.60	1.29	-0.14		1055	5.62	1.40	-0.16		1427	5.69	1.25	-0.23	

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with administrative personnel and offices	474	4.44	1.62	3181	4.70	1.53	-0.26	-0.17	1054	4.84	1.62	-0.40	-0.25	1425	5.03	1.51	-0.59	-0.39

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members	474	5.32	1.29	3179	5.29	1.32	0.03		1054	5.89	1.12	-0.57	-0.51	1427	5.60	1.23	-0.28	-0.23

College Student Experience Questionnaire
Fall 2001 Junior Student Estimate of Gains Scale Scores by Institutional Type

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

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

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

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	470	2.64	0.90	3181	2.86	0.83	-0.22	-0.27	1052	2.33	0.95	0.31	0.33	1421	2.94	0.81	-0.30	-0.37
Acquiring background & specialization for further education in professional, scientific, or scholarly field	469	2.82	0.79	3181	2.79	0.81	0.03		1054	3.24	0.79	-0.42	-0.53	1419	2.89	0.80	-0.07	
Gaining a broad general education about different fields of knowledge	470	2.98	0.77	3177	2.85	0.76	0.13	0.17	1053	3.25	0.76	-0.27	-0.36	1419	2.87	0.76	0.11	
Gaining a range of information that may be relevant to a career	467	2.81	0.86	3176	2.99	0.79	-0.18	-0.23	1053	2.91	0.87	-0.10		1411	3.10	0.73	-0.29	-0.40
Developing an understanding and enjoyment of art, music, and drama	469	2.33	0.95	3173	2.19	0.95	0.14	0.15	1054	2.67	1.00	-0.34	-0.34	1417	2.14	0.96	0.19	0.20
Broadening your acquaintance and enjoyment of literature	470	2.29	0.90	3175	2.23	0.90	0.06		1053	2.58	1.00	-0.29	-0.29	1419	2.23	0.94	0.06	
Seeing the importance of history for understanding the present and the past	470	2.35	0.90	3176	2.36	0.91	-0.01		1052	2.74	0.98	-0.39	-0.40	1417	2.39	0.91	-0.04	
Gaining knowledge about other parts of the world and other people	470	2.18	0.91	3175	2.19	0.90	-0.01		1054	2.61	0.95	-0.43	-0.45	1418	2.20	0.94	-0.02	
Writing clearly and effectively	467	2.93	0.79	3159	2.85	0.82	0.08		1050	3.11	0.84	-0.18	-0.21	1418	2.85	0.82	0.08	
Speaking effectively	468	2.86	0.77	3173	2.85	0.79	0.01		1054	2.99	0.85	-0.13	-0.15	1419	2.92	0.79	-0.06	
Acquiring familiarity with the use of computers	469	2.90	0.88	3176	3.00	0.86	-0.10		1053	2.88	0.90	0.02		1417	3.08	0.83	-0.18	-0.22
Becoming aware of different philosophies, cultures, and ways of life	468	2.63	0.83	3171	2.59	0.85	0.04		1054	3.01	0.83	-0.38	-0.46	1419	2.63	0.89	0.00	
Developing your own values and ethical standards	470	2.92	0.85	3176	2.90	0.88	0.02		1052	3.18	0.86	-0.26	-0.30	1419	2.91	0.87	0.01	
Understanding yourself--your abilities, interests, and personality	468	3.12	0.77	3172	3.13	0.80	-0.01		1052	3.37	0.74	-0.25	-0.34	1420	3.14	0.78	-0.02	
Understanding other people and the ability to get along with different kinds of people	468	2.99	0.79	3168	3.08	0.81	-0.09		1050	3.09	0.81	-0.10		1418	3.06	0.78	-0.07	
Ability to function as a team member	468	2.96	0.83	3170	2.99	0.84	-0.03		1052	2.90	0.90	0.06		1418	3.04	0.81	-0.08	
Developing good health habits and physical fitness	467	2.48	0.99	3167	2.55	0.98	-0.07		1052	2.38	1.02	0.10		1418	2.59	0.99	-0.11	
Understanding the nature of science and experimentation	467	2.47	0.94	3167	2.31	0.93	0.16	0.17	1052	2.46	1.03	0.01		1418	2.38	0.96	0.09	

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Understanding new scientific and technical developments	469	2.34	0.95	3167	2.31	0.93	0.03		1052	2.38	1.03	-0.04		1415	2.44	0.95	-0.10	
Becoming aware of the consequences of applications in science and technology	469	2.35	0.93	3165	2.35	0.92	0.00		1051	2.41	0.94	-0.06		1417	2.45	0.92	-0.10	
Ability to think analytically and logically	467	2.90	0.80	3158	2.85	0.84	0.05		1051	3.24	0.78	-0.34	-0.44	1412	2.97	0.82	-0.07	
Quantitative thinking--Understanding probabilities, proportions, etc.	469	2.54	0.88	3170	2.47	0.93	0.07		1053	2.56	1.02	-0.02		1414	2.63	0.94	-0.09	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	469	2.90	0.78	3174	2.94	0.79	-0.04		1051	3.34	0.73	-0.44	-0.60	1416	2.98	0.78	-0.08	
Ability to learn on your own, pursue ideas, and find information you need	469	3.04	0.78	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Gain: Adapting to Change	468	2.93	0.80	3171	3.02	0.82	-0.09		1050	3.09	0.85	-0.16	-0.19	1418	3.04	0.81	-0.11	

College Student Experience Questionnaire
Fall 2001 Junior 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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books read	472	2.87	0.78	3181	3.03	0.87	-0.16	-0.18	1053	3.74	0.98	-0.87	-0.23	1430	2.90	0.92	-0.03	
Number of course packets read	470	2.50	0.93	3135	2.55	0.97	-0.05		1046	2.98	1.13	-0.48	-0.42	1390	2.46	1.04	0.04	
Number of non-assigned books read	468	1.92	0.86	3141	2.12	0.99	-0.20	-0.20	1049	2.58	1.05	-0.66	-0.63	1395	2.02	0.98	-0.10	
Number of essays exams written	468	2.53	0.94	3148	2.99	1.08	-0.46	-0.43	1048	2.82	0.93	-0.29	-0.31	1413	2.96	1.11	-0.43	-0.39
Number of term papers written	467	2.80	0.92	3117	3.10	1.04	-0.30	-0.29	1044	3.25	1.00	-0.45	-0.45	1380	2.88	1.08	-0.08	

College Student Experience Questionnaire
Fall 2001 Junior Student Satisfaction Question Scores by Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
How well college is liked	476	3.04	0.81	3187	3.07	0.77	-0.03		1060	3.34	0.79	-0.30	-0.38	1425	3.08	0.77	-0.04	

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Would attend same institution again	474	2.98	0.90	3181	3.01	0.84	-0.03		1058	3.29	0.80	-0.31	-0.39	1423	3.00	0.89	-0.02	

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	474	6.02	1.50	3179	6.08	1.38	-0.06		1058	6.64	1.46	-0.62	-0.42	1419	6.08	1.43	-0.06	

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for Fall 2001 Junior Students by Institutional Type

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

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

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

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

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

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	458	27.99	7.18	3114	27.05	7.32	0.93		1043	28.77	7.51	-0.78		1400	28.21	7.46	-0.23	
2. Active Learning Index	445	54.13	8.54	3047	53.26	9.44	0.87		1032	55.66	9.33	-1.53	-0.16	1368	52.37	10.09	1.76	0.17
3. Cooperation Among Students Index	464	25.77	4.92	3141	24.65	4.99	1.12	0.23	1046	25.50	4.78	0.27		1413	23.77	5.10	2.00	0.39
Capacity for Lifelong-learning Index	458	40.26	7.21	3088	40.23	7.49	0.03		1040	42.83	6.94	-2.57	-0.37	1382	41.01	7.33	-0.76	
Experiences with Diversity Index	457	25.93	5.47	3104	24.91	5.74	1.02	0.18	1040	28.32	5.83	-2.39	-0.41	1398	25.15	5.79	0.78	
Quality of Effort Scales Academic Factor	481	134.64	24.31	3220	130.15	24.34	4.49	0.18	1062	138.49	23.80	-3.85	-0.16	1433	131.64	24.55	3.01	
Quality of Effort Scales Social Factor	480	100.60	20.84	3202	97.03	20.47	3.57	0.17	1060	107.88	19.72	-7.28	-0.37	1434	96.35	20.36	4.25	0.21
Scholarly Environment Factor	474	16.65	2.57	3186	15.37	3.13	1.27	0.41	1054	17.72	2.50	-1.07	-0.43	1427	15.72	3.18	0.92	0.29
Personal Relations Environmental Factor	474	15.52	3.00	3185	15.57	3.28	-0.05		1055	16.34	3.09	-0.83	-0.27	1427	16.31	3.19	-0.79	-0.25
Practical Environmental Factor	474	17.83	4.51	3185	19.52	4.34	-1.70	-0.39	1054	18.44	4.43	-0.61		1427	20.18	4.44	-2.35	-0.53
Personal Development Gains Factor	466	17.41	3.67	3145	17.69	3.87	-0.28		1047	18.01	3.66	-0.60	-0.16	1410	17.77	3.79	-0.37	
Science and Technology Gains Factor	467	9.70	3.10	3152	9.43	3.13	0.26		1049	9.82	3.42	-0.12		1408	9.90	3.19	-0.20	
General Education Gains Factor	467	14.77	3.79	3145	14.42	3.69	0.35		1049	16.87	3.73	-2.10	-0.56	1409	14.45	3.96	0.32	
Vocational Preparation Gains Factor	466	8.27	2.12	3171	8.64	2.02	-0.38	-0.19	1051	8.48	1.97	-0.21		1407	8.94	1.93	-0.67	-0.35
Intellectual Skills Gains Factor	461	17.54	3.48	3116	17.56	3.56	-0.02		1045	18.92	3.43	-1.38	-0.40	1400	17.87	3.46	-0.33	

College Student Experience Questionnaire Fall 2001 Junior 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

CCU = Comprehensive Institutions

SLA = Selective Liberal Arts Institutions

GLA = General Liberal Arts Institutions

Small = 0.2 to 0.5

Moderate = 0.5 to 0.8

Large = Greater than 0.8

Activity Scales	Effect Size		
	CCU	SLA	GLA
Library Experiences	Small Positive	Small Negative	Small Positive
Computer and IT Scale	Small Positive		Small Positive
Course Learning		Small Negative	
Art, Music, & Theater	Small Positive	Small Negative	Small Positive
Campus Facilities Scale	Small Positive		Small Positive
Clubs and Organizations	Moderate Positive	Small Positive	Moderate Positive
Student Acquaintances	Small Positive	Small Negative	Small Positive
Topics of Conversation	Small Positive	Small Negative	Small Positive
Information in Conversations		Small Positive	

Environment Scales	Effect Size		
	CCU	SLA	GLA
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Moderate Positive	Small Negative	Moderate Positive
Emphasis on Being Critical, Evaluative, and Analytical	Small Positive	Moderate Negative	Small Positive
Environmental Emphasis: Diversity	Small Negative	Large Negative	Small Negative
Emphasis on Developing Vocational and Occupational Competence	Small Negative	Small Positive	Small Negative
Emphasis on Personal Relevance and Practical Value of Courses	Small Negative		Moderate Negative
Relationships with administrative personnel & offices		Small Negative	Small Negative
Relationships with faculty members		Moderate Negative	Small Negative

Scales by Effect Size

Gain Scales	Effect Size		
	CCU	SLA	GLA
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Small Negative	Small Positive	Small Negative
Acquiring background & specialization for further education in professional, scientific, or scholarly field		Moderate Negative	
Gaining a broad general education about different fields of knowledge		Small Negative	
Gaining a range of information that may be relevant to a career	Small Negative		Small Negative
Developing an understanding and enjoyment of art, music, and drama		Small Negative	Small Positive
Broadening your acquaintance and enjoyment of literature		Small Negative	
Gaining knowledge about other parts of the world and other people		Small Negative	
Writing clearly and effectively		Small Negative	
Becoming aware of different philosophies, cultures, and ways of life		Small Negative	
Developing your own values and ethical standards		Small Negative	
Understanding yourself--your abilities, interests, and personality		Small Negative	
Ability to think analytically and logically		Small Negative	
Ability to put ideas together, to see relationships, similarities, and differences between ideas		Moderate Negative	
Ability to learn on your own, pursue ideas, and find information you need		Small Negative	

Scales by Effect Size

Reading, Writing, and Satisfaction Q.'s	Effect Size		
	CCU	SLA	GLA
Number of textbooks/assigned books read		Small Negative	
Number of course packets read		Small Negative	
Number of non-assigned books read	Small Negative	Moderate Negative	
Number of essay exams written	Small Negative	Small Negative	Small Negative
Number of term papers written	Small Negative	Small Negative	
How well college is liked		Small Negative	
Would attend same institution again		Small Negative	
Overall opinion of college/Satisfaction Index		Small Negative	

Good Practice Index	Effect Size		
	CCU	SLA	GLA
Cooperation Among Students Index	Small Positive		Small Positive
Capacity for Lifelong-learning Index		Small Negative	
Experiences with Diversity Index		Small Negative	

**College Student Experience Questionnaire
Fall 2001 Junior 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

CCU = Comprehensive Institutions
SLA = Selective Liberal Arts Institutions
GLA = General Liberal Arts Institutions

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
Library Experiences	Male			Small Positive
	Female	Small Positive	Small Negative	Small Positive
Computer and IT Scale	Male	Small Positive		
	Female	Small Positive		Small Positive
Course Learning Art, Music, & Theater	Male		Small Negative	
	Male		Small Negative	Small Positive
Campus Facilities Scale	Female	Small Positive	Small Negative	
	Male	Small Positive		Small Positive
Clubs and Organizations	Female	Small Positive		
	Male	Moderate Positive		Small Positive
Personal Experiences Student Acquaintances	Female	Moderate Positive	Small Positive	Large Positive
	Male			
Science/Quantitative Experiences Topics of Conversation	Male	Small Positive		Small Positive
	Female	Small Positive	Small Negative	Small Positive
Information in Conversations	Female		Small Negative	
	Female		Small Negative	

Environment Scales	Gender	Effect Size		
		CCU	SLA	GLA
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Male	Moderate Positive	Small Negative	Small Positive
	Female	Moderate Positive	Small Negative	Moderate Positive
Emphasis on Being Critical, Evaluative, and Analytical	Male	Small Positive	Moderate Negative	
	Female	Small Positive	Moderate Negative	Small Positive
Environmental Emphasis: Diversity	Male	Small Negative	Moderate Negative	
	Female	Small Negative	Large Negative	Small Negative
Emphasis on Information Literacy Skills	Female			Small Negative
Emphasis on Developing Vocational and Occupational Competence	Male		Moderate Positive	Small Negative
	Female	Small Negative		Moderate Negative
Emphasis on Personal Relevance and Practical Value of Courses	Male	Small Negative		Moderate Negative
	Female	Small Negative		Moderate Negative
Relationships with administrative personnel & offices	Male	Small Negative		Small Negative
	Female		Small Negative	Small Negative
Relationships with faculty members	Male		Moderate Negative	
	Female		Small Negative	Small Negative

Scales, Indices, and Selected Questions by Gender and Effect Size

Gain Scales	Gender	Effect Size		
		CCU	SLA	GLA
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Male		Small Positive	Small Negative
	Female	Small Negative	Small Positive	Small Negative
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Male		Moderate Negative	
	Female		Moderate Negative	
Gaining a broad general education about different fields of knowledge	Male		Small Negative	
	Female		Small Negative	
Gaining a range of information that may be relevant to a career	Male			Small Negative
	Female	Small Negative		Small Negative
Developing an understanding and enjoyment of art, music, and drama	Male		Small Negative	Small Positive
	Female		Small Negative	
Broadening your acquaintance and enjoyment of literature	Female		Small Negative	
Seeing the importance of history for understanding the present and the past	Female		Small Negative	
Gaining knowledge about other parts of the world and other people	Female		Moderate Negative	
Acquiring familiarity with the use of computers	Female			Small Negative
Becoming aware of different philosophies, cultures, and ways of life	Female		Moderate Negative	
Developing your own values and ethical standards	Female		Small Negative	
Understanding yourself--your abilities, interests, and personality	Male		Small Negative	
	Female		Small Negative	
Ability to think analytically and logically	Male		Moderate Negative	
	Female		Small Negative	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Male		Moderate Negative	
	Female		Moderate Negative	
Ability to learn on your own, pursue ideas, and find information you need	Male		Small Negative	
	Female		Small Negative	

Scales, Indices, and Selected Questions by Gender and Effect Size

Reading, Writing, and Satisfaction Q.'s	Gender	Effect Size		
		CCU	SLA	GLA
Number of textbooks/assigned books read	Male		Small Negative	
	Female		Small Negative	
Number of course packets read	Male		Moderate Negative	
	Female		Small Negative	
Number of non-assigned books read	Male		Moderate Negative	
	Female	Small Negative	Moderate Negative	
Number of essay exams written	Male	Small Negative		Small Negative
	Female	Small Negative	Small Negative	Small Negative
Number of term papers written	Male		Small Negative	
	Female	Small Negative	Small Negative	
How well college is liked	Male		Small Negative	
	Female		Small Negative	
Would attend same institution again	Male		Small Negative	
	Female		Small Negative	
Overall opinion of college/Satisfaction Index	Male		Small Negative	
	Female		Small Negative	

Good Practice Index	Gender	Effect Size		
		CCU	SLA	GLA
Cooperation Among Students Index	Male	Small Positive		Small Positive
	Female	Small Positive		Small Positive
Capacity for Lifelong-learning Index	Male		Small Negative	
	Female		Small Negative	
Experiences with Diversity Index	Male	Small Positive		Small Positive
	Female		Small Negative	

**College Student Experience Questionnaire
Fall 2001 Junior Student Summary
Truman Junior Student Differences by Gender**

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

Significant Differences per 1997 CSEQ Manual

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

Science/Quantitative Experiences -2.41

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

None

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

Gaining knowledge about other parts of the world and other people -0.30

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

Satisfaction Index 0.20

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

Peer Cooperation/ Cooperation Among Students 2.65

College Student Experience Questionnaire

Junior Student Narrative for Spring 2001

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

February 19, 2003

Survey Methodology

Truman junior students enrolled in the Junior Interdisciplinary Seminar (JINS) courses. Twenty-nine courses were asked to complete the *College Student Experience Questionnaire* (4th edition) as a homework assignment during the first two weeks of the spring 2001 semester. The questionnaires were distributed by the Assessment and Testing Office to the JINS faculty who asked their junior students (N = 542) to complete the CSEQ as a homework assignment and return it to them in class between January to February, 2001 (N = 501 junior students, 92.4% of respondents).

Truman junior students completing the *CSEQ* (4th edition) in spring 2001 were compared with junior students from the other institutional groups who had completed the *CSEQ* (4th edition) since it was made available for institutional use in 1998. The comparison groups are: Comprehensive Colleges and Universities (CCU), Selective Liberal Arts Colleges (SLA), and General Liberal Arts Colleges (GLA). Institutions are categorized for inclusion in comparison groups using the Carnegie classification system. Truman is included in the CCU category. Truman data was removed from the CCU group before making comparisons with the other groups. Comparisons between Truman and other groups were conducted by first examining statistically significant mean differences (ANOVA and Scheffe Post-hoc tests between Truman and comparison groups were conducted) and then by calculating the effect size (practical significance) for the mean differences. Moderate (0.5 to 0.8) and large (greater than 0.8) effect size would be of practical significance while small effect size (0.2 to 0.5) would not. Identifying large effect sizes are usually rare in *CSEQ* type research.

Difference between Truman and Comparison Group Junior Students

Activity Scales: Truman spring 2001 junior students were significantly different from the comparison group junior students (1998-2000) on several scales. A small positive effect size was noted between Truman and comprehensive (CCU) institutions on the Library Experience; Computer & IT; Art, Music, & Theater; Campus Facilities; and Science/Quantitative scales and a moderate positive effect size on the Clubs & Organizations scale. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges on the Course Learning; Art, Music, & Theater; Student Acquaintances; and Information in Conversations scales and a moderate negative effect size for the Topics in Conversation scale. For the Club and Organizations scale, a small positive effect size was present. A small positive effect size was present in the comparison between Truman and general liberal arts colleges (GLA) on the Art, Music, & Theater; Campus Facilities; Clubs & Organizations; and Personal Experiences scales and moderate positive effect size was present for the Library Experience and Computer and IT scales.

Environment Scales: Truman spring 2001 junior students were significantly different from the comparison group junior students (1998-2000) on several scales. A small negative effect size was noted between Truman and comprehensive (CCU) institutions on the Emphasis on Being Critical, Evaluative, and Analytical; Diversity; Emphasis on Developing Vocational and Occupation Competence; Emphasis on Personal Relevance and Practical Value of Courses; and Relationships with Administrative Personnel & Offices while a moderate positive effect size was found on the Emphasis on Developing Academic, Scholarly, and Intellectual Qualities scale. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for Emphasis on Developing Academic, Scholarly, and Intellectual Qualities; Emphasis on Developing Aesthetic, Expressive, and Creative Qualities; Emphasis on Developing Vocational and Occupation Competence; and Relationships with Administrative Personnel & Offices scales and moderate negative effect sizes were identified for Emphasis on Being Critical, Evaluative, and Analytical and Relationships with Faculty Members. A large negative effect size was present for the Diversity scale. In the comparison between Truman and general liberal arts colleges (GLA), a moderate positive

effect sizes was noted for the Emphasis on Developing Academic, Scholarly, and Intellectual Qualities scale. Small negative effect sizes were identified for the Diversity; Relationships with Administrative Personnel & Offices; and Relationships with Faculty Members scales. Moderate negative effect sizes were identified for the Emphasis on Developing Vocational and Occupation Competence and the Emphasis on Personal Relevance and Practical Value of Courses scales.

Gain Scales: Truman spring 2001 junior students were significantly different from the comparison group junior students (1998-2000) on several scales. A small negative effect size was noted between Truman and comprehensive (CCU) institutions for the Vocational Training gain scale and a small positive effect size was noted on the General Education gain scale. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the Specialization for Further Education; Understanding and Enjoyment of Art, Music, & Drama; Acquaintance and Enjoyment of Literature; Importance of History for Understanding Present and Past; Knowledge of Other Parts of the World; Writing Clearly and Effectively; Becoming Aware of Different Philosophies and Cultures; Developing Values and Ethical Standards; Understanding Yourself; Ability to Think Logically and Analytically; Synthesis; and Ability to Learn on Own. A small positive effect size was present for the Vocational Training Gain scale when Truman was compared with the SLA group. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) for the General Education; Career Information; and Understanding and Enjoyment of Art, Music, & Drama gain scales. A small negative effect size was noted for the Vocational Training gain scale.

Selected Reading, Writing, and Satisfaction Questions: Truman junior students were significantly different from comparison group junior students (1998-2000) on a number of questions. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for the number of textbooks/assigned books read and the number of term papers written questions. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; how well the college is liked; would attend same institution again; and overall opinion of college questions. A small positive effect size was found for number of essay exams written. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) on the number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; and the number of term papers written questions.

Good Practice and Capacity for Lifelong Learning Indices: There were some significant differences between Truman and comparison group junior students on the Good Practice and Capacity for Lifelong Learning Indices. No effect size differences were observed between Truman and comprehensive (CCU) institutions. A moderate negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the Diversity Index and a small negative effect size was identified for the Capacity for Lifelong-Learning Index. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) for the Active Learning Index and the Cooperation Among Students Index.

Difference between Truman and Comparison Group Junior Students by Gender

Activity Scales: Truman spring 2001 junior male students were significantly different from the comparison group junior male students (1998-2000) on several scales. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for junior males on the Library Experience; Computer & IT; Art, Music, & Theater; Campus Facilities; Student Acquaintances scales and a moderate positive effect size on the Clubs & Organizations scale. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for junior males on the Topics in Conversation and Information in Conversation scales. For the Club and Organizations scale, a small positive effect size was present for Truman male junior students. A small positive effect size was present in the comparison between Truman and general liberal arts colleges (GLA) for junior males on the Computer and IT; Campus Facilities; Personal Experiences and Student Acquaintances scales and moderate positive effect size was present for the Library Experiences; Art, Music, and Theater; and Club and Organizations scales.

Truman spring 2001 junior female students were significantly different from the comparison group junior female students (1998-2000) on several scales. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for junior females on the Library Experience; Computer & IT; Art, Music, &

Theater; and Science/Quantitative scales and a moderate positive effect size on the Campus Facilities and Clubs & Organizations scales. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges female juniors on the Library Experiences; Course Learning; Art, Music, & Theater; Student Acquaintances; and Information in Conversations scales and a moderate negative effect size for the Topics of Conversation scale. For the Club and Organizations scale, a small positive effect size was present. A small positive effect size was present in the comparison between Truman and general liberal arts colleges (GLA) for junior females on the Clubs & Organizations scale and a moderate positive effect size was present for the Library Experiences and Campus Facilities scales.

Environment Scales: Truman spring 2001 junior male students were significantly different from the comparison group junior students (1998-2000) on several scales. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for junior males on the Emphasis on Developing Academic, Scholarly, and Intellectual Qualities and Emphasis on Being Critical, Evaluative, and Analytical scales. A small negative effect size was present on the Emphasis on Developing Vocational and Occupational Competence; Emphasis on Personal Relevance and Practical Value of Courses; and Relationships with Administrative Personnel & Offices scales. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for junior males on the Emphasis on Developing Aesthetic, Expressive, and Creative Qualities; Emphasis on Being Critical, Evaluative, and Analytical; and Relationships with Administrative Personnel & Offices scales and a moderate negative effect size was identified for the Diversity and Relationships with faculty members scales. A moderate positive effect size was noted for the Emphasis on Developing Vocational and Occupational Competence scale. In the comparison between Truman and general liberal arts colleges (GLA) for junior males, a small negative effect size was noted for the Relationships with Administrative Personnel & Offices and Relationships with Faculty Members scales. Moderate negative effect sizes were identified for the Emphasis on Developing Vocational and Occupational Competence and the Emphasis on Personal Relevance and Practical Value of Courses scales.

Truman spring 2001 junior female students were significantly different from the comparison group junior students (1998-2000) on several scales. A small negative effect size was noted between Truman and comprehensive (CCU) institutions junior females on the Diversity; Emphasis on Developing Vocational and Occupational Competence; Emphasis on Personal Relevance and Practical Value of Courses. A moderate positive effect size was found on the Emphasis on Developing Academic, Scholarly, and Intellectual Qualities scale while a small positive effect size was found on the Emphasis on Being Critical, Evaluative, and Analytical Scale. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for junior women on Relationships with Administrative Personnel & Offices scale. A moderate negative effect size was identified for the Emphasis on Being Critical, Evaluative, and Analytical and Relationships with Faculty scales while a large negative effect size was present for the Diversity scale. A small positive effect size was noted for the Emphasis on Developing Vocational and Occupational Competence scale. In the comparison between Truman and general liberal arts colleges (GLA) junior females, a small negative effect size was noted for the Emphasis on Information Literacy Skills; Relationships with Administrative Personnel & Offices; and Relationships with Faculty Members scales. Moderate negative effect sizes were identified for the Diversity and the Emphasis on Personal Relevance and Practical Value of Courses scales.

Gain Scales: Truman spring 2001 junior male students were significantly different from the comparison group junior students (1998-2000) on several scales. A small negative effect size was noted between Truman and comprehensive (CCU) institutions junior males for the Vocational Training gain scale and a small positive effect size was noted on the General Education and Acquaintance and Enjoyment of Literature gain scales. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges junior males for the General Education; Understanding and Enjoyment of Art, Music, & Drama; Importance of History for Understanding Present and Past; Knowledge of Other Parts of the World; Understanding Yourself; Ability to Think Logically and Analytically; and Ability to Learn on Own. A moderate negative effect size was noted for the Specialization for Further Education and Synthesis scales. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) junior males for the General Education; Understanding and Enjoyment of Art, Music, & Drama; Acquaintance and Enjoyment of Literature; and Awareness of Different Philosophies and Cultures gain scales. A small negative effect size was noted for the Vocational Training; Career Information; and Familiarity with Use of Computers gain scale.

Truman spring 2001 junior female students were significantly different from the comparison group junior students (1998-2000) on several scales. A small negative effect size was noted between Truman and comprehensive (CCU) institutions junior females for the Vocational Training gain scale and a small positive effect size was noted on the General Education gain scale. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges junior women students for the Specialization for Further Education; Understanding and Enjoyment of Art, Music, & Drama; Acquaintance and Enjoyment of Literature; Importance of History for Understanding Present and Past; Writing Clearly and Effectively; Developing Values and Ethical Standards; Understanding Yourself; Ability to Think Logically and Analytically; Synthesis; and Ability to Learn on Own. A moderate negative effect size was found for the Knowledge of Other Parts of the World and Becoming Aware of Different Philosophies and Cultures scales. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) junior females for the General Education scale while a small negative effect size was found for the Vocational Training; Career Information; and Awareness of Different Philosophies and Cultures gain scales.

Selected Reading, Writing, and Satisfaction Questions: Truman junior male students were significantly different from comparison group junior students (1998-2000) on a number of questions. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for the number of textbooks/assigned books read and the number of term papers written questions. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; how well the college is liked; would attend same institution again; and overall opinion of college questions. A small positive effect size was found for number of essay exams written. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) on the number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; and the number of term papers written questions.

Truman junior female students were significantly different from comparison group junior students (1998-2000) on a number of questions. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for the number of textbooks/assigned books read and the number of term papers written questions. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; how well the college is liked; would attend same institution again; and overall opinion of college questions. A small positive effect size was found for number of essay exams written. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) on the number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; and the number of term papers written questions.

Good Practice and Capacity for Lifelong Learning Indices: Truman junior male students were significantly different from comparison group junior students (1998-2000) on several of the Good Practice Indices. A small positive effect size was noted between Truman and comprehensive (CCU) institutions for the Active Learning and Cooperation Among Students Indices. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the Capacity for Lifelong Learning and Experiences with Diversity indices. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) on the Active Learning, Cooperation Among Students, and Experiences with Diversity Indices.

Truman junior female students were significantly different from comparison group junior students (1998-2000) on several of the Good Practice Indices. No differences were noted between Truman and comprehensive (CCU) institutions on the Indices for junior female students. A small negative effect size was noted between Truman and selective liberal arts (SLA) colleges for the Capacity for Lifelong Learning Index and a moderate negative effect size for the Experiences with Diversity Index. A small positive effect size was noted between Truman and general liberal arts colleges (GLA) on the Cooperation Among Students Index.

Truman Junior Student Differences by Gender

Activity Scales: The means for Spring 2001 Truman junior women differed at a level of practical significance (more engagement) from Truman junior men on the Personal Experiences scale.

Environment Scales: There were no mean differences between Truman junior male and female students of practical significance on any of the Environment scales for the Spring 2001 semester.

Gain Scales: There were no mean differences between Truman junior male and female students of practical significance on any of the Gain scales for the Spring 2001 semester.

Selected Reading, Writing, and Satisfaction Questions: For the Reading and Writing Questions, Truman junior female students differed at a level of practical significance (greater frequency) from Truman junior male students on the Number of Textbooks/Assigned Books Read question for the Spring 2001 semester.

Good Practice and Capacity for Lifelong Learning Indices: Truman junior women differed at a level of practical significance (greater engagement/capacity) from Truman junior men on the Peer Cooperation Good Practice Index during the Spring 2001 semester.

Truman Junior 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

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

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
Applied material learned in class to other areas
Used information or experience from other areas or your life (job, internship, interactions with others) in class discussions or assignments
Tried to explain material from a course to someone else (another student, friend, co-worker, family member)
Worked on a paper or project where you had to integrate ideas from various sources

Weaknesses

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

Student Activity Scale-Writing Experiences (7 Questions):

Strengths

Used a dictionary or thesaurus to look up the proper meaning of words
Thought about grammar, sentence structure, word choice, and sequence of ideas or points as you were writing
Asked other people to read something you wrote to see if it was clear to them
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)
Worked harder as a result of feedback from an instructor

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

Student Activity Scale-Campus Facilities (8 Questions):

Strengths

Met other students for discussion
Used campus recreational facilities

Weaknesses

Used a campus learning lab or center

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

Strengths

Attended a meeting of a campus club, organization, etc.

Weaknesses

Met with faculty to discuss campus group

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

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

Strengths

Current events in the news
Different lifestyles, etc.

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

Strengths

Referred to readings or classes
Explored different ways of thinking
Referred to something instructor said

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

Weaknesses

Emphasis on Developing Aesthetic, Expressive, and Creative Qualities
Environmental Emphasis: Diversity
Environmental Emphasis: Information Literacy Skills
Emphasis on Developing Vocational and Occupational Competence
Emphasis on Personal Relevance and Practical Value of Courses

Student Environment Relationship Scales (3 Scales)

Strengths

Relationships with other students (Friendly, Supportive, Sense of belonging to Competitive, Uninvolved, Sense of alienation)

Weaknesses

Relationships with administrative personnel and offices (Helpful, considerate, flexible to rigid, impersonal, bound by regulations)
Relationships with faculty members (Approachable, Helpful, Understanding, Encouraging to Remote, Discouraging, Unsympathetic)

Estimate of Gains Scales (25 Scales)

Strengths

Vocational training, acquiring knowledge & skills applicable to a specific job or type of work
Acquiring background & specialization for further education in professional, scientific, or scholarly field
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
Becoming aware of different philosophies, cultures, and ways of life
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

Selected Reading/Writing Questions (5 questions)

Weaknesses

Assigned packs of course readings
Non-assigned books read

Student Satisfaction Questions (2 Questions)

Strengths

How well college is liked
Would attend same institution

Summary

A variety of institutional strengths and weaknesses are identified across each of the scales. When compared with first-year students' perception of institutional strengths and weaknesses, junior students identify many more strengths, particularly across the Activity and Gains scales. They also identify more weaknesses in their perception of the institutional environment. Some of the items across the scales are neither identified as an institutional strength or weakness. These deserve reflection as well, particularly within the framework of institutional, divisional, and discipline level goals.

College Student Experience Questionnaire Spring 2001 Junior Student Activity Scale Scores by Gender and Institutional Type

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

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

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

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)

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

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	
Library Experiences (8 Questions)																				
Spring 2001		494	18.68	3.96	3167	17.16	4.28	1.52	0.36	1045	19.52	4.62	-0.84	-0.18	1406	16.14	4.82	2.54	0.53	
Male		188	18.36	3.85	1100	16.94	4.29	1.42	0.33	290	18.64	4.69	-0.28		644	15.68	5.03	2.68	0.53	
Female		302	18.83	4.01	2028	17.25	4.25	1.58	0.37	745	19.88	4.55	-1.05	-0.23	743	16.51	4.59	2.32	0.51	
Diff F-M		0.47			0.31					1.24					0.83					
Computer and IT Scale (9 Questions)																				
Spring 2001		493	23.27	4.57	3182	21.87	5.15	1.40	0.27	1051	23.40	4.57	-0.13		1406	16.14	4.82	7.13	1.48	
Male		187	23.59	4.73	1103	21.96	5.36	1.63	0.30	294	23.47	4.54	0.12		643	22.34	5.49	1.25	0.23	
Female		302	23.06	4.47	2040	21.82	5.02	1.24	0.25	747	23.38	4.59	-0.32		745	22.09	5.60	0.97	0.17	
Diff F-M		-0.53			-0.14					-0.09					-0.25					
Course Learning (Different Scale Used, high to low) (11 Questions)																				
Spring 2001		485	33.04	4.98	3124	32.90	5.52	0.14		1079	34.24	4.99	-1.20	-0.24	1397	32.53	5.69	0.51		
Male		181	32.49	5.11	1083	31.57	5.55	0.92		290	33.41	4.95	-0.92		646	31.51	5.79	0.98		
Female		300	33.38	4.88	2006	33.59	5.39	-0.21		749	34.57	4.98	-1.19	-0.24	733	33.43	5.47	-0.05		
Diff F-M		0.89			2.02					1.16					1.92					
Experience in Writing (7 Questions)																				
Spring 2001		490	18.16	3.78	3172	18.16	4.21	0.00		1055	17.88	4.06	0.28		1426	18.26	4.43	-0.10		
Male		183	17.55	3.79	1099	17.10	4.16	0.45		291	16.53	4.04	1.02		657	17.31	4.51	0.24		
Female		303	18.49	3.74	2036	18.70	4.13	-0.21		754	18.37	3.95	0.12		750	19.11	4.18	-0.62		
Diff F-M		0.94			1.60					1.84					1.80					
Experiences with Faculty (10 Questions)																				
Spring 2001		490	22.42	5.90	3151	21.77	5.99	0.65		1051	23.26	6.26	-0.84		1410	22.69	6.12	-0.27		
Male		184	22.12	5.81	1090	21.74	5.95	0.38		290	23.03	6.31	-0.91		650	22.52	6.29	-0.40		
Female		302	22.59	5.94	2022	21.79	6.02	0.80		751	23.36	6.26	-0.77		743	22.87	5.94	-0.28		
Diff F-M		0.47			0.05					0.33					0.35					
Art, Music, & Theater (7 Questions)																				
Spring 2001		484	16.07	5.08	3143	14.37	5.13	1.70	0.33	1053	17.75	5.22	-1.68	-0.32	1406	14.28	5.10	1.79	0.35	
Male		182	15.90	5.29	1086	13.71	5.04	2.19	0.43	291	17.19	5.38	-1.29		646	13.14	4.82	2.76	0.57	
Female		298	16.14	4.95	2022	14.69	5.14	1.45	0.28	752	18.02	5.14	-1.88	-0.37	742	15.31	5.15	0.83		
Diff F-M		0.24			0.98					0.83					2.17					

Activity

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Campus Facilities Scale (8 Questions)	Spring 2001	482	18.34	4.41	3150	16.77	4.60	1.57	0.34	1051	19.13	4.62	-0.79	-0.17	1414	16.77	4.98	1.57	0.32
	Male	183	19.07	4.42	1094	17.41	4.61	1.66	0.36	292	20.00	4.40	-0.93		650	17.27	5.09	1.80	0.35
	Female	295	18.87	4.36	2018	16.44	4.57	2.43	0.53	749	18.80	4.67	0.07	0.01	745	16.40	4.85	2.47	0.51
	Diff F-M		-0.20			-0.97					-1.20					-0.87			
Clubs & Organizations (5 Questions)	Spring 2001	494	11.59	4.13	3178	9.17	4.25	2.42	0.57	1049	10.57	4.23	1.02	0.24	1420	9.55	4.33	2.04	0.47
	Male	187	11.48	4.15	1106	8.83	4.07	2.65	0.65	289	10.37	4.12	1.11	0.27	652	9.30	4.31	2.18	0.51
	Female	303	11.67	4.10	2034	9.36	4.35	2.31	0.53	750	10.65	4.26	1.02	0.24	749	9.83	4.35	1.84	0.42
	Diff F-M		0.19			0.53					0.28					0.53			
Personal Experiences (8 Questions)	Spring 2001	488	20.61	5.00	3161	20.14	5.11	0.47		1049	20.21	4.92	0.40		1421	19.29	5.34	1.32	0.25
	Male	186	19.16	5.01	1100	18.41	4.83	0.75		292	18.37	4.52	0.79		652	17.69	5.09	1.47	0.29
	Female	298	21.50	4.81	2023	21.07	5.02	0.43		747	20.96	4.89	0.54		751	20.70	5.19	0.80	
	Diff F-M		2.34			2.66					2.59					3.01			
Student Acquaintances (10 Questions)	Spring 2001	486	26.09	6.27	3154	24.89	6.65	1.20	0.18	1046	27.83	6.42	-1.74	-0.27	1417	24.89	6.74	1.20	0.18
	Male	181	26.80	6.49	1093	24.88	6.63	1.92	0.29	291	27.95	6.43	-1.15		650	24.40	6.84	2.40	0.35
	Female	301	25.65	6.09	2023	24.90	6.69	0.75		745	27.83	6.42	-2.18	-0.34	749	25.35	6.65	0.30	
	Diff F-M		-1.15			0.02					-0.12					0.95			
Science/Quantitative Experiences (10 Questions)	Spring 2001	488	22.66	7.46	3143	21.06	7.42	1.60	0.22	1046	21.86	8.17	0.80		1415	22.08	7.89	0.58	
	Male	182	23.48	7.63	1093	22.01	7.56	1.47		289	22.94	8.35	0.54		647	23.62	7.97	-0.14	
	Female	302	22.21	7.33	2013	20.54	7.30	1.67	0.23	747	21.44	8.04	0.77		749	20.88	7.57	1.33	
	Diff F-M		-1.27			-1.47					-1.50					-2.74			
Topics of Conversation (10 Questions)	Spring 2001	487	23.92	5.54	3135	24.07	5.70	-0.15		1045	26.79	5.62	-2.87	-0.51	1408	24.11	5.84	-0.19	
	Male	185	24.96	5.86	1088	24.32	5.72	0.64		290	27.19	5.61	-2.23	-0.40	646	24.00	5.96	0.96	
	Female	298	23.28	5.25	2010	23.90	5.66	-0.62		746	26.67	5.61	-3.39	-0.60	743	24.20	5.74	-0.92	
	Diff F-M		-1.68			-0.42					-0.52					0.20			
Information in Conversations (6 Questions)	Spring 2001	482	15.26	3.48	3121	15.34	3.65	-0.08		1044	16.63	3.51	-1.37	-0.39	1399	15.34	3.60	-0.08	
	Male	183	15.17	3.53	1078	15.05	3.56	0.12		288	16.61	3.48	-1.44	-0.41	639	15.09	3.74	0.08	
	Female	295	15.33	3.45	2006	15.49	3.68	-0.16		746	16.66	3.53	-1.33	-0.38	741	15.57	3.46	-0.24	
	Diff F-M		0.16			0.44					0.05					0.48			

College Student Experience Questionnaire Spring 2001 Junior Student Environment Scale Scores by Gender and Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities																		
Spring 2001	494	6.11	1.00	3182	5.46	1.17	0.65	0.56	1054	6.46	0.86	-0.35	-0.41	1427	5.59	1.13	0.52	0.46
Male	187	5.88	1.18	1103	5.31	1.19	0.57	0.48	290	6.31	1.05	-0.43	-0.41	655	5.46	1.08	0.42	0.39
Female	303	6.26	0.85	2040	5.54	1.14	0.72	0.63	754	6.51	0.78	-0.25	-0.32	753	5.70	1.17	0.56	0.48
Diff F-M		0.38			0.23					0.20					0.24			
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities																		
Spring 2001	493	4.79	1.37	3183	4.75	1.35	0.04		1052	5.08	1.43	-0.29	-0.20	1426	4.77	1.43	0.02	
Male	187	4.71	1.36	1102	4.68	1.34	0.03		290	5.16	1.43	-0.45	-0.31	655	4.60	1.40	0.11	
Female	302	4.84	1.38	2042	4.78	1.35	0.06		752	5.06	1.44	-0.22		752	4.92	1.44	-0.08	
Diff F-M		0.13			0.10					-0.10					0.32			
Emphasis on Being Critical, Evaluative, and Analytical																		
Spring 2001	493	5.58	1.12	3184	5.18	1.23	0.40	0.33	1054	6.19	1.02	-0.61	-0.60	1426	5.37	1.23	0.21	0.17
Male	187	5.56	1.12	1103	5.15	1.26	0.41	0.33	290	6.11	1.12	-0.55	-0.49	655	5.31	1.21	0.25	
Female	302	5.61	1.13	2042	5.20	1.22	0.41	0.34	754	6.22	0.98	-0.61	-0.62	752	5.43	1.25	0.18	
Diff F-M		0.05			0.05					0.11					0.12			
Environmental Emphasis: Diversity																		
Spring 2001	493	4.35	1.60	3182	4.83	1.48	-0.48	-0.32	1052	5.57	1.38	-1.22	-0.88	1424	4.87	1.53	-0.52	-0.34
Male	187	4.52	1.63	1101	4.73	1.46	-0.21		290	5.42	1.45	-0.90	-0.62	654	4.64	1.54	-0.12	
Female	302	4.25	1.58	2042	4.88	1.49	-0.63	-0.42	752	5.63	1.35	-1.38	-1.02	751	5.07	1.50	-0.82	-0.55
Diff F-M		-0.27			0.15					0.21					0.43			
Environmental Emphasis: Information Literacy Skills																		
Spring 2001	494	5.11	1.33	3181	5.27	1.26	-0.16		1051	5.11	1.40	0.00		1426	5.31	1.33	-0.20	-0.15
Male	187	5.04	1.43	1103	5.23	1.25	-0.19		290	4.97	1.45	0.07		654	5.21	1.37	-0.17	
Female	303	5.15	1.28	2039	5.30	1.26	-0.15		751	5.17	1.37	-0.02		753	5.42	1.28	-0.27	-0.21
Diff F-M		0.11			0.07					0.20					0.21			
Emphasis on Developing Vocational and Occupational Competence																		
Spring 2001	494	4.18	1.63	3181	4.69	1.46	-0.51	-0.35	1053	3.52	1.69	0.66	0.39	1426	4.92	1.43	-0.74	-0.52
Male	187	4.13	1.70	1102	4.65	1.45	-0.52	-0.36	290	3.20	1.61	0.93	0.58	654	4.91	1.41	-0.78	-0.55
Female	303	4.22	1.59	2040	4.70	1.47	-0.48	-0.33	753	3.64	1.71	0.58	0.34	753	4.93	1.44	-0.71	-0.49
Diff F-M		0.09			0.05					0.44					0.02			

Environment

Emphasis on Personal Relevance and Practical Value of Courses		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
Spring 2001		494	4.33	1.50	3180	4.76	1.45	-0.43	-0.30	1054	4.26	1.58	0.07		1427	5.09	1.37	-0.76	-0.55
Male		187	4.30	1.56	1099	4.68	1.47	-0.38	-0.26	290	4.03	1.55	0.27		655	4.99	1.36	-0.69	-0.51
Female		303	4.35	1.46	2042	4.80	1.44	-0.45	-0.31	754	4.36	1.58	-0.01		753	5.17	1.37	-0.82	-0.60
Diff F-M			0.05			0.12					0.33					0.18			

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

Relationships with other students		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Spring 2001		494	5.69	1.24	3181	5.60	1.29	0.09		1055	5.62	1.40	0.07		1427.00	5.69	1.25	0.00	
Male		187	5.58	1.34	1101	5.52	1.32	0.06		291	5.60	1.33	-0.02		655	5.64	1.20	-0.06	
Female		303	5.76	1.18	2041	5.65	1.27	0.11		754	5.64	1.42	0.12		753	5.73	1.29	0.03	
Diff F-M			0.18			0.13					0.04					0.09			

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

Relationships with administrative personnel and offices		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
Spring 2001		494	4.37	1.61	3181	4.70	1.53	-0.33	-0.22	1054	4.84	1.62	-0.47	-0.29	1425	5.03	1.51	-0.66	-0.44
Male		187	4.30	1.62	1101	4.72	1.55	-0.42	-0.27	290	4.76	1.69	-0.46	-0.27	654	4.93	1.54	-0.63	-0.41
Female		303	4.41	1.61	2041	4.69	1.53	-0.28	-0.18	754	4.87	1.60	-0.46	-0.29	752	5.11	1.49	-0.70	-0.47
Diff F-M			0.11			-0.03					0.11					0.18			

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

Relationships with faculty members		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
Spring 2001		494	5.22	1.28	3179	5.29	1.32	-0.07		1054	5.89	1.12	-0.67	-0.60	1427	5.60	1.23	-0.38	-0.31
Male		187	5.12	1.43	1100	5.23	1.39	-0.11		291	5.87	1.07	-0.75	-0.70	655	5.51	1.23	-0.39	-0.32
Female		303	5.29	1.18	2040	5.32	1.27	-0.03		753	5.90	1.13	-0.61	-0.54	753	5.66	1.23	-0.37	-0.30
Diff F-M			0.17			0.09					0.03					0.15			

College Student Experience Questionnaire Spring 2001 Junior Student Estimate of Gains Scale Scores by Gender and Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work																		
Spring 2001	494	2.67	0.86	3181	2.86	0.83	-0.19	-0.23	1052	2.33	0.95	0.34	0.36	1421	2.94	0.81	-0.27	-0.33
Male	187	2.63	0.85	1103	2.81	0.79	-0.18	-0.23	292	2.30	0.95	0.33	0.14	654	2.95	0.78	-0.32	-0.41
Female	303	2.71	0.86	2040	2.88	0.85	-0.17	-0.20	751	2.34	0.95	0.37	0.16	748	2.92	0.83	-0.21	-0.25
Diff F-M		0.08			0.07					0.04					-0.03			
Acquiring background & specialization for further education in professional, scientific, or scholarly field																		
Spring 2001	493	2.90	0.80	3181	2.79	0.81	0.11	0.11	1054	3.24	0.79	-0.34	-0.43	1419	2.89	0.80	0.01	0.01
Male	187	2.88	0.74	1102	2.77	0.79	0.11	0.11	292	3.27	0.76	-0.39	-0.51	651	2.86	0.78	0.02	0.02
Female	302	2.93	0.82	2041	2.81	0.82	0.12	0.12	753	3.22	0.80	-0.29	-0.36	749	2.92	0.83	0.01	0.01
Diff F-M		0.05			0.04					-0.05					0.06			
Gaining a broad general education about different fields of knowledge																		
Spring 2001	492	3.11	0.72	3177	2.85	0.76	0.26	0.34	1053	3.25	0.76	-0.14	-0.18	1419	2.87	0.76	0.24	0.32
Male	187	3.06	0.73	1102	2.83	0.76	0.23	0.30	292	3.30	0.72	-0.24	-0.33	653	2.82	0.76	0.24	0.32
Female	301	3.14	0.72	2037	2.87	0.76	0.27	0.36	752	3.23	0.78	-0.09	-0.09	747	2.91	0.75	0.23	0.31
Diff F-M		0.08			0.04					-0.07					0.09			
Gaining a range of information that may be relevant to a career																		
Spring 2001	492	2.89	0.78	3176	2.99	0.79	-0.10	-0.10	1053	2.91	0.87	-0.02	-0.02	1411	3.10	0.73	-0.21	-0.29
Male	186	2.84	0.77	1102	2.90	0.79	-0.06	-0.06	292	2.93	0.86	-0.09	-0.09	648	3.04	0.74	-0.20	-0.27
Female	302	2.92	0.78	2036	3.03	0.78	-0.11	-0.11	752	2.91	0.87	0.01	0.01	744	3.17	0.71	-0.25	-0.35
Diff F-M		0.08			0.13					-0.02					0.13			
Developing an understanding and enjoyment of art, music, and drama																		
Spring 2001	493	2.35	0.95	3173	2.19	0.95	0.16	0.17	1054	2.67	1.00	-0.32	-0.32	1417	2.14	0.96	0.21	0.22
Male	187	2.31	0.98	1102	2.12	0.96	0.19	0.19	292	2.66	1.01	-0.35	-0.35	651	1.97	0.92	0.34	0.37
Female	302	2.37	0.94	2034	2.22	0.94	0.15	0.15	753	2.69	0.99	-0.32	-0.32	747	2.28	0.97	0.09	0.09
Diff F-M		0.06			0.10					0.03					0.31			
Broadening your acquaintance and enjoyment of literature																		
Spring 2001	492	2.35	0.92	3175	2.23	0.90	0.12	0.24	1053	2.58	1.00	-0.23	-0.23	1419	2.23	0.94	0.12	0.12
Male	187	2.37	0.93	1103	2.15	0.90	0.22	0.24	292	2.46	0.99	-0.09	-0.09	651	2.06	0.90	0.31	0.34
Female	301	2.33	0.90	2035	2.28	0.90	0.05	0.05	752	2.63	1.00	-0.30	-0.30	749	2.37	0.94	-0.04	-0.04
Diff F-M		-0.04			0.13					0.17					0.31			
Seeing the importance of history for understanding the present and the past																		
Spring 2001	493	2.38	0.91	3176	2.36	0.91	0.02	0.02	1052	2.74	0.98	-0.36	-0.37	1417	2.39	0.91	-0.01	-0.01
Male	187	2.50	0.94	1103	2.48	0.92	0.02	0.02	292	2.70	1.00	-0.20	-0.20	651	2.40	0.89	0.10	0.10
Female	302	2.31	0.89	2036	2.30	0.90	0.01	0.01	751	2.76	0.97	-0.45	-0.46	747	2.39	0.93	-0.08	-0.08
Diff F-M		-0.19			-0.18					0.06					-0.01			

Estimate of Gains

		Truman		Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA				
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size		
Gaining knowledge about other parts of the world and other people	Spring 2001	493	2.15	0.92	3175	2.19	0.90	-0.04		1054	2.61	0.95	-0.46	-0.48	1418	2.20	0.94	Mean Diff	-0.05	Effect Size	
	Male	187	2.26	0.88	1102	2.27	0.90	-0.01		292	2.58	0.93	-0.32	-0.34	652	2.18	0.93	Mean Diff	0.08	Effect Size	
	Female	302	2.07	0.93	2036	2.15	0.90	-0.08		753	2.62	0.95	-0.55	-0.58	747	2.23	0.95	Mean Diff	-0.16	Effect Size	
	Diff F-M		-0.19			-0.12						0.04					0.05				
Writing clearly and effectively	Spring 2001	493	2.91	0.84	3159	2.85	0.82	0.06		1050	3.11	0.84	-0.20	-0.24	1418	2.85	0.82	Mean Diff	0.06	Effect Size	
	Male	187	2.93	0.87	1097	2.76	0.84	0.17		292	3.02	0.88	-0.09		652	2.74	0.82	Mean Diff	0.19	Effect Size	
	Female	302	2.90	0.82	2025	2.90	0.80	0.00		749	3.15	0.82	-0.25	-0.30	748	2.94	0.81	Mean Diff	-0.04	Effect Size	
	Diff F-M		-0.03			0.14						0.13					0.20				
Speaking effectively	Spring 2001	492	2.83	0.78	3173	2.85	0.79	-0.02		1054	2.99	0.85	-0.16	-0.19	1419	2.92	0.79	Mean Diff	-0.09	Effect Size	
	Male	186	2.82	0.75	1100	2.80	0.80	0.02		292	2.96	0.89	-0.14		652	2.86	0.79	Mean Diff	-0.04	Effect Size	
	Female	302	2.83	0.81	2036	2.88	0.78	-0.05		753	2.99	0.84	-0.16	-0.19	748	2.98	0.79	Mean Diff	-0.15	Effect Size	
	Diff F-M		0.01			0.08						0.03					0.12				
Acquiring familiarity with the use of computers	Spring 2001	493	2.95	0.88	3176	3.00	0.86	-0.05		1053	2.88	0.90	0.07		1417	3.08	0.83	Mean Diff	-0.13	Effect Size	
	Male	187	2.90	0.80	1102	3.00	0.84	-0.10		291	2.97	0.89	-0.07		651	3.11	0.83	Mean Diff	-0.21	Effect Size	
	Female	302	2.99	0.91	2037	3.01	0.86	-0.02		753	2.85	0.90	0.14		747	3.06	0.84	Mean Diff	-0.07	Effect Size	
	Diff F-M		0.09			0.01						-0.12					-0.05				
Becoming aware of different philosophies, cultures, and ways of life	Spring 2001	492	2.60	0.86	3171	2.59	0.85	0.01		1054	3.01	0.83	-0.41	-0.49	1419	2.63	0.89	Mean Diff	-0.03	Effect Size	
	Male	187	2.73	0.79	1100	2.58	0.86	0.15		292	2.88	0.86	-0.15		651	2.53	0.89	Mean Diff	0.20	Effect Size	
	Female	301	2.53	0.89	2034	2.59	0.85	-0.06		753	3.06	0.82	-0.53	-0.65	749	2.71	0.88	Mean Diff	-0.18	Effect Size	
	Diff F-M		-0.20			0.01						0.18					0.18				
Developing your own values and ethical standards	Spring 2001	492	2.96	0.85	3176	2.90	0.88	0.06		1052	3.18	0.86	-0.22	-0.26	1419	2.91	0.87	Mean Diff	0.05	Effect Size	
	Male	187	2.95	0.88	1101	2.80	0.91	0.15		292	3.09	0.89	-0.14		652	2.79	0.90	Mean Diff	0.16	Effect Size	
	Female	301	2.97	0.84	2038	2.96	0.85	0.01		751	3.21	0.84	-0.24	-0.29	748	3.01	0.83	Mean Diff	-0.04	Effect Size	
	Diff F-M		0.02			0.16						0.12					0.22				
Understanding yourself--your abilities, interests, and personality	Spring 2001	494	3.11	0.78	3172	3.13	0.80	-0.02		1052	3.37	0.74	-0.26	-0.35	1420	3.14	0.78	Mean Diff	-0.03	Effect Size	
	Male	187	3.04	0.82	1101	3.02	0.82	0.02		292	3.30	0.78	-0.26	-0.33	652	3.03	0.81	Mean Diff	0.01	Effect Size	
	Female	303	3.17	0.75	2034	3.19	0.77	-0.02		751	3.40	0.71	-0.23	-0.32	749	3.24	0.73	Mean Diff	-0.07	Effect Size	
	Diff F-M		0.13			0.17						0.10					0.21				
Understanding other people and the ability to get along with different kinds of people	Spring 2001	493	2.97	0.82	3168	3.08	0.81	-0.11		1050	3.09	0.81	-0.12		1418	3.06	0.78	Mean Diff	-0.09	Effect Size	
	Male	187	2.92	0.85	1098	2.97	0.83	-0.05		292	2.99	0.86	-0.07		651	2.97	0.80	Mean Diff	-0.05	Effect Size	
	Female	302	3.01	0.80	2033	3.14	0.79	-0.13		749	3.13	0.78	-0.12		748	3.15	0.76	Mean Diff	-0.14	Effect Size	
	Diff F-M		0.09			0.17						0.14					0.18				
Ability to function as a team member	Spring 2001	493	2.93	0.86	3170	2.99	0.84	-0.06		1052	2.90	0.90	0.03		1418	3.04	0.81	Mean Diff	-0.11	Effect Size	
	Male	186	2.92	0.86	1097	2.92	0.86	0.00		292	2.89	0.91	0.03		652	3.01	0.81	Mean Diff	-0.09	Effect Size	
	Female	303	2.94	0.86	2036	3.04	0.82	-0.10		751	2.90	0.90	0.04		747	3.07	0.81	Mean Diff	-0.13	Effect Size	
	Diff F-M		0.02			0.12						0.01					0.06				

Estimate of Gains

		Truman		Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA		
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Developing good health habits and physical fitness	Spring 2001	491	2.51	0.99	3167	2.55	0.98	-0.04		1052	2.38	1.02	0.13		1418	2.59	0.99	-0.08	
	Male	186	2.52	0.99	1098	2.55	1.01	-0.03		292	2.48	1.02	0.04		650	2.62	0.99	-0.10	
	Female	301	2.51	1.00	2033	2.55	0.97	-0.04		751	2.34	1.02	0.17		749	2.57	0.98	-0.06	
	Diff F-M		-0.01			0.00						-0.14					-0.05		
Understanding the nature of science and experimentation	Spring 2001	494	2.49	0.95	3167	2.31	0.93	0.18	0.19	1052	2.46	1.03	0.03		1418	2.38	0.96	0.11	
	Male	187	2.57	0.96	1100	2.41	0.93	0.16		292	2.52	1.01	0.05		651	2.51	0.95	0.06	
	Female	303	2.44	0.95	2030	2.26	0.93	0.18	0.19	751	2.43	1.04	0.01		748	2.26	0.96	0.18	
	Diff F-M		-0.13			-0.15						-0.09					-0.25		
Understanding new scientific and technical developments	Spring 2001	493	2.41	0.90	3167	2.31	0.93	0.10		1052	2.38	1.03	0.03		1415	2.44	0.95	-0.03	
	Male	186	2.52	0.85	1097	2.44	0.92	0.08		292	2.54	1.02	-0.02		650	2.58	0.92	-0.06	
	Female	303	2.35	0.93	2033	2.24	0.93	0.11		751	2.33	1.03	0.02		746	2.32	0.95	0.03	
	Diff F-M		-0.17			-0.20						-0.21					-0.26		
Becoming aware if the consequences of applications in science and technology	Spring 2001	490	2.37	0.88	3165	2.35	0.92	0.02		1051	2.41	0.94	-0.04		1417	2.45	0.92	-0.08	
	Male	184	2.52	0.87	1099	2.48	0.90	0.04		291	2.52	0.96	0.00		652	2.52	0.90	0.00	
	Female	302	2.27	0.87	2030	2.27	0.93	0.00		751	2.37	0.93	-0.10		746	2.39	0.93	-0.12	
	Diff F-M		-0.25			-0.21						-0.15					-0.13		
Ability to think analytically and logically	Spring 2001	490	2.95	0.82	3158	2.85	0.84	0.10		1051	3.24	0.78	-0.29	-0.37	1412	2.97	0.82	-0.02	
	Male	185	3.06	0.77	1094	2.89	0.83	0.17		292	3.34	0.77	-0.28	-0.36	650	2.98	0.81	0.08	
	Female	301	2.88	0.85	2028	2.84	0.85	0.04		750	3.19	0.79	-0.31	-0.39	743	2.96	0.82	-0.08	
	Diff F-M		-0.18			-0.05						-0.15					-0.02		
Quantitative thinking--Understanding probabilities, proportions, etc.	Spring 2001	493	2.52	0.89	3170	2.47	0.93	0.05		1053	2.56	1.02	-0.04		1414	2.63	0.94	-0.11	
	Male	186	2.70	0.87	1101	2.57	0.91	0.13		292	2.80	1.03	-0.10		648	2.77	0.91	-0.07	
	Female	303	2.41	0.89	2033	2.41	0.93	0.00		752	2.47	0.99	-0.06		747	2.52	0.95	-0.11	
	Diff F-M		-0.29			-0.16						-0.33					-0.25		
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Spring 2001	491	2.99	0.76	3174	2.94	0.79	0.05		1051	3.34	0.73	-0.35	-0.48	1416	2.98	0.78	0.01	
	Male	185	2.99	0.74	1100	2.86	0.79	0.13		291	3.36	0.71	-0.37	-0.52	651	2.96	0.77	0.03	
	Female	302	2.99	0.77	2038	2.98	0.79	0.01		751	3.33	0.73	-0.34	-0.47	746	3.00	0.78	-0.01	
	Diff F-M		0.00			0.12						-0.03					0.04		
Ability to learn on your own, pursue ideas, and find information you need	Spring 2001	491	3.04	0.79	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
	Male	185	2.96	0.83	1099	2.97	0.81	-0.01		292	3.27	0.79	-0.31	-0.39	652	3.00	0.77	-0.04	
	Female	302	3.10	0.77	2034	3.11	0.77	-0.01		751	3.40	0.75	-0.30	-0.40	745	3.12	0.76	-0.02	
	Diff F-M		0.14			0.14						0.13					0.12		
Gain: Adapting to Change	Spring 2001	491	2.97	0.85	3171	3.02	0.82	-0.05		1050	3.09	0.85	-0.12		1418	3.04	0.81	-0.07	
	Male	186	2.88	0.83	1099	2.94	0.83	-0.06		291	3.05	0.82	-0.17		651	3.01	0.81	-0.13	
	Female	301	3.04	0.86	2036	3.08	0.81	-0.04		750	3.10	0.86	-0.06		748	3.07	0.80	-0.03	
	Diff F-M		0.16			0.14						0.05					0.06		

College Student Experience Questionnaire Spring 2001 Junior Student Reading and Writing Question Scores by Gender and Institutional Type

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books read																		
Spring 2001	491	3.29	0.89	3181	3.03	0.87	0.26	0.30	1053	3.74	0.98	-0.45	-0.46	1430	2.90	0.92	0.39	0.42
Male	184	3.16	0.96	1102	2.85	0.85	0.31	0.36	290	3.60	1.03	-0.44	-0.43	900	2.78	0.94	0.38	0.40
Female	303	3.36	0.83	2041	3.13	0.87	0.23	0.26	753	3.80	0.96	-0.44	-0.46	753	3.00	0.90	0.36	0.40
Diff F-M		0.20			0.28					0.20					0.22			
Number of course packets read																		
Spring 2001	485	2.69	1.02	3135	2.55	0.97	0.14	0.14	1046	2.98	1.13	-0.29	-0.26	1390	2.46	1.04	0.23	0.22
Male	182	2.63	1.01	1085	2.50	0.95	0.13	0.13	288	3.05	1.19	-0.42	-0.35	642	2.35	1.00	0.28	0.28
Female	299	2.72	1.01	2014	2.58	0.98	0.14	0.14	748	2.95	1.11	-0.23	-0.21	731	2.55	1.06	0.17	
Diff F-M		0.09			0.08					-0.10					0.20			
Number of non-assigned books read																		
Spring 2001	489	2.22	1.04	3141	2.12	0.99	0.10	0.10	1049	2.58	1.05	-0.36	-0.34	1395	2.02	0.98	0.20	0.20
Male	182	2.12	1.03	1085	2.03	0.97	0.09	0.09	289.00	2.50	1.08	-0.38	-0.35	643	1.96	0.97	0.16	
Female	303	2.28	1.03	2020	2.17	1.00	0.11	0.11	750	2.62	1.03	-0.34	-0.33	735	2.07	0.99	0.21	
Diff F-M		0.16			0.14					0.12					0.11			
Number of essays exams written																		
Spring 2001	493	3.01	1.04	3148	2.99	1.08	0.02	0.02	1048	2.82	0.93	0.19	0.20	1413	2.96	1.11	0.05	
Male	185	3.01	1.03	1076	3.00	1.08	0.01	0.01	289	2.81	0.94	0.20		645	2.90	1.15	0.11	
Female	304	3.03	1.04	2036	2.99	1.09	0.04	0.04	750	2.82	0.92	0.21	0.23	751	3.01	1.08	0.02	
Diff F-M		0.02			-0.01					0.01					0.11			
Number of term papers written																		
Spring 2001	489	3.31	0.96	3117	3.10	1.04	0.21	0.20	1044	3.25	1.00	0.06	0.06	1380	2.88	1.08	0.43	0.40
Male	183	3.31	1.00	1066	2.98	1.00	0.33	0.33	286	3.21	1.01	0.10	0.10	632	2.87	1.11	0.44	0.40
Female	302	3.31	0.94	2017	3.16	1.05	0.15	0.15	749	3.27	0.99	0.04	0.04	732	2.88	1.05	0.43	0.41
Diff F-M		0.00			0.18					0.06					0.01			

College Student Experience Questionnaire Spring 2001 Junior Student Satisfaction Question Scores by Gender and Institutional Type

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

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

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

How well college is liked	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Spring 2001	494	3.07	0.76	3187	3.07	0.77	0.00		1060	3.34	0.79	-0.27	-0.34	1425	3.08	0.77	-0.01	
Male	186	3.04	0.82	1104	3.01	0.79	0.03		293	3.28	0.82	-0.24	-0.29	655	3.00	0.77	0.04	
Female	304	3.09	0.73	2045	3.10	0.75	-0.01		757	3.37	0.78	-0.28	-0.36	752	3.14	0.76	-0.05	
Diff F-M		0.05			0.09					0.09					0.14			

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

Would attend same institution again	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Spring 2001	493	2.95	0.83	3181	3.01	0.84	-0.06		1058	3.29	0.80	-0.34	-0.43	1423	3.00	0.89	-0.05	
Male	186	2.87	0.84	1100	2.93	0.86	-0.06		292	3.22	0.83	-0.35	-0.42	653	2.90	0.89	-0.03	
Female	303	3.00	0.82	2043	3.05	0.82	-0.05		756	3.32	0.79	-0.32	-0.41	752	3.07	0.89	-0.07	
Diff F-M		0.13			0.12					0.10					0.17			

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

Overall opinion of college Satisfaction Index	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Spring 2001	493	6.03	1.39	3179	6.08	1.38	-0.05		1058	6.64	1.46	-0.61	-0.42	1419	6.08	1.43	-0.05	
Male	186	5.91	1.45	1099	5.95	1.40	-0.04		292	6.50	1.51	-0.59	-0.39	651	5.91	1.41	0.00	
Female	303	6.10	1.35	2042	6.15	1.36	-0.05		756	6.69	1.43	-0.59	-0.41	750	6.21	1.44	-0.11	
Diff F-M		0.19			0.20					0.19					0.30			

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for Spring 2001 Junior Student by Gender and Institutional Type

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

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

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

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

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

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

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

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

1. Faculty-Student Interaction

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	485	27.89	7.21	3114	27.05	7.32	0.84		1043	28.77	7.51	-0.88		1400	28.21	7.46	-0.32
Male	183	27.49	7.05	1082	26.89	7.19	0.60		287	28.08	7.44	-0.59		646	27.90	7.67	-0.41
Female	298	28.10	7.25	1995	27.15	7.40	0.95		746	29.04	7.53	-0.94		737	28.52	7.24	-0.42
Diff F-M		0.61			0.26					0.97					0.62		

2. Active Learning

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	477	54.75	8.67	3047	53.26	9.44	1.49	0.16	1032	55.66	9.33	-0.91		1368	52.37	10.09	2.38
Male	179	53.52	8.58	1061	51.10	9.33	2.42	0.26	287	53.00	9.15	0.52		626	50.26	10.35	3.26
Female	294	55.44	8.66	1953	54.37	9.30	1.06		735	56.71	9.20	-1.27		724	54.16	9.45	1.27
Diff F-M		1.92			3.27					3.71					3.91		

3. Peer Cooperation/ Cooperation Among Students

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	484	25.62	4.93	3141	24.65	4.99	0.97	0.19	1046	25.50	4.78	0.12		1413	23.77	5.11	1.85
Male	184	24.30	4.91	1095	22.78	4.86	1.52	0.31	290	24.13	4.75	0.16		650	22.33	4.87	1.97
Female	296	26.42	4.79	2009	25.67	4.79	0.76		746	26.06	4.68	0.36		744	25.09	4.95	1.33
Diff F-M		2.12			2.88					1.93					2.76		

Capacity for Lifelong-learning Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	479	40.54	7.22	3088	40.23	7.49	0.31		1040	42.83	6.94	-2.29	-0.33	1382	41.01	7.33	-0.47
Male	181	40.48	7.13	1065	39.76	7.55	0.72		291	43.08	6.98	-2.60	-0.37	638	40.75	7.48	-0.27
Female	294	40.68	7.22	1987	40.52	7.45	0.16		740	42.75	6.92	-2.07	-0.30	726	41.25	7.14	-0.58
Diff F-M		0.20			0.76					-0.33					0.50		

Experiences with Diversity Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	479	25.43	5.49	3104	24.91	5.74	0.52		1040	28.32	5.83	-2.89	-0.50	1398	25.15	5.79	0.28
Male	182	26.08	5.50	1078	24.80	5.79	1.28		290	27.73	5.79	-1.65	-0.29	638	24.54	5.97	1.54
Female	293	25.02	5.44	1990	24.98	5.74	0.04		741	28.59	5.80	-3.57	-0.61	741	25.72	5.58	-0.70
Diff F-M		-1.06			0.19					0.86					1.18		

Quality of Effort Scales Academic Factor

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	500	135.33	24.18	3220	130.15	24.34	5.18	0.21	1062	138.49	23.80	-3.16		1433	131.64	24.55	3.69
Male	190	133.15	25.92	1114	128.89	24.25	4.26		295	135.97	24.70	-2.83		660	130.47	25.71	2.68
Female	306	136.59	23.03	2066	130.85	24.17	5.74	0.24	157	139.47	23.41	-2.87		754	132.87	23.22	3.72
Diff F-M		3.45			1.97					3.49					2.40		

Quality of Effort Scales Social Factor

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Spring 2001	496	99.83	20.25	3202	97.03	20.47	2.80	0.14	1060	107.88	19.72	-8.05	-0.41	1434	96.35	20.36	3.48
Male	188	99.48	21.25	1110	94.61	20.61	4.87	0.24	293	106.37	19.47	-6.89	-0.35	660	92.48	20.81	7.00
Female	304	99.99	19.62	2053	98.30	20.26	1.69		757	108.68	19.73	-8.68	-0.44	755	99.88	19.40	0.12
Diff F-M		0.51			3.69					2.31					7.40		

Good Practice and Capacity for Lifelong-Learning Indices

		Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Scholarly Environment Factor	Spring 2001	494	16.46	2.80	3186	15.37	3.13	1.09	0.35	1054	17.72	2.50	-1.26	-0.50	1427	15.72	3.18	0.74
	Male	187	16.14	2.86	1104	15.11	3.17	1.03	0.33	290	17.58	2.74	-1.44	-0.52	655	15.37	3.04	0.78
	Female	303	16.67	2.75	2043	15.51	3.10	1.16	0.37	754	17.77	2.41	-1.09	-0.45	753	16.04	3.26	0.63
	Diff F-M			0.53			0.40					0.18					0.67	
Personal Relations Environmental Factor	Spring 2001	494	15.28	3.07	3185	15.57	3.28	-0.29		1055	16.34	3.09	-1.06	-0.34	1427	16.31	3.19	-1.03
	Male	187	14.99	3.34	1103	15.44	3.44	-0.44		291	16.21	2.85	-1.21	-0.43	655	16.06	3.17	-1.07
	Female																	
	Diff F-M		-14.99			-15.44						-16.21					-16.06	
Practical Environmental Factor	Spring 2001	494	17.95	4.46	3185	19.52	4.34	-1.57	-0.36	1054	18.44	4.43	-0.49		1427	20.18	4.44	-2.23
	Male	187	17.99	4.45	1103	19.26	4.29	-1.27	-0.30	290	17.63	4.37	0.36		655	19.72	4.35	-1.73
	Female	303	17.95	4.49	2043	19.65	4.36	-1.70	-0.39	754	18.75	4.42	-0.80		753	20.58	4.47	-2.62
	Diff F-M			-0.04			0.39					1.12					0.86	
Personal Development Gains Factor	Spring 2001	486	17.43	3.72	3145	17.69	3.87	-0.26		1047	18.01	3.66	-0.58		1410	17.77	3.79	-0.34
	Male	184	17.18	3.68	1088	17.20	3.94	-0.02		291	17.81	3.70	-0.63		647	17.43	3.90	-0.25
	Female	298	17.65	3.68	2022	17.97	3.79	-0.31		747	18.09	3.64	-0.44		744	18.11	3.63	-0.46
	Diff F-M			0.48			0.76					0.28					0.69	
Science and Technology Gains Factor	Spring 2001	490	9.78	3.04	3152	9.43	3.13	0.35		1049	9.82	3.42	-0.04		1408	9.90	3.19	-0.12
	Male	184	10.32	2.94	1095	9.91	3.04	0.41		291	10.38	3.39	-0.07		645	10.39	3.09	-0.07
	Female	302	9.47	3.07	2021	9.18	3.16	0.29		749	9.60	3.40	-0.13		744	9.49	3.21	-0.02
	Diff F-M			-0.85			-0.72					-0.78					-0.89	
General Education Gains Factor	Spring 2001	490	14.92	3.66	3145	14.42	3.69	0.50		1049	16.87	3.73	-1.95	-0.52	1409	14.45	3.96	0.47
	Male	187	15.22	3.60	1092	14.43	3.72	0.79		292	16.58	3.90	-1.35	-0.35	648	13.94	3.99	1.28
	Female	299	14.73	3.69	2017	14.42	3.68	0.31		748	17.01	3.65	-2.28	-0.63	742	14.89	3.87	-0.16
	Diff F-M			-0.50			-0.01					0.44					0.95	
Vocational Preparation Gains Factor	Spring 2001	491	8.45	1.96	3171	8.64	2.02	-0.19		1051	8.48	1.97	-0.03		1407	8.94	1.93	-0.49
	Male	186	8.35	1.82	1099	8.49	1.97	-0.14		292	8.50	1.94	-0.15		645	8.86	1.89	-0.51
	Female	301	8.55	2.03	2034	8.73	2.04	-0.18		750	8.47	1.99	0.08		743	9.01	1.96	-0.46
	Diff F-M			0.20			0.24					-0.04					0.15	
Intellectual Skills Gains Factor	Spring 2001	483	17.67	3.48	3116	17.56	3.56	0.11		1045	18.92	3.43	-1.25	-0.36	1400	17.87	3.46	-0.20
	Male	182	17.64	3.41	1077	17.28	3.56	0.36		291	18.92	3.45	-1.28	-0.37	648	17.65	3.46	-0.01
	Female	297	17.71	3.54	2003	17.73	3.54	-0.02		745	18.92	3.43	-1.21	-0.35	734	18.06	3.45	-0.35
	Diff F-M			0.06			0.45					0.00					0.41	

GLA
Effect Size

GLA
Effect Size
0.24
0.32

GLA
Effect Size
0.36
0.40
0.27

GLA
Effect Size

GLA
Effect Size
0.26

GLA
Effect Size
0.15

GLA
Effect Size
0.17
0.34

GLA
Effect Size
0.23
0.26
0.19

GLA
Effect Size
-0.32
-0.34

GLA
Effect Size
-0.50
-0.40
-0.59

GLA
Effect Size

GLA
Effect Size

GLA
Effect Size
0.32

GLA
Effect Size
-0.25
-0.27
-0.23

GLA
Effect Size

College Student Experience Questionnaire

Spring 2001 Junior Student Activity Scale Scores by Institutional Type

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

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

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

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Library Experiences (8 Questions)	494	18.68	3.96	3167	17.16	4.28	1.52	0.36	1045	19.52	4.62	-0.84	-0.18	1406	16.14	4.82	2.54	0.53
Computer and IT Scale (9 Questions)	493	23.27	4.57	3182	21.87	5.15	1.40	0.27	1051	23.40	4.57	-0.13		1406	16.14	4.82	7.13	1.48
Course Learning (Different Scale Used, high to low; 11 Questions)	485	33.04	4.98	3124	32.90	5.52	0.14		1079	34.24	4.99	-1.20	-0.24	1397	32.53	5.69	0.51	
Experience in Writing (7 Questions)	490	18.16	3.78	3172	18.16	4.21	0.00		1055	17.88	4.06	0.28		1426	18.26	4.43	-0.10	
Experiences with Faculty (10 Questions)	490	22.42	5.90	3151	21.77	5.99	0.65		1051	23.26	6.26	-0.84		1410	22.69	6.12	-0.27	
Art, Music, & Theater (7 Questions)	484	16.07	5.08	3143	14.37	5.13	1.70	0.33	1053	17.75	5.22	-1.68	-0.32	1406	14.28	5.10	1.79	0.35
Campus Facilities Scale (8 Questions)	482	18.34	4.41	3150	16.77	4.60	1.57	0.34	1051	19.13	4.62	-0.79	-0.17	1414	16.77	4.98	1.57	0.32
Clubs & Organizations (5 Questions)	494	11.59	4.13	3178	9.17	4.25	2.42	0.57	1049	10.57	4.23	1.02	0.24	1420	9.55	4.33	2.04	0.47
Personal Experiences (8 Questions)	488	20.61	5.00	3161	20.14	5.11	0.47		1049	20.21	4.92	0.40		1421	19.29	5.34	1.32	0.25
Student Acquaintances (10 Questions)	486	26.09	6.27	3154	24.89	6.65	1.20	0.18	1046	27.83	6.42	-1.74	-0.27	1417	24.89	6.74	1.20	0.18
Science/Quantitative Experiences (10 Questions)	488	22.66	7.46	3143	21.06	7.42	1.60	0.22	1046	21.86	8.17	0.80		1415	22.08	7.89	0.58	
Topics of Conversation (10 Questions)	487	23.92	5.54	3135	24.07	5.70	-0.15		1045	26.79	5.62	-2.87	-0.51	1408	24.11	5.84	-0.19	
Information in Conversations (6 Questions)	482	15.26	3.48	3121	15.34	3.65	-0.08		1044	16.63	3.51	-1.37	-0.39	1399	15.34	3.60	-0.08	

College Student Experience Questionnaire Spring 2001 Junior Student Environment Scale Scores by Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	494	6.11	1.00	3182	5.46	1.17	0.65	0.56	1054	6.46	0.86	-0.35	-0.41	1427	5.59	1.13	0.52	0.46
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	493	4.79	1.37	3183	4.75	1.35	0.04		1052	5.08	1.43	-0.29	-0.20	1426	4.77	1.43	0.02	
Emphasis on Being Critical, Evaluative, and Analytical	493	5.58	1.12	3184	5.18	1.23	0.40	0.33	1054	6.19	1.02	-0.61	-0.60	1426	5.37	1.23	0.21	0.17
Environmental Emphasis: Diversity	493	4.35	1.60	3182	4.83	1.48	-0.48	-0.32	1052	5.57	1.38	-1.22	-0.88	1424	4.87	1.53	-0.52	-0.34
Environmental Emphasis: Information Literacy Skills	494	5.11	1.33	3181	5.27	1.26	-0.16		1051	5.11	1.40	0.00		1426	5.31	1.33	-0.20	-0.15
Emphasis on Developing Vocational and Occupational Competence	494	4.18	1.63	3181	4.69	1.46	-0.51	-0.35	1053	3.52	1.69	0.66	0.39	1426	4.92	1.43	-0.74	-0.52
Emphasis on Personal Relevance and Practical Value of Courses	494	4.33	1.50	3180	4.76	1.45	-0.43	-0.30	1054	4.26	1.58	0.07		1427	5.09	1.37	-0.76	-0.55

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with other students	494	5.69	1.24	3181	5.60	1.29	0.09		1055	5.62	1.40	0.07		1427	5.69	1.25	0.00	

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with administrative personnel and offices	494	4.37	1.61	3181	4.70	1.53	-0.33	-0.22	1054	4.84	1.62	-0.47	-0.29	1425	5.03	1.51	-0.66	-0.44

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members	494	5.22	1.28	3179	5.29	1.32	-0.07		1054	5.89	1.12	-0.67	-0.60	1427	5.60	1.23	-0.38	-0.31

College Student Experience Questionnaire
Spring 2001 Junior Student Estimate of Gains Scale Scores by Institutional Type

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

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

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		elective Liberal Arts College			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	494	2.67	0.86	3181	2.86	0.83	-0.19	-0.23	1052	2.33	0.95	0.34	0.36	1421	2.94	0.81	-0.27	-0.33
Acquiring background & specialization for further education in professional, scientific, or scholarly field	493	2.90	0.80	3181	2.79	0.81	0.11		1054	3.24	0.79	-0.34	-0.43	1419	2.89	0.80	0.01	
Gaining a broad general education about different fields of knowledge	492	3.11	0.72	3177	2.85	0.76	0.26	0.34	1053	3.25	0.76	-0.14	-0.18	1419	2.87	0.76	0.24	0.32
Gaining a range of information that may be relevant to a career	492	2.89	0.78	3176	2.99	0.79	-0.10		1053	2.91	0.87	-0.02		1411	3.10	0.73	-0.21	-0.29
Developing an understanding and enjoyment of art, music, and drama	493	2.35	0.95	3173	2.19	0.95	0.16	0.17	1054	2.67	1.00	-0.32	-0.32	1417	2.14	0.96	0.21	0.22
Broadening your acquaintance and enjoyment of literature	492	2.35	0.92	3175	2.23	0.90	0.12		1053	2.58	1.00	-0.23	-0.23	1419	2.23	0.94	0.12	
Seeing the importance of history for understanding the present and the past	493	2.38	0.91	3176	2.36	0.91	0.02		1052	2.74	0.98	-0.36	-0.37	1417	2.39	0.91	-0.01	
Gaining knowledge about other parts of the world and other people	493	2.15	0.92	3175	2.19	0.90	-0.04		1054	2.61	0.95	-0.46	-0.48	1418	2.20	0.94	-0.05	
Writing clearly and effectively	493	2.91	0.84	3159	2.85	0.82	0.06		1050	3.11	0.84	-0.20	-0.24	1418	2.85	0.82	0.06	
Speaking effectively	492	2.83	0.78	3173	2.85	0.79	-0.02		1054	2.99	0.85	-0.16	-0.19	1419	2.92	0.79	-0.09	
Acquiring familiarity with the use of computers	493	2.95	0.88	3176	3.00	0.86	-0.05		1053	2.88	0.90	0.07		1417	3.08	0.83	-0.13	-0.16
Becoming aware of different philosophies, cultures, and ways of life	492	2.60	0.86	3171	2.59	0.85	0.01		1054	3.01	0.83	-0.41	-0.49	1419	2.63	0.89	-0.03	
Developing your own values and ethical standards	492	2.96	0.85	3176	2.90	0.88	0.06		1052	3.18	0.86	-0.22	-0.26	1419	2.91	0.87	0.05	
Understanding yourself--your abilities, interests, and personality	494	3.11	0.78	3172	3.13	0.80	-0.02		1052	3.37	0.74	-0.26	-0.35	1420	3.14	0.78	-0.03	
Understanding other people and the ability to get along with different kinds of people	493	2.97	0.82	3168	3.08	0.81	-0.11		1050	3.09	0.81	-0.12		1418	3.06	0.78	-0.09	
Ability to function as a team member	493	2.93	0.86	3170	2.99	0.84	-0.06		1052	2.90	0.90	0.03		1418	3.04	0.81	-0.11	
Developing good health habits and physical fitness	491	2.51	0.99	3167	2.55	0.98	-0.04		1052	2.38	1.02	0.13		1418	2.59	0.99	-0.08	
Understanding the nature of science and experimentation	494	2.49	0.95	3167	2.31	0.93	0.18	0.19	1052	2.46	1.03	0.03		1418	2.38	0.96	0.11	

	Estimate of Gains																	
	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	493	2.41	0.90	3167	2.31	0.93	0.10		1052	2.38	1.03	0.03		1415	2.44	0.95	-0.03	
Becoming aware if the consequences of applications in science and technology	490	2.37	0.88	3165	2.35	0.92	0.02		1051	2.41	0.94	-0.04		1417	2.45	0.92	-0.08	
Ability to think analytically and logically	490	2.95	0.82	3158	2.85	0.84	0.10		1051	3.24	0.78	-0.29	-0.37	1412	2.97	0.82	-0.02	
Quantitative thinking--Understanding probabilities, proportions, etc.	493	2.52	0.89	3170	2.47	0.93	0.05		1053	2.56	1.02	-0.04		1414	2.63	0.94	-0.11	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	491	2.99	0.76	3174	2.94	0.79	0.05		1051	3.34	0.73	-0.35	-0.48	1416	2.98	0.78	0.01	
Ability to learn on your own, pursue ideas, and find information you need	491	3.04	0.79	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Gain: Adapting to Change	491	2.97	0.85	3171	3.02	0.82	-0.05		1050	3.09	0.85	-0.12		1418	3.04	0.81	-0.07	

College Student Experience Questionnaire Spring 2001 Junior 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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books read	491	3.29	0.89	3181	3.03	0.87	0.26	0.30	1053	3.74	0.98	-0.45	-0.46	1430	2.9	0.92	0.39	0.42
Number of course packets read	485	2.69	1.02	3135	2.55	0.97	0.14		1046	2.98	1.13	-0.29	-0.26	1390	2.46	1.04	0.23	0.22
Number of non-assigned books read	489	2.22	1.04	3141	2.12	0.99	0.10		1049	2.58	1.05	-0.36	-0.34	1395	2.02	0.98	0.2	0.20
Number of essays exams written	493	3.01	1.04	3148	2.99	1.08	0.02		1048	2.82	0.93	0.19	0.20	1413	2.96	1.11	0.05	
Number of term papers written	489	3.31	0.96	3117	3.10	1.04	0.21	0.20	1044	3.25	1.00	0.06		1380	2.88	1.08	0.43	0.40

College Student Experience Questionnaire Spring 2001 Junior Student Satisfaction Question Scores by Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
How well college is liked	494	3.07	0.76	3187	3.07	0.77	0.00		1060	3.34	0.79	-0.27	-0.34	1425	3.08	0.77	-0.01	

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Would attend same institution again	493	2.95	0.83	3181	3.01	0.84	-0.06		1058	3.29	0.80	-0.34	-0.43	1423	3.00	0.89	-0.05	

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfaction Index	493	6.03	1.39	3179	6.08	1.38	-0.05		1058	6.64	1.46	-0.61	-0.42	1419	6.08	1.43	-0.05	

College Student Experience Questionnaire
Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for Spring 2001 Junior Students by Institutional Type

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) between means
 Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])
 Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index	485	27.89	7.21	3114	27.05	7.32	0.84		1043	28.77	7.51	-0.88		1400	28.21	7.46	-0.32	
2. Active Learning Index	477	54.75	8.67	3047	53.26	9.44	1.49	0.16	1032	55.66	9.33	-0.91		1368	52.37	10.09	2.38	0.24
3. Cooperation Among Students Index	484	25.62	4.93	3141	24.65	4.99	0.97	0.19	1046	25.50	4.78	0.12		1413	23.77	5.11	1.85	0.36
Capacity for Lifelong-learning Index	479	40.54	7.22	3088	40.23	7.49	0.31		1040	42.83	6.94	-2.29	-0.33	1382	41.01	7.33	-0.47	
Experiences with Diversity Index	479	25.43	5.49	3104	24.91	5.74	0.52		1040	28.32	5.83	-2.89	-0.50	1398	25.15	5.79	0.28	
Quality of Effort Scales Academic Factor	500	135.33	24.18	3220	130.15	24.34	5.18	0.21	1062	138.49	23.80	-3.16		1433	131.64	24.55	3.69	0.15
Quality of Effort Scales Social Factor	496	99.83	20.25	3202	97.03	20.47	2.80	0.14	1060	107.88	19.72	-8.05	-0.41	1434	96.35	20.36	3.48	0.17
Scholarly Environment Factor	494	16.46	2.80	3186	15.37	3.13	1.09	0.35	1054	17.72	2.50	-1.26	-0.50	1427	15.72	3.18	0.74	0.23
Personal Relations Environmental Factor	494	15.28	3.07	3185	15.57	3.28	-0.29		1055	16.34	3.09	-1.06	-0.34	1427	16.31	3.19	-1.03	-0.32
Practical Environmental Factor	494	17.95	4.46	3185	19.52	4.34	-1.57	-0.36	1054	18.44	4.43	-0.49		1427	20.18	4.44	-2.23	-0.50
Personal Development Gains Factor	486	17.43	3.72	3145	17.69	3.87	-0.26		1047	18.01	3.66	-0.58		1410	17.77	3.79	-0.34	
Science and Technology Gains Factor	490	9.78	3.04	3152	9.43	3.13	0.35		1049	9.82	3.42	-0.04		1408	9.90	3.19	-0.12	
General Education Gains Factor	490	14.92	3.66	3145	14.42	3.69	0.50		1049	16.87	3.73	-1.95	-0.52	1409	14.45	3.96	0.47	
Vocational Preparation Gains Factor	491	8.45	1.96	3171	8.64	2.02	-0.19		1051	8.48	1.97	-0.03		1407	8.94	1.93	-0.49	-0.25
Intellectual Skills Gains Factor	483	17.67	3.48	3116	17.56	3.56	0.11		1045	18.92	3.43	-1.25	-0.36	1400	17.87	3.46	-0.20	

College Student Experience Questionnaire
Spring 2001 Junior 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

CCU = Comprehensive Institutions

SLA = Selective Liberal Arts Institutions

GLA = General Liberal Arts Institutions

Small = 0.2 to 0.5

Moderate = 0.5 to 0.8

Large = Greater than 0.8

Activity Scales	Effect Size		
	CCU	SLA	GLA
Library Experiences	Small Positive		Moderate Positive
Computer and IT Scale	Small Positive		Moderate Positive
Course Learning		Small Negative	
Art, Music, & Theater	Small Positive	Small Negative	Small Positive
Campus Facilities Scale	Small Positive		Small Positive
Clubs and Organizations	Moderate Positive	Small Positive	Small Positive
Personal Experiences			Small Positive
Student Acquaintances		Small Negative	
Science/Quantitative Experiences	Small Positive		
Topics of Conversation		Moderate Negative	
Information in Conversations		Small Negative	

Environment Scales	Effect Size		
	CCU	SLA	GLA
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Moderate Positive	Small Negative	Moderate Positive
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities		Small Negative	
Emphasis on Being Critical, Evaluative, and Analytical	Small Negative	Moderate Negative	
Environmental Emphasis: Diversity	Small Negative	Large Negative	Small Negative
Emphasis on Developing Vocational and Occupational Competence	Small Negative	Small Positive	Moderate Negative
Emphasis on Personal Relevance and Practical Value of Courses	Small Negative		Moderate Negative
Relationships with administrative personnel & offices	Small Negative	Small Negative	Small Negative
Relationships with faculty members		Moderate Negative	Small Negative

Scales by Effect Size

Gain Scales	Effect Size		
	CCU	SLA	GLA
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Small Negative	Small Positive	Small Negative
Acquiring background & specialization for further education in professional, scientific, or scholarly field		Small Negative	
Gaining a broad general education about different fields of knowledge	Small Positive		Small Positive
Gaining a range of information that may be relevant to a career			Small Negative
Developing an understanding and enjoyment of art, music, and drama		Small Negative	Small Positive
Broadening your acquaintance and enjoyment of literature		Small Negative	
Seeing the importance of history for understanding the present and the past		Small Negative	
Gaining knowledge about other parts of the world and other people		Small Negative	
Writing clearly and effectively		Small Negative	
Becoming aware of different philosophies, cultures, and ways of life		Small Negative	
Developing your own values and ethical standards		Small Negative	
Understanding yourself--your abilities, interests, and personality		Small Negative	
Ability to think analytically and logically		Small Negative	
Ability to put ideas together, to see relationships, similarities, and differences between ideas		Small Negative	
Ability to learn on your own, pursue ideas, and find information you need		Small Negative	

Scales by Effect Size

Reading, Writing, and Satisfaction Q.'s	Effect Size		
	CCU	SLA	GLA
Number of textbooks/assigned books read	Small Positive	Small Negative	Small Positive
Number of course packets read		Small Negative	Small Positive
Number of non-assigned books read		Small Negative	Small Positive
Number of essay exams written		Small Positive	
Number of term papers written	Small Positive		Small Positive
How well college is liked		Small Negative	
Would attend same institution again		Small Negative	
Overall opinion of college/Satisfaction Index		Small Negative	

Good Practice Index	Effect Size		
	CCU	SLA	GLA
Active Learning Index			Small Positive
Cooperation Among Students Index			Small Positive
Capacity for Lifelong-learning Index		Small Negative	
Experiences with Diversity Index		Moderate Negative	

College Student Experience Questionnaire Spring 2001 Junior 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

CCU = Comprehensive Institutions
SLA = Selective Liberal Arts Institutions
GLA = General Liberal Arts Institutions

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
Library Experiences	Male	Small Positive		Moderate Positive
	Female		Small Negative	Moderate Positive
Computer and IT Scale	Male	Small Positive		Small Positive
	Female	Small Positive		
Course Learning Art, Music, & Theater	Female		Small Negative	
	Male	Small Positive		Moderate Positive
Campus Facilities Scale	Female	Small Positive	Small Negative	
	Male	Small Positive		Small Positive
Clubs and Organizations	Female	Moderate Positive		Moderate Positive
	Male	Moderate Positive	Small Positive	Moderate Positive
Personal Experiences Student Acquaintances	Female	Moderate Positive	Small Positive	Small Positive
	Male			Small Positive
Science/Quantitative Experiences Topics of Conversation	Male	Small Positive		Small Positive
	Female		Small Negative	
Information in Conversations	Female		Moderate Negative	
	Male		Small Negative	
	Female		Small Negative	

Environment Scales	Gender	Effect Size		
		CCU	SLA	GLA
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Male	Small Positive		
	Female	Moderate Positive		
Emphasis on Developing Aesthetic, Expressive, and Creative Qualities	Male		Small Negative	
Emphasis on Being Critical, Evaluative, and Analytical	Male	Small Positive	Small Negative	
	Female	Small Positive	Moderate Negative	
Environmental Emphasis: Diversity	Male		Moderate Negative	
	Female	Small Negative	Large Negative	Moderate Negative
Emphasis on Information Literacy Skills	Female			Small Negative
Emphasis on Developing Vocational and Occupational Competence	Male	Small Negative	Moderate Positive	Moderate Negative
	Female	Small Negative	Small Positive	
Emphasis on Personal Relevance and Practical Value of Courses	Male	Small Negative		Moderate Negative
	Female	Small Negative		Moderate Negative
Relationships with administrative personnel & offices	Male	Small Negative	Small Negative	Small Negative
	Female		Small Negative	Small Negative
Relationships with faculty members	Male		Moderate Negative	Small Negative
	Female		Moderate Negative	Small Negative

Scales, Indices, and Selected Questions by Gender and Effect Size

Gain Scales	Gender	Effect Size		
		CCU	SLA	GLA
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Male	Small Negative		Small Negative
	Female	Small Negative		Small Negative
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Male		Moderate Negative	
	Female		Small Negative	
Gaining a broad general education about different fields of knowledge	Male	Small Positive	Small Negative	Small Positive
	Female	Small Positive		Small Positive
Gaining a range of information that may be relevant to a career	Male			Small Negative
	Female			Small Negative
Developing an understanding and enjoyment of art, music, and drama	Male		Small Negative	Small Positive
	Female		Small Negative	
Broadening your acquaintance and enjoyment of literature	Male	Small Positive		Small Positive
	Female		Small Negative	
Seeing the importance of history for understanding the present and the past	Male		Small Negative	
	Female		Small Negative	
Gaining knowledge about other parts of the world and other people	Male		Small Negative	
	Female		Moderate Negative	
Writing clearly and effectively	Male			
	Female		Small Negative	
Acquiring familiarity with the use of computers	Male			Small Negative
Becoming aware of different philosophies, cultures, and ways of life	Male			Small Positive
	Female		Moderate Negative	Small Negative
Developing your own values and ethical standards	Female		Small Negative	
Understanding yourself--your abilities, interests, and personality	Male		Small Negative	
	Female		Small Negative	
Ability to think analytically and logically	Male		Small Negative	
	Female		Small Negative	
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Male		Moderate Negative	
	Female		Small Negative	
Ability to learn on your own, pursue ideas, and find information you need	Male		Small Negative	
	Female		Small Negative	

Scales, Indices, and Selected Questions by Gender and Effect Size

Reading, Writing, and Satisfaction Q.'s	Gender	Effect Size		
		CCU	SLA	GLA
Number of textbooks/assigned books read	Male	Small Positive	Small Negative	Small Positive
	Female	Small Positive	Small Negative	Small Positive
Number of course packets read	Male		Small Negative	Small Positive
	Female		Small Negative	
Number of non-assigned books read	Male		Small Negative	
	Female		Small Negative	
Number of essay exams written	Female		Small Positive	
Number of term papers written	Male	Small Positive		Small Positive
	Female			Small Positive
How well college is liked	Male		Small Negative	
	Female		Small Negative	
Would attend same institution again	Male		Small Negative	
	Female		Small Negative	
Overall opinion of college/Satisfaction Index	Male		Small Negative	
	Female		Small Negative	

Good Practice Index	Gender	Effect Size		
		CCU	SLA	GLA
Active Learning Index	Male	Small Positive		Small Positive
Cooperation Among Students Index	Male	Small Positive		Small Positive
	Female			Small Positive
Capacity for Lifelong-learning Index	Male		Small Negative	
	Female		Small Negative	
Experiences with Diversity Index	Male		Small Negative	Small Positive
	Female		Moderate Negative	

**College Student Experience Questionnaire
Spring 2001 Junior Student Summary
Truman Junior Student Differences by Gender**

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

Significant Differences per 1997 CSEQ Manual

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

Personal Experiences 2.34

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

None

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

None

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

Number of textbooks/assigned books read 0.20

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

Peer Cooperation/ Cooperation Among Students 2.12

**College Student Experience Questionnaire
2001 Junior Student Summary
Truman Junior Student Differences by Semester**

Positive = Truman Fall mean greater
Negative = Truman Spring mean greater

Significant Differences per 1997 CSEQ Manual

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

None

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

None

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

None

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

Number of textbooks/assigned books read	-0.42
Number of non-assigned books read	-0.30
Number of essays exams written	-0.48
Number of term papers written	-0.51

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

None

**College Student Experience Questionnaire
2001 Junior Student Summary
Truman Junior Student Differences by Gender Fall to Spring 2001**

Positive = Truman Fall mean greater
Negative = Truman Spring mean greater

Significant Differences per 1997 CSEQ Manual

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

Topics of Conversation-Female 2.2

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

None

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

None

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

Number of textbooks/assigned books read	Male	-0.41
	Female	-0.43
Number of non-assigned books read	Male	-0.24
	Female	-0.34
Number of essays exams written	Male	-0.41
	Female	-0.55
Number of term papers written	Male	-0.51
	Female	-0.51

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

None

College Student Experience Questionnaire
2001 Junior Students by Gender Activity Scale Scores by Institutional Type

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

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

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])

	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
<i>Library Experiences (8 Questions)</i>																		
Spring 2001 - Total	494	18.68	3.96	3167	17.16	4.28	1.52	0.36	1045	19.52	4.62	-0.84	-0.18	1406	16.14	4.82	2.54	0.53
Male	188	18.36	3.85	1100	16.94	4.29	1.42	0.33	290	18.64	4.69	-0.28		644	15.68	5.03	2.68	0.53
Female	302	18.83	4.01	2028	17.25	4.25	1.58	0.37	745	19.88	4.55	-1.05	-0.23	743	16.51	4.59	2.32	0.51
Fall 2001 - Total	471	18.14	3.84	3167	17.16	4.28	0.98	0.23	1045	19.52	4.62	-1.38	-0.30	1406	16.14	4.82	2.00	0.41
Male	174	17.95	3.89	1100	16.94	4.29	1.01		290	18.64	4.69	-0.69		644	15.68	5.03	2.27	0.45
Female	293	18.27	3.78	2028	17.25	4.25	1.02	0.24	745	19.88	4.55	-1.61	-0.35	743	16.51	4.59	1.76	0.38
Difference (Fall - Spring) Total		-0.54																
(Fall - Spring) Male		-0.41																
(Fall - Spring) Female		-0.56																
<i>Computer and IT Scale (9 Questions)</i>																		
Spring 2001 - Total	493	23.27	4.57	3182	21.87	5.15	1.40	0.27	1051	23.40	4.57	-0.13		1406	16.14	4.82	7.13	1.48
Male	187	23.59	4.73	1103	21.96	5.36	1.63	0.30	294	23.47	4.54	0.12		643	22.34	5.49	1.25	0.23
Female	302	23.06	4.47	2040	21.82	5.02	1.24	0.25	747	23.38	4.59	-0.32		745	22.09	5.60	0.97	0.17
Fall 2001 - Total	475	23.58	4.56	3182	21.87	5.15	1.71	0.33	1051	23.40	4.57	0.18		1407	22.18	5.56	1.40	0.25
Male	176	23.51	4.84	1103	21.96	5.39	1.55	0.29	294	23.47	4.54	0.04		643	22.34	5.49	1.17	
Female	295	23.64	4.36	2040	21.82	5.02	1.82	0.36	747	23.38	4.59	0.26		745	22.09	5.60	1.55	0.28
Difference (Fall - Spring) Total		0.31																
(Fall - Spring) Male		-0.08																
(Fall - Spring) Female		0.58																
<i>Course Learning (Different Scale Used, high to low; 11 Questions)</i>																		
Spring 2001 - Total	485	33.04	4.98	3124	32.90	5.52	0.14		1079	34.24	4.99	-1.20	-0.24	1397	32.53	5.69	0.51	
Male	181	32.49	5.11	1083	31.57	5.55	0.92		290	33.41	4.95	-0.92		646	31.51	5.79	0.98	
Female	300	33.38	4.88	2006	33.59	5.39	-0.21		749	34.57	4.98	-1.19	-0.24	733	33.43	5.47	-0.05	
Fall 2001 - Total	469	33.14	5.42	3124	32.90	5.52	0.24		1049	34.24	4.99	-0.22		1397	32.53	5.69	0.61	
Male	174	31.91	5.89	1083	31.57	5.55	0.34		290	33.41	4.95	-1.50	-0.30	646	31.51	5.76	0.40	
Female	291	33.92	4.93	2006	33.59	5.39	0.33		749	34.57	4.98	-0.65		733	33.43	5.47	0.49	
Difference (Fall - Spring) Total		0.10																
(Fall - Spring) Male		-0.58																
(Fall - Spring) Female		0.54																
<i>Experience in Writing (7 Questions)</i>																		
Spring 2001 - Total	490	18.16	3.78	3172	18.16	4.21	0.00		1055	17.88	4.06	0.28		1426	18.26	4.43	-0.10	
Male	183	17.55	3.79	1099	17.10	4.16	0.45		291	16.53	4.04	1.02		657	17.31	4.51	0.24	
Female	303	18.49	3.74	2036	18.70	4.13	-0.21		754	18.37	3.95	0.12		750	19.11	4.18	-0.62	
Fall 2001 - Total	474	18.12	4.00	3172	18.16	4.21	-0.04		1055	17.88	4.06	0.24		1426	18.26	4.43	-0.14	
Male	174	17.34	4.02	1099	17.10	4.16	0.24		291	16.53	4.04	0.81		657	17.31	4.51	0.03	
Female	296	18.60	3.89	2036	18.70	4.13	-0.10		754	18.37	3.95	0.23		750	19.11	4.18	-0.51	
Difference (Fall - Spring) Total		-0.04																
(Fall - Spring) Male		-0.21																
(Fall - Spring) Female		0.11																
<i>Experiences with Faculty (10 Questions)</i>																		
Spring 2001 - Total	490	22.42	5.90	3151	21.77	5.99	0.65		1051	23.26	6.26	-0.84		1410	22.69	6.12	-0.27	
Male	184	22.12	5.81	1090	21.74	5.95	0.38		290	23.03	6.31	-0.91		650	22.52	6.29	-0.40	
Female	302	22.59	5.94	2022	21.79	6.02	0.80		751	23.36	6.26	-0.77		743	22.87	5.94	-0.28	
Fall 2001 - Total	468	22.34	5.79	3151	21.77	5.99	0.57		1051	23.26	6.26	-0.92		1410	22.69	6.12	-0.35	
Male	172	22.35	5.98	1090	21.74	5.95	0.61		290	23.03	6.31	-0.68		650	22.52	6.29	-0.17	
Female	292	22.36	5.69	2022	21.79	6.02	0.57		751	23.36	6.26	-1.00		743	22.87	5.94	-0.51	
Difference (Fall - Spring) Total		-0.08																
(Fall - Spring) Male		0.23																
(Fall - Spring) Female		-0.23																

Activity

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Art, Music, & Theater (7 Questions)</i>																		
Spring 2001 - Total	484	16.07	5.08	3143	14.37	5.13	1.70	0.33	1053	17.75	5.22	-1.68	-0.32	1406	14.28	5.10	1.79	0.35
Male	182	15.90	5.29	1086	13.71	5.04	2.19	0.43	291	17.19	5.38	-1.29		646	13.14	4.82	2.76	0.57
Female	298	16.14	4.95	2022	14.69	5.14	1.45	0.28	752	18.02	5.14	-1.88	-0.37	742	15.31	5.15	0.83	
Fall 2001 - Total	466	15.53	5.11	3143	14.37	5.13	1.16	0.23	1053	17.75	5.22	-2.22	-0.43	1406	14.28	5.10	1.25	0.25
Male	169	14.75	4.87	1086	13.71	5.04	1.04		291	17.19	5.38	-2.44	-0.45	646	13.14	4.82	1.61	0.33
Female	293	15.99	5.18	2022	14.69	5.14	1.30	0.25	752	18.02	5.14	-2.03	-0.39	742	15.31	5.15	0.68	
Difference (Fall - Spring) Total		-0.54																
(Fall - Spring) Male		-1.15																
(Fall - Spring) Female		-0.15																
<i>Campus Facilities Scale (8 Questions)</i>																		
Spring 2001 - Total	482	18.34	4.41	3150	16.77	4.60	1.57	0.34	1051	19.13	4.62	-0.79	-0.17	1414	16.77	4.98	1.57	0.32
Male	183	19.07	4.42	1094	17.41	4.61	1.66	0.36	292	20.00	4.40	-0.93		650	17.27	5.09	1.80	0.35
Female	295	18.87	4.36	2018	16.44	4.57	2.43	0.53	749	18.80	4.67	0.07	0.01	745	16.40	4.85	2.47	0.51
Fall 2001 - Total	466	18.40	4.35	3150	16.77	4.60	1.63	0.35	1051	19.13	4.62	-0.73	-0.16	1414	16.77	4.98	1.63	0.33
Male	170	19.17	4.60	1094	17.41	4.61	1.76	0.38	292	20.00	4.40	-0.83		650	17.27	5.09	1.90	0.37
Female	292	17.95	4.11	2018	16.44	4.57	1.51	0.33	749	18.80	4.67	-0.85	-0.18	745	16.40	4.85	1.55	
Difference (Fall - Spring) Total		0.06																
(Fall - Spring) Male		0.10																
(Fall - Spring) Female		-0.92																
<i>Clubs & Organizations (5 Questions)</i>																		
Spring 2001 - Total	494	11.59	4.13	3178	9.17	4.25	2.42	0.57	1049	10.57	4.23	1.02	0.24	1420	9.55	4.33	2.04	0.47
Male	187	11.48	4.15	1106	8.83	4.07	2.65	0.65	289	10.37	4.12	1.11	0.27	652	9.30	4.31	2.18	0.51
Female	303	11.67	4.10	2034	9.36	4.35	2.31	0.53	750	10.65	4.26	1.02	0.24	749	9.83	4.35	1.84	0.42
Fall 2001 - Total	473	11.98	4.21	3178	9.17	4.25	2.81	0.66	1049	10.57	4.23	1.41	0.33	1420	9.55	4.33	2.43	0.56
Male	173	11.36	4.26	1106	8.83	4.07	2.53	0.62	289	10.37	4.12	0.99		652	9.30	4.31	2.06	0.48
Female	296	12.35	4.14	2034	9.36	4.35	2.99	0.69	750	10.65	4.26	1.70	0.40	749	9.83	4.35	2.52	0.58
Difference (Fall - Spring) Total		0.39																
(Fall - Spring) Male		-0.12																
(Fall - Spring) Female		0.68																
<i>Personal Experiences (8 Questions)</i>																		
Spring 2001 - Total	488	20.61	5.00	3161	20.14	5.11	0.47		1049	20.21	4.92	0.40		1421	19.29	5.34	1.32	0.25
Male	186	19.16	5.01	1100	18.41	4.83	0.75		292	18.37	4.52	0.79		652	17.69	5.09	1.47	0.29
Female	298	21.50	4.81	2023	21.07	5.02	0.43		747	20.96	4.89	0.54		751	20.70	5.19	0.80	
Fall 2001 - Total	467	20.14	4.72	3161	20.14	5.11	0.00		1049	20.21	4.92	-0.07		1421	19.29	5.34	0.85	0.16
Male	172	18.99	4.62	1100	18.41	4.83	0.58		292	18.37	4.52	0.62		652	17.69	5.09	1.30	0.26
Female	291	20.90	4.59	2023	21.07	5.02	-0.17		747	20.96	4.89	-0.06		751	20.70	5.19	0.20	
Difference (Fall - Spring) Total		-0.47																
(Fall - Spring) Male		-0.17																
(Fall - Spring) Female		-0.60																
<i>Student Acquaintances (10 Questions)</i>																		
Spring 2001 - Total	486	26.09	6.27	3154	24.89	6.65	1.20	0.18	1046	27.83	6.42	-1.74	-0.27	1417	24.89	6.74	1.20	0.18
Male	181	26.80	6.49	1093	24.88	6.63	1.92	0.29	291	27.95	6.43	-1.15		650	24.40	6.84	2.40	0.35
Female	301	25.65	6.09	2023	24.90	6.69	0.75		745	27.83	6.42	-2.18	-0.34	749	25.35	6.65	0.30	
Fall 2001 - Total	463	26.35	6.42	3154	24.89	6.65	1.46	0.22	1046	27.83	6.42	-1.48	-0.23	1417	24.89	6.74	1.46	0.22
Male	170	26.88	6.84	1093	24.88	6.63	2.00	0.30	291	27.95	6.43	-1.07		650	24.40	6.84	2.48	0.36
Female	289	26.11	6.12	2023	24.90	6.69	1.21	0.18	745	27.83	6.42	-1.72	-0.27	749	25.35	6.65	0.76	
Difference (Fall - Spring) Total		0.26																
(Fall - Spring) Male		0.08																
(Fall - Spring) Female		0.46																

Activity

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Science/Quantitative Experiences (10 Questions)</i>																		
Spring 2001 - Total	488	22.66	7.46	3143	21.06	7.42	1.60	0.22	1046	21.86	8.17	0.80		1415	22.08	7.89	0.58	
Male	182	23.48	7.63	1093	22.01	7.56	1.47		289	22.94	8.35	0.54		647	23.62	7.97	-0.14	
Female	302	22.21	7.33	2013	20.54	7.30	1.67	0.23	747	21.44	8.04	0.77		749	20.88	7.57	1.33	
Fall 2001 - Total	464	22.48	7.43	3143	21.06	7.42	1.42	0.19	1046	21.86	8.17	0.62		1415	22.08	7.89	0.40	
Male	173	24.01	7.77	1093	22.01	7.56	2.00	0.26	289	22.94	8.35	1.07		647	23.62	7.97	0.39	
Female	287	21.60	7.10	2013	20.54	7.30	1.06		747	21.44	8.04	0.16		749	20.88	7.57	0.72	
Difference (Fall - Spring) Total		-0.18																
(Fall - Spring) Male		0.53																
(Fall - Spring) Female		-0.61																
<i>Topics of Conversation (10 Questions)</i>																		
Spring 2001 - Total	487	23.92	5.54	3135	24.07	5.70	-0.15		1045	26.79	5.62	-2.87	-0.51	1408	24.11	5.84	-0.19	
Male	185	24.96	5.86	1088	24.32	5.72	0.64		290	27.19	5.61	-2.23	-0.40	646	24.00	5.96	0.96	
Female	298	23.28	5.25	2010	23.90	5.66	-0.62		746	26.67	5.61	-3.39	-0.60	743	24.20	5.74	-0.92	
Fall 2001 - Total	475	25.64	5.73	3135	24.07	5.70	1.57	0.28	1045	26.79	5.62	-1.15	-0.20	1408	24.11	5.84	1.53	0.26
Male	171	26.08	5.56	1088	24.32	5.72	1.76	0.31	290	27.19	5.61	-1.11		646	24.00	5.96	2.08	0.35
Female	300	25.48	5.77	2010	23.90	5.66	1.58	0.28	746	26.67	5.61	-1.19	-0.21	743	24.20	5.74	1.28	0.22
Difference (Fall - Spring) Total		1.72																
(Fall - Spring) Male		1.12																
(Fall - Spring) Female		2.20																
<i>Information in Conversations (6 Questions)</i>																		
Spring 2001 - Total	482	15.26	3.48	3121	15.34	3.65	-0.08		1044	16.63	3.51	-1.37	-0.39	1399	15.34	3.60	-0.08	
Male	183	15.17	3.53	1078	15.05	3.56	0.12		288	16.61	3.48	-1.44	-0.41	639	15.09	3.74	0.08	
Female	295	15.33	3.45	2006	15.49	3.68	-0.16		746	16.66	3.53	-1.33	-0.38	741	15.57	3.46	-0.24	
Fall 2001 - Total	466	15.58	3.67	3121	15.34	3.65	0.24		1044	16.63	3.51	-1.05	-0.30	1399	15.34	3.60	0.24	
Male	169	15.66	3.55	1078	15.05	3.56	0.61		288	16.61	3.48	-0.95		639	15.09	3.74	0.57	
Female	293	15.59	3.72	2006	15.49	3.68	0.10		746	16.66	3.53	-1.07	-0.30	741	15.57	3.46	0.02	
Difference (Fall - Spring) Total		0.32																
(Fall - Spring) Male		0.49																
(Fall - Spring) Female		0.26																

College Student Experience Questionnaire 2001 Junior Student by Gender Environment Scale Scores by Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Emphasis on Developing Academic, Scholarly, and Intellectual Qualities</i>																		
Spring 2001 - Total	494	6.11	1.00	3182	5.46	1.17	0.65	0.56	1054	6.46	0.86	-0.35	-0.41	1427	5.59	1.13	0.52	0.46
Male	187	5.88	1.18	1103	5.31	1.19	0.57	0.48	290	6.31	1.05	-0.43	-0.41	655	5.46	1.08	0.42	0.39
Female	303	6.26	0.85	2040	5.54	1.14	0.72	0.63	754	6.51	0.78	-0.25	-0.32	753	5.70	1.17	0.56	0.48
Fall 2001 - Total	474	6.18	0.90	3182	5.46	1.17	0.72	0.62	1054	6.46	0.86	-0.28	-0.33	1427	5.59	1.13	0.59	0.52
Male	173	5.98	1.00	1103	5.31	1.19	0.67	0.56	290	6.31	1.05	-0.33	-0.31	655	5.46	1.08	0.52	0.48
Female	298	6.30	0.81	2040	5.54	1.14	0.76	0.67	754	6.51	0.78	-0.21	-0.27	753	5.70	1.17	0.60	0.51
Difference (Fall - Spring) Total		0.07																
(Fall - Spring) Male		0.10																
(Fall - Spring) Female		0.04																
<i>Emphasis on Developing Aesthetic, Expressive, and Creative Qualities</i>																		
Spring 2001 - Total	493	4.79	1.37	3183	4.75	1.35	0.04		1052	5.08	1.43	-0.29	-0.20	1426	4.77	1.43	0.02	
Male	187	4.71	1.36	1102	4.68	1.34	0.03		290	5.16	1.43	-0.45	-0.31	655	4.60	1.40	0.11	
Female	302	4.84	1.38	2042	4.78	1.35	0.06		752	5.06	1.44	-0.22		752	4.92	1.44	-0.08	
Fall 2001 - Total	474	4.82	1.40	3183	4.75	1.35	0.07		1052	5.08	1.43	-0.26	-0.18	1426	4.77	1.43	0.05	
Male	173	4.82	1.40	1102	4.68	1.34	0.14		290	5.16	1.43	-0.34		655	4.60	1.40	0.22	
Female	298	4.83	1.40	2042	4.78	1.35	0.05		752	5.06	1.44	-0.23		752	4.92	1.44	-0.09	
Difference (Fall - Spring) Total		0.03																
(Fall - Spring) Male		0.11																
(Fall - Spring) Female		-0.01																
<i>Emphasis on Being Critical, Evaluative, and Analytical</i>																		
Spring 2001 - Total	493	5.58	1.12	3184	5.18	1.23	0.40	0.33	1054	6.19	1.02	-0.61	-0.60	1426	5.37	1.23	0.21	0.17
Male	187	5.56	1.12	1103	5.15	1.26	0.41	0.33	290	6.11	1.12	-0.55	-0.49	655	5.31	1.21	0.25	
Female	302	5.61	1.13	2042	5.20	1.22	0.41	0.34	754	6.22	0.98	-0.61	-0.62	752	5.43	1.25	0.18	
Fall 2001 - Total	474	5.64	1.10	3184	5.18	1.23	0.46	0.37	1054	6.19	1.02	-0.55	-0.54	1426	5.37	1.23	0.27	0.22
Male	173	5.54	1.20	1003	5.15	1.26	0.39	0.31	290	6.11	1.12	-0.57	-0.51	655	5.31	1.21	0.23	
Female	298	5.70	1.04	2042	5.20	1.22	0.50	0.41	754	6.22	0.98	-0.52	-0.53	752	5.43	1.25	0.27	0.22
Difference (Fall - Spring) Total		0.06																
(Fall - Spring) Male		-0.02																
(Fall - Spring) Female		0.09																
<i>Environmental Emphasis: Diversity</i>																		
Spring 2001 - Total	493	4.35	1.60	3182	4.83	1.48	-0.48	-0.32	1052	5.57	1.38	-1.22	-0.88	1424	4.87	1.53	-0.52	-0.34
Male	187	4.52	1.63	1101	4.73	1.46	-0.21		290	5.42	1.45	-0.90	-0.62	654	4.64	1.54	-0.12	
Female	302	4.25	1.58	2042	4.88	1.49	-0.63	-0.42	752	5.63	1.35	-1.38	-1.02	751	5.07	1.50	-0.82	-0.55
Fall 2001 - Total	474	4.34	1.56	3182	4.83	1.48	-0.49	-0.33	1052	5.57	1.38	-1.23	-0.89	1424	4.87	1.53	-0.53	-0.35
Male	173	4.29	1.58	1101	4.73	1.46	-0.44	-0.30	290	5.42	1.45	-1.13	-0.78	654	4.64	1.54	-0.35	
Female	298	4.36	1.55	2042	4.88	1.49	-0.52	-0.35	752	5.63	1.35	-1.27	-0.94	751	5.07	1.50	-0.71	-0.47
Difference (Fall - Spring) Total		-0.01																
(Fall - Spring) Male		-0.23																
(Fall - Spring) Female		0.11																

Environment

	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
<i>Environmental Emphasis: Information Literacy Skills</i>																		
Spring 2001 - Total	494	5.11	1.33	3181	5.27	1.26	-0.16		1051	5.11	1.40	0.00		1426	5.31	1.33	-0.20	-0.15
Male	187	5.04	1.43	1103	5.23	1.25	-0.19		290	4.97	1.45	0.07		654	5.21	1.37	-0.17	
Female	303	5.15	1.28	2039	5.30	1.26	-0.15		751	5.17	1.37	-0.02		753	5.42	1.28	-0.27	-0.21
Fall 2001 - Total	473	5.07	1.30	3181	5.27	1.26	-0.20	-0.16	1051	5.11	1.40	-0.04		1426	5.31	1.33	-0.24	-0.18
Male	173	5.05	1.30	1103	5.23	1.25	-0.18		290	4.97	1.45	0.08		654	5.21	1.37	-0.16	
Female	297	5.08	1.30	2039	5.30	1.26	-0.22		751	5.17	1.37	-0.09		753	5.42	1.28	-0.34	-0.27
Difference (Fall - Spring) Total																		
(Fall - Spring) Male																		
(Fall - Spring) Female																		
		-0.04																
		0.01																
		-0.07																
<i>Emphasis on Developing Vocational and Occupational Competence</i>																		
Spring 2001 - Total	494	4.18	1.63	3181	4.69	1.46	-0.51	-0.35	1053	3.52	1.69	0.66	0.39	1426	4.92	1.43	-0.74	-0.52
Male	187	4.13	1.70	1102	4.65	1.45	-0.52	-0.36	290	3.20	1.61	0.93	0.58	654	4.91	1.41	-0.78	-0.55
Female	303	4.22	1.59	2040	4.70	1.47	-0.48	-0.33	753	3.64	1.71	0.58	0.34	753	4.93	1.44	-0.71	-0.49
Fall 2001 - Total	473	4.22	1.55	3181	4.69	1.46	-0.47	-0.32	1053	3.52	1.69	0.70	0.41	1426	4.92	1.43	-0.70	-0.49
Male	172	4.37	1.55	1102	4.65	1.45	-0.28		290	3.20	1.61	1.17	0.73	654	4.91	1.41	-0.54	-0.38
Female	298	4.11	1.54	2040	4.70	1.47	-0.59	-0.40	753	3.64	1.71	0.47	0.27	753	4.93	1.44	-0.82	-0.57
Difference (Fall - Spring) Total																		
(Fall - Spring) Male																		
(Fall - Spring) Female																		
		0.04																
		0.24																
		-0.11																
<i>Emphasis on Personal Relevance and Practical Value of Courses</i>																		
Spring 2001 - Total	494	4.33	1.50	3180	4.76	1.45	-0.43	-0.30	1054	4.26	1.58	0.07		1427	5.09	1.37	-0.76	-0.55
Male	187	4.30	1.56	1099	4.68	1.47	-0.38	-0.26	290	4.03	1.55	0.27		655	4.99	1.36	-0.69	-0.51
Female	303	4.35	1.46	2042	4.80	1.44	-0.45	-0.31	754	4.36	1.58	-0.01		753	5.17	1.37	-0.82	-0.60
Fall 2001 - Total	473	4.23	1.61	3180	4.76	1.45	-0.53	-0.37	1054	4.26	1.58	-0.03		1427	5.09	1.37	-0.86	-0.63
Male	172	4.27	1.59	1099	4.68	1.47	-0.41	-0.28	290	4.03	1.55	0.24		655	4.99	1.36	-0.72	-0.53
Female	298	4.20	1.62	2042	4.80	1.44	-0.60	-0.42	754	4.36	1.58	-0.16		753	5.17	1.37	-0.97	-0.71
Difference (Fall - Spring) Total																		
(Fall - Spring) Male																		
(Fall - Spring) Female																		
		-0.10																
		-0.03																
		-0.15																

Environment

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with other students</i>																		
Spring 2001 - Total	494	5.69	1.24	3181	5.60	1.29	0.09		1055	5.62	1.40	0.07		1427	5.69	1.25	0.00	
Male	187	5.58	1.34	1101	5.52	1.32	0.06		291	5.60	1.33	-0.02		655	5.64	1.20	-0.06	
Female	303	5.76	1.18	2041	5.65	1.27	0.11		754	5.64	1.42	0.12		753	5.73	1.29	0.03	
Fall 2001 - Total	474	5.46	1.19	3181	5.60	1.29	-0.14		1055	5.62	1.40	-0.16		1427	5.69	1.25	-0.23	
Male	173	5.63	1.25	1101	5.52	1.32	0.11		291	5.60	1.33	0.03		655	5.64	1.20	-0.01	
Female	298	5.84	1.15	2041	5.65	1.27	0.19		754	5.64	1.42	0.20		753	5.73	1.29	0.11	
Difference (Fall - Spring) Total		-0.23																
(Fall - Spring) Male		0.05																
(Fall - Spring) Female		0.08																

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with administrative personnel and offices</i>																		
Spring 2001 - Total	494	4.37	1.61	3181	4.70	1.53	-0.33	-0.22	1054	4.84	1.62	-0.47	-0.29	1425	5.03	1.51	-0.66	-0.44
Male	187	4.30	1.62	1101	4.72	1.55	-0.42	-0.27	290	4.76	1.69	-0.46	-0.27	654	4.93	1.54	-0.63	-0.41
Female	303	4.41	1.61	2041	4.69	1.53	-0.28	-0.18	754	4.87	1.60	-0.46	-0.29	752	5.11	1.49	-0.70	-0.47
Fall 2001 - Total	474	4.44	1.62	3181	4.70	1.53	-0.26	-0.17	1054	4.84	1.62	-0.40	-0.25	1425	5.03	1.51	-0.59	-0.39
Male	173	4.35	1.73	1101	4.72	1.55	-0.37	-0.24	290	4.76	1.69	-0.41		654	4.93	1.54	-0.58	-0.38
Female	298	4.49	1.54	2041	4.69	1.53	-0.20		754	4.87	1.60	-0.38	-0.24	752	5.11	1.49	-0.62	-0.42
Difference (Fall - Spring) Total		0.07																
(Fall - Spring) Male		0.05																
(Fall - Spring) Female		0.08																

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with faculty members</i>																		
Spring 2001 - Total	494	5.22	1.28	3179	5.29	1.32	-0.07		1054	5.89	1.12	-0.67	-0.60	1427	5.60	1.23	-0.38	-0.31
Male	187	5.12	1.43	1100	5.23	1.39	-0.11		291	5.87	1.07	-0.75	-0.70	655	5.51	1.23	-0.39	-0.32
Female	303	5.29	1.18	2040	5.32	1.27	-0.03		753	5.90	1.13	-0.61	-0.54	753	5.66	1.23	-0.37	-0.30
Fall 2001 - Total	474	5.32	1.29	3179	5.29	1.32	0.03		1054	5.89	1.12	-0.57	-0.51	1427	5.60	1.23	-0.28	-0.23
Male	173	5.24	1.38	1100	5.23	1.39	0.01		291	5.87	1.07	-0.63	-0.59	655	5.51	1.23	-0.27	
Female	298	5.35	1.24	2040	5.32	1.27	0.03		753	5.90	1.13	-0.55	-0.49	753	5.66	1.23	-0.31	-0.25
Difference (Fall - Spring) Total		0.10																
(Fall - Spring) Male		0.12																
(Fall - Spring) Female		0.06																

**College Student Experience Questionnaire
2001 Junior Student by Gender Estimate of Gains Scale Scores by Institutional Type**

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Vocational training, acquiring knowledge & skills applicable to a specific job or type of work</i>																		
Spring 2001 - Total	494	2.67	0.86	3181	2.86	0.83	-0.19	-0.23	1052	2.33	0.95	0.34	0.36	1421	2.94	0.81	-0.27	-0.33
Male	187	2.63	0.85	1103	2.81	0.79	-0.18	-0.23	292	2.30	0.95	0.33	0.14	654	2.95	0.78	-0.32	-0.41
Female	303	2.71	0.86	2040	2.88	0.85	-0.17	-0.20	751	2.34	0.95	0.37	0.16	748	2.92	0.83	-0.21	-0.25
Fall 2001 - Total	470	2.64	0.90	3181	2.86	0.83	-0.22	-0.27	1052	2.33	0.95	0.31	0.33	1421	2.94	0.81	-0.30	-0.37
Male	173	2.66	0.86	1103	2.81	0.79	-0.15	-0.15	292	2.30	0.95	0.36	0.38	654	2.95	0.78	-0.29	-0.37
Female	294	2.63	0.92	2040	2.88	0.85	-0.25	-0.29	751	2.34	0.95	0.29	0.31	748	2.92	0.83	-0.29	-0.35
Difference (Fall - Spring) Total																		
(Fall - Spring) Male																		
(Fall - Spring) Female																		
		-0.03																
		0.03																
		-0.08																
<i>Acquiring background & specialization for further education in professional, scientific, or scholarly field</i>																		
Spring 2001 - Total	493	2.90	0.80	3181	2.79	0.81	0.11		1054	3.24	0.79	-0.34	-0.43	1419	2.89	0.80	0.01	
Male	187	2.88	0.74	1102	2.77	0.79	0.11		292	3.27	0.76	-0.39	-0.51	651	2.86	0.78	0.02	
Female	302	2.93	0.82	2041	2.81	0.82	0.12		753	3.22	0.80	-0.29	-0.36	749	2.92	0.83	0.01	
Fall 2001 - Total	469	2.82	0.79	3181	2.79	0.81	0.03		1054	3.24	0.79	-0.42	-0.53	1419	2.89	0.80	-0.07	
Male	173	2.83	0.78	1102	2.77	0.79	0.06		292	3.27	0.76	-0.44	-0.58	651	2.86	0.78	-0.03	
Female	293	2.81	0.80	2041	2.81	0.82	0.00		753	3.22	0.80	-0.41	-0.51	749	2.92	0.83	-0.11	
Difference (Fall - Spring) Total																		
(Fall - Spring) Male																		
(Fall - Spring) Female																		
		-0.08																
		-0.05																
		-0.12																
<i>Gaining a broad general education about different fields of knowledge</i>																		
Spring 2001 - Total	492	3.11	0.72	3177	2.85	0.76	0.26	0.34	1053	3.25	0.76	-0.14	-0.18	1419	2.87	0.76	0.24	0.32
Male	187	3.06	0.73	1102	2.83	0.76	0.23	0.30	292	3.30	0.72	-0.24	-0.33	653	2.82	0.76	0.24	0.32
Female	301	3.14	0.72	2037	2.87	0.76	0.27	0.36	752	3.23	0.78	-0.09		747	2.91	0.75	0.23	0.31
Fall 2001 - Total	470	2.98	0.77	3177	2.85	0.76	0.13	0.17	1053	3.25	0.76	-0.27	-0.36	1419	2.87	0.76	0.11	
Male	173	2.97	0.78	1102	2.83	0.76	0.14		292	3.30	0.72	-0.33	-0.46	653	2.82	0.76	0.15	
Female	294	2.98	0.76	2037	2.87	0.76	0.11		752	3.23	0.78	-0.25	-0.32	747	2.91	0.75	0.07	
Difference (Fall - Spring) Total																		
(Fall - Spring) Male																		
(Fall - Spring) Female																		
		-0.13																
		-0.09																
		-0.16																

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Gaining a range of information that may be relevant to a career</i>																		
Spring 2001 - Total	492	2.89	0.78	3176	2.99	0.79	-0.10		1053	2.91	0.87	-0.02		1411	3.10	0.73	-0.21	-0.29
Male	186	2.84	0.77	1102	2.90	0.79	-0.06		292	2.93	0.86	-0.09		648	3.04	0.74	-0.20	-0.27
Female	302	2.92	0.78	2036	3.03	0.78	-0.11		752	2.91	0.87	0.01		744	3.17	0.71	-0.25	-0.35
Fall 2001 - Total	467	2.81	0.86	3176	2.99	0.79	-0.18	-0.23	1053	2.91	0.87	-0.10		1411	3.10	0.73	-0.29	-0.40
Male	173	2.78	0.87	1102	2.90	0.79	-0.12		292	2.93	0.86	-0.15		648	3.04	0.74	-0.26	-0.35
Female	291	2.83	0.85	2036	3.03	0.78	-0.20	-0.26	752	2.91	0.87	-0.08		744	3.17	0.71	-0.34	-0.48
Difference (Fall - Spring) Total		-0.08																
(Fall - Spring) Male		-0.06																
(Fall - Spring) Female		-0.09																
<i>Developing an understanding and enjoyment of art, music, and drama</i>																		
Spring 2001 - Total	493	2.35	0.95	3173	2.19	0.95	0.16	0.17	1054	2.67	1.00	-0.32	-0.32	1417	2.14	0.96	0.21	0.22
Male	187	2.31	0.98	1102	2.12	0.96	0.19		292	2.66	1.01	-0.35	-0.35	651	1.97	0.92	0.34	0.37
Female	302	2.37	0.94	2034	2.22	0.94	0.15		753	2.69	0.99	-0.32	-0.32	747	2.28	0.97	0.09	
Fall 2001 - Total	469	2.33	0.95	3173	2.19	0.95	0.14	0.15	1054	2.67	1.00	-0.34	-0.34	1417	2.14	0.96	0.19	0.20
Male	173	2.25	0.97	1102	2.12	0.96	0.13		292	2.66	1.01	-0.41	-0.41	651	1.97	0.92	0.28	0.30
Female	293	2.38	0.94	2034	2.22	0.94	0.16		753	2.69	0.99	-0.31	-0.31	747	2.28	0.97	0.10	
Difference (Fall - Spring) Total		-0.02																
(Fall - Spring) Male		-0.06																
(Fall - Spring) Female		0.01																
<i>Broadening your acquaintance and enjoyment of literature</i>																		
Spring 2001 - Total	492	2.35	0.92	3175	2.23	0.90	0.12		1053	2.58	1.00	-0.23	-0.23	1419	2.23	0.94	0.12	
Male	187	2.37	0.93	1103	2.15	0.90	0.22	0.24	292	2.46	0.99	-0.09		651	2.06	0.90	0.31	0.34
Female	301	2.33	0.90	2035	2.28	0.90	0.05		752	2.63	1.00	-0.30	-0.30	749	2.37	0.94	-0.04	
Fall 2001 - Total	470	2.29	0.90	3175	2.23	0.90	0.06		1053	2.58	1.00	-0.29	-0.29	1419	2.23	0.94	0.06	
Male	173	2.27	0.91	1103	2.15	0.90	0.12		292	2.46	0.99	-0.19		651	2.06	0.90	0.21	
Female	294	2.32	0.89	2035	2.28	0.90	0.04		752	2.63	1.00	-0.31	-0.31	749	2.37	0.94	-0.05	
Difference (Fall - Spring) Total		-0.06																
(Fall - Spring) Male		-0.10																
(Fall - Spring) Female		-0.01																
<i>Seeing the importance of history for understanding the present and the past</i>																		
Spring 2001 - Total	493	2.38	0.91	3176	2.36	0.91	0.02		1052	2.74	0.98	-0.36	-0.37	1417	2.39	0.91	-0.01	
Male	187	2.50	0.94	1103	2.48	0.92	0.02		292	2.70	1.00	-0.20		651	2.40	0.89	0.10	
Female	302	2.31	0.89	2036	2.30	0.90	0.01		751	2.76	0.97	-0.45	-0.46	747	2.39	0.93	-0.08	
Fall 2001 - Total	470	2.35	0.90	3176	2.36	0.91	-0.01		1052	2.74	0.98	-0.39	-0.40	1417	2.39	0.91	-0.04	
Male	173	2.47	0.91	1103	2.48	0.92	-0.01		292	2.70	1.00	-0.23		651	2.40	0.89	0.07	
Female	294	2.28	0.89	2036	2.30	0.90	-0.02		751	2.76	0.97	-0.48	-0.49	747	2.39	0.93	-0.11	
Difference (Fall - Spring) Total		-0.03																
(Fall - Spring) Male		-0.03																
(Fall - Spring) Female		-0.03																
<i>Gaining knowledge about other parts of the world and other people</i>																		
Spring 2001 - Total	493	2.15	0.92	3175	2.19	0.90	-0.04		1054	2.61	0.95	-0.46	-0.48	1418	2.20	0.94	-0.05	
Male	187	2.26	0.88	1102	2.27	0.90	-0.01		292	2.58	0.93	-0.32	-0.34	652	2.18	0.93	0.08	
Female	302	2.07	0.93	2036	2.15	0.90	-0.08		753	2.62	0.95	-0.55	-0.58	747	2.23	0.95	-0.16	
Fall 2001 - Total	470	2.18	0.91	3175	2.19	0.90	-0.01		1054	2.61	0.95	-0.43	-0.45	1418	2.20	0.94	-0.02	
Male	173	2.37	0.90	1102	2.27	0.90	0.10		292	2.58	0.93	-0.21		652	2.18	0.93	0.19	
Female	294	2.07	0.89	2036	2.15	0.90	-0.08		753	2.62	0.95	-0.55	-0.58	747	2.23	0.95	-0.16	
Difference (Fall - Spring) Total		0.03																
(Fall - Spring) Male		0.11																
(Fall - Spring) Female		0.00																

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Writing clearly and effectively</i>																		
Spring 2001 - Total	493	2.91	0.84	3159	2.85	0.82	0.06		1050	3.11	0.84	-0.20	-0.24	1418	2.85	0.82	0.06	
Male	187	2.93	0.87	1097	2.76	0.84	0.17		292	3.02	0.88	-0.09		652	2.74	0.82	0.19	
Female	302	2.90	0.82	2025	2.90	0.80	0.00		749	3.15	0.82	-0.25	-0.30	748	2.94	0.81	-0.04	
Fall 2001 - Total	467	2.93	0.79	3159	2.85	0.82	0.08		1050	3.11	0.84	-0.18	-0.21	1418	2.85	0.82	0.08	
Male	173	2.80	0.85	1097	2.76	0.84	0.04		292	3.02	0.88	-0.22		652	2.74	0.82	0.06	
Female	291	3.00	0.75	2025	2.90	0.80	0.10		749	3.15	0.82	-0.15		748	2.94	0.81	0.06	
Difference (Fall - Spring) Total							0.02											
(Fall - Spring) Male							-0.13											
(Fall - Spring) Female							0.10											
<i>Speaking effectively</i>																		
Spring 2001 - Total	492	2.83	0.78	3173	2.85	0.79	-0.02		1054	2.99	0.85	-0.16	-0.19	1419	2.92	0.79	-0.09	
Male	186	2.82	0.75	1100	2.80	0.80	0.02		292	2.96	0.89	-0.14		652	2.86	0.79	-0.04	
Female	302	2.83	0.81	2036	2.88	0.78	-0.05		753	2.99	0.84	-0.16	-0.19	748	2.98	0.79	-0.15	
Fall 2001 - Total	468	2.86	0.77	3173	2.85	0.79	0.01		1054	2.99	0.85	-0.13	-0.15	1419	2.92	0.79	-0.06	
Male	172	2.86	0.79	1100	2.80	0.80	0.06		292	2.96	0.89	-0.10		652	2.86	0.79	0.00	
Female	293	2.86	0.76	2036	2.88	0.78	-0.02		753	2.99	0.84	-0.13		748	2.98	0.79	-0.12	
Difference (Fall - Spring) Total							0.03											
(Fall - Spring) Male							0.04											
(Fall - Spring) Female							0.03											
<i>Acquiring familiarity with the use of con</i>																		
Spring 2001 - Total	493	2.95	0.88	3176	3.00	0.86	-0.05		1053	2.88	0.90	0.07		1417	3.08	0.83	-0.13	-0.16
Male	187	2.90	0.80	1102	3.00	0.84	-0.10		291	2.97	0.89	-0.07		651	3.11	0.83	-0.21	-0.25
Female	302	2.99	0.91	2037	3.01	0.86	-0.02		753	2.85	0.90	0.14		747	3.06	0.84	-0.07	
Fall 2001 - Total	469	2.90	0.88	3176	3.00	0.86	-0.10		1053	2.88	0.90	0.02		1417	3.08	0.83	-0.18	-0.22
Male	173	2.95	0.89	1102	3.00	0.84	-0.05		291	2.97	0.89	-0.02		651	3.11	0.83	-0.16	
Female	293	2.86	0.86	2037	3.01	0.86	-0.15		753	2.85	0.90	0.01		747	3.06	0.84	-0.20	-0.24
Difference (Fall - Spring) Total							-0.05											
(Fall - Spring) Male							0.05											
(Fall - Spring) Female							-0.13											
<i>Becoming aware of different philosophies, cultures, and ways of life</i>																		
Spring 2001 - Total	492	2.60	0.86	3171	2.59	0.85	0.01		1054	3.01	0.83	-0.41	-0.49	1419	2.63	0.89	-0.03	
Male	187	2.73	0.79	1100	2.58	0.86	0.15		292	2.88	0.86	-0.15		651	2.53	0.89	0.20	0.22
Female	301	2.53	0.89	2034	2.59	0.85	-0.06		753	3.06	0.82	-0.53	-0.65	749	2.71	0.88	-0.18	-0.20
Fall 2001 - Total	468	2.63	0.83	3171	2.59	0.85	0.04		1054	3.01	0.83	-0.38	-0.46	1419	2.63	0.89	0.00	
Male	172	2.66	0.85	1100	2.58	0.86	0.08		292	2.88	0.86	-0.22		651	2.53	0.89	0.13	
Female	293	2.61	0.83	2034	2.59	0.85	0.02		753	3.06	0.82	-0.45	-0.55	749	2.71	0.88	-0.10	
Difference (Fall - Spring) Total							0.03											
(Fall - Spring) Male							-0.07											
(Fall - Spring) Female							0.08											
<i>Developing your own values and ethical</i>																		
Spring 2001 - Total	492	2.96	0.85	3176	2.90	0.88	0.06		1052	3.18	0.86	-0.22	-0.26	1419	2.91	0.87	0.05	
Male	187	2.95	0.88	1101	2.80	0.91	0.15		292	3.09	0.89	-0.14		652	2.79	0.90	0.16	
Female	301	2.97	0.84	2038	2.96	0.85	0.01		751	3.21	0.84	-0.24	-0.29	748	3.01	0.83	-0.04	
Fall 2001 - Total	470	2.92	0.85	3176	2.90	0.88	0.02		1052	3.18	0.86	-0.26	-0.30	1419	2.91	0.87	0.01	
Male	173	2.80	0.89	1101	2.80	0.91	0.00		292	3.09	0.89	-0.29	-0.33	652	2.79	0.90	0.01	
Female	294	2.99	0.83	2038	2.96	0.85	0.03		751	3.21	0.84	-0.22	-0.26	748	3.01	0.83	-0.02	
Difference (Fall - Spring) Total							-0.04											
(Fall - Spring) Male							-0.15											
(Fall - Spring) Female							0.02											

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Understanding yourself - your abilities, interests, and personality</i>																		
Spring 2001 - Total	494	3.11	0.78	3172	3.13	0.80	-0.02		1052	3.37	0.74	-0.26	-0.35	1420	3.14	0.78	-0.03	
Male	187	3.04	0.82	1101	3.02	0.82	0.02		292	3.30	0.78	-0.26	-0.33	652	3.03	0.81	0.01	
Female	303	3.17	0.75	2034	3.19	0.77	-0.02		751	3.40	0.71	-0.23	-0.32	749	3.24	0.73	-0.07	
Fall 2001 - Total	468	3.12	0.77	3172	3.13	0.80	-0.01		1052	3.37	0.74	-0.25	-0.34	1420	3.14	0.78	-0.02	
Male	172	3.06	0.82	1101	3.02	0.82	0.04		292	3.30	0.78	-0.24	-0.31	652	3.03	0.81	0.03	
Female	293	3.16	0.74	2034	3.19	0.77	-0.03		751	3.40	0.71	-0.24	-0.34	749	3.24	0.73	-0.08	
Difference (Fall - Spring) Total		0.01																
(Fall - Spring) Male		0.02																
(Fall - Spring) Female		-0.01																
<i>Understanding other people and the ability to get along with different kinds of people</i>																		
Spring 2001 - Total	493	2.97	0.82	3168	3.08	0.81	-0.11		1050	3.09	0.81	-0.12		1418	3.06	0.78	-0.09	
Male	187	2.92	0.85	1098	2.97	0.83	-0.05		292	2.99	0.86	-0.07		651	2.97	0.80	-0.05	
Female	302	3.01	0.80	2033	3.14	0.79	-0.13		749	3.13	0.78	-0.12		748	3.15	0.76	-0.14	
Fall 2001 - Total	468	2.99	0.79	3168	3.08	0.81	-0.09		1050	3.09	0.81	-0.10		1418	3.06	0.78	-0.07	
Male	172	2.84	0.84	1098	2.97	0.83	-0.13		292	2.99	0.86	-0.15		651	2.97	0.80	-0.13	
Female	293	3.08	0.75	2033	3.14	0.79	-0.06		749	3.13	0.78	-0.05		748	3.15	0.76	-0.07	
Difference (Fall - Spring) Total		0.02																
(Fall - Spring) Male		-0.08																
(Fall - Spring) Female		0.07																
<i>Ability to function as a team member</i>																		
Spring 2001 - Total	493	2.93	0.86	3170	2.99	0.84	-0.06		1052	2.90	0.90	0.03		1418	3.04	0.81	-0.11	
Male	186	2.92	0.86	1097	2.92	0.86	0.00		292	2.89	0.91	0.03		652	3.01	0.81	-0.09	
Female	303	2.94	0.86	2036	3.04	0.82	-0.10		751	2.90	0.90	0.04		747	3.07	0.81	-0.13	
Fall 2001 - Total	468	2.96	0.83	3170	2.99	0.84	-0.03		1052	2.90	0.90	0.06		1418	3.04	0.81	-0.08	
Male	172	2.81	0.90	1097	2.92	0.86	-0.11		292	2.89	0.91	-0.08		652	3.01	0.81	-0.20	
Female	293	3.05	0.77	2036	3.04	0.82	0.01		751	2.90	0.90	0.15		747	3.07	0.81	-0.02	
Difference (Fall - Spring) Total		0.03																
(Fall - Spring) Male		-0.11																
(Fall - Spring) Female		0.11																
<i>Developing good health habits and physical fitness</i>																		
Spring 2001 - Total	491	2.51	0.99	3167	2.55	0.98	-0.04		1052	2.38	1.02	0.13		1418	2.59	0.99	-0.08	
Male	186	2.52	0.99	1098	2.55	1.01	-0.03		292	2.48	1.02	0.04		650	2.62	0.99	-0.10	
Female	301	2.51	1.00	2033	2.55	0.97	-0.04		751	2.34	1.02	0.17		749	2.57	0.98	-0.06	
Fall 2001 - Total	467	2.48	0.99	3167	2.55	0.98	-0.07		1052	2.38	1.02	0.10		1418	2.59	0.99	-0.11	
Male	171	2.56	1.01	1098	2.55	1.01	0.01		292	2.48	1.02	0.08		650	2.62	0.99	-0.06	
Female	293	2.42	0.97	2033	2.55	0.97	-0.13		751	2.34	1.02	0.08		749	2.57	0.98	-0.15	
Difference (Fall - Spring) Total		-0.03																
(Fall - Spring) Male		0.04																
(Fall - Spring) Female		-0.09																
<i>Understanding the nature of science and experimentation</i>																		
Spring 2001 - Total	494	2.49	0.95	3167	2.31	0.93	0.18	0.19	1052	2.46	1.03	0.03		1418	2.38	0.96	0.11	
Male	187	2.57	0.96	1100	2.41	0.93	0.16		292	2.52	1.01	0.05		651	2.51	0.95	0.06	
Female	303	2.44	0.95	2030	2.26	0.93	0.18	0.19	751	2.43	1.04	0.01		748	2.26	0.96	0.18	
Fall 2001 - Total	467	2.47	0.94	3167	2.31	0.93	0.16	0.17	1052	2.46	1.03	0.01		1418	2.38	0.96	0.09	
Male	173	2.61	0.95	1100	2.41	0.93	0.20		292	2.52	1.01	0.09		651	2.51	0.95	0.10	
Female	291	2.38	0.92	2030	2.26	0.93	0.12		751	2.43	1.04	-0.05		748	2.26	0.96	0.12	
Difference (Fall - Spring) Total		-0.02																
(Fall - Spring) Male		0.04																
(Fall - Spring) Female		-0.06																

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Understanding new scientific and technical developments</i>																		
Spring 2001 - Total	493	2.41	0.90	3167	2.31	0.93	0.10		1052	2.38	1.03	0.03		1415	2.44	0.95	-0.03	
Male	186	2.52	0.85	1097	2.44	0.92	0.08		292	2.54	1.02	-0.02		650	2.58	0.92	-0.06	
Female	303	2.35	0.93	2033	2.24	0.93	0.11		751	2.33	1.03	0.02		746	2.32	0.95	0.03	
Fall 2001 - Total	469	2.34	0.95	3167	2.31	0.93	0.03		1052	2.38	1.03	-0.04		1415	2.44	0.95	-0.10	
Male	173	2.52	0.95	1097	2.44	0.92	0.08		292	2.54	1.02	-0.02		650	2.58	0.92	-0.06	
Female	293	2.24	0.94	2033	2.24	0.93	0.00		751	2.33	1.03	-0.09		746	2.32	0.95	-0.08	
Difference (Fall - Spring) Total		-0.07																
(Fall - Spring) Male		0.00																
(Fall - Spring) Female		-0.11																
<i>Becoming aware of the consequences of applications in science and technology</i>																		
Spring 2001 - Total	490	2.37	0.88	3165	2.35	0.92	0.02		1051	2.41	0.94	-0.04		1417	2.45	0.92	-0.08	
Male	184	2.52	0.87	1099	2.48	0.90	0.04		291	2.52	0.96	0.00		652	2.52	0.90	0.00	
Female	302	2.27	0.87	2030	2.27	0.93	0.00		751	2.37	0.93	-0.10		746	2.39	0.93	-0.12	
Fall 2001 - Total	469	2.35	0.93	3165	2.35	0.92	0.00		1051	2.41	0.94	-0.06		1417	2.45	0.92	-0.10	
Male	173	2.45	0.91	1099	2.48	0.90	-0.03		291	2.52	0.96	-0.07		652	2.52	0.90	-0.07	
Female	293	2.29	0.93	2030	2.27	0.93	0.02		751	2.37	0.93	-0.08		746	2.39	0.93	-0.10	
Difference (Fall - Spring) Total		-0.02																
(Fall - Spring) Male		-0.07																
(Fall - Spring) Female		0.02																
<i>Ability to think analytically and logicall</i>																		
Spring 2001 - Total	490	2.95	0.82	3158	2.85	0.84	0.10		1051	3.24	0.78	-0.29	-0.37	1412	2.97	0.82	-0.02	
Male	185	3.06	0.77	1094	2.89	0.83	0.17		292	3.34	0.77	-0.28	-0.36	650	2.98	0.81	0.08	
Female	301	2.88	0.85	2028	2.84	0.85	0.04		750	3.19	0.79	-0.31	-0.39	743	2.96	0.82	-0.08	
Fall 2001 - Total	467	2.90	0.80	3158	2.85	0.84	0.05		1051	3.24	0.78	-0.34	-0.44	1412	2.97	0.82	-0.07	
Male	171	2.92	0.81	1094	2.89	0.83	0.03		292	3.34	0.77	-0.42	-0.55	650	2.98	0.81	-0.06	
Female	293	2.88	0.80	2028	2.84	0.85	0.04		750	3.19	0.79	-0.31	-0.39	743	2.96	0.82	-0.08	
Difference (Fall - Spring) Total		-0.05																
(Fall - Spring) Male		-0.14																
(Fall - Spring) Female		0.00																
<i>Quantitative thinking - Understanding probabilities, proportions, etc.</i>																		
Spring 2001 - Total	493	2.52	0.89	3170	2.47	0.93	0.05		1053	2.56	1.02	-0.04		1414	2.63	0.94	-0.11	
Male	186	2.70	0.87	1101	2.57	0.91	0.13		292	2.80	1.03	-0.10		648	2.77	0.91	-0.07	
Female	303	2.41	0.89	2033	2.41	0.93	0.00		752	2.47	0.99	-0.06		747	2.52	0.95	-0.11	
Fall 2001 - Total	469	2.54	0.88	3170	2.47	0.93	0.07		1053	2.56	1.02	-0.02		1414	2.63	0.94	-0.09	
Male	173	2.68	0.87	1101	2.57	0.91	0.11		292	2.80	1.03	-0.12		648	2.77	0.91	-0.09	
Female	293	2.46	0.89	2033	2.41	0.93	0.05		752	2.47	0.99	-0.01		747	2.52	0.95	-0.06	
Difference (Fall - Spring) Total		0.02																
(Fall - Spring) Male		-0.02																
(Fall - Spring) Female		0.05																
<i>Ability to put ideas together, to see relationships, similarities, and differences between ideas</i>																		
Spring 2001 - Total	491	2.99	0.76	3174	2.94	0.79	0.05		1051	3.34	0.73	-0.35	-0.48	1416	2.98	0.78	0.01	
Male	185	2.99	0.74	1100	2.86	0.79	0.13		291	3.36	0.71	-0.37	-0.52	651	2.96	0.77	0.03	
Female	302	2.99	0.77	2038	2.98	0.79	0.01		751	3.33	0.73	-0.34	-0.47	746	3.00	0.78	-0.01	
Fall 2001 - Total	469	2.90	0.78	3174	2.94	0.79	-0.04		1051	3.34	0.73	-0.44	-0.60	1416	2.98	0.78	-0.08	
Male	173	2.91	0.79	1100	2.86	0.79	0.05		291	3.36	0.71	-0.45	-0.63	651	2.96	0.77	-0.05	
Female	293	2.90	0.78	2038	2.98	0.79	-0.08		751	3.33	0.73	-0.43	-0.59	746	3.00	0.78	-0.10	
Difference (Fall - Spring) Total		-0.09																
(Fall - Spring) Male		-0.08																
(Fall - Spring) Female		-0.09																

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Ability to learn on your own, pursue ideas, and find information you need</i>																		
Spring 2001 - Total	491	3.04	0.79	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Male	185	2.96	0.83	1099	2.97	0.81	-0.01		292	3.27	0.79	-0.31	-0.39	652	3.00	0.77	-0.04	
Female	302	3.10	0.77	2034	3.11	0.77	-0.01		751	3.40	0.75	-0.30	-0.40	745	3.12	0.76	-0.02	
Fall 2001 - Total	469	3.04	0.78	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Male	173	2.98	0.82	1099	2.97	0.81	0.01		292	3.27	0.79	-0.29	-0.37	652	3.00	0.77	-0.02	
Female	293	3.09	0.75	2034	3.11	0.77	-0.02		751	3.40	0.75	-0.31	-0.41	745	3.12	0.76	-0.03	
Difference (Fall - Spring) Total		0.00																
(Fall - Spring) Male		0.02																
(Fall - Spring) Female		-0.01																
<i>Gain: Adapting to Change</i>																		
Spring 2001 - Total	491	2.97	0.85	3171	3.02	0.82	-0.05		1050	3.09	0.85	-0.12		1418	3.04	0.81	-0.07	
Male	186	2.88	0.83	1099	2.94	0.83	-0.06		291	3.05	0.82	-0.17		651	3.01	0.81	-0.13	
Female	301	3.04	0.86	2036	3.08	0.81	-0.04		750	3.10	0.86	-0.06		748	3.07	0.80	-0.03	
Fall 2001 - Total	468	2.93	0.80	3171	3.02	0.82	-0.09		1050	3.09	0.85	-0.16	-0.19	1418	3.04	0.81	-0.11	
Male	173	2.91	0.81	1099	2.94	0.83	-0.03		291	3.05	0.82	-0.14		651	3.01	0.81	-0.10	
Female	292	2.95	0.79	2036	3.08	0.81	-0.13		750	3.10	0.86	-0.15		748	3.07	0.80	-0.12	
Difference (Fall - Spring) Total		-0.04																
(Fall - Spring) Male		0.03																
(Fall - Spring) Female		-0.09																

College Student Experience Questionnaire
2001 Junior Student by Gender 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

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

	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
<i>Number of textbooks/ assigned books read</i>																		
Spring 2001 - Total	491	3.29	0.89	3181	3.03	0.87	0.26	0.30	1053	3.74	0.98	-0.45	-0.46	1430	2.9	0.92	0.39	0.42
Male	184	3.16	0.96	1102	2.85	0.85	0.31	0.36	290	3.60	1.03	-0.44	-0.43	900	2.78	0.94	0.38	0.40
Female	303	3.36	0.83	2041	3.13	0.87	0.23	0.26	753	3.80	0.96	-0.44	-0.46	753	3.00	0.90	0.36	0.40
Fall 2001 - Total	472	2.87	0.78	3181	3.03	0.87	-0.16	-0.18	1053	3.74	0.98	-0.87	-0.23	1430	2.90	0.92	-0.03	
Male	172	2.75	0.85	1102	2.85	0.85	-0.10		290	3.60	1.03	-0.85	-0.24	659	2.78	0.94	-0.03	
Female	297	2.93	0.74	2041	3.13	0.87	-0.20	-0.23	753	3.80	0.96	-0.87	-0.23	753	3.00	0.90	-0.07	
Difference (Fall - Spring) Total		-0.42																
(Fall - Spring) Male		-0.41																
(Fall - Spring) Female		-0.43																
<i>Number of course packets read</i>																		
Spring 2001 - Total	485	2.69	1.02	3135	2.55	0.97	0.14		1046	2.98	1.13	-0.29	-0.26	1390	2.46	1.04	0.23	0.22
Male	182	2.63	1.01	1085	2.50	0.95	0.13		288	3.05	1.19	-0.42	-0.35	642	2.35	1.00	0.28	0.28
Female	299	2.72	1.01	2014	2.58	0.98	0.14		748	2.95	1.11	-0.23	-0.21	731	2.55	1.06	0.17	
Fall 2001 - Total	470	2.50	0.93	3135	2.55	0.97	-0.05	-0.05	1046	2.98	1.13	-0.48	-0.42	1390	2.46	1.04	0.04	
Male	171	2.44	0.89	1085	2.50	0.95	-0.06	-0.06	288	3.05	1.19	-0.61	-0.51	642	2.35	1.00	0.09	
Female	296	2.53	0.96	2014	2.58	0.98	-0.05	-0.05	748	2.95	1.11	-0.42	-0.38	731	2.55	1.06	-0.02	
Difference (Fall - Spring) Total		-0.19																
(Fall - Spring) Male		-0.19																
(Fall - Spring) Female		-0.19																
<i>Number of non-assigned books read</i>																		
Spring 2001 - Total	489	2.22	1.04	3141	2.12	0.99	0.10		1049	2.58	1.05	-0.36	-0.34	1395	2.02	0.98	0.20	0.20
Male	182	2.12	1.03	1085	2.03	0.97	0.09		289.00	2.50	1.08	-0.38	-0.35	643	1.96	0.97	0.16	
Female	303	2.28	1.03	2020	2.17	1.00	0.11		750	2.62	1.03	-0.34	-0.33	735	2.07	0.99	0.21	
Fall 2001 - Total	468	1.92	0.86	3141	2.12	0.99	-0.20	-0.20	1049	2.58	1.05	-0.66	-0.63	1395	2.02	0.98	-0.10	
Male	170	1.88	0.83	1085	2.03	0.97	-0.15		289	2.50	1.08	-0.62	-0.57	643	1.96	0.97	-0.08	
Female	295	1.94	0.88	2020	2.17	1.00	-0.23	-0.23	750	2.62	1.03	-0.68	-0.66	735	2.07	0.99	-0.13	
Difference (Fall - Spring) Total		-0.30																
(Fall - Spring) Male		-0.24																
(Fall - Spring) Female		-0.34																
<i>Number of essays exams written</i>																		
Spring 2001 - Total	493	3.01	1.04	3148	2.99	1.08	0.02		1048	2.82	0.93	0.19	0.20	1413	2.96	1.11	0.05	
Male	185	3.01	1.03	1076	3.00	1.08	0.01		289	2.81	0.94	0.20		645	2.90	1.15	0.11	
Female	304	3.03	1.04	2036	2.99	1.09	0.04		750	2.82	0.92	0.21	0.23	751	3.01	1.08	0.02	
Fall 2001 - Total	468	2.53	0.94	3148	2.99	1.08	-0.46	-0.43	1048	2.82	0.93	-0.29	-0.31	1413	2.96	1.11	-0.43	-0.39
Male	167	2.60	0.97	1076	3.00	1.08	-0.40	-0.37	289	2.81	0.94	-0.21		645	2.90	1.15	-0.30	-0.26
Female	298	2.48	0.93	2036	2.99	1.09	-0.51	-0.47	750	2.82	0.92	-0.34	-0.37	751	3.01	1.08	-0.53	-0.49
Difference (Fall - Spring) Total		-0.48																
(Fall - Spring) Male		-0.41																
(Fall - Spring) Female		-0.55																
<i>Number of term papers written</i>																		
Spring 2001 - Total	489	3.31	0.96	3117	3.10	1.04	0.21	0.20	1044	3.25	1.00	0.06		1380	2.88	1.08	0.43	0.40
Male	183	3.31	1.00	1066	2.98	1.00	0.33	0.33	286	3.21	1.01	0.10		632	2.87	1.11	0.44	0.40
Female	302	3.31	0.94	2017	3.16	1.05	0.15		749	3.27	0.99	0.04		732	2.88	1.05	0.43	0.41
Fall 2001 - Total	467	2.80	0.92	3117	3.10	1.04	-0.30	-0.29	1044	3.25	1.00	-0.45	-0.45	1380	2.88	1.08	-0.08	
Male	166	2.80	0.92	1066	2.98	1.00	-0.18		286	3.21	1.01	-0.41	-0.41	632	2.87	1.11	-0.07	
Female	298	2.80	0.91	2017	3.16	1.05	-0.36	-0.34	749	3.27	0.99	-0.47	-0.47	732	2.88	1.05	-0.08	
Difference (Fall - Spring) Total		-0.51																
(Fall - Spring) Male		-0.51																
(Fall - Spring) Female		-0.51																

College Student Experience Questionnaire

2001 Junior Student by Gender Satisfaction Question Scores by Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>How well college is liked</i>																		
Spring 2001 - Total	494	3.07	0.76	3187	3.07	0.77	0.00		1060	3.34	0.79	-0.27	-0.34	1425	3.08	0.77	-0.01	
Male	186	3.04	0.82	1104	3.01	0.79	0.03		293	3.28	0.82	-0.24	-0.29	655	3.00	0.77	0.04	
Female	304	3.09	0.73	2045	3.10	0.75	-0.01		757	3.37	0.78	-0.28	-0.36	752	3.14	0.76	-0.05	
Fall 2001 - Total	476	3.04	0.81	3187	3.07	0.77	-0.03		1060	3.34	0.79	-0.30	-0.38	1425	3.08	0.77	-0.04	
Male	173	2.99	0.89	1104	3.01	0.79	-0.02		293	3.28	0.72	-0.29	-0.40	655	3.00	0.77	-0.01	
Female	300	3.07	0.76	2045	3.10	0.75	-0.03		757	3.37	0.78	-0.30	-0.38	752	3.14	0.76	-0.07	
Difference (Fall - Spring) Total							-0.03											
(Fall - Spring) Male							-0.05											
(Fall - Spring) Female							-0.02											

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Would attend same institution again</i>																		
Spring 2001 - Total	493	2.95	0.83	3181	3.01	0.84	-0.06		1058	3.29	0.80	-0.34	-0.43	1423	3.00	0.89	-0.05	
Male	186	2.87	0.84	1100	2.93	0.86	-0.06		292	3.22	0.83	-0.35	-0.42	653	2.90	0.89	-0.03	
Female	303	3.00	0.82	2043	3.05	0.82	-0.05		756	3.32	0.79	-0.32	-0.41	752	3.07	0.89	-0.07	
Fall 2001 - Total	474	2.98	0.90	3181	3.01	0.84	-0.03		1058	3.29	0.80	-0.31	-0.39	1423	3.00	0.89	-0.02	
Male	172	2.90	0.97	1100	2.93	0.86	-0.03		292	3.22	0.83	-0.32	-0.39	653	2.90	0.89	0.00	
Female	299	3.03	0.86	2043	3.05	0.82	-0.02		756	3.32	0.79	-0.29	-0.37	752	3.07	0.89	-0.04	
Difference (Fall - Spring) Total							0.03											
(Fall - Spring) Male							0.03											
(Fall - Spring) Female							0.03											

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
<i>Overall opinion of college Satisfaction Index</i>																		
Spring 2001 - Total	493	6.03	1.39	3179	6.08	1.38	-0.05		1058	6.64	1.46	-0.61	-0.42	1419	6.08	1.43	-0.05	
Male	186	5.91	1.45	1099	5.95	1.40	-0.04		292	6.50	1.51	-0.59	-0.39	651	5.91	1.41	0.00	
Female	303	6.10	1.35	2042	6.15	1.36	-0.05		756	6.69	1.43	-0.59	-0.41	750	6.21	1.44	-0.11	
Fall 2001 - Total	474	6.02	1.50	3179	6.08	1.38	-0.06		1058	6.64	1.46	-0.62	-0.42	1419	6.08	1.43	-0.06	
Male	172	5.90	1.64	1099	5.95	1.40	-0.05		292	6.50	1.51	-0.60	-0.40	651	5.91	1.41	-0.01	
Female	299	6.10	1.41	2042	6.15	1.36	-0.05		756	6.69	1.43	-0.59	-0.41	750	6.21	1.44	-0.11	
Difference (Fall - Spring) Total							-0.01											
(Fall - Spring) Male							-0.01											
(Fall - Spring) Female							0.00											

College Student Experience Questionnaire

Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for 2001 Junior Students by Gender and by Institutional Type

Bold = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Less than Comparison Group
Bold = Significant Differences, Truman Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

Effect Size = Indicator of "practical significance" of the magnitude of the difference between means
 Small = 0.2 to 0.5 (regular font, no shading) between means
 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 Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Spring 2001 - Total	485	27.89	7.21	3114	27.05	7.32	0.84		1043	28.77	7.51	-0.88		1400	28.21	7.46	-0.32	
Male	183	27.49	7.05	1082	26.89	7.19	0.60		287	28.08	7.44	-0.59		646	27.90	7.67	-0.41	
Female	298	28.10	7.25	1995	27.15	7.40	0.95		746	29.04	7.53	-0.94		737	28.52	7.24	-0.42	
Fall 2001 - Total	458	27.99	7.18	3114	27.05	7.32	0.93		1043	28.77	7.51	-0.78		1400	28.21	7.46	-0.23	
Male	171	27.99	7.58	1082	26.89	7.19	1.10		287	28.08	7.44	-0.08		646	27.90	7.75	0.09	
Female	283	28.02	6.93	1995	27.15	7.40	0.87		746	29.04	7.53	-1.02		737	28.52	7.24	-0.50	
Difference (Fall-Spring) Total		0.10																
(Fall-Spring) Male		0.50																
(Fall-Spring) Female		-0.08																

2. Active Learning Index

Spring 2001 - Total	477	54.75	8.67	3047	53.26	9.44	1.49	0.16	1032	55.66	9.33	-0.91		1368	52.37	10.09	2.38	0.24
Male	179	53.52	8.58	1061	51.10	9.33	2.42	0.26	287	53.00	9.15	0.52		626	50.26	10.35	3.26	0.32
Female	294	55.44	8.66	1953	54.37	9.30	1.06		735	56.71	9.20	-1.27		724	54.16	9.45	1.27	
Fall 2001 - Total	445	54.13	8.54	3047	53.26	9.44	0.87		1032	55.66	9.33	-1.53	-0.16	1368	52.37	10.09	1.76	0.17
Male	169	52.50	8.71	1061	51.10	9.33	1.40		287	53.00	9.15	-0.49		626	50.26	10.35	2.25	
Female	272	55.26	8.13	1953	54.37	9.30	0.89		735	56.71	9.20	-1.44		724	54.16	9.45	1.10	
Difference (Fall-Spring) Total		-0.62																
(Fall-Spring) Male		-1.02																
(Fall-Spring) Female		-0.17																

3. Cooperation Among Students Index

Spring 2001 - Total	484	25.62	4.93	3141	24.65	4.99	0.97	0.19	1046	25.50	4.78	0.12		1413	23.77	5.11	1.85	0.36
Male	184	24.30	4.91	1095	22.78	4.86	1.52	0.31	290	24.13	4.75	0.16		650	22.33	4.87	1.97	0.40
Female	296	26.42	4.79	2009	25.67	4.79	0.76		746	26.06	4.68	0.36		744	25.09	4.95	1.33	0.27
Fall 2001 - Total	464	25.77	4.92	3141	24.65	4.99	1.12	0.23	1046	25.50	4.78	0.27		1413	23.77	5.10	2.00	0.39
Male	172	24.15	5.06	1095	22.78	4.86	1.37	0.28	290	24.13	4.75	0.02		650	22.33	4.87	1.82	0.37
Female	288	26.80	4.51	2009	25.67	4.79	1.14	0.24	746	26.06	4.68	0.74		744	25.09	4.95	1.71	0.35
Difference (Fall-Spring) Total		0.15																
(Fall-Spring) Male		-0.15																
(Fall-Spring) Female		0.38																

Capacity for Lifelong-learning Index

Spring 2001 - Total	479	40.54	7.22	3088	40.23	7.49	0.31		1040	42.83	6.94	-2.29	-0.33	1382	41.01	7.33	-0.47	
Male	181	40.48	7.13	1065	39.76	7.55	0.72		291	43.08	6.98	-2.60	-0.37	638	40.75	7.48	-0.27	
Female	294	40.68	7.22	1987	40.52	7.45	0.16		740	42.75	6.92	-2.07	-0.30	726	41.25	7.14	-0.58	
Fall 2001 - Total	458	40.26	7.21	3088	40.23	7.49	0.03		1040	42.83	6.94	-2.57	-0.37	1382	41.01	7.33	-0.76	
Male	169	40.17	7.97	1065	39.76	7.55	0.41		291	43.08	6.98	-2.91	-0.42	638	40.75	7.48	-0.58	
Female	286	40.33	6.74	1987	40.52	7.45	-0.19		740	42.75	6.92	-2.42	-0.35	726	41.25	7.14	-0.92	
Difference (Fall-Spring) Total		-0.28																
(Fall-Spring) Male		-0.31																
(Fall-Spring) Female		-0.34																

Good Practice and Capacity for Lifelong-Learning Indices

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Experiences with Diversity Index</i>																		
Spring 2001 - Total	479	25.43	5.49	3104	24.91	5.74	0.52		1040	28.32	5.83	-2.89	-0.50	1398	25.15	5.79	0.28	
Male	182	26.08	5.50	1078	24.80	5.79	1.28		290	27.73	5.79	-1.65	-0.29	638	24.54	5.97	1.54	0.26
Female	293	25.02	5.44	1990	24.98	5.74	0.04		741	28.59	5.80	-3.57	-0.61	741	25.72	5.58	-0.70	
Fall 2001 - Total	457	25.93	5.47	3104	24.91	5.74	1.02	0.18	1040	28.32	5.83	-2.39	-0.41	1398	25.15	5.79	0.78	
Male	169	26.31	5.85	1078	24.80	5.79	1.51	0.26	290	27.73	5.79	-1.42		638	24.54	5.97	1.77	0.30
Female	285	25.73	5.26	1990	24.98	5.74	0.74		741	28.59	5.80	-2.86	-0.49	741	25.72	5.58	0.00	
Difference (Fall-Spring) Total		0.50																
(Fall-Spring) Male		0.23																
(Fall-Spring) Female		0.71																
<i>Quality of Effort Scales Academic Factor</i>																		
Spring 2001 - Total	500	135.33	24.18	3220	130.15	24.34	5.18	0.21	1062	138.49	23.80	-3.16		1433	131.64	24.55	3.69	0.15
Male	190	133.15	25.92	1114	128.89	24.25	4.26		295	135.97	24.70	-2.83		660	130.47	25.71	2.68	
Female	306	136.59	23.03	2066	130.85	24.17	5.74	0.24	157	139.47	23.41	-2.87		754	132.87	23.22	3.72	
Fall 2001 - Total	481	134.64	24.31	3220	130.15	24.34	4.49	0.18	1062	138.49	23.80	-3.85	-0.16	1433	131.64	24.55	3.01	
Male	176	135.39	25.33	1114	128.89	24.25	6.51	0.27	295	135.97	24.70	-0.58		660	130.47	25.71	4.92	
Female	301	134.33	23.57	2066	130.85	24.17	3.48		757	139.47	23.41	-5.13	-0.22	754	132.87	23.22	1.46	
Difference (Fall-Spring) Total		-0.69																
(Fall-Spring) Male		2.24																
(Fall-Spring) Female		-2.26																
<i>Quality of Effort Scales Social Factor</i>																		
Spring 2001 - Total	496	99.83	20.25	3202	97.03	20.47	2.80	0.14	1060	107.88	19.72	-8.05	-0.41	1434	96.35	20.36	3.48	0.17
Male	188	99.48	21.25	1110	94.61	20.61	4.87	0.24	293	106.37	19.47	-6.89	-0.35	660	92.48	20.81	7.00	0.34
Female	304	99.99	19.62	2053	98.30	20.26	1.69		757	108.68	19.73	-8.68	-0.44	755	99.88	19.40	0.12	
Fall 2001 - Total	480	100.60	20.84	3202	97.03	20.47	3.57	0.17	1060	107.88	19.72	-7.28	-0.37	1434	96.35	20.36	4.25	0.21
Male	175	99.63	21.63	1110	94.61	20.61	5.02	0.24	293	106.37	19.47	-6.74	-0.35	660	92.48	20.81	7.15	0.34
Female	301	101.42	20.21	2053	98.30	20.26	3.12		757	108.68	19.73	-7.26	-0.37	755	99.88	19.40	1.54	
Difference (Fall-Spring) Total		0.77																
(Fall-Spring) Male		0.15																
(Fall-Spring) Female		1.43																
<i>Scholarly Environment Factor</i>																		
Spring 2001 - Total	494	16.46	2.80	3186	15.37	3.13	1.09	0.35	1054	17.72	2.50	-1.26	-0.50	1427	15.72	3.18	0.74	0.23
Male	187	16.14	2.86	1104	15.11	3.17	1.03	0.33	290	17.58	2.74	-1.44	-0.52	655	15.37	3.04	0.78	0.26
Female	303	16.67	2.75	2043	15.51	3.10	1.16	0.37	754	17.77	2.41	-1.09	-0.45	753	16.04	3.26	0.63	0.19
Fall 2001 - Total	474	16.65	2.57	3186	15.37	3.13	1.27	0.41	1054	17.72	2.50	-1.07	-0.43	1427	15.72	3.18	0.92	0.29
Male	173	16.34	2.77	1104	15.11	3.17	1.22	0.39	290	17.58	2.74	-1.25	-0.45	655	15.37	3.04	0.97	0.32
Female	298	16.83	2.43	2043	15.51	3.10	1.32	0.42	754	17.77	2.41	-0.94	-0.39	753	16.04	3.26	0.79	0.24
Difference (Fall-Spring) Total		0.19																
(Fall-Spring) Male		0.19																
(Fall-Spring) Female		0.16																
<i>Personal Relations Environmental Factor</i>																		
Spring 2001 - Total	494	15.28	3.07	3185	15.57	3.28	-0.29		1055	16.34	3.09	-1.06	-0.34	1427	16.31	3.19	-1.03	-0.32
Male	187	14.99	3.34	1103	15.44	3.44	-0.44		291	16.21	2.85	-1.21	-0.43	655	16.06	3.17	-1.07	-0.34
Female	303	15.45	2.90	2043	15.65	3.19	-0.20		754	16.40	3.17	-0.95	-0.30	753	16.50	3.18	-1.05	-0.33
Fall 2001 - Total	474	15.52	3.00	3185	15.57	3.28	-0.05		1055	16.34	3.09	-0.83	-0.27	1427	16.31	3.19	-0.79	-0.25
Male	173	15.23	3.21	1103	15.44	3.44	-0.21		291	16.21	2.85	-0.98	-0.35	655	16.06	3.17	-0.84	-0.26
Female	298	15.68	2.86	2043	15.65	3.19	0.03		754	16.40	3.17	-0.72	-0.23	753	16.50	3.18	-0.82	-0.26
Difference (Fall-Spring) Total		0.24																
(Fall-Spring) Male		0.23																
(Fall-Spring) Female		0.23																

College Student Experience Questionnaire 2001 Junior Student Activity Scale Scores by Institutional Type

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

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

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])

	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
<i>Library Experiences (8 Questions)</i>																		
Spring 2001	494	18.68	3.96	3167	17.16	4.28	1.52	0.36	1045	19.52	4.62	-0.84	-0.18	1406	16.14	4.82	2.54	0.53
Fall 2001	471	18.14	3.84	3167	17.16	4.28	0.98	0.23	1045	19.52	4.62	-1.38	-0.30	1406	16.14	4.82	2.00	0.41
Difference (Fall - Spring)		-0.54																
<i>Computer and Information Technology (9 Questions)</i>																		
Spring 2001	493	23.27	4.57	3182	21.87	5.15	1.40	0.27	1051	23.40	4.57	-0.13		1406	16.14	4.82	7.13	1.48
Fall 2001	475	23.58	4.56	3182	21.87	5.15	1.71	0.33	1051	23.40	4.57	0.18		1407	22.18	5.56	1.40	0.25
Difference (Fall - Spring)		0.31																
<i>Course Learning (Different Scale Used, high to low; 1)</i>																		
Spring 2001	485	33.04	4.98	3124	32.90	5.52	0.14		1079	34.24	4.99	-1.20	-0.24	1397	32.53	5.69	0.51	
Fall 2001	469	33.14	5.42	3124	32.90	5.52	0.24		1049	34.24	4.99	-1.10	-0.22	1397	32.53	5.69	0.61	
Difference (Fall - Spring)		0.10																
<i>Experience in Writing (7 Questions)</i>																		
Spring 2001	490	18.16	3.78	3172	18.16	4.21	0.00		1055	17.88	4.06	0.28		1426	18.26	4.43	-0.10	
Fall 2001	474	18.12	4.00	3172	18.16	4.21	-0.04		1055	17.88	4.06	0.24		1426	18.26	4.43	-0.14	
Difference (Fall - Spring)		-0.04																
<i>Experiences with Faculty (10 Questions)</i>																		
Spring 2001	490	22.42	5.90	3151	21.77	5.99	0.65		1051	23.26	6.26	-0.84		1410	22.69	6.12	-0.27	
Fall 2001	468	22.34	5.79	3151	21.77	5.99	0.57		1051	23.26	6.26	-0.92		1410	22.69	6.12	-0.35	
Difference (Fall - Spring)		-0.08																
<i>Art, Music, & Theater (7 Questions)</i>																		
Spring 2001	484	16.07	5.08	3143	14.37	5.13	1.70	0.33	1053	17.75	5.22	-1.68	-0.32	1406	14.28	5.10	1.79	0.35
Fall 2001	466	15.53	5.11	3143	14.37	5.13	1.16	0.23	1053	17.75	5.22	-2.22	-0.43	1406	14.28	5.10	1.25	0.25
Difference (Fall - Spring)		-0.54																
<i>Campus Facilities Scale (8 Questions)</i>																		
Spring 2001	482	18.34	4.41	3150	16.77	4.60	1.57	0.34	1051	19.13	4.62	-0.79	-0.17	1414	16.77	4.98	1.57	0.32
Fall 2001	466	18.40	4.35	3150	16.77	4.60	1.63	0.35	1051	19.13	4.62	-0.73	-0.16	1414	16.77	4.98	1.63	0.33
Difference (Fall - Spring)		0.06																
<i>Clubs & Organizations (5 Questions)</i>																		
Spring 2001	494	11.59	4.13	3178	9.17	4.25	2.42	0.57	1049	10.57	4.23	1.02	0.24	1420	9.55	4.33	2.04	0.47
Fall 2001	473	11.98	4.21	3178	9.17	4.25	2.81	0.66	1049	10.57	4.23	1.41	0.33	1420	9.55	4.33	2.43	0.56
Difference (Fall - Spring)		0.39																
<i>Personal Experiences (8 Questions)</i>																		
Spring 2001	488	20.61	5.00	3161	20.14	5.11	0.47		1049	20.21	4.92	0.40		1421	19.29	5.34	1.32	0.25
Fall 2001	467	20.14	4.72	3161	20.14	5.11	0.00		1049	20.21	4.92	-0.07		1421	19.29	5.34	0.85	0.16
Difference (Fall - Spring)		-0.47																

Activity

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Student Acquaintances (10 Questions)</i>																		
Spring 2001	486	26.09	6.27	3154	24.89	6.65	1.20	0.18	1046	27.83	6.42	-1.74	-0.27	1417	24.89	6.74	1.20	0.18
Fall 2001	463	26.35	6.42	3154	24.89	6.65	1.46	0.22	1046	27.83	6.42	-1.48	-0.23	1417	24.89	6.74	1.46	0.22
Difference (Fall - Spring)		0.26																
<i>Science/Quantitative Experiences (10 Questions)</i>																		
Spring 2001	488	22.66	7.46	3143	21.06	7.42	1.60	0.22	1046	21.86	8.17	0.80		1415	22.08	7.89	0.58	
Fall 2001	464	22.48	7.43	3143	21.06	7.42	1.42	0.19	1046	21.86	8.17	0.62		1415	22.08	7.89	0.40	
Difference (Fall - Spring)		-0.18																
<i>Topics of Conversation (10 Questions)</i>																		
Spring 2001	487	23.92	5.54	3135	24.07	5.70	-0.15		1045	26.79	5.62	-2.87	-0.51	1408	24.11	5.84	-0.19	
Fall 2001	475	25.64	5.73	3135	24.07	5.70	1.57	0.28	1045	26.79	5.62	-1.15	-0.20	1408	24.11	5.84	1.53	0.26
Difference (Fall - Spring)		1.72																
<i>Information in Conversations (6 Questions)</i>																		
Spring 2001	482	15.26	3.48	3121	15.34	3.65	-0.08		1044	16.63	3.51	-1.37	-0.39	1399	15.34	3.60	-0.08	
Fall 2001	466	15.58	3.67	3121	15.34	3.65	0.24		1044	16.63	3.51	-1.05	-0.30	1399	15.34	3.60	0.24	
Difference (Fall - Spring)		0.32																

College Student Experience Questionnaire 2001 Junior Student Environment Scale Scores by Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Emphasis on Developing Academic, Scholarly, and Intellectual Qualities</i>																		
Spring 2001	494	6.11	1.00	3182	5.46	1.17	0.65	0.56	1054	6.46	0.86	-0.35	-0.41	1427	5.59	1.13	0.52	0.46
Fall 2001	474	6.18	0.90	3182	5.46	1.17	0.72	0.62	1054	6.46	0.86	-0.28	-0.33	1427	5.59	1.13	0.59	0.52
Difference (Fall - Spring)		0.07																
<i>Emphasis on Developing Aesthetic, Expressive, and Creative Qualities</i>																		
Spring 2001	493	4.79	1.37	3183	4.75	1.35	0.04		1052	5.08	1.43	-0.29	-0.20	1426	4.77	1.43	0.02	
Fall 2001	474	4.82	1.40	3183	4.75	1.35	0.07		1052	5.08	1.43	-0.26	-0.18	1426	4.77	1.43	0.05	
Difference (Fall - Spring)		0.03																
<i>Emphasis on Being Critical, Evaluative, and Analytical</i>																		
Spring 2001	493	5.58	1.12	3184	5.18	1.23	0.40	0.33	1054	6.19	1.02	-0.61	-0.60	1426	5.37	1.23	0.21	0.17
Fall 2001	474	5.64	1.10	3184	5.18	1.23	0.46	0.37	1054	6.19	1.02	-0.55	-0.54	1426	5.37	1.23	0.27	0.22
Difference (Fall - Spring)		0.06																
<i>Environmental Emphasis: Diver</i>																		
Spring 2001	493	4.35	1.60	3182	4.83	1.48	-0.48	-0.32	1052	5.57	1.38	-1.22	-0.88	1424	4.87	1.53	-0.52	-0.34
Fall 2001	474	4.34	1.56	3182	4.83	1.48	-0.49	-0.33	1052	5.57	1.38	-1.23	-0.89	1424	4.87	1.53	-0.53	-0.35
Difference (Fall - Spring)		-0.01																
<i>Environmental Emphasis: Information Literacy Skills</i>																		
Spring 2001	494	5.11	1.33	3181	5.27	1.26	-0.16		1051	5.11	1.40	0.00		1426	5.31	1.33	-0.20	-0.15
Fall 2001	473	5.07	1.30	3181	5.27	1.26	-0.20	-0.16	1051	5.11	1.40	-0.04		1426	5.31	1.33	-0.24	-0.18
Difference (Fall - Spring)		-0.04																
<i>Emphasis on Developing Vocational and Occupational Competence</i>																		
Spring 2001	494	4.18	1.63	3181	4.69	1.46	-0.51	-0.35	1053	3.52	1.69	0.66	0.39	1426	4.92	1.43	-0.74	-0.52
Fall 2001	473	4.22	1.55	3181	4.69	1.46	-0.47	-0.32	1053	3.52	1.69	0.70	0.41	1426	4.92	1.43	-0.70	-0.49
Difference (Fall - Spring)		0.04																
<i>Emphasis on Personal Relevance and Practical Value of Courses</i>																		
Spring 2001	494	4.33	1.50	3180	4.76	1.45	-0.43	-0.30	1054	4.26	1.58	0.07		1427	5.09	1.37	-0.76	-0.55
Fall 2001	473	4.23	1.61	3180	4.76	1.45	-0.53	-0.37	1054	4.26	1.58	-0.03		1427	5.09	1.37	-0.86	-0.63
Difference (Fall - Spring)		-0.10																

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with other student</i>																		
Spring 2001	494	5.69	1.24	3181	5.60	1.29	0.09		1055	5.62	1.40	0.07		1427	5.69	1.25	0.00	
Fall 2001	474	5.46	1.19	3181	5.60	1.29	-0.14		1055	5.62	1.40	-0.16		1427	5.69	1.25	-0.23	
Difference (Fall - Spring)		-0.23																

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with administrative personnel and offices</i>																		
Spring 2001	494	4.37	1.61	3181	4.70	1.53	-0.33	-0.22	1054	4.84	1.62	-0.47	-0.29	1425	5.03	1.51	-0.66	-0.44
Fall 2001	474	4.44	1.62	3181	4.70	1.53	-0.26	-0.17	1054	4.84	1.62	-0.40	-0.25	1425	5.03	1.51	-0.59	-0.39
Difference (Fall - Spring)		0.07																

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with faculty memt</i>																		
Spring 2001	494	5.22	1.28	3179	5.29	1.32	-0.07		1054	5.89	1.12	-0.67	-0.60	1427	5.60	1.23	-0.38	-0.31
Fall 2001	474	5.32	1.29	3179	5.29	1.32	0.03		1054	5.89	1.12	-0.57	-0.51	1427	5.60	1.23	-0.28	-0.23
Difference (Fall - Spring)		0.10																

College Student Experience Questionnaire 2001 Junior Student Estimate of Gains Scale Scores by Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Vocational training, acquiring knowledge & skills applicable to a specific job or type of work</i>																		
Spring 2001	494	2.67	0.86	3181	2.86	0.83	-0.19	-0.23	1052	2.33	0.95	0.34	0.36	1421	2.94	0.81	-0.27	-0.33
Fall 2001	470	2.64	0.90	3181	2.86	0.83	-0.22	-0.27	1052	2.33	0.95	0.31	0.33	1421	2.94	0.81	-0.30	-0.37
Difference (Fall-Spring)		-0.03																
<i>Acquiring background & specialization for further education in professional, scientific, or scholarly field</i>																		
Spring 2001	493	2.90	0.80	3181	2.79	0.81	0.11		1054	3.24	0.79	-0.34	-0.43	1419	2.89	0.80	0.01	
Fall 2001	469	2.82	0.79	3181	2.79	0.81	0.03		1054	3.24	0.79	-0.42	-0.53	1419	2.89	0.80	-0.07	
Difference (Fall-Spring)		-0.08																
<i>Gaining a broad general education about different fields of knowledge</i>																		
Spring 2001	492	3.11	0.72	3177	2.85	0.76	0.26	0.34	1053	3.25	0.76	-0.14	-0.18	1419	2.87	0.76	0.24	0.32
Fall 2001	470	2.98	0.77	3177	2.85	0.76	0.13	0.17	1053	3.25	0.76	-0.27	-0.36	1419	2.87	0.76	0.11	
Difference (Fall-Spring)		-0.13																
<i>Gaining a range of information that may be relevant to a career</i>																		
Spring 2001	492	2.89	0.78	3176	2.99	0.79	-0.10		1053	2.91	0.87	-0.02		1411	3.10	0.73	-0.21	-0.29
Fall 2001	467	2.81	0.86	3176	2.99	0.79	-0.18	-0.23	1053	2.91	0.87	-0.10		1411	3.10	0.73	-0.29	-0.40
Difference (Fall-Spring)		-0.08																
<i>Developing an understanding and enjoyment of art, music, and drama</i>																		
Spring 2001	493	2.35	0.95	3173	2.19	0.95	0.16	0.17	1054	2.67	1.00	-0.32	-0.32	1417	2.14	0.96	0.21	0.22
Fall 2001	469	2.33	0.95	3173	2.19	0.95	0.14	0.15	1054	2.67	1.00	-0.34	-0.34	1417	2.14	0.96	0.19	0.20
Difference (Fall-Spring)		-0.02																
<i>Broadening your acquaintance and enjoyment of literature</i>																		
Spring 2001	492	2.35	0.92	3175	2.23	0.90	0.12		1053	2.58	1.00	-0.23	-0.23	1419	2.23	0.94	0.12	
Fall 2001	470	2.29	0.90	3175	2.23	0.90	0.06		1053	2.58	1.00	-0.29	-0.29	1419	2.23	0.94	0.06	
Difference (Fall-Spring)		-0.06																
<i>Seeing the importance of history for understanding the present and the past</i>																		
Spring 2001	493	2.38	0.91	3176	2.36	0.91	0.02		1052	2.74	0.98	-0.36	-0.37	1417	2.39	0.91	-0.01	
Fall 2001	470	2.35	0.90	3176	2.36	0.91	-0.01		1052	2.74	0.98	-0.39	-0.40	1417	2.39	0.91	-0.04	
Difference (Fall-Spring)		-0.03																
<i>Gaining knowledge about other parts of the world and other people</i>																		
Spring 2001	493	2.15	0.92	3175	2.19	0.90	-0.04		1054	2.61	0.95	-0.46	-0.48	1418	2.20	0.94	-0.05	
Fall 2001	470	2.18	0.91	3175	2.19	0.90	-0.01		1054	2.61	0.95	-0.43	-0.45	1418	2.20	0.94	-0.02	
Difference (Fall-Spring)		0.03																
<i>Writing clearly and effectively</i>																		
Spring 2001	493	2.91	0.84	3159	2.85	0.82	0.06		1050	3.11	0.84	-0.20	-0.24	1418	2.85	0.82	0.06	
Fall 2001	467	2.93	0.79	3159	2.85	0.82	0.08		1050	3.11	0.84	-0.18	-0.21	1418	2.85	0.82	0.08	
Difference (Fall-Spring)		0.02																

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Speaking effectively</i>																		
Spring 2001	492	2.83	0.78	3173	2.85	0.79	-0.02		1054	2.99	0.85	-0.16	-0.19	1419	2.92	0.79	-0.09	
Fall 2001	468	2.86	0.77	3173	2.85	0.79	0.01		1054	2.99	0.85	-0.13	-0.15	1419	2.92	0.79	-0.06	
Difference (Fall-Spring)		0.03																
<i>Acquiring familiarity with the use of computers</i>																		
Spring 2001	493	2.95	0.88	3176	3.00	0.86	-0.05		1053	2.88	0.90	0.07		1417	3.08	0.83	-0.13	-0.16
Fall 2001	469	2.90	0.88	3176	3.00	0.86	-0.10		1053	2.88	0.90	0.02		1417	3.08	0.83	-0.18	-0.22
Difference (Fall-Spring)		-0.05																
<i>Becoming aware of different philosophies, cultures, and ways of life</i>																		
Spring 2001	492	2.60	0.86	3171	2.59	0.85	0.01		1054	3.01	0.83	-0.41	-0.49	1419	2.63	0.89	-0.03	
Fall 2001	468	2.63	0.83	3171	2.59	0.85	0.04		1054	3.01	0.83	-0.38	-0.46	1419	2.63	0.89	0.00	
Difference (Fall-Spring)		0.03																
<i>Developing your own values and ethical standard.</i>																		
Spring 2001	492	2.96	0.85	3176	2.90	0.88	0.06		1052	3.18	0.86	-0.22	-0.26	1419	2.91	0.87	0.05	
Fall 2001	470	2.92	0.85	3176	2.90	0.88	0.02		1052	3.18	0.86	-0.26	-0.30	1419	2.91	0.87	0.01	
Difference (Fall-Spring)		-0.04																
<i>Understanding yourself - your abilities, interests, and personality</i>																		
Spring 2001	494	3.11	0.78	3172	3.13	0.80	-0.02		1052	3.37	0.74	-0.26	-0.35	1420	3.14	0.78	-0.03	
Fall 2001	468	3.12	0.77	3172	3.13	0.80	-0.01		1052	3.37	0.74	-0.25	-0.34	1420	3.14	0.78	-0.02	
Difference (Fall-Spring)		0.01																
<i>Understanding other people and the ability to get along with different kinds of people</i>																		
Spring 2001	493	2.97	0.82	3168	3.08	0.81	-0.11		1050	3.09	0.81	-0.12		1418	3.06	0.78	-0.09	
Fall 2001	468	2.99	0.79	3168	3.08	0.81	-0.09		1050	3.09	0.81	-0.10		1418	3.06	0.78	-0.07	
Difference (Fall-Spring)		0.02																
<i>Ability to function as a team member</i>																		
Spring 2001	493	2.93	0.86	3170	2.99	0.84	-0.06		1052	2.90	0.90	0.03		1418	3.04	0.81	-0.11	
Fall 2001	468	2.96	0.83	3170	2.99	0.84	-0.03		1052	2.90	0.90	0.06		1418	3.04	0.81	-0.08	
Difference (Fall-Spring)		0.03																
<i>Developing good health habits and physical fitness</i>																		
Spring 2001	491	2.51	0.99	3167	2.55	0.98	-0.04		1052	2.38	1.02	0.13		1418	2.59	0.99	-0.08	
Fall 2001	467	2.48	0.99	3167	2.55	0.98	-0.07		1052	2.38	1.02	0.10		1418	2.59	0.99	-0.11	
Difference (Fall-Spring)		-0.03																
<i>Understanding the nature of science and experimentation</i>																		
Spring 2001	494	2.49	0.95	3167	2.31	0.93	0.18	0.19	1052	2.46	1.03	0.03		1418	2.38	0.96	0.11	
Fall 2001	467	2.47	0.94	3167	2.31	0.93	0.16	0.17	1052	2.46	1.03	0.01		1418	2.38	0.96	0.09	
Difference (Fall-Spring)		-0.02																

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Understanding new scientific and technical developments</i>																		
Spring 2001	493	2.41	0.90	3167	2.31	0.93	0.10		1052	2.38	1.03	0.03		1415	2.44	0.95	-0.03	
Fall 2001	469	2.34	0.95	3167	2.31	0.93	0.03		1052	2.38	1.03	-0.04		1415	2.44	0.95	-0.10	
Difference (Fall-Spring)		-0.07																
<i>Becoming aware of the consequences of applications in science and technology</i>																		
Spring 2001	490	2.37	0.88	3165	2.35	0.92	0.02		1051	2.41	0.94	-0.04		1417	2.45	0.92	-0.08	
Fall 2001	469	2.35	0.93	3165	2.35	0.92	0.00		1051	2.41	0.94	-0.06		1417	2.45	0.92	-0.10	
Difference (Fall-Spring)		-0.02																
<i>Ability to think analytically and logically</i>																		
Spring 2001	490	2.95	0.82	3158	2.85	0.84	0.10		1051	3.24	0.78	-0.29	-0.37	1412	2.97	0.82	-0.02	
Fall 2001	467	2.90	0.80	3158	2.85	0.84	0.05		1051	3.24	0.78	-0.34	-0.44	1412	2.97	0.82	-0.07	
Difference (Fall-Spring)		-0.05																
<i>Quantitative thinking - Understanding probabilities, proportions, etc.</i>																		
Spring 2001	493	2.52	0.89	3170	2.47	0.93	0.05		1053	2.56	1.02	-0.04		1414	2.63	0.94	-0.11	
Fall 2001	469	2.54	0.88	3170	2.47	0.93	0.07		1053	2.56	1.02	-0.02		1414	2.63	0.94	-0.09	
Difference (Fall-Spring)		0.02																
<i>Ability to put ideas together, to see relationships, similarities, and differences between ideas</i>																		
Spring 2001	491	2.99	0.76	3174	2.94	0.79	0.05		1051	3.34	0.73	-0.35	-0.48	1416	2.98	0.78	0.01	
Fall 2001	469	2.90	0.78	3174	2.94	0.79	-0.04		1051	3.34	0.73	-0.44	-0.60	1416	2.98	0.78	-0.08	
Difference (Fall-Spring)		-0.09																
<i>Ability to learn on your own, pursue ideas, and find information you need</i>																		
Spring 2001	491	3.04	0.79	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Fall 2001	469	3.04	0.78	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Difference (Fall-Spring)		0.00																
<i>Gain: Adapting to Change</i>																		
Spring 2001	491	2.97	0.85	3171	3.02	0.82	-0.05		1050	3.09	0.85	-0.12		1418	3.04	0.81	-0.07	
Fall 2001	468	2.93	0.80	3171	3.02	0.82	-0.09		1050	3.09	0.85	-0.16	-0.19	1418	3.04	0.81	-0.11	
Difference (Fall-Spring)		-0.04																

**College Student Experience Questionnaire
2001 Junior 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

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

	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
<i>Number of textbooks/ assigned books read</i>																		
Spring 2001	491	3.29	0.89	3181	3.03	0.87	0.26	0.30	1053	3.74	0.98	-0.45	-0.46	1430	2.9	0.92	0.39	0.42
Fall 2001	472	2.87	0.78	3181	3.03	0.87	-0.16	-0.18	1053	3.74	0.98	-0.87	-0.23	1430	2.90	0.92	-0.03	
Difference (Fall-Spring)		-0.42																
<i>Number of course packets read</i>																		
Spring 2001	485	2.69	1.02	3135	2.55	0.97	0.14		1046	2.98	1.13	-0.29	-0.26	1390	2.46	1.04	0.23	0.22
Fall 2001	470	2.50	0.93	3135	2.55	0.97	-0.05		1046	2.98	1.13	-0.48	-0.42	1390	2.46	1.04	0.04	
Difference (Fall-Spring)		-0.19																
<i>Number of non-assigned books read</i>																		
Spring 2001	489	2.22	1.04	3141	2.12	0.99	0.10		1049	2.58	1.05	-0.36	-0.34	1395	2.02	0.98	0.2	0.20
Fall 2001	468	1.92	0.86	3141	2.12	0.99	-0.20	-0.20	1049	2.58	1.05	-0.66	-0.63	1395	2.02	0.98	-0.10	
Difference (Fall-Spring)		-0.3																
<i>Number of essays exams written</i>																		
Spring 2001	493	3.01	1.04	3148	2.99	1.08	0.02		1048	2.82	0.93	0.19	0.20	1413	2.96	1.11	0.05	
Fall 2001	468	2.53	0.94	3148	2.99	1.08	-0.46	-0.43	1048	2.82	0.93	-0.29	-0.31	1413	2.96	1.11	-0.43	-0.39
Difference (Fall-Spring)		-0.48																
<i>Number of term papers written</i>																		
Spring 2001	489	3.31	0.96	3117	3.10	1.04	0.21	0.20	1044	3.25	1.00	0.06		1380	2.88	1.08	0.43	0.40
Fall 2001	467	2.80	0.92	3117	3.10	1.04	-0.30	-0.29	1044	3.25	1.00	-0.45	-0.45	1380	2.88	1.08	-0.08	
Difference (Fall-Spring)		-0.51																

College Student Experience Questionnaire 2001 Junior Student Satisfaction Question Scores by Institutional Type

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

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

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

	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
<i>How well college is liked</i>																		
Spring 2001	494	3.07	0.76	3187	3.07	0.77	0.00		1060	3.34	0.79	-0.27	-0.34	1425	3.08	0.77	-0.01	
Fall 2001	476	3.04	0.81	3187	3.07	0.77	-0.03		1060	3.34	0.79	-0.30	-0.38	1425	3.08	0.77	-0.04	
Difference (Fall-Spring)		-0.03																

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Would attend same institution again</i>																		
Spring 2001	493	2.95	0.83	3181	3.01	0.84	-0.06		1058	3.29	0.80	-0.34	-0.43	1423	3.00	0.89	-0.05	
Fall 2001	474	2.98	0.90	3181	3.01	0.84	-0.03		1058	3.29	0.80	-0.31	-0.39	1423	3.00	0.89	-0.02	
Difference (Fall-Spring)		0.03																

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
<i>Overall opinion of college Satisfaction Index</i>																		
Spring 2001	493	6.03	1.39	3179	6.08	1.38	-0.05		1058	6.64	1.46	-0.61	-0.42	1419	6.08	1.43	-0.05	
Fall 2001	474	6.02	1.50	3179	6.08	1.38	-0.06		1058	6.64	1.46	-0.62	-0.42	1419	6.08	1.43	-0.06	
Difference (Fall-Spring)		-0.01																

College Student Experience Questionnaire
Good Practice, Capacity for Lifelong Learning, Diversity Indices and Scale Factors for 2001 Junior Students by Institutional Type

Bold = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Greater than Comparison Group
Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level); Truman Mean Less than Comparison Group
Bold = Significant Differences, Truman Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

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

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index																		
Spring 2001	485	27.89	7.21	3114	27.05	7.32	0.84		1043	28.77	7.51	-0.88		1400	28.21	7.46	-0.32	
Fall 2001	458	27.99	7.18	3114	27.05	7.32	0.93		1043	28.77	7.51	-0.78		1400	28.21	7.46	-0.23	
Difference (Fall-Spring)		0.10																
2. Active Learning Index																		
Spring 2001	477	54.75	8.67	3047	53.26	9.44	1.49	0.16	1032	55.66	9.33	-0.91		1368	52.37	10.09	2.38	0.24
Fall 2001	445	54.13	8.54	3047	53.26	9.44	0.87		1032	55.66	9.33	-1.53	-0.16	1368	52.37	10.09	1.76	0.17
Difference (Fall-Spring)		-0.62																
3. Cooperation Among Students Index																		
Spring 2001	484	25.62	4.93	3141	24.65	4.99	0.97	0.19	1046	25.50	4.78	0.12		1413	23.77	5.11	1.85	0.36
Fall 2001	464	25.77	4.92	3141	24.65	4.99	1.12	0.23	1046	25.50	4.78	0.27		1413	23.77	5.10	2.00	0.39
Difference (Fall-Spring)		0.15																
Capacity for Lifelong-learning Index																		
Spring 2001	479	40.54	7.22	3088	40.23	7.49	0.31		1040	42.83	6.94	-2.29	-0.33	1382	41.01	7.33	-0.47	
Fall 2001	458	40.26	7.21	3088	40.23	7.49	0.03		1040	42.83	6.94	-2.57	-0.37	1382	41.01	7.33	-0.76	
Difference (Fall-Spring)		-0.28																
Experiences with Diversity Index																		
Spring 2001	479	25.43	5.49	3104	24.91	5.74	0.52		1040	28.32	5.83	-2.89	-0.50	1398	25.15	5.79	0.28	
Fall 2001	457	25.93	5.47	3104	24.91	5.74	1.02	0.18	1040	28.32	5.83	-2.39	-0.41	1398	25.15	5.79	0.78	
Difference (Fall-Spring)		0.50																
Quality of Effort Scales Academic Factor																		
Spring 2001	500	135.33	24.18	3220	130.15	24.34	5.18	0.21	1062	138.49	23.80	-3.16		1433	131.64	24.55	3.69	0.15
Fall 2001	481	134.64	24.31	3220	130.15	24.34	4.49	0.18	1062	138.49	23.80	-3.85	-0.16	1433	131.64	24.55	3.01	
Difference (Fall-Spring)		-0.69																
Quality of Effort Scales Social Factor																		
Spring 2001	496	99.83	20.25	3202	97.03	20.47	2.80	0.14	1060	107.88	19.72	-8.05	-0.41	1434	96.35	20.36	3.48	0.17
Fall 2001	480	100.60	20.84	3202	97.03	20.47	3.57	0.17	1060	107.88	19.72	-7.28	-0.37	1434	96.35	20.36	4.25	0.21
Difference (Fall-Spring)		0.77																
Scholarly Environment Factor																		
Spring 2001	494	16.46	2.80	3186	15.37	3.13	1.09	0.35	1054	17.72	2.50	-1.26	-0.50	1427	15.72	3.18	0.74	0.23
Fall 2001	474	16.65	2.57	3186	15.37	3.13	1.27	0.41	1054	17.72	2.50	-1.07	-0.43	1427	15.72	3.18	0.92	0.29

Good Practice and Capacity for Lifelong-Learning Indices

	0.19																	
	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
<i>Personal Relations Environmental Factor</i>																		
Spring 2001	494	15.28	3.07	3185	15.57	3.28	-0.29		1055	16.34	3.09	-1.06	-0.34	1427	16.31	3.19	-1.03	-0.32
Fall 2001	474	15.52	3.00	3185	15.57	3.28	-0.05		1055	16.34	3.09	-0.83	-0.27	1427	16.31	3.19	-0.79	-0.25
Difference (Fall-Spring)		0.24																
<i>Practical Environmental Factor</i>																		
Spring 2001	494	17.95	4.46	3185	19.52	4.34	-1.57	-0.36	1054	18.44	4.43	-0.49		1427	20.18	4.44	-2.23	-0.50
Fall 2001	474	17.83	4.51	3185	19.52	4.34	-1.70	-0.39	1054	18.44	4.43	-0.61		1427	20.18	4.44	-2.35	-0.53
Difference (Fall-Spring)		-0.12																
<i>Personal Development Gains Factor</i>																		
Spring 2001	486	17.43	3.72	3145	17.69	3.87	-0.26		1047	18.01	3.66	-0.58		1410	17.77	3.79	-0.34	
Fall 2001	466	17.41	3.67	3145	17.69	3.87	-0.28		1047	18.01	3.66	-0.60	-0.16	1410	17.77	3.79	-0.37	
Difference (Fall-Spring)		-0.02																
<i>Science and Technology Gains Factor</i>																		
Spring 2001	490	9.78	3.04	3152	9.43	3.13	0.35		1049	9.82	3.42	-0.04		1408	9.90	3.19	-0.12	
Fall 2001	467	9.70	3.10	3152	9.43	3.13	0.26		1049	9.82	3.42	-0.12		1408	9.90	3.19	-0.20	
Difference (Fall-Spring)		-0.08																
<i>General Education Gains Factor</i>																		
Spring 2001	490	14.92	3.66	3145	14.42	3.69	0.50		1049	16.87	3.73	-1.95	-0.52	1409	14.45	3.96	0.47	
Fall 2001	467	14.77	3.79	3145	14.42	3.69	0.35		1049	16.87	3.73	-2.10	-0.56	1409	14.45	3.96	0.32	
Difference (Fall-Spring)		-0.15																
<i>Vocational Preparation Gains Factor</i>																		
Spring 2001	491	8.45	1.96	3171	8.64	2.02	-0.19		1051	8.48	1.97	-0.03		1407	8.94	1.93	-0.49	-0.25
Fall 2001	466	8.27	2.12	3171	8.64	2.02	-0.38	-0.19	1051	8.48	1.97	-0.21		1407	8.94	1.93	-0.67	-0.35
Difference (Fall-Spring)		-0.18																
<i>Intellectual Skills Gains Factor</i>																		
Spring 2001	483	17.67	3.48	3116	17.56	3.56	0.11		1045	18.92	3.43	-1.25	-0.36	1400	17.87	3.46	-0.20	
Fall 2001	461	17.54	3.48	3116	17.56	3.56	-0.02		1045	18.92	3.43	-1.38	-0.40	1400	17.87	3.46	-0.33	
Difference (Fall-Spring)		-0.13																

College Student Experience Questionnaire Fall 2000 First-Year & Spring 2001 Junior Student Activity Scale Scores by Gender and Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Library Experiences (8 Questions)</i>																		
Fall 2000 First-Year Male	359	16.94	4.86	7643	16.73	4.71	0.21		759	17.71	4.65	-0.77		2269	15.99	4.67	0.95	0.20
Spring 2001 Junior Male	188	18.36	3.85	1100	16.94	4.29	1.42	0.33	290	18.64	4.69	-0.28		644	15.68	5.03	2.68	0.53
Difference (Junior- First Year)		1.42			0.21					0.93					-0.31			
Effect Size																		
Fall 2000 First-Year Female	636	17.33	4.19	13338	16.73	4.48	0.60	0.13	1296	18.12	4.40	-0.79		2543	16.87	4.44	0.46	0.10
Spring 2001 Junior Female	302	18.83	4.01	2028	17.25	4.25	1.58	0.37	745	19.88	4.55	-1.05	-0.23	743	16.51	4.59	2.32	0.51
Difference (Junior- First Year)		1.50			0.52					1.76					-0.36			
Effect Size																		
<i>Computer and IT Scale (9 Questions)</i>																		
Fall 2000 First-Year Male	356	21.71	5.00	7665	21.65	5.74	0.06		778	22.37	5.14	-0.66		2278	22.40	5.51	-0.69	
Spring 2001 Junior Male	187	23.59	4.73	1103	21.96	5.36	1.63	0.30	294	23.47	4.54	0.12		643	22.34	5.49	1.25	0.23
Difference (Junior- First Year)		1.88			0.31					1.10					-0.06			
Effect Size																		
Fall 2000 First-Year Female	638	21.31	4.26	13372	20.96	5.16	0.35		1295	21.70	4.37	-0.39		2562	21.29	5.31	0.02	
Spring 2001 Junior Female	302	23.06	4.47	2040	21.82	5.02	1.24	0.25	747	23.38	4.59	-0.32		745	22.09	5.60	0.97	0.17
Difference (Junior- First Year)		1.75			0.86					1.68					0.80			
Effect Size																		
<i>Course Learning (Different Scale Used, high to low; 11 Questions)</i>																		
Fall 2000 First-Year Male	356	30.47	5.77	7536	30.76	5.74	-0.29		757	31.37	5.86	-0.90		2249	31.11	5.65	-0.64	
Spring 2001 Junior Male	181	32.49	5.11	1083	31.57	5.55	0.92		290	33.41	4.95	-0.92		646	31.51	5.79	0.98	
Difference (Junior- First Year)		2.02			0.81					2.04					0.40			
Effect Size		0.40																
Fall 2000 First-Year Female	642	31.71	5.03	13205	32.26	5.71	-0.55		1280	33.41	5.41	-1.70	-0.31	2508	33.38	5.55	-1.67	-0.30
Spring 2001 Junior Female	300	33.38	4.88	2006	33.59	5.39	-0.21		749	34.57	4.98	-1.19	-0.24	733	33.43	5.47	-0.05	
Difference (Junior- First Year)		1.67			1.33					1.16					0.05			
Effect Size																		
<i>Experience in Writing (7 Questions)</i>																		
Fall 2000 First-Year Male	358	17.08	4.51	7671	17.35	4.26	-0.27		768	18.49	4.18	-1.41	-0.34	2290	17.60	4.26	-0.52	
Spring 2001 Junior Male	183	17.55	3.79	1099	17.10	4.16	0.45		291	16.53	4.04	1.02		657	17.31	4.51	0.24	
Difference (Junior- First Year)		0.47			-0.25					-1.96					-0.29			
Effect Size																		
Fall 2000 First-Year Female	644	18.53	4.11	13449	18.82	4.16	-0.29		1302	19.87	3.93	-1.34	-0.34	2566	19.38	4.09	-0.85	-0.21
Spring 2001 Junior Female	303	18.49	3.74	2036	18.70	4.13	-0.21		754	18.37	3.95	0.12		750	19.11	4.18	-0.62	
Difference (Junior- First Year)		-0.04			-0.12					-1.50					-0.27			
Effect Size																		
<i>Experiences with Faculty (10 Questions)</i>																		
Fall 2000 First-Year Male	354	21.09	6.31	7591	21.21	6.25	-0.12		764	23.33	6.34	-2.24	-0.35	2271	22.49	6.22	-1.40	-0.23
Spring 2001 Junior Male	184	22.12	5.81	1090	21.74	5.95	0.38		290	23.03	6.31	-0.91		650	22.52	6.29	-0.40	
Difference (Junior- First Year)		1.03			0.53					-0.30					0.03			
Effect Size																		
Fall 2000 First-Year Female	640	20.16	5.44	13342	21.00	6.10	-0.84	-0.14	1293	23.16	6.36	-3.00	-0.47	2555	23.09	6.09	-2.93	-0.48
Spring 2001 Junior Female	302	22.59	5.94	2022	21.79	6.02	0.80		751	23.36	6.26	-0.77		743	22.87	5.94	-0.28	
Difference (Junior- First Year)		2.43			0.79					0.20					-0.22			
Effect Size		0.41																

Activity

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Art, Music, & Theater (7 Questions)</i>																		
Fall 2000 First-Year Male	355	14.38	5.32	7582	13.92	5.29	0.46		759	14.68	5.74	-0.30		2270	13.23	5.13	1.15	
Spring 2001 Junior Male	182	15.90	5.29	1086	13.71	5.04	2.19	0.43	291	17.19	5.38	-1.29		646	13.14	4.82	2.76	0.57
Difference (Junior- First Year)		1.52			-0.21					2.51					-0.09			
Effect Size																		
Fall 2000 First-Year Female	636	15.27	4.83	13331	14.87	5.25	0.40		1296	17.06	5.64	-1.79	-0.32	2556	15.09	5.45	0.18	
Spring 2001 Junior Female	298	16.14	4.95	2022	14.69	5.14	1.45	0.28	752	18.02	5.14	-1.88	-0.37	742	15.31	5.15	0.83	
Difference (Junior- First Year)		0.87			-0.18					0.96					0.22			
Effect Size																		
<i>Campus Facilities Scale (8 Questions)</i>																		
Fall 2000 First-Year Male	358	18.81	4.56	7620	17.11	4.80	1.70	0.35	759	19.97	4.76	-1.16	-0.24	2278	18.12	5.09	0.69	0.14
Spring 2001 Junior Male	183	19.07	4.42	1094	17.41	4.61	1.66	0.36	292	20.00	4.40	-0.93		650	17.27	5.09	1.80	0.35
Difference (Junior- First Year)		0.26			0.30					0.03					-0.85			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	295	18.87	4.36	2018	16.44	4.57	2.43	0.53	749	18.80	4.67	0.07	0.01	745	16.40	4.85	2.47	0.51
Difference (Junior- First Year)		0.69			0.06					-0.35					-0.35			
Effect Size																		
<i>Clubs & Organizations (5 Questions)</i>																		
Fall 2000 First-Year Male	359	8.42	3.58	7679	8.25	3.88	0.17		761	9.19	4.04	-0.77	-0.19	2287	9.02	4.07	-0.60	
Spring 2001 Junior Male	187	11.48	4.15	1106	8.83	4.07	2.65	0.65	289	10.37	4.12	1.11	0.27	652	9.30	4.31	2.18	0.51
Difference (Junior- First Year)		3.06			0.58					1.18					0.28			
Effect Size		0.74																
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	11.67	4.10	2034	9.36	4.35	2.31	0.53	750	10.65	4.26	1.02	0.24	749	9.83	4.35	1.84	0.42
Difference (Junior- First Year)		3.26			0.86					1.17					0.43			
Effect Size		0.80																
<i>Personal Experiences (8 Questions)</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	186	19.16	5.01	1100	18.41	4.83	0.75		292	18.37	4.52	0.79		652	17.69	5.09	1.47	0.29
Difference (Junior- First Year)		0.98			0.11					-0.81					-0.58			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	298	21.50	4.81	2023	21.07	5.02	0.43		747	20.96	4.89	0.54		751	20.70	5.19	0.80	
Difference (Junior- First Year)		1.24			0.11					-0.51					-0.38			
Effect Size																		
<i>Student Acquaintances (10 Questions)</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	181	26.80	6.49	1093	24.88	6.63	1.92	0.29	291	27.95	6.43	-1.15		650	24.40	6.84	2.40	0.35
Difference (Junior- First Year)		0.56			0.30					1.24					-0.84			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	301	25.65	6.09	2023	24.90	6.69	0.75		745	27.83	6.42	-2.18	-0.34	749	25.35	6.65	0.30	
Difference (Junior- First Year)		-1.30			-0.28					0.70					-0.45			
Effect Size																		
<i>Science/ Quantitative Experience (10 Questions)</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	182	23.48	7.63	1093	22.01	7.56	1.47		289	22.94	8.35	0.54		647	23.62	7.97	-0.14	
Difference (Junior- First Year)		1.26			0.15					0.65					1.02			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	302	22.21	7.33	2013	20.54	7.30	1.67	0.23	747	21.44	8.04	0.77		749	20.88	7.57	1.33	
Difference (Junior- First Year)		1.05			-0.14					0.91					0.49			
Effect Size																		

Activity

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Topics of Conversation (10 Questions)</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	185	24.96	5.86	1088	24.32	5.72	0.64		290	27.19	5.61	-2.23	-0.40	646	24.00	5.96	0.96	
Difference (Junior- First Year) Effect Size		1.04			0.25					3.08					0.46			
Fall 2000 First-Year 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
Spring 2001 Junior Female	298	23.28	5.25	2010	23.90	5.66	-0.62		746	26.67	5.61	-3.39	-0.60	743	24.20	5.74	-0.92	
Difference (Junior- First Year) Effect Size		0.50			0.55					2.97					0.45			
<i>Information in Conversations (6 Questions)</i>																		
Fall 2000 First-Year Male	350	14.23	3.83	7435	14.98	3.70	-0.75	-0.20	740	15.28	3.71	-1.05	-0.28	2226	14.88	3.76	-0.65	-0.17
Spring 2001 Junior Male	183	15.17	3.53	1078	15.05	3.56	0.12		288	16.61	3.48	-1.44	-0.41	639	15.09	3.74	0.08	
Difference (Junior- First Year) Effect Size		0.94			0.07					1.33					0.21			
Fall 2000 First-Year Female	636	14.42	3.59	13213	15.11	3.70	-0.69	-0.19	1276	15.49	3.66	-1.07	-0.29	2531	15.38	3.59	-0.96	-0.27
Spring 2001 Junior Female	295	15.33	3.45	2006	15.49	3.68	-0.16		746	16.66	3.53	-1.33	-0.38	741	15.57	3.46	-0.24	
Difference (Junior- First Year) Effect Size		0.91			0.38					1.17					0.19			

College Student Experience Questionnaire

Fall 2000 First-Year & Spring 2001 Junior Student Environment Scale Scores by Gender and Institutional Type

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

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

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

Bold = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual)

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Emphasis on Developing Academic, Scholarly, and Intellectual Qualities</i>																		
Fall 2000 First-Year Male	363	6.01	0.97	7672	5.21	1.23	0.80	0.65	770	5.58	1.26	0.43	0.34	2298	5.50	1.14	0.51	0.45
Spring 2001 Junior Male	187	5.88	1.18	1103	5.31	1.19	0.57	0.48	290	6.31	1.05	-0.43	-0.41	655	5.46	1.08	0.42	0.39
Difference (Junior- First Year)		-0.13			0.10					0.73					-0.04			
Effect Size																		
Fall 2000 First-Year Female	643	6.17	0.95	13429	5.35	1.18	0.82	0.69	1302	5.92	1.08	0.25	0.23	2574	5.69	1.14	0.48	0.42
Spring 2001 Junior Female	303	6.26	0.85	2040	5.54	1.14	0.72	0.63	754	6.51	0.78	-0.25	-0.32	753	5.70	1.17	0.56	0.48
Difference (Junior- First Year)		0.09			0.19					0.59					0.01			
Effect Size																		
<i>Emphasis on Developing Aesthetic, Expressive, and Creative Qualities</i>																		
Fall 2000 First-Year Male	363	5.08	1.29	7660	4.72	1.36	0.36	0.26	768	5.15	1.35	-0.07		2293	4.71	1.43	0.37	0.26
Spring 2001 Junior Male	187	4.71	1.36	1102	4.68	1.34	0.03		290	5.16	1.43	-0.45	-0.31	655	4.60	1.40	0.11	
Difference (Junior- First Year)		-0.37			-0.04					0.01					-0.11			
Effect Size																		
Fall 2000 First-Year Female	643	5.21	1.21	13423	4.78	1.33	0.43	0.32	1302	5.24	1.32	-0.03		2575	5.01	1.37	0.20	0.15
Spring 2001 Junior Female	302	4.84	1.38	2042	4.78	1.35	0.06		752	5.06	1.44	-0.22		752	4.92	1.44	-0.08	
Difference (Junior- First Year)		-0.37			0.00					-0.18					-0.09			
Effect Size																		
<i>Emphasis on Being Critical, Evaluative, and Analytical</i>																		
Fall 2000 First-Year Male	361	5.63	1.11	7667	5.04	1.27	0.59	0.46	767	5.30	1.29	0.33	0.26	2295	5.23	1.25	0.40	0.32
Spring 2001 Junior Male	187	5.56	1.12	1103	5.15	1.26	0.41	0.33	290	6.11	1.12	-0.55	-0.49	655	5.31	1.21	0.25	
Difference (Junior- First Year)		-0.07			0.11					0.81					0.08			
Effect Size																		
Fall 2000 First-Year Female	643	5.73	1.04	13408	5.06	1.22	0.67	0.55	1301	5.52	1.16	0.21	0.18	2569	5.35	1.21	0.38	0.31
Spring 2001 Junior Female	302	5.61	1.13	2042	5.20	1.22	0.41	0.34	754	6.22	0.98	-0.61	-0.62	752	5.43	1.25	0.18	
Difference (Junior- First Year)		-0.12			0.14					0.70					0.08			
Effect Size																		
<i>Environmental Emphasis: Diversity</i>																		
Fall 2000 First-Year Male	362	4.68	1.49	7664	4.76	1.48	-0.08		769	4.80	1.63	-0.12		2291	4.66	1.56	0.02	
Spring 2001 Junior Male	187	4.52	1.63	1101	4.73	1.46	-0.21		290	5.42	1.45	-0.90	-0.62	654	4.64	1.54	-0.12	
Difference (Junior- First Year)		-0.16			-0.03					0.62					-0.02			
Effect Size																		
Fall 2000 First-Year Female	643	4.80	1.40	13418	4.96	1.44	-0.16		1303	5.01	1.60	-0.21	-0.13	2571	5.10	1.49	-0.30	-0.20
Spring 2001 Junior Female	302	4.25	1.58	2042	4.88	1.49	-0.63	-0.42	752	5.63	1.35	-1.38	-1.02	751	5.07	1.50	-0.82	-0.55
Difference (Junior- First Year)		-0.55			-0.08					0.62					-0.03			
Effect Size																		

Environment

	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
<i>Environmental Emphasis: Information Literacy Skills</i>																		
Fall 2000 First-Year Male	363	5.23	1.26	7667	5.24	1.32	-0.01		768	5.14	1.34	0.09		2292	5.28	1.31	-0.05	
Spring 2001 Junior Male	187	5.04	1.43	1103	5.23	1.25	-0.19		290	4.97	1.45	0.07		654	5.21	1.37	-0.17	
Difference (Junior- First Year)		-0.19			-0.01					-0.17					-0.07			
Effect Size																		
Fall 2000 First-Year Female	642	5.29	1.15	13413	5.26	1.30	0.03		1302	5.20	1.31	0.09		2571	5.36	1.28	-0.07	
Spring 2001 Junior Female	303	5.15	1.28	2039	5.30	1.26	-0.15		751	5.17	1.37	-0.02		753	5.42	1.28	-0.27	-0.21
Difference (Junior- First Year)		-0.14			0.04					-0.03					0.06			
Effect Size																		
<i>Emphasis on Developing Vocational and Occupational Competence</i>																		
Fall 2000 First-Year Male	363	4.61	1.43	7665	4.72	1.47	-0.11		769	4.58	1.51	0.03		2291	4.95	1.43	-0.34	-0.24
Spring 2001 Junior Male	187	4.13	1.70	1102	4.65	1.45	-0.52	-0.36	290	3.20	1.61	0.93	0.58	654	4.91	1.41	-0.78	-0.55
Difference (Junior- First Year)		-0.48			-0.07					-1.38					-0.04			
Effect Size																		
Fall 2000 First-Year Female	641	4.65	1.43	13414	4.77	1.42	-0.12		1304	4.68	1.53	-0.03		2572	4.99	1.40	-0.34	-0.24
Spring 2001 Junior Female	303	4.22	1.59	2040	4.70	1.47	-0.48	-0.33	753	3.64	1.71	0.58	0.34	753	4.93	1.44	-0.71	-0.49
Difference (Junior- First Year)		-0.43			-0.07					-1.04					-0.06			
Effect Size																		
<i>Emphasis on Personal Relevance and Practical Value of Courses</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	4.30	1.56	1099	4.68	1.47	-0.38	-0.26	290	4.03	1.55	0.27		655	4.99	1.36	-0.69	-0.51
Difference (Junior- First Year)		-0.44			-0.09					-0.88					0.03			
Effect Size																		
Fall 2000 First-Year Female	643	4.78	1.35	13417	4.84	1.42	-0.06		1303	5.02	1.39	-0.24	-0.17	2570	5.19	1.36	-0.41	-0.30
Spring 2001 Junior Female	303	4.35	1.46	2042	4.80	1.44	-0.45	-0.31	754	4.36	1.58	-0.01		753	5.17	1.37	-0.82	-0.60
Difference (Junior- First Year)		-0.43			-0.04					-0.66					-0.02			

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with other students</i>																		
Fall 2000 First-Year Male	363	5.75	1.29	7660	5.48	1.35	0.27		770	5.69	1.40	0.06		2295	5.71	1.22	0.04	
Spring 2001 Junior Male	187	5.58	1.34	1101	5.52	1.32	0.06		291	5.60	1.33	-0.02		655	5.64	1.20	-0.06	
Difference (Junior- First Year)		-0.17			0.04					-0.09					-0.07			
Effect Size																		
Fall 2000 First-Year Female	643	5.89	1.20	13437	5.66	1.30	0.23	0.18	1299	5.84	1.30	0.05		2576	5.79	1.28	0.10	
Spring 2001 Junior Female	303	5.76	1.18	2041	5.65	1.27	0.11		754	5.64	1.42	0.12		753	5.73	1.29	0.03	
Difference (Junior- First Year)		-0.13			-0.01					-0.20					-0.06			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with administrative personnel and offices</i>																		
Fall 2000 First-Year Male	362	4.90	1.42	7655	4.71	1.55	0.19	0.12	769	4.83	1.58	0.07		2292	4.98	1.50	-0.08	
Spring 2001 Junior Male	187	4.30	1.62	1101	4.72	1.55	-0.42	-0.27	290	4.76	1.69	-0.46	-0.27	654	4.93	1.54	-0.63	-0.41
Difference (Junior- First Year)		-0.60			0.01					-0.07					-0.05			
Effect Size																		
Fall 2000 First-Year Female	643	5.03	1.26	13425	4.75	1.51	0.28	0.19	1299	4.96	1.52	0.07		2570	5.21	1.47	-0.18	
Spring 2001 Junior Female	303	4.41	1.61	2041	4.69	1.53	-0.28	-0.18	754	4.87	1.60	-0.46	-0.29	752	5.11	1.49	-0.70	-0.47
Difference (Junior- First Year)		-0.62			-0.06					-0.09					-0.10			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with faculty members</i>																		
Fall 2000 First-Year Male	362	5.23	1.34	7663	5.13	1.41	0.10		769	5.40	1.31	-0.17		2292	5.43	1.32	-0.20	
Spring 2001 Junior Male	187	5.12	1.43	1100	5.23	1.39	-0.11		291	5.87	1.07	-0.75	-0.70	655	5.51	1.23	-0.39	-0.32
Difference (Junior- First Year)		-0.11			0.10					0.47					0.08			
Effect Size																		
Fall 2000 First-Year Female	642	5.40	1.20	13431	5.19	1.36	0.21	0.15	1300	5.59	1.23	-0.19	-0.15	2577	5.70	1.26	-0.30	-0.24
Spring 2001 Junior Female	303	5.29	1.18	2040	5.32	1.27	-0.03		753	5.90	1.13	-0.61	-0.54	753	5.66	1.23	-0.37	-0.30
Difference (Junior- First Year)		-0.11			0.13					0.31					-0.04			
Effect Size																		

College Student Experience Questionnaire Fall 2000 First-Year & Spring 2001 Junior Student Estimate of Gains Scale Scores by Gender and Institutional Type

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

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

Fourth Edition (2000)

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

	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
<i>Vocational training, acquiring knowledge & skills applicable to a specific job or type of work</i>																		
Fall 2000 First-Year Male	362	2.44	0.88	7666	2.66	0.86	-0.22	-0.26	762	2.53	0.85	-0.09		2291	2.81	0.83	-0.37	-0.45
Spring 2001 Junior Male	187	2.63	0.85	1103	2.81	0.79	-0.18	-0.23	292	2.30	0.95	0.33	0.14	654	2.95	0.78	-0.32	-0.41
Difference (Junior- First Year)		0.19			0.15					-0.23					0.14			
Effect Size																		
Fall 2000 First-Year Female	645	2.14	0.86	13434	2.66	0.89	-0.52	-0.58	1300	2.48	0.88	-0.34	-0.39	2574	2.87	0.88	-0.73	-0.83
Spring 2001 Junior Female	303	2.71	0.86	2040	2.88	0.85	-0.17	-0.20	751	2.34	0.95	0.37	0.16	748	2.92	0.83	-0.21	-0.25
Difference (Junior- First Year)		0.57			0.22					-0.14					0.05			
Effect Size		0.66																
<i>Acquiring background & specialization for further education in professional, scientific, or scholarly field</i>																		
Fall 2000 First-Year Male	363	2.56	0.81	7657	2.64	0.83	-0.08		759	2.63	0.82	-0.07		2289	2.71	0.81	-0.15	-0.19
Spring 2001 Junior Male	187	2.88	0.74	1102	2.77	0.79	0.11		292	3.27	0.76	-0.39	-0.51	651	2.86	0.78	0.02	
Difference (Junior- First Year)		0.32			0.13					0.64					0.15			
Effect Size		0.43																
Fall 2000 First-Year Female	643	2.39	0.82	13421	2.67	0.86	-0.28	-0.33	1298	2.59	0.86	-0.20	-0.23	2572	2.77	0.87	-0.38	-0.44
Spring 2001 Junior Female	302	2.93	0.82	2041	2.81	0.82	0.12		753	3.22	0.80	-0.29	-0.36	749	2.92	0.83	0.01	
Difference (Junior- First Year)		0.54			0.14					0.63					0.15			
Effect Size		0.66																
<i>Gaining a broad general education about different fields of knowledge</i>																		
Fall 2000 First-Year Male	363	2.79	0.77	7646	2.75	0.78	0.04		760	2.87	0.81	-0.08		2285	2.76	0.78	0.03	
Spring 2001 Junior Male	187	3.06	0.73	1102	2.83	0.76	0.23	0.30	292	3.30	0.72	-0.24	-0.33	653	2.82	0.76	0.24	0.32
Difference (Junior- First Year)		0.27			0.08					0.43					0.06			
Effect Size																		
Fall 2000 First-Year Female	642	2.88	0.77	13398	2.79	0.78	0.09	0.12	1300	2.95	0.81	-0.07		2569	2.88	0.78	0.00	
Spring 2001 Junior Female	301	3.14	0.72	2037	2.87	0.76	0.27	0.36	752	3.23	0.78	-0.09		747	2.91	0.75	0.23	0.31
Difference (Junior- First Year)		0.26			0.08					0.28					0.03			
Effect Size																		
<i>Gaining a range of information that may be relevant to a career</i>																		
Fall 2000 First-Year Male	360	2.61	0.82	7640	2.82	0.82	-0.21	-0.26	758	2.71	0.84	-0.10		2281	2.92	0.79	-0.31	-0.39
Spring 2001 Junior Male	186	2.84	0.77	1102	2.90	0.79	-0.06		292	2.93	0.86	-0.09		648	3.04	0.74	-0.20	-0.27
Difference (Junior- First Year)		0.23			0.08					0.22					0.12			
Effect Size																		
Fall 2000 First-Year Female	643	2.54	0.86	13376	2.86	0.83	-0.32	-0.39	1297	2.80	0.83	-0.26	-0.31	2561	3.06	0.78	-0.52	-0.67
Spring 2001 Junior Female	302	2.92	0.78	2036	3.03	0.78	-0.11		752	2.91	0.87	0.01		744	3.17	0.71	-0.25	-0.35
Difference (Junior- First Year)		0.38			0.17					0.11					0.11			
Effect Size		0.49																
<i>Developing an understanding and enjoyment of art, music, and drama</i>																		
Fall 2000 First-Year Male	361	2.20	0.98	7640	2.12	0.96	0.08		757	2.29	0.98	-0.09		2287	1.95	0.95	0.25	0.26
Spring 2001 Junior Male	187	2.31	0.98	1102	2.12	0.96	0.19		292	2.66	1.01	-0.35	-0.35	651	1.97	0.92	0.34	0.37
Difference (Junior- First Year)		0.11			0.00					0.37					0.02			
Effect Size																		
Fall 2000 First-Year Female	643	2.28	0.97	13392	2.20	0.97	0.08		1297	2.49	1.01	-0.21	-0.21	2565	2.25	1.01	0.03	
Spring 2001 Junior Female	302	2.37	0.94	2034	2.22	0.94	0.15		753	2.69	0.99	-0.32	-0.32	747	2.28	0.97	0.09	
Difference (Junior- First Year)		0.09			0.02					0.20					0.03			
Effect Size																		
<i>Broadening your acquaintance and enjoyment of literature</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	2.37	0.93	1103	2.15	0.90	0.22	0.24	292	2.46	0.99	-0.09		651	2.06	0.90	0.31	0.34
Difference (Junior- First Year)		0.23			0.00					0.09					0.06			
Effect Size																		
Fall 2000 First-Year Female	640	2.13	0.92	13384	2.23	0.91	-0.10		1291	2.46	0.95	-0.33	-0.35	2566	2.31	0.95	-0.18	-0.19
Spring 2001 Junior Female	301	2.33	0.90	2035	2.28	0.90	0.05		752	2.63	1.00	-0.30	-0.30	749	2.37	0.94	-0.04	
Difference (Junior- First Year)		0.20			0.05					0.17					0.06			
Effect Size																		

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Seeing the importance of history for understanding the present and past</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	2.50	0.94	1103	2.48	0.92	0.02		292	2.70	1.00	-0.20		651	2.40	0.89	0.10	
Difference (Junior- First Year)		0.25			0.04					0.24					0.08			
Effect Size																		
Fall 2000 First-Year Female	643	2.08	0.91	13400	2.28	0.92	-0.20	-0.22	1297	2.34	0.95	-0.26	-0.27	2569	2.40	0.95	-0.32	-0.34
Spring 2001 Junior Female	302	2.31	0.89	2036	2.30	0.90	0.01		751	2.76	0.97	-0.45	-0.46	747	2.39	0.93	-0.08	
Difference (Junior- First Year)		0.23			0.02					0.42					-0.01			
Effect Size																		
<i>Gaining knowledge about other parts of the world and other people</i>																		
Fall 2000 First-Year Male	361	2.09	0.94	6837	2.25	0.91	-0.16	-0.18	759	2.25	0.91	-0.16		2283	2.17	0.95	-0.08	
Spring 2001 Junior Male	187	2.26	0.88	1102	2.27	0.90	-0.01		292	2.58	0.93	-0.32	-0.34	652	2.18	0.93	0.08	
Difference (Junior- First Year)		0.17			0.02					0.33					0.01			
Effect Size																		
Fall 2000 First-Year Female	643	2.02	0.97	12406	2.13	0.92	-0.11	-0.12	1297	2.23	0.97	-0.21	-0.22	2568	2.17	0.96	-0.15	-0.16
Spring 2001 Junior Female	302	2.07	0.93	2036	2.15	0.90	-0.08		753	2.62	0.95	-0.55	-0.58	747	2.23	0.95	-0.16	
Difference (Junior- First Year)		0.05			0.02					0.39					0.06			
Effect Size																		
<i>Writing clearly and effectively</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	2.93	0.87	1097	2.76	0.84	0.17		292	3.02	0.88	-0.09		652	2.74	0.82	0.19	
Difference (Junior- First Year)		0.28			0.02					0.14					-0.03			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	302	2.90	0.82	2025	2.90	0.80	0.00		749	3.15	0.82	-0.25	-0.30	748	2.94	0.81	-0.04	
Difference (Junior- First Year)		0.19			0.07					0.12					-0.05			
Effect Size																		
<i>Speaking effectively</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	186	2.82	0.75	1100	2.80	0.80	0.02		292	2.96	0.89	-0.14		652	2.86	0.79	-0.04	
Difference (Junior- First Year)		0.21			0.08					0.24					0.07			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	302	2.83	0.81	2036	2.88	0.78	-0.05		753	2.99	0.84	-0.16	-0.19	748	2.98	0.79	-0.15	
Difference (Junior- First Year)		0.21			0.13					0.17					0.05			
Effect Size																		
<i>Acquiring familiarity with the use of computers</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	187	2.90	0.80	1102	3.00	0.84	-0.10		291	2.97	0.89	-0.07		651	3.11	0.83	-0.21	-0.25
Difference (Junior- First Year)		0.05			0.05					0.08					0.02			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	302	2.99	0.91	2037	3.01	0.86	-0.02		753	2.85	0.90	0.14		747	3.06	0.84	-0.07	
Difference (Junior- First Year)		0.18			0.07					-0.11					-0.01			
Effect Size																		
<i>Becoming aware of different philosophies, cultures, and ways of life</i>																		
Fall 2000 First-Year Male	361	2.45	0.82	7636	2.54	0.87	-0.09		760	2.64	0.89	-0.19	-0.21	2287	2.45	0.90	0.00	
Spring 2001 Junior Male	187	2.73	0.79	1100	2.58	0.86	0.15		292	2.88	0.86	-0.15		651	2.53	0.89	0.20	0.22
Difference (Junior- First Year)		0.28			0.04					0.24					0.08			
Effect Size																		
Fall 2000 First-Year Female	643	2.53	0.91	13395	2.57	0.88	-0.04		1297	2.72	0.88	-0.19	-0.22	2566	2.64	0.90	-0.11	-0.12
Spring 2001 Junior Female	301	2.53	0.89	2034	2.59	0.85	-0.06		753	3.06	0.82	-0.53	-0.65	749	2.71	0.88	-0.18	-0.20
Difference (Junior- First Year)		0.00			0.02					0.34					0.07			
Effect Size																		
<i>Developing your own values and ethical standas</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	2.95	0.88	1101	2.80	0.91	0.15		292	3.09	0.89	-0.14		652	2.79	0.90	0.16	
Difference (Junior- First Year)		0.30			0.07					0.27					0.04			
Effect Size																		
Fall 2000 First-Year Female	643	2.79	0.89	13395	2.87	0.90	-0.08		1299	3.02	0.87	-0.23	-0.26	2565	3.00	0.88	-0.21	-0.24
Spring 2001 Junior Female	301	2.97	0.84	2038	2.96	0.85	0.01		751	3.21	0.84	-0.24	-0.29	748	3.01	0.83	-0.04	
Difference (Junior- First Year)		0.18			0.09					0.19					0.01			
Effect Size																		

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Understanding yourself - your abilities, interests, and personality</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	187	3.04	0.82	1101	3.02	0.82	0.02		292	3.30	0.78	-0.26	-0.33	652	3.03	0.81	0.01	
Difference (Junior- First Year)		0.18			0.09					0.34					0.02			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	3.17	0.75	2034	3.19	0.77	-0.02		751	3.40	0.71	-0.23	-0.32	749	3.24	0.73	-0.07	
Difference (Junior- First Year)		0.22			0.08					0.20					0.02			
Effect Size																		
<i>Understanding other people and the ability to get along with different kinds of people</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	187	2.92	0.85	1098	2.97	0.83	-0.05		292	2.99	0.86	-0.07		651	2.97	0.80	-0.05	
Difference (Junior- First Year)		0.09			0.10					0.09					-0.01			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	302	3.01	0.80	2033	3.14	0.79	-0.13		749	3.13	0.78	-0.12		748	3.15	0.76	-0.14	
Difference (Junior- First Year)		-0.04			0.04					-0.03					-0.03			
Effect Size																		
<i>Ability to function as a team member</i>																		
Fall 2000 First-Year Male	359	2.69	0.86	7618	2.81	0.89	-0.12		758	2.79	0.86	-0.10		2281	2.97	0.86	-0.28	-0.33
Spring 2001 Junior Male	186	2.92	0.86	1097	2.92	0.86	0.00		292	2.89	0.91	0.03		652	3.01	0.81	-0.09	
Difference (Junior- First Year)		0.23			0.11					0.10					0.04			
Effect Size																		
Fall 2000 First-Year Female	643	2.69	0.90	13362	2.93	0.88	-0.24	-0.27	1292	2.92	0.89	-0.23	-0.26	2562	3.07	0.86	-0.38	-0.44
Spring 2001 Junior Female	303	2.94	0.86	2036	3.04	0.82	-0.10		751	2.90	0.90	0.04		747	3.07	0.81	-0.13	
Difference (Junior- First Year)		0.25			0.11					-0.02					0.00			
Effect Size																		
<i>Developing good health habits and physical fitness</i>																		
Fall 2000 First-Year Male	359	2.55	1.00	7617	2.54	1.01	0.01		758	2.66	0.96	-0.11		2279	2.63	0.99	-0.08	
Spring 2001 Junior Male	186	2.52	0.99	1098	2.55	1.01	-0.03		292	2.48	1.02	0.04		650	2.62	0.99	-0.10	
Difference (Junior- First Year)		-0.03			0.01					-0.18					-0.01			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	301	2.51	1.00	2033	2.55	0.97	-0.04		751	2.34	1.02	0.17		749	2.57	0.98	-0.06	
Difference (Junior- First Year)		0.04			-0.03					-0.24					-0.02			
Effect Size																		
<i>Understanding the nature of science and experimentation</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	2.57	0.96	1100	2.41	0.93	0.16		292	2.52	1.01	0.05		651	2.51	0.95	0.06	
Difference (Junior- First Year)		0.26			0.03					0.12					0.12			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	2.44	0.95	2030	2.26	0.93	0.18	0.19	751	2.43	1.04	0.01		748	2.26	0.96	0.18	
Difference (Junior- First Year)		0.35			0.05					0.27					0.03			
Effect Size																		
<i>Understanding new scientific and technical developments</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	186	2.52	0.85	1097	2.44	0.92	0.08		292	2.54	1.02	-0.02		650	2.58	0.92	-0.06	
Difference (Junior- First Year)		0.22			0.01					0.14					0.11			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	2.35	0.93	2033	2.24	0.93	0.11		751	2.33	1.03	0.02		746	2.32	0.95	0.03	
Difference (Junior- First Year)		0.31			0.04					0.23					0.09			
Effect Size																		
<i>Becoming aware of the consequences of applications in science and technology</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	184	2.52	0.87	1099	2.48	0.90	0.04		291	2.52	0.96	0.00		652	2.52	0.90	0.00	
Difference (Junior- First Year)		0.26			0.02					0.11					0.06			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	302	2.27	0.87	2030	2.27	0.93	0.00		751	2.37	0.93	-0.10		746	2.39	0.93	-0.12	
Difference (Junior- First Year)		0.26			0.03					0.21					0.11			
Effect Size																		

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Ability to think analytically and logically</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	185	3.06	0.77	1094	2.89	0.83	0.17		292	3.34	0.77	-0.28	-0.36	650	2.98	0.81	0.08	
Difference (Junior- First Year)		0.33			0.06					0.52					0.10			
Effect Size		0.43																
Fall 2000 First-Year 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
Spring 2001 Junior Female	301	2.88	0.85	2028	2.84	0.85	0.04		750	3.19	0.79	-0.31	-0.39	743	2.96	0.82	-0.08	
Difference (Junior- First Year)		0.18			0.09					0.39					0.08			
Effect Size																		
<i>Quantitative thinking -- Understanding probabilities, proportions, etc.</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	186	2.70	0.87	1101	2.57	0.91	0.13		292	2.80	1.03	-0.10		648	2.77	0.91	-0.07	
Difference (Junior- First Year)		0.27			0.05					0.34					0.16			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	2.41	0.89	2033	2.41	0.93	0.00		752	2.47	0.99	-0.06		747	2.52	0.95	-0.11	
Difference (Junior- First Year)		0.22			0.05					0.17					0.10			
Effect Size																		
<i>Ability to put ideas together, to see relationships, similarities, and differences between ideas</i>																		
Fall 2000 First-Year Male	361	2.68	0.83	7606	2.78	0.82	-0.10		754	2.77	0.83	-0.09		2279	2.84	0.83	-0.16	-0.19
Spring 2001 Junior Male	185	2.99	0.74	1100	2.86	0.79	0.13		291	3.36	0.71	-0.37	-0.52	651	2.96	0.77	0.03	
Difference (Junior- First Year)		0.31			0.08					0.59					0.12			
Effect Size		0.42																
Fall 2000 First-Year Female	642	2.74	0.84	13349	2.85	0.82	-0.11	-0.13	1295	2.93	0.81	-0.19	-0.23	2564	2.95	0.81	-0.21	-0.26
Spring 2001 Junior Female	302	2.99	0.77	2038	2.98	0.79	0.01		751	3.33	0.73	-0.34	-0.47	746	3.00	0.78	-0.01	
Difference (Junior- First Year)		0.25			0.13					0.40					0.05			
Effect Size																		
<i>Ability to learn on your own, pursue ideas, and find information you need</i>																		
Fall 2000 First-Year Male	362	2.78	0.81	7611	2.90	0.83	-0.12	-0.14	756	2.83	0.83	-0.05		2282	2.93	0.83	-0.15	-0.18
Spring 2001 Junior Male	185	2.96	0.83	1099	2.97	0.81	-0.01		292	3.27	0.79	-0.31	-0.39	652	3.00	0.77	-0.04	
Difference (Junior- First Year)		0.18			0.07					0.44					0.07			
Effect Size																		
Fall 2000 First-Year Female	642	2.93	0.82	13362	3.03	0.81	-0.10	-0.12	1295	3.09	0.80	-0.16	-0.20	2563	3.10	0.79	-0.17	-0.22
Spring 2001 Junior Female	302	3.10	0.77	2034	3.11	0.77	-0.01		751	3.40	0.75	-0.30	-0.40	745	3.12	0.76	-0.02	
Difference (Junior- First Year)		0.17			0.08					0.31					0.02			
Effect Size																		
<i>Gain: Adapting to Change</i>																		
Fall 2000 First-Year Male	359	2.80	0.85	7612	2.89	0.85	-0.09		754	2.86	0.86	-0.06		2278	2.96	0.84	-0.16	
Spring 2001 Junior Male	186	2.88	0.83	1099	2.94	0.83	-0.06		291	3.05	0.82	-0.17		651	3.01	0.81	-0.13	
Difference (Junior- First Year)		0.08			0.05					0.19					0.05			
Effect Size																		
Fall 2000 First-Year Female	642	3.00	0.86	13366	3.03	0.85	-0.03		1293	3.09	0.85	-0.09		2563	3.10	0.82	-0.10	-0.12
Spring 2001 Junior Female	301	3.04	0.86	2036	3.08	0.81	-0.04		750	3.10	0.86	-0.06		748	3.07	0.80	-0.03	
Difference (Junior- First Year)		0.04			0.05					0.01					-0.03			
Effect Size																		

College Student Experience Questionnaire

Fall 2000 First-Year & Spring 2001 Junior 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)

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/Junior positive] or **bold italic** [Truman/Junior negative])

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

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

bold italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group

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

	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
<i>Number of textbooks/ assigned books read</i>																		
Fall 2000 First-Year Male	360	2.51	0.79	7671	2.86	0.92	-0.35		766	3.23	0.99	-0.72		2287	2.86	0.94	-0.35	
Spring 2001 Junior Male	184	3.16	0.96	1102	2.85	0.85	0.31	0.36	290	3.60	1.03	-0.44	-0.43	9.00	2.78	0.94	0.38	0.40
Difference (Junior- First Year)		0.65			-0.01					0.37					-0.08			
Effect Size		0.68																
Fall 2000 First-Year 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	
Spring 2001 Junior Female	303	3.36	0.83	2041	3.13	0.87	0.23	0.26	753	3.80	0.96	-0.44	-0.46	753	3.00	0.90	0.36	0.40
Difference (Junior- First Year)		0.61			0.07					0.30					-0.13			
Effect Size		0.73																
<i>Number of course packets read</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	182	2.63	1.01	1085	2.50	0.95	0.13		288	3.05	1.19	-0.42	-0.35	642	2.35	1.00	0.28	0.28
Difference (Junior- First Year)		0.23			0.05					0.12					-0.13			
Effect Size		0.23																
Fall 2000 First-Year 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	
Spring 2001 Junior Female	299	2.72	1.01	2014	2.58	0.98	0.14		748	2.95	1.11	-0.23	-0.21	731	2.55	1.06	0.17	
Difference (Junior- First Year)		0.29			0.09					0.11					-0.11			
Effect Size		0.29																
<i>Number of non-assigned books read</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	182	2.12	1.03	1085	2.03	0.97	0.09		289.00	2.50	1.08	-0.38	-0.35	643	1.96	0.97	0.16	
Difference (Junior- First Year)		0.22			0.00					0.37					-0.03			
Effect Size		0.21																
Fall 2000 First-Year 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	
Spring 2001 Junior Female	303	2.28	1.03	2020	2.17	1.00	0.11		750	2.62	1.03	-0.34	-0.33	735	2.07	0.99	0.21	
Difference (Junior- First Year)		0.34			0.06					0.49					-0.16			
Effect Size		0.33																
<i>Number of essays exams written</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	185	3.01	1.03	1076	3.00	1.08	0.01		289	2.81	0.94	0.20		645	2.90	1.15	0.11	
Difference (Junior- First Year)		0.22			-0.02					-0.54					-0.17			
Effect Size		0.21																
Fall 2000 First-Year 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	
Spring 2001 Junior Female	304	3.03	1.04	2036	2.99	1.09	0.04		750	2.82	0.92	0.21	0.23	751	3.01	1.08	0.02	
Difference (Junior- First Year)		0.22			0.03					-0.54					-0.12			
Effect Size		0.21																
<i>Number of term papers written</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	183	3.31	1.00	1066	2.98	1.00	0.33	0.33	286	3.21	1.01	0.10		632	2.87	1.11	0.44	0.40
Difference (Junior- First Year)		0.38			0.02					-0.26					-0.25			
Effect Size		0.38																
Fall 2000 First-Year 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	
Spring 2001 Junior Female	302	3.31	0.94	2017	3.16	1.05	0.15		749	3.27	0.99	0.04		732	2.88	1.05	0.43	0.41
Difference (Junior- First Year)		0.38			0.09					-0.35					-0.32			
Effect Size		0.40																

College Student Experience Questionnaire First-Year & Junior 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
Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>How well college is liked</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	186	3.04	0.82	1104	3.01	0.79	0.03		293	3.28	0.82	-0.24	-0.29	655	3.00	0.77	0.04	
Difference (Junior- First Year)		0.01			0.01					0.15					0.02			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	304	3.09	0.73	2045	3.10	0.75	-0.01		757	3.37	0.78	-0.28	-0.36	752	3.14	0.76	-0.05	
Difference (Junior- First Year)		-0.01			0.02					0.15					-0.02			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Would attend same institution again</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	186	2.87	0.84	1100	2.93	0.86	-0.06		292	3.22	0.83	-0.35	-0.42	653	2.90	0.89	-0.03	
Difference (Junior- First Year)		-0.23			-0.02					0.19					0.03			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	303	3.00	0.82	2043	3.05	0.82	-0.05		756	3.32	0.79	-0.32	-0.41	752	3.07	0.89	-0.07	
Difference (Junior- First Year)		-0.13			0.00					0.18					-0.04			
Effect Size																		

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
<i>Overall opinion of college Satisfaction Index</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	186	5.91	1.45	1099	5.95	1.40	-0.04		292	6.50	1.51	-0.59	-0.39	651	5.91	1.41	0.00	
Difference (Junior- First Year)		-0.22			-0.01					0.35					0.06			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	303	6.10	1.35	2042	6.15	1.36	-0.05		756	6.69	1.43	-0.59	-0.41	750	6.21	1.44	-0.11	
Difference (Junior- First Year)		-0.13			0.02					0.32					-0.07			
Effect Size																		

College Student Experience Questionnaire

Fall 2000 First-Year & Spring 2001 Junior Student Good Practice, Capacity for Lifelong Learning, Diversity Index, and Scale Factors by Gender and Institutional Type

Fourth Edition (2000)

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

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

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

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

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

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

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

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

1. Faculty-Student Interaction

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000 First-Year 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
Spring 2001 Junior Male	183	27.49	7.05	1082	26.89	7.19	0.60		287	28.08	7.44	-0.59		646	27.90	7.67	-0.41	
Difference (Junior- First Year)		1.42			0.70					-0.91					0.13			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	298	28.10	7.25	1995	27.15	7.40	0.95		746	29.04	7.53	-0.94		737	28.52	7.24	-0.42	
Difference (Junior- First Year)		3.09			0.95					0.08					-0.20			
Effect Size		0.43																

2. Active Learning

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000 First-Year 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	
Spring 2001 Junior Male	179	53.52	8.58	1061	51.10	9.33	2.42	0.26	287	53.00	9.15	0.52		626	50.26	10.35	3.26	0.32
Difference (Junior- First Year)		3.20			0.75					0.57					-0.20			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	294	55.44	8.66	1953	54.37	9.30	1.06		735	56.71	9.20	-1.27		724	54.16	9.45	1.27	
Difference (Junior- First Year)		2.79			1.41					1.17					-0.30			
Effect Size																		

3. Peer Cooperation/ Cooperation Among Students

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000 First-Year 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	
Spring 2001 Junior Male	184	24.30	4.91	1095	22.78	4.86	1.52	0.31	290	24.13	4.75	0.16		650	22.33	4.87	1.97	0.40
Difference (Junior- First Year)		1.70			0.56					0.99					-0.24			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	296	26.42	4.79	2009	25.67	4.79	0.76		746	26.06	4.68	0.36		744	25.09	4.95	1.33	0.27
Difference (Junior- First Year)		1.56			0.80					0.01					-0.12			
Effect Size																		

Capacity for Lifelong-learning Index

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Fall 2000 First-Year 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
Spring 2001 Junior Male	181	40.48	7.13	1065	39.76	7.55	0.72		291	43.08	6.98	-2.60	-0.37	638	40.75	7.48	-0.27	
Difference (Junior- First Year)		3.11			1.24					4.56					1.15			
Effect Size		0.44																
Fall 2000 First-Year 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
Spring 2001 Junior Female	294	40.68	7.22	1987	40.52	7.45	0.16		740	42.75	6.92	-2.07	-0.30	726	41.25	7.14	-0.58	
Difference (Junior- First Year)		3.10			1.46					3.00					0.62			
Effect Size		0.43																

Good Practice and Capacity for Lifelong-Learning Indices

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Experiences with Diversity Index</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	182	26.08	5.50	1078	24.80	5.79	1.28		290	27.73	5.79	-1.65	-0.29	638	24.54	5.97	1.54	0.26
Difference (Junior- First Year)		1.20			0.78					2.35					-0.21			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	293	25.02	5.44	1990	24.98	5.74	0.04		741	28.59	5.80	-3.57	-0.61	741	25.72	5.58	-0.70	
Difference (Junior- First Year)		-0.57			0.21					2.12					0.03			
Effect Size																		
<i>Quality of Effort Scales Academic Factor</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	190	133.15	25.92	1114	128.89	24.25	4.26		295	135.97	24.70	-2.83		660	130.47	25.71	2.68	
Difference (Junior- First Year)		-44.23			-48.20					-46.43					-49.01			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	306	136.59	23.03	2066	130.85	24.17	5.74	0.24	157	139.47	23.41	-2.87		754	132.87	23.22	3.72	
Difference (Junior- First Year)		-42.64			-48.83					-48.38					-52.14			
Effect Size																		
<i>Quality of Effort Scales Social Factor</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	188	99.48	21.25	1110	94.61	20.61	4.87	0.24	293	106.37	19.47	-6.89	-0.35	660	92.48	20.81	7.00	0.34
Difference (Junior- First Year)		29.43			27.55					33.04					22.71			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	304	99.99	19.62	2053	98.30	20.26	1.69		757	108.68	19.73	-8.68	-0.44	755	99.88	19.40	0.12	
Difference (Junior- First Year)		27.34			28.19					32.96					27.68			
Effect Size																		
<i>Scholarly Environment Factor</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	187	16.14	2.86	1104	15.11	3.17	1.03	0.33	290	17.58	2.74	-1.44	-0.52	655	15.37	3.04	0.78	0.26
Difference (Junior- First Year)		-0.55			0.17					1.59					-0.03			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	16.67	2.75	2043	15.51	3.10	1.16	0.37	754	17.77	2.41	-1.09	-0.45	753	16.04	3.26	0.63	0.19
Difference (Junior- First Year)		-0.44			0.34					1.12					0.00			
Effect Size																		
<i>Personal Relations Environmental Factor</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	14.99	3.34	1103	15.44	3.44	-0.44		291	16.21	2.85	-1.21	-0.43	655	16.06	3.17	-1.07	-0.34
Difference (Junior- First Year)		-0.86			0.14					0.30					-0.05			
Effect Size																		
Fall 2000 First-Year 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	
Spring 2001 Junior Female	303	15.45	2.90	2043	15.65	3.19	-0.20		754	16.40	3.17	-0.95	-0.30	753	16.50	3.18	-1.05	-0.33
Difference (Junior- First Year)		-0.86			0.07					0.04					-0.18			
Effect Size																		

Good Practice and Capacity for Lifelong-Learning Indices

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Practical Environmental Factor</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	187	17.99	4.45	1103	19.26	4.29	-1.27	-0.30	290	17.63	4.37	0.36		655	19.72	4.35	-1.73	-0.40
Difference (Junior- First Year)		8.64			9.78					8.15					9.83			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	303	17.95	4.49	2043	19.65	4.36	-1.70	-0.39	754	18.75	4.42	-0.80		753	20.58	4.47	-2.62	-0.59
Difference (Junior- First Year)		8.54			10.05					9.05					10.42			
Effect Size																		
<i>Personal Development Gains Factor</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	184	17.18	3.68	1088	17.20	3.94	-0.02		291	17.81	3.70	-0.63		647	17.43	3.90	-0.25	
Difference (Junior- First Year)		3.71			3.37					3.74					3.14			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	298	17.65	3.68	2022	17.97	3.79	-0.31		747	18.09	3.64	-0.44		744	18.11	3.63	-0.46	
Difference (Junior- First Year)		3.74			3.42					3.27					3.09			
Effect Size																		
<i>Science and Technology Gains Factor</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	184	10.32	2.94	1095	9.91	3.04	0.41		291	10.38	3.39	-0.07		645	10.39	3.09	-0.07	
Difference (Junior- First Year)		3.51			2.65					3.18					3.07			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	302	9.47	3.07	2021	9.18	3.16	0.29		749	9.60	3.40	-0.13		744	9.49	3.21	-0.02	
Difference (Junior- First Year)		3.35			2.54					3.19					2.77			
Effect Size																		
<i>General Education Gains Factor</i>																		
Fall 2000 First-Year 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	
Spring 2001 Junior Male	187	15.22	3.60	1092	14.43	3.72	0.79		292	16.58	3.90	-1.35	-0.35	648	13.94	3.99	1.28	0.32
Difference (Junior- First Year)		4.14			3.21					4.61					3.06			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	299	14.73	3.69	2017	14.42	3.68	0.31		748	17.01	3.65	-2.28	-0.63	742	14.89	3.87	-0.16	
Difference (Junior- First Year)		3.73			3.20					4.82					3.15			
Effect Size																		
<i>Vocational Preparation Gains Factor</i>																		
Fall 2000 First-Year 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
Spring 2001 Junior Male	186	8.35	1.82	1099	8.49	1.97	-0.14		292	8.50	1.94	-0.15		645	8.86	1.89	-0.51	-0.27
Difference (Junior- First Year)		0.77			0.39					0.66					0.44			
Effect Size																		
Fall 2000 First-Year 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
Spring 2001 Junior Female	301	8.55	2.03	2034	8.73	2.04	-0.18		750	8.47	1.99	0.08		743	9.01	1.96	-0.46	-0.23
Difference (Junior- First Year)		1.50			0.62					0.61					0.33			
Effect Size																		

Good Practice and Capacity for Lifelong-Learning Indices

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Intellectual Skills Gains Factor</i>																		
Fall 2000 First-Year Male	363	16.04	3.69	7661	16.63	3.77	-0.59	-0.16	761	16.54	3.79	-0.50	-0.37	2288	17.05	3.67	-1.01	-0.28
Spring 2001 Junior Male	182	17.64	3.41	1077	17.28	3.56	0.36		291	18.92	3.45	-1.28	-0.37	648	17.65	3.46	-0.01	
Difference (Junior- First Year) Effect Size		1.60			0.65					2.38					0.60			
Fall 2000 First-Year Female	645	16.02	3.87	13429	16.68	3.75	-0.66	-0.18	1300	17.02	3.60	-1.00	-0.28	2571	17.35	3.61	-1.33	-0.37
Spring 2001 Junior Female	297	17.71	3.54	2003	17.73	3.54	-0.02		745	18.92	3.43	-1.21	-0.35	734	18.06	3.45	-0.35	
Difference (Junior- First Year) Effect Size		1.69			1.05					1.90					0.71			

College Student Experience Questionnaire

Fall 2000 First-Year & Spring 2001 Junior Student Activity Scale Scores by Institutional Type

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Library Experiences (8 Questions)</i>																		
Fall 2000 First-Year	1007	17.19	4.43	21304	16.74	4.58	0.45	0.10	2083	17.97	4.50	-0.78	-0.17	4896	16.48	4.58	0.71	0.16
Spring 2001 Junior	494	18.68	3.96	3167	17.16	4.28	1.52	0.36	1045	19.52	4.62	-0.84	-0.18	1406	16.14	4.82	2.54	0.53
Difference (Junior- First Year)		1.49			0.42					1.55					-0.34			
Effect Size																		
<i>Computer and IT Scale (9 Questions)</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	493	23.27	4.57	3182	21.87	5.15	1.40	0.27	1051	23.40	4.57	-0.13		1406	16.14	4.82	7.13	1.48
Difference (Junior- First Year)		1.82			0.65					1.47					-5.67			
Effect Size																		
<i>Course Learning (Different Scale Used, high to low; 11 Questions)</i>																		
Fall 2000 First-Year	1005	31.27	5.34	21099	31.73	5.77	-0.46		2067	32.65	5.68	-1.38	-0.24	4842	32.31	5.71	-1.04	-0.18
Spring 2001 Junior	485	33.04	4.98	3124	32.90	5.52	0.14		1079	34.24	4.99	-1.20	-0.24	1397	32.53	5.69	0.51	
Difference (Junior- First Year)		1.77			1.17					1.59					0.22			
Effect Size																		
<i>Experience in Writing (7 Questions)</i>																		
Fall 2000 First-Year	1011	17.99	4.33	21489	18.30	4.26	-0.31		2099	19.36	4.08	-1.37	-0.34	4944	18.55	4.26	-0.56	-0.13
Spring 2001 Junior	490	18.16	3.78	3172	18.16	4.21	0.00		1055	17.88	4.06	0.28		1426	18.26	4.43	-0.10	
Difference (Junior- First Year)		0.17			-0.14					-1.48					-0.29			
Effect Size																		
<i>Experiences with Faculty (10 Questions)</i>																		
Fall 2000 First-Year	1003	20.48	5.79	21301	21.09	6.16	-0.61	-0.10	2086	23.22	6.36	-2.74	-0.43	4909	22.81	6.16	-2.33	-0.38
Spring 2001 Junior	490	22.42	5.90	3151	21.77	5.99	0.65		1051	23.26	6.26	-0.84		1410	22.69	6.12	-0.27	
Difference (Junior- First Year)		1.94			0.68					0.04					-0.12			
Effect Size																		
<i>Art, Music, & Theater (7 Questions)</i>																		
Fall 2000 First-Year	1000	14.96	5.02	21274	14.52	5.28	0.44		2084	16.19	5.80	-1.23	-0.21	4911	14.22	5.38	0.74	0.14
Spring 2001 Junior	484	16.07	5.08	3143	14.37	5.13	1.70	0.33	1053	17.75	5.22	-1.68	-0.32	1406	14.28	5.10	1.79	0.35
Difference (Junior- First Year)		1.11			-0.15					1.56					0.06			
Effect Size																		
<i>Campus Facilities Scale (8 Questions)</i>																		
Fall 2000 First-Year	1004	18.40	4.42	21322	16.64	4.73	1.76	0.37	2074	19.46	4.79	-1.06	-0.22	4910	17.39	5.13	1.01	0.20
Spring 2001 Junior	482	18.34	4.41	3150	16.77	4.60	1.57	0.34	1051	19.13	4.62	-0.79	-0.17	1414	16.77	4.98	1.57	0.32
Difference (Junior- First Year)		-0.06			0.13					-0.33					-0.62			
Effect Size																		
<i>Clubs & Organizations (5 Questions)</i>																		
Fall 2000 First-Year	1013	8.42	3.30	21467	8.40	3.94	0.02		2091	9.38	4.00	-0.96	-0.24	4939	9.20	4.14	-0.78	-0.19
Spring 2001 Junior	494	11.59	4.13	3178	9.17	4.25	2.42	0.57	1049	10.57	4.23	1.02	0.24	1420	9.55	4.33	2.04	0.47
Difference (Junior- First Year)		3.17			0.77					1.19					0.35			
Effect Size		0.77																

Activity

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
<i>Personal Experiences (8 Questions)</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
Fall 2000 First-Year	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
Spring 2001 Junior	488	20.61	5.00	3161	20.14	5.11	0.47		1049	20.21	4.92	0.40		1421	19.29	5.34	1.32	0.25
Difference (Junior- First Year)		1.10			0.15					-0.41					-0.46			
Effect Size																		
<i>Student Acquaintances (10 Questions)</i>																		
Fall 2000 First-Year	991	26.71	6.53	21318	24.96	6.79	1.75	0.26	2067	26.96	6.61	-0.25	-0.27	4907	25.55	6.79	1.16	0.17
Spring 2001 Junior	486	26.09	6.27	3154	24.89	6.65	1.20	0.18	1046	27.83	6.42	-1.74	-0.27	1417	24.89	6.74	1.20	0.18
Difference (Junior- First Year)		-0.62			-0.07					0.87					-0.66			
Effect Size																		
<i>Science/Quantitative Experiences (10 Questions)</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	488	22.66	7.46	3143	21.06	7.42	1.60	0.22	1046	21.86	8.17	0.80		1415	22.08	7.89	0.58	
Difference (Junior- First Year)		1.11			-0.04					0.71					0.65			
Effect Size																		
<i>Topics of Conversation (10 Questions)</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	487	23.92	5.54	3135	24.07	5.70	-0.15		1045	26.79	5.62	-2.87	-0.51	1408	24.11	5.84	-0.19	
Difference (Junior- First Year)		0.73			0.45					2.93					0.44			
Effect Size																		
<i>Information in Conversation (6 Questions)</i>																		
Fall 2000 First-Year	995	14.35	3.69	20998	15.06	3.70	-0.71	-0.19	2045	15.42	3.68	-1.07	-0.29	4843	15.15	3.69	-0.80	-0.22
Spring 2001 Junior	482	15.26	3.48	3121	15.34	3.65	-0.08		1044	16.63	3.51	-1.37	-0.39	1399	15.34	3.60	-0.08	
Difference (Junior- First Year)		0.91			0.28					1.21					0.19			
Effect Size																		

College Student Experience Questionnaire Fall 2000 First-Year & Spring 2001 Junior Student 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
Bold = Significant Differences (Truman Means differ by 1.0 or more per 1997 CSEQ manual)

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

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

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Emphasis on Developing Academic, Scholarly, and Intellectual Qualities</i>																		
Fall 2000 First-Year	1015	6.11	0.96	21467	5.29	1.21	0.82	0.68	2102	5.80	1.16	0.31	0.27	4960	5.60	1.15	0.51	0.44
Spring 2001 Junior	494	6.11	1.00	3182	5.46	1.17	0.65	0.56	1054	6.46	0.86	-0.35	-0.41	1427	5.59	1.13	0.52	0.46
Difference (Junior- First Year)		0.00			0.17					0.66					-0.01			
Effect Size																		
<i>Emphasis on Developing Aesthetic, Expressive, and Creative Qualities</i>																		
Fall 2000 First-Year	1015	5.15	1.24	21449	4.76	1.34	0.39	0.29	2100	5.20	1.33	-0.05		4957	4.87	1.40	0.28	0.20
Spring 2001 Junior	493	4.79	1.37	3183	4.75	1.35	0.04		1052	5.08	1.43	-0.29	-0.20	1426	4.77	1.43	0.02	
Difference (Junior- First Year)		-0.36			-0.01					-0.12					-0.10			
Effect Size																		
<i>Emphasis on Being Critical, Evaluative, and Analytical</i>																		
Fall 2000 First-Year	1013	5.69	1.07	21441	5.05	1.24	0.64	0.52	2098	5.44	1.21	0.25	0.21	4952	5.29	1.23	0.40	0.33
Spring 2001 Junior	493	5.58	1.12	3184	5.18	1.23	0.40	0.33	1054	6.19	1.02	-0.61	-0.60	1426	5.37	1.23	0.21	0.17
Difference (Junior- First Year)		-0.11			0.13					0.75					0.08			
Effect Size																		
<i>Environmental Emphasis: Diversity</i>																		
Fall 2000 First-Year	1014	4.76	1.44	21444	4.89	1.46	-0.13	-0.09	2102	4.93	1.61	-0.17	-0.11	4950	4.90	1.54	-0.14	
Spring 2001 Junior	493	4.35	1.60	3182	4.83	1.48	-0.48	-0.32	1052	5.57	1.38	-1.22	-0.88	1424	4.87	1.53	-0.52	-0.34
Difference (Junior- First Year)		-0.41			-0.06					0.64					-0.03			
Effect Size																		
<i>Environmental Emphasis: Information Literacy Skills</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	494	5.11	1.33	3181	5.27	1.26	-0.16		1051	5.11	1.40	0.00		1426	5.31	1.33	-0.20	-0.15
Difference (Junior- First Year)		-0.15			0.01					-0.07					-0.01			
Effect Size																		
<i>Emphasis on Developing Vocational and Occupational Competence</i>																		
Fall 2000 First-Year	1013	4.63	1.43	21444	4.75	1.44	-0.12		2103	4.65	1.52	-0.02		4952	4.97	1.42	-0.34	-0.24
Spring 2001 Junior	494	4.18	1.63	3181	4.69	1.46	-0.51	-0.35	1053	3.52	1.69	0.66	0.39	1426	4.92	1.43	-0.74	-0.52
Difference (Junior- First Year)		-0.45			-0.06					-1.13					-0.05			
Effect Size																		
<i>Emphasis on Personal Relevance and Practical Value of Courses</i>																		
Fall 2000 First-Year	1015	4.76	1.40	21434	4.81	1.44	-0.05		2102	4.98	1.43	-0.22	-0.15	4951	5.08	1.39	-0.32	-0.23
Spring 2001 Junior	494	4.33	1.50	3180	4.76	1.45	-0.43	-0.30	1054	4.26	1.58	0.07		1427	5.09	1.37	-0.76	-0.55
Difference (Junior- First Year)		-0.43			-0.05					-0.72					0.01			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with other students</i>																		
Fall 2000 First-Year	1015	5.83	1.24	21467	5.59	1.32	0.24	0.18	2099	5.79	1.34	0.04		4958.00	5.76	1.25	0.07	
Spring 2001 Junior	494	5.69	1.24	3181	5.60	1.29	0.09		1055	5.62	1.40	0.07		1427	5.69	1.25	0.00	
Difference (Junior- First Year)		-0.14			0.01					-0.17					-0.07			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with administrative personnel and offices</i>																		
Fall 2000 First-Year	1014	4.98	1.32	21449	4.74	1.53	0.24	0.16	2098	4.91	1.55	0.07		4950	5.10	1.49	-0.12	
Spring 2001 Junior	494	4.37	1.61	3181	4.70	1.53	-0.33	-0.22	1054	4.84	1.62	-0.47	-0.29	1425	5.03	1.51	-0.66	-0.44
Difference (Junior- First Year)		-0.61			-0.04					-0.07					-0.07			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Relationships with faculty members</i>																		
Fall 2000 First-Year	1013	5.34	1.26	21464	5.17	1.38	0.17	0.12	2099	5.53	1.26	-0.19	-0.15	4957	5.58	1.30	-0.24	-0.18
Spring 2001 Junior	494	5.22	1.28	3179	5.29	1.32	-0.07		1054	5.89	1.12	-0.67	-0.60	1427	5.60	1.23	-0.38	-0.31
Difference (Junior- First Year)		-0.12			0.12					0.36					0.02			
Effect Size																		

College Student Experience Questionnaire Fall 2000 First-Year & Spring 2001 Junior Student Estimate of Gains Scale 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
Bold = Significant Differences (Truman Means differ by 0.3 or more per 1997 CSEQ manual)

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Vocational training, acquiring knowledge & skills applicable to a specific job or type of work</i>																		
Fall 2000 First-Year	1016	2.24	0.88	21484	2.66	0.88	-0.42	-0.48	2093	2.50	0.87	-0.26	-0.30	4955	2.84	0.86	-0.60	-0.70
Spring 2001 Junior	494	2.67	0.86	3181	2.86	0.83	-0.19	-0.23	1052	2.33	0.95	0.34	0.36	1421	2.94	0.81	-0.27	-0.33
Difference (Junior- First Year)		0.43			0.20					-0.17					0.10			
Effect Size		0.50																
<i>Acquiring background & specialization for further education in professional, scientific, or scholarly field</i>																		
Fall 2000 First-Year	1015	2.45	0.82	21463	2.62	0.85	-0.17	-0.20	2088	2.61	0.85	-0.16	-0.19	4951	2.75	0.85	-0.30	-0.35
Spring 2001 Junior	493	2.90	0.80	3181	2.79	0.81	0.11	0.11	1054	3.24	0.79	-0.34	-0.43	1419	2.89	0.80	0.01	0.01
Difference (Junior- First Year)		0.45			0.17					0.63					0.14			
Effect Size		0.56																
<i>Gaining a broad general education about different fields of knowledge</i>																		
Fall 2000 First-Year	1014	2.85	0.77	21426	2.77	0.78	0.08	0.10	2091	2.92	0.81	-0.07	-0.07	4943	2.82	0.78	0.03	0.03
Spring 2001 Junior	492	3.11	0.72	3177	2.85	0.76	0.26	0.34	1053	3.25	0.76	-0.14	-0.18	1419	2.87	0.76	0.24	0.32
Difference (Junior- First Year)		0.26			0.08					0.33					0.05			
Effect Size																		
<i>Gaining a range of information that may be relevant to a career</i>																		
Fall 2000 First-Year	1012	2.57	0.85	21394	2.84	0.83	-0.27	-0.33	2086	2.77	0.83	-0.20	-0.24	4932	2.99	0.79	-0.42	-0.53
Spring 2001 Junior	492	2.89	0.78	3176	2.99	0.79	-0.10	-0.10	1053	2.91	0.87	-0.02	-0.02	1411	3.10	0.73	-0.21	-0.29
Difference (Junior- First Year)		0.32			0.15					0.14					0.11			
Effect Size		0.41																
<i>Developing an understanding and enjoyment of art, music, and drama</i>																		
Fall 2000 First-Year	1013	2.25	0.97	21414	2.17	0.97	0.08	0.08	2085	2.41	1.01	-0.16	-0.16	4941	2.11	0.99	0.14	0.14
Spring 2001 Junior	493	2.35	0.95	3173	2.19	0.95	0.16	0.17	1054	2.67	1.00	-0.32	-0.32	1417	2.14	0.96	0.21	0.22
Difference (Junior- First Year)		0.10			-0.02					0.26					0.03			
Effect Size																		
<i>Broadening your acquaintance and enjoyment of literature</i>																		
Fall 2000 First-Year	1012	2.13	0.91	21397	2.20	0.91	-0.07	-0.07	2080	2.42	0.94	-0.29	-0.31	4940	2.17	0.94	-0.04	-0.04
Spring 2001 Junior	492	2.35	0.92	3175	2.23	0.90	0.12	0.12	1053	2.58	1.00	-0.23	-0.23	1419	2.23	0.94	0.12	0.12
Difference (Junior- First Year)		0.22			0.03					0.16					0.06			
Effect Size																		
<i>Seeing the importance of history for understanding the present and past</i>																		
Fall 2000 First-Year	1015	2.14	0.91	21425	2.34	0.92	-0.20	-0.22	2088	2.39	0.95	-0.25	-0.26	4941	2.36	0.94	-0.22	-0.23
Spring 2001 Junior	493	2.38	0.91	3176	2.36	0.91	0.02	0.02	1052	2.74	0.98	-0.36	-0.37	1417	2.39	0.91	-0.01	-0.01
Difference (Junior- First Year)		0.24			0.02					0.35					0.03			
Effect Size																		
<i>Gaining knowledge about other parts of the world and other people</i>																		
Fall 2000 First-Year	1013	2.04	0.96	19588	2.18	0.92	-0.14	-0.15	2087	2.24	0.95	-0.20	-0.21	4941	2.17	0.95	-0.13	-0.14
Spring 2001 Junior	493	2.15	0.92	3175	2.19	0.90	-0.04	-0.04	1054	2.61	0.95	-0.46	-0.48	1418	2.20	0.94	-0.05	-0.05
Difference (Junior- First Year)		0.11			0.01					0.37					0.03			
Effect Size																		
<i>Writing clearly and effectively</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	493	2.91	0.84	3159	2.85	0.82	0.06	0.06	1050	3.11	0.84	-0.20	-0.24	1418	2.85	0.82	0.06	0.06
Difference (Junior- First Year)		0.22			0.05					0.14					-0.04			
Effect Size																		

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Speaking effectively</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	492	2.83	0.78	3173	2.85	0.79	-0.02		1054	2.99	0.85	-0.16	-0.19	1419	2.92	0.79	-0.09	
Difference (Junior- First Year)		0.21			0.11					0.20				0.05				
Effect Size																		
<i>Acquiring familiarity with the use of computers</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	493	2.95	0.88	3176	3.00	0.86	-0.05		1053	2.88	0.90	0.07		1417	3.08	0.83	-0.13	-0.16
Difference (Junior- First Year)		0.13			0.06					-0.05				0.00				
Effect Size																		
<i>Becoming aware of different philosophies, cultures, and ways of life</i>																		
Fall 2000 First-Year	1013	2.50	0.88	21413	2.56	0.88	-0.06		2088	2.70	0.88	-0.20	-0.23	4941	2.55	0.90	-0.05	
Spring 2001 Junior	492	2.60	0.86	3171	2.59	0.85	0.01		1054	3.01	0.83	-0.41	-0.49	1419	2.63	0.89	-0.03	
Difference (Junior- First Year)		0.10			0.03					0.31				0.08				
Effect Size																		
<i>Developing your own values and ethical standards</i>																		
Fall 2000 First-Year	1013	2.74	0.90	21406	2.82	0.91	-0.08		2091	2.95	0.88	-0.21	-0.24	4938	2.88	0.91	-0.14	-0.15
Spring 2001 Junior	492	2.96	0.85	3176	2.90	0.88	0.06		1052	3.18	0.86	-0.22	-0.26	1419	2.91	0.87	0.05	
Difference (Junior- First Year)		0.22			0.08					0.23				0.03				
Effect Size																		
<i>Understanding yourself - your abilities, interests, and personality</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	494	3.11	0.78	3172	3.13	0.80	-0.02		1052	3.37	0.74	-0.26	-0.35	1420	3.14	0.78	-0.03	
Difference (Junior- First Year)		0.20			0.08					0.25				0.02				
Effect Size																		
<i>Understanding other people and the ability to get along with different kinds of people</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	493	2.97	0.82	3168	3.08	0.81	-0.11		1050	3.09	0.81	-0.12		1418	3.06	0.78	-0.09	
Difference (Junior- First Year)		0.00			0.06					0.03				-0.03				
Effect Size																		
<i>Ability to function as a team member</i>																		
Fall 2000 First-Year	1011	2.69	0.89	21353	2.88	0.89	-0.19	-0.21	2079	2.87	0.88	-0.18	-0.20	4930	3.02	0.86	-0.33	-0.38
Spring 2001 Junior	493	2.93	0.86	3170	2.99	0.84	-0.06		1052	2.90	0.90	0.03		1418	3.04	0.81	-0.11	
Difference (Junior- First Year)		0.24			0.11					0.03				0.02				
Effect Size																		
<i>Developing good health habits and physical fitness</i>																		
Fall 2000 First-Year	1012	2.49	0.99	21359	2.57	1.00	-0.08		2079	2.61	0.98	-0.12	-0.12	4929	2.61	1.00	-0.12	-0.12
Spring 2001 Junior	491	2.51	0.99	3167	2.55	0.98	-0.04		1052	2.38	1.02	0.13		1418	2.59	0.99	-0.08	
Difference (Junior- First Year)		0.02			-0.02					-0.23				-0.02				
Effect Size																		
<i>Understanding the nature of science and experimentation</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	494	2.49	0.95	3167	2.31	0.93	0.18	0.19	1052	2.46	1.03	0.03		1418	2.38	0.96	0.11	
Difference (Junior- First Year)		0.32			0.04					0.21				0.07				
Effect Size		0.34																
<i>Understanding new scientific and technical developments</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	493	2.41	0.90	3167	2.31	0.93	0.10		1052	2.38	1.03	0.03		1415	2.44	0.95	-0.03	
Difference (Junior- First Year)		0.28			0.03					0.17				0.10				
Effect Size																		
<i>Becoming aware of the consequences of applications in science and technology</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	490	2.37	0.88	3165	2.35	0.92	0.02		1051	2.41	0.94	-0.04		1417	2.45	0.92	-0.08	
Difference (Junior- First Year)		0.27			0.03					0.15				0.08				
Effect Size																		

Estimate of Gains

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Ability to think analytically and logically</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	490	2.95	0.82	3158	2.85	0.84	0.10		1051	3.24	0.78	-0.29	-0.37	1412	2.97	0.82	-0.02	
Difference (Junior- First Year)		0.24			0.07					0.43				0.09				
Effect Size																		
<i>Quantitative thinking -- Understanding probabilities, proportions, etc.</i>																		
Fall 2000 First-Year	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
Spring 2001 Junior	493	2.52	0.89	3170	2.47	0.93	0.05		1053	2.56	1.02	-0.04		1414	2.63	0.94	-0.11	
Difference (Junior- First Year)		0.25			0.05					0.21				0.12				
Effect Size																		
<i>Ability to put ideas together, to see relationships, similarities, and differences between ideas</i>																		
Fall 2000 First-Year	1012	2.71	0.84	21329	2.83	0.82	-0.12	-0.15	2079	2.87	0.82	-0.16	-0.20	4931	2.90	0.82	-0.19	-0.23
Spring 2001 Junior	491	2.99	0.76	3174	2.94	0.79	0.05		1051	3.34	0.73	-0.35	-0.48	1416	2.98	0.78	0.01	
Difference (Junior- First Year)		0.28			0.11					0.47				0.08				
Effect Size																		
<i>Ability to learn on your own, pursue ideas, and find information you need</i>																		
Fall 2000 First-Year	1013	2.87	0.82	21348	2.98	0.82	-0.11		2081	2.99	0.82	-0.12	-0.15	4932	3.02	0.81	-0.15	-0.19
Spring 2001 Junior	491	3.04	0.79	3169	3.06	0.79	-0.02		1052	3.36	0.77	-0.32	-0.42	1416	3.07	0.77	-0.03	
Difference (Junior- First Year)		0.17			0.08					0.37				0.05				
Effect Size																		
<i>Gain: Adapting to Change</i>																		
Fall 2000 First-Year	1010	2.92	0.87	21353	2.98	0.85	-0.06		2077	3.01	0.86	-0.09		4929	3.03	0.83	-0.11	-0.13
Spring 2001 Junior	491	2.97	0.85	3171	3.02	0.82	-0.05		1050	3.09	0.85	-0.12		1418	3.04	0.81	-0.07	
Difference (Junior- First Year)		0.05			0.04					0.08				0.01				
Effect Size																		

College Student Experience Questionnaire
Fall 2000 First-Year & Spring 2001 Junior 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
Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

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

	Truman		Comprehensive College & Univ		TRU-CCU		Selective Liberal Arts Colleges		TRU-SLA		General Liberal Arts Colleges		TRU-GLA					
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Number of textbooks/ assigned books read</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	491	3.29	0.89	3181	3.03	0.87	0.26	0.30	1053	3.74	0.98	-0.45	-0.46	1430	2.9	0.92	0.39	0.42
Difference (Junior- First Year)		0.62			0.04					0.34					-0.11			
Effect Size		0.70																
<i>Number of course packets read</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	485	2.69	1.02	3135	2.55	0.97	0.14		1046	2.98	1.13	-0.29	-0.26	1390	2.46	1.04	0.23	0.22
Difference (Junior- First Year)		0.27			0.07					0.11					-0.11			
Effect Size		0.26																
<i>Number of non-assigned books read</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	489	2.22	1.04	3141	2.12	0.99	0.10		1049	2.58	1.05	-0.36	-0.34	1395	2.02	0.98	0.2	0.20
Difference (Junior- First Year)		0.29			0.04					0.45					-0.09			
Effect Size		0.28																
<i>Number of essays exams written</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	493	3.01	1.04	3148	2.99	1.08	0.02		1048	2.82	0.93	0.19	0.20	1413	2.96	1.11	0.05	
Difference (Junior- First Year)		0.21			0.01					-0.54					-0.14			
Effect Size		0.20																
<i>Number of term papers written</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	489	3.31	0.96	3117	3.10	1.04	0.21	0.20	1044	3.25	1.00	0.06		1380	2.88	1.08	0.43	0.40
Difference (Junior- First Year)		0.38			0.07					-0.31					-0.28			
Effect Size		0.40																

College Student Experience Questionnaire
Fall 2000 First-Year & Spring 2001 Junior 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
Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual)

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

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>How well college is liked</i>																		
Fall 2000 First-Year	1005	3.08	0.78	21143	3.05	0.77	0.03		2077	3.19	0.82	-0.11		4871	3.07	0.78	0.01	
Spring 2001 Junior	494	3.07	0.76	3187	3.07	0.77	0.00		1060	3.34	0.79	-0.27	-0.34	1425	3.08	0.77	-0.01	
Difference (Junior- First Year)		-0.01			0.02					0.15					0.01			
Effect Size																		

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

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
<i>Would attend same institution again</i>																		
Fall 2000 First-Year	1006	3.12	0.79	21114	3.02	0.87	0.1		2069	3.10	0.90	0.02		4853	3.00	0.91	0.12	
Spring 2001 Junior	493	2.95	0.83	3181	3.01	0.84	-0.06		1058	3.29	0.80	-0.34	-0.43	1423	3.00	0.89	-0.05	
Difference (Junior- First Year)		-0.17			-0.01					0.19					0.00			
Effect Size																		

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
<i>Overall opinion of college Satisfaction Index</i>																		
Fall 2000 First-Year	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	
Spring 2001 Junior	493	6.03	1.39	3179	6.08	1.38	-0.05		1058	6.64	1.46	-0.61	-0.42	1419	6.08	1.43	-0.05	
Difference (Junior- First Year)		-0.17			0.01					0.35					0.01			
Effect Size																		

College Student Experience Questionnaire

Fall 2000 First-Year & Spring 2001 Junior Students Good Practice, Capacity for Lifelong Learning, Diversity Index, and Scale Factors 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
Bold = Significant Differences, Truman Means differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual

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

Good Practice Indices

(Three Principles of Good Practice in Undergraduate Education)

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction Index																		
Fall 2000 First-Year	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
Spring 2001 Junior	485	27.89	7.21	3114	27.05	7.32	0.84		1043	28.77	7.51	-0.88		1400	28.21	7.46	-0.32	
Difference (Junior- First Year)		2.52																
Effect Size		0.35																
2. Active Learning Index																		
Fall 2000 First-Year	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	
Spring 2001 Junior	477	54.75	8.67	3047	53.26	9.44	1.49	0.16	1032	55.66	9.33	-0.91		1368	52.37	10.09	2.38	0.24
Difference (Junior- First Year)		2.94																
Effect Size																		
3. Cooperation Among Students Index																		
Fall 2000 First-Year	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	
Spring 2001 Junior	484	25.62	4.93	3141	24.65	4.99	0.97	0.19	1046	25.50	4.78	0.12		1413	23.77	5.11	1.85	0.36
Difference (Junior- First Year)		1.57																
Effect Size																		
Capacity for Lifelong-learning Index																		
Fall 2000 First-Year	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
Spring 2001 Junior	479	40.54	7.22	3088	40.23	7.49	0.31		1040	42.83	6.94	-2.29	-0.33	1382	41.01	7.33	-0.47	
Difference (Junior- First Year)		3.08																
Effect Size		0.43																
Experiences with Diversity Index																		
Fall 2000 First-Year	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	
Spring 2001 Junior	479	25.43	5.49	3104	24.91	5.74	0.52		1040	28.32	5.83	-2.89	-0.50	1398	25.15	5.79	0.28	
Difference (Junior- First Year)		0.09																
Effect Size																		
Quality of Effort Scales Academic Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	500	135.33	24.18	3220	130.15	24.34	5.18	0.21	1062	138.49	23.80	-3.16		1433	131.64	24.55	3.69	0.15
Difference (Junior- First Year)		-43.18																
Effect Size																		
Quality of Effort Scales Social Factor																		
Fall 2000 First-Year	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	
Spring 2001 Junior	496	99.83	20.25	3202	97.03	20.47	2.80	0.14	1060	107.88	19.72	-8.05	-0.41	1434	96.35	20.36	3.48	0.17
Difference (Junior- First Year)		28.09																
Effect Size		1.39																

Good Practice and Capacity for Lifelong-Learning Indices

	Truman			Comprehensive College & Univ			TRU-CCU		Selective Liberal Arts Colleges			TRU-SLA		General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Scholarly Environment Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	494	16.46	2.80	3186	15.37	3.13	1.09	0.35	1054	17.72	2.50	-1.26	-0.50	1427	15.72	3.18	0.74	0.23
Difference (Junior- First Year)		-0.49																
Effect Size																		
Personal Relations Environmental Factor																		
Fall 2000 First-Year	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	
Spring 2001 Junior	494	15.28	3.07	3185	15.57	3.28	-0.29		1055	16.34	3.09	-1.06	-0.34	1427	16.31	3.19	-1.03	-0.32
Difference (Junior- First Year)		-0.85																
Effect Size																		
Practical Environmental Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	494	17.95	4.46	3185	19.52	4.34	-1.57	-0.36	1054	18.44	4.43	-0.49		1427	20.18	4.44	-2.23	-0.50
Difference (Junior- First Year)		8.57																
Effect Size																		
Personal Development Gains Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	486	17.43	3.72	3145	17.69	3.87	-0.26		1047	18.01	3.66	-0.58		1410	17.77	3.79	-0.34	
Difference (Junior- First Year)		3.69																
Effect Size																		
Science and Technology Gains Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	490	9.78	3.04	3152	9.43	3.13	0.35		1049	9.82	3.42	-0.04		1408	9.90	3.19	-0.12	
Difference (Junior- First Year)		3.41																
Effect Size																		
General Education Gains Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	490	14.92	3.66	3145	14.42	3.69	0.50		1049	16.87	3.73	-1.95	-0.52	1409	14.45	3.96	0.47	
Difference (Junior- First Year)		3.90																
Effect Size																		
Vocational Preparation Gains Factor																		
Fall 2000 First-Year	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
Spring 2001 Junior	491	8.45	1.96	3171	8.64	2.02	-0.19		1051	8.48	1.97	-0.03		1407	8.94	1.93	-0.49	-0.25
Difference (Junior- First Year)		1.21																
Effect Size																		
Intellectual Skills Gains Factor																		
Fall 2000 First-Year	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	
Spring 2001 Junior	483	17.67	3.48	3116	17.56	3.56	0.11		1045	18.92	3.43	-1.25	-0.36	1400	17.87	3.46	-0.20	
Difference (Junior- First Year)		1.66																
Effect Size																		

College Student Experience Questionnaire
Fall 2000 First-year and Spring 2001 Junior Cross-Sectional Developmental Student Summary
Truman Student Differences by Class Rank

Positive = Truman Spring 2001 Junior Student Mean Greater
 Negative = Truman Fall 2000 First-Year Mean Greater
 Significant Differences per 1997 CSEQ Manual

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

Activity Scales	Effect Size
-----------------	-------------

Clubs and Organizations	Moderate Positive
-------------------------	-------------------

Environment Scales	Effect Size
--------------------	-------------

None

Gain Scales	Effect Size
-------------	-------------

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

Acquiring background & specialization for further education in professional, scientific, or scholarly field	Moderate Positive
---	-------------------

Gaining a range of information that may be relevant to a career	Small Positive
---	----------------

Understanding the nature of science and experimentation	Small Positive
---	----------------

Reading, Writing, and Satisfaction Q.'s	Effect Size
---	-------------

Number of textbooks/assigned books read	Moderate Positive
---	-------------------

Number of course packets read	Small Positive
-------------------------------	----------------

Number of non-assigned books read	Small Positive
-----------------------------------	----------------

Number of essays exams written	Small Positive
--------------------------------	----------------

Number of term papers written	Small Positive
-------------------------------	----------------

Good Practice Index	Effect Size
---------------------	-------------

Faculty-Student Interaction Index	Small Positive
-----------------------------------	----------------

Capacity for Lifelong-learning Index	Small Positive
--------------------------------------	----------------

College Student Experience Questionnaire
Fall 2000 First-year and Spring 2001 Junior Cross-Sectional Developmental Student Summary
Truman Student Differences by Class Rank and Gender

Positive = Truman Fall 2000 First-year Student Mean Greater
 Negative = Truman Spring 2001 Junior Mean Greater
 Significant Differences per 1997 CSEQ Manual

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

Activity Scales	Gender	Effect Size
Course Learning	Male	Small Positive
Experiences with Faculty	Female	Small Positive
Clubs and Organizations	Male Female	Moderate Positive Large Positive

Environment Scales	Gender	Effect Size
---------------------------	---------------	--------------------

None

Reading, Writing, and Satisfaction Q.'s	Gender	Effect Size
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	Female	Moderate Positive
Acquiring background & specialization for further education in professional, scientific, or scholarly field	Male Female	Small Positive Moderate Positive
Gaining a range of information that may be relevant to a career	Female	Small Positive
Developing your own values and ethical standards	Male	Small Positive
Understanding the nature of science and experimentation	Female	Small Positive
Understanding new scientific and technical developments	Female	Small Positive
Ability to think analytically and logically	Male	Small Positive
Ability to put ideas together, to see relationships, similarities, and differences between ideas	Male	Small Positive

Truman Student Differences by Class Rank and Gender

Reading, Writing, and Satisfaction Q.'s	Gender	Effect Size
Number of textbooks/assigned books read	Male	Moderate Positive
	Female	Moderate Positive
Number of course packets read	Male	Small Positive
	Female	Small Positive
Number of non-assigned books read	Male	Small Positive
	Female	Small Positive
Number of essays exams written	Male	Small Positive
	Female	Small Positive
Number of term papers written	Male	Small Positive
	Female	Small Positive
Would attend same institution again	Male	Small Negative

Good Practice Index	Gender	Effect Size
Faculty-Student Interaction Index	Female	Small Positive
Capacity for Lifelong-learning Index	Male	Small Positive
	Female	Small Positive