Chapter XXIV: COLLEGE STUDENT EXPERIENCE QUESTIONNAIRE, FULL DATA

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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 <u>Weaknesses</u> 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):

<u>Strengths</u> Completed the assigned readings for class Took detailed notes during class Contributed to class discussions Tried to see how different facts and ideas fit together Summarized major points and information from your class notes or readings Worked on a class assignment, project, or presentation with other students Used information or experience form other areas or your life (job, internship, interactions with others) in class discussions or assignments

Tried to explain material form a course to someone else (another student, friend, co-worker, family member) Worked on a paper or project where you had to integrate ideas from various sources

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):

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):

<u>Strengths</u> 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

<u>Weaknesses</u> 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):

<u>Strengths</u> 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):

<u>Strengths</u> Current events in the news Social issues-peace, justice, etc Different lifestyles, etc.

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

<u>Strengths</u> 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

<u>Strengths</u> Quality of Academic program Relationship with other students

<u>Weaknesses</u> 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.

Library Information

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

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

				Very C		Ofter		Occasio		Neve		Very often + Often		
		М	SD	Ν	Col %	Ν	Col %	N	Col %	Ν	Col %	Col %		
Used the library as a	Total	2.23	0.936	150	13%	241	20%	538	45%	264	22%	33%		
quiet place to read or	Male	2.22	0.948	57	12%	101	22%	197	42%	113	24%	34%		
study materials you brought with you	Female	2.24	0.926	93	13%	140	19%	341	47%	151	21%	32%		
Found something	Total	1.89	0.788	49	4%	159	13%	591	50%	393	33%	17%		
interesting while	Male	1.91	0.813	21	4%	72	15%	218	47%	156	33%	20%		
browsing in the library	Female	1.87	0.765	28	4%	87	12%	373	51%	237	33%	16%		
Asked a librarian or staff	Total	1.93	0.816	58	5%	187	16%	563	47%	382	32%	21%		
member for help in	Male	1.94	0.848	25	5%	79	17%	205	44%	157	34%	22%		
finding information on some topic	Female	1.93	0.799	33	5%	108	15%	358	49%	225	31%	19%		
Read assigned materials	Total	1.85	0.855	63	5%	173	15%	482	40%	474	40%	20%		
other than textbooks in	Male	1.85	0.883	27	6%	71	15%	174	37%	195	42%	21%		
the library (reserve readings, etc.)	Female	1.86	0.839	36	5%	102	14%	308	42%	279	38%	19%		
Used an index or	Total	2.81	0.931	325	27%	422	35%	343	29%	101	8%	63%		
database (computer,	Male	2.70	0.966	117	25%	142	30%	157	34%	51	11%	55%		
card catalog, etc.) to find material on some topic	Female	2.89	0.900	208	29%	280	39%	186	26%	50	7%	67%		
Developed a	Total	2.57	1.019	270	23%	332	28%	387	33%	198	17%	51%		
bibliography or reference	Male	2.53	1.023	102	22%	126	27%	154	33%	83	18%	49%		
list for a term paper or other report	Female	2.59	1.013	168	23%	206	29%	233	32%	115	16%	52%		
Gone back to read a	Total	1.48	0.726	33	3%	66	6%	343	29%	747	63%	8%		
basic reference or	Male	1.58	0.794	19	4%	33	7%	147	31%	268	57%	11%		
document that other authors referred to	Female	1.42	0.672	14	2%	33	5%	196	27%	479	66%	7%		
Made a judgment about	Total	2.27	0.927	141	12%	294	25%	502	42%	250	21%	37%		
the quality of information	Male	2.26	0.946	56	12%	115	25%	187	40%	107	23%	37%		
obtained from the library, World Wide Web, or other sources	Female	2.29	0.915	85	12%	179	25%	315	44%	143	20%	37%		

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

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 Italic = Significant (Frequency is less than 20%)								
			Г	Very O	ften	Often		Occasio	nally	Neve	r	Very often + Often
		М	SD	Ν	Col %	Ν	Col %	N	Col %	Ν	Col %	Col %
Used a computer or word	Total	3.80	0.503	1008	84%	138	12%	43	4%	4	0%	96%
processor to prepare	Male	3.75	0.555	378	81%	64	14%	25	5%	1	0%	94%
reports or papers	Female	3.84	0.460	630	87%	74	10%	18	2%	3	0%	97%
Used e-mail to	Total	3.45	0.772	732	61%	285	24%	158	13%	16	1%	85%
communicate with an	Male	3.29	0.846	246	53%	120	26%	91	20%	9	2%	79%
instructor or other students	Female	3.56	0.700	486	67%	165	23%	67	9%	7	1%	90%
Used a computer tutorial	Total	1.87	0.963	113	9%	144	12%	408	34%	527	44%	22%
to learn material for a	Male	1.91	0.975	48	10%	59	13%	165	35%	195	42%	23%
course or	Female	1.84	0.953	65	9%	85	12%	243	34%	332	46%	21%
development/remedial												
Participated in class	Total	1.47	0.858	71	6%	75	6%	202	17%	844	71%	12%
discussion using an	Male	1.48	0.850	26	6%	32	7%	80	17%	329	70%	12%
electronic medium (e-	Female	1.47	0.861	45	6%	43	6%	122	17%	515	71%	12%
mail, list-serve, chat												
Searched the World Wide	Total	3.35	0.850	673	56%	298	25%	185	16%	36	3%	81%
Web or Internet for the	Male	3.35	0.834	260	56%	124	27%	70	15%	13	3%	82%
information related to a course	Female	3.35	0.858	413	57%	174	24%	115	16%	23	3%	81%
Used a computer to	Total	1.70	0.965	108	9%	103	9%	304	26%	675	57%	18%
retrieve materials from a	Male	1.77	0.994	47	10%	47	10%	122	26%	250	54%	20%
library not at this institution	Female	1.66	0.941	61	8%	56	8%	182	25%	425	59%	16%
Used a computer to	Total	2.39	1.039	235	20%	263	22%	430	36%	262	22%	42%
produce visual displays of	Male	2.45	1.047	102	22%	102	22%	167	36%	95	20%	44%
information (charts, graphs, spreadsheets,	Female	2.36	1.030	133	18%	161	22%	263	36%	167	23%	41%
Used a computer to	Total	1.80	0.917	91	8%	131	11%	414	35%	553	47%	19%
analyze data (statistics,	Male	1.95	0.985	52	11%	59	13%	170	37%	184	40%	24%
forecasting, etc.)	Female	1.33	0.857	39	5%	72	10%	244	34%	369	40 <i>%</i>	15%
Developed a Web page	Total	1.60	0.871	70	6%	100	8%	308	26%	712	60%	14%
or multimedia	Male	1.79	0.988	46	10%	50	11%	129	28%	241	52%	21% 10%
presentation.	Female	1.48	0.767	24	3%	50	7%	179	25%	471	65%	10%

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

Course Learning

College Student Experience Questionnaire Fall 2001 Truman First-Year Student Activity Scale-Course Learning Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)									cant (Frequend Significant (Fre)
				Very Oft	en	Often		Occasio	nally	Neve	r	Very often + Often
		М	SD		Col %		Col %	Ν	Col %	N	Col %	Col %
Completed the assigned	Total Male	3.28 3.13	0.754 0.786	546 171	46% 37%	444 190	37% 41%	195 100	16% 21%	8 6	1% 1%	83% 77%
readings for class	Female	3.38	0.730	375	52%	254	35%	95	13%	2	0%	87%
	1 cmaic	0.00	0.717	0/0	0270	204	0070	00	1070	2	070	0170
Took detailed notes	Total	3.48	0.733	721	60%	340	29%	111	9%	20	2%	89%
during class	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	Total	2.92	0.848	345	29%	414	35%	383	33%	31	3%	65%
discussions	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,	Total	1.60	0.793	41	3%	109	9%	377	32%	664	56%	13%
case study, or simulation	Male	1.65	0.831	20	4%	48	10%	149	32%	249	53%	15%
for a class	Female	1.57	0.767	21	3%	61	8%	228	31%	415	57%	11%
Tried to see how	Total	2.84	0.838	288	24%	481	40%	372	31%	51	4%	65%
different facts and ideas	Male	2.83	0.818	105	23%	196	42%	147	32%	18	4%	65%
fit together	Female	2.85	0.850	183	25%	285	39%	225	31%	33	5%	64%
Summarized major	Total	2.92	0.887	359	30%	431	36%	339	28%	62	5%	66%
points and information	Male	2.80	0.879	114	24%	172	37%	152	33%	28	6%	61%
from your class notes or readings	Female	2.99	0.886	245	34%	259	36%	187	26%	34	5%	70%
Worked on a class	Total	2.80	0.901	309	26%	415	35%	388	33%	78	7%	61%
assignment, project, or	Male Female	2.72 2.86	0.915 0.886	106 203	23% 28%	162 253	35% 35%	156 232	34% 32%	41 37	9% 5%	58% 63%
presentation with other students	remaie	2.00	0.000	205	2076	200	55 %	232	52 /6	51	576	03 /6
Applied material learned	Total	2.53	0.860	172	14%	401	34%	500	42%	119	10%	48%
in a class to other areas	Male	2.43	0.884	64	14%	133	28%	209	45%	61	13%	42%
(your job or internship, other courses,	Female	2.59	0.837	108	15%	268	37%	291	40%	58	8%	52%
relationships with friends, family, co-												
Used information or	Total	2.72	0.822	230	19%	444	37%	465	39%	50	4%	57%
experience form other	Male	2.62	0.830	77	17%	163	35%	197	42%	28	6%	52%
areas or your life (job, internship, interactions	Female	2.78	0.810	153	21%	281	39%	268	37%	22	3%	60%
with others) in class discussions or												
Tried to explain material	Total	2.83	0.797	271	23%	473	40%	422	35%	24	2%	63%
form a course to	Male	2.77	0.805	97 174	21%	175	38%	182	39%	12 12	3%	58%
someone else (another student, friend, co-	Female	2.88	0.790	1/4	24%	298	41%	240	33%	12	2%	65%
Worked on a paper or	Total	3.00	0.849	387	33%	453	38%	306	26%	40	3%	71%
project where you had to	Male	2.96	0.877	147	32%	173	37%	121	26%	22	5%	69%
integrate ideas from	Female	3.03	0.829	240	33%	280	39%	185	26%	18	2%	72%

Writing Experiences

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

Bold = Significant (Frequency is greater than 50%)

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Fourth Edition (2000)								•	Significant (Frequence)		,
				Very Of	ften	Ofte	n	Occasio	nally	Neve	er
		М	SD	N	Col %	N	Col %	Ν	Col %	Ν	Col %
Used a dictionary or	Total	2.86	0.929	369	31%	362	30%	388	33%	74	6%
thesaurus to look up the	Male	2.70	0.981	125	27%	126	27%	166	36%	50	11%
proper meaning of words	Female	2.96	0.880	244	34%	236	33%	222	31%	24	3%
Thought about grammar,	Total	3.31	0.791	588	49%	416	35%	159	13%	29	2%
sentence structure, word	Male	3.13	0.827	180	39%	182	39%	90	19%	14	3%
choice, and sequence or ideas or points as you	Female	3.43	0.748	408	56%	234	32%	69	10%	15	2%
Asked other people to	Total	2.83	0.968	360	30%	385	32%	332	28%	115	10%
read something you wrote	Male	2.69	0.970	114	24%	148	32%	150	32%	55	12%
to see if it was clear to them	Female	2.92	0.957	246	34%	237	33%	182	25%	60	8%
Referred to a book or	Total	2.46	1.012	233	20%	307	26%	424	36%	228	19%
manual about writing	Male	2.29	0.993	70	15%	107	23%	178	38%	111	24%
style, grammar, etc.	Female	2.56	1.009	163	22%	200	28%	246	34%	117	16%
Revised a paper or	Total	2.67	0.996	312	26%	324	27%	408	34%	148	12%
composition two or more	Male	2.53	1.006	98	21%	129	28%	160	34%	79	17%
times before you were satisfied with it	Female	2.76	0.981	214	29%	195	27%	248	34%	69	10%
Asked an instructor or	Total	2.03	0.951	114	10%	218	18%	450	38%	410	34%
staff member for advice	Male	2.07	0.954	46	10%	91	19%	179	38%	151	32%
and help to improve your writing	Female	2.01	0.953	68	9%	127	18%	271	37%	259	36%
Prepared a major written	Total	1.19	0.555	21	2%	30	3%	101	8%	1040	87%
report for a class (20	Male	1.20	0.546	6	1%	14	3%	48	10%	399	85%
pages or more)	Female	1.18	0.562	15	2%	16	2%	53	7%	641	88%

Very often + O	ften
Col %	
	61%
	54%
	66%
	84%
	78%
	88%
	63%
	56%
	67%
	01 /0
	45%
	38%
	50%
	53%
	49%
	56%
	28%
	20%
	23%
	21/0
	4%
	4%
	4%

)

XXIV-10

Experiences with Faculty

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%)

				Very Often		Often		Occasionally		Never		Very often + Often
		М	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Talked with your instructor	Total	2.65	0.814	203	17%	420	35%	512	43%	56	5%	52%
about information related	Male	2.66	0.839	84	18%	166	36%	188	40%	27	6%	54%
to a course you were	Female	2.64	0.800	119	16%	254	35%	324	45%	29	4%	51%
taking (grades, make-up	1 ciliale	2.04	0.000	110	1070	204	0070	024	4070	20	470	01/0
work, assignments, etc)												
,,,												
Discussed your academic	Total	2.42	0.804	131	11%	346	29%	604	51%	109	9%	40%
program or course	Male	2.44	0.816	51	11%	150	32%	218	47%	46	10%	43%
selection with a faculty	Female	2.40	0.798	80	11%	196	27%	386	53%	63	9%	38%
member	1 onnaio	2.10	0.100				21.70	000	0070		0,0	6678
member												
Discussed ideas for a	Total	2.02	0.842	69	6%	229	19%	551	46%	341	29%	25%
term paper or other class	Male	2.07	0.864	26	6%	112	24%	194	42%	132	28%	30%
project with a faculty	Female	1.99	0.829	43	6%	117	16%	357	49%	209	29%	22%
member												
	T . 1				-		100/		= 10/		070/	2201
Discussed your career	Total	2.02	0.821	72	6%	195	16%	605	51%	319	27%	22%
plans and ambitions with	Male	2.05	0.864	35	8%	81	17%	222	48%	127	27%	25%
a faculty member	Female	1.99	0.791	37	5%	114	16%	383	53%	192	26%	21%
Worked harder as a result	Total	2.43	0.865	131	11%	412	35%	479	40%	166	14%	46%
of feedback from an	Male	2.42	0.896	58	13%	152	33%	183	39%	71	15%	45%
instructor	Female	2.43	0.843	73	10%	260	36%	296	41%	95	13%	46%
	T ()	1.50	0.807	50	4%		70/	372	31%	678	57%	12%
Socialized with a faculty	Total Male	1.59 1.74	0.807	52	4% 6%	88 49	7% 11%		31%	228	57% 49%	12%
member outside of class				30				158				
(had a snack or soft drink,	Female	1.49	0.735	22	3%	39	5%	214	30%	450	62%	8%
etc.)												
Participated with other	Total	1.65	0.800	45	4%	110	9%	414	35%	621	52%	13%
students in a discussion	Male	1.76	0.872	26	6%	56	12%	164	35%	219	47%	18%
with one or more faculty	Female	1.57	0.743	19	3%	54	7%	250	34%	402	55%	10%
members outside of class												
Asked your instructor for	Total	1.89	0.876	72	6%	179	15%	475	40%	460	39%	21%
comments and criticisms	Male	1.99	0.911	36	8%	82	18%	188	41%	158	34%	25%
about your academic	Female	1.82	0.848	36	5%	97	13%	287	40%	302	42%	18%
performance												
	Total	2.31	0.944	157	13%	300	25%	487	41%	245	21%	38%
Worked harder than you	Male	2.31	0.944	52	13%	300 116	25% 25%	487	41% 39%	245 116	21%	36%
thought you could to meet					11%	184		306		129	25% 18%	30% 40%
an instructor's	Female	2.37	0.944	105	15%	184	25%	306	42%	129	10%	40%
expectations and												
standards												
Worked with a faculty	Total	1.20	0.566	18	2%	41	3%	105	9%	1024	86%	5%
member on a research	Male	1.26	0.627	8	2%	22	5%	53	11%	380	82%	6%
project	Female	1.17	0.523	10	1%	19	3%	52	7%	644	89%	4%
F),												

Bold = Significant (Frequency is greater than 50%)

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 Italic = Significant (Frequency is greater than 50%)							
				Very O	Often	Ofte	n	Occasio	nally	Nev	er	Very often + Often				
		М	SD	N	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Col %				
Talked about art	Total	2.40	1.056	241	20%	263	22%	408	34%	278	23%	42%				
(painting, sculpture,	Male	2.2	1.074	74	16%	102	22%	133	29%	156	34%	38%				
artists, etc.) or the theater (plays, musicals, dance, etc.) with other	Female	2.51	1.024	167	23%	161	22%	275	38%	122	17%	45%				
Went to an art	Total	2.32	1.011	203	17%	250	21%	462	39%	274	23%	38%				
exhibit/gallery or a play,	Male	2.12	1.012	58	13%	93	20%	158	34%	155	33%	33%				
dance, or other theater performance, on or off	Female	2.45	0.989	145	20%	157	22%	304	42%	119	16%	42%				
Participated in some art	Total	1.67	0.994	119	10%	97	8%	240	20%	731	62%	18%				
activity (painting, pottery,	Male	1.59	0.994	38	8%	36	8%	88	19%	302	65%	16%				
weaving, drawing, etc.) or theater event, or worked on some theatrical production (acted, danced, work on scenery, etc.), on or off	Female	1.72	1.023	81	11%	61	8%	152	21%	429	59%	20%				
Talked about music or	Total	2.84	1.038	403	34%	340	29%	291	24%	154	13%	63%				
musicians (classical,	Male	2.77	1.089	156	34%	121	26%	110	24%	77	17%	60%				
popular, etc.) with other students, friends, or family members	Female	2.88	1.002	247	34%	219	30%	181	25%	77	11%	64%				
Attended a concert or	Total	2.58	0.991	265	22%	320	27%	429	36%	172	15%	49%				
other music event, on or	Male	2.40	1.011	82	18%	118	25%	164	35%	99	21%	43%				
off the campus	Female	2.68	0.962	183	25%	202	28%	265	37%	73	10%	53%				
Participated in some	Total	1.77	1.120	179	15%	96	8%	184	16%	725	61%	23%				
music activity (orchestra,	Male	1.67	1.051	57	12%	32	7%	74	16%	298	65%	19%				
chorus, dance, etc.) on or off the campus	Female	1.84	1.153	122	17%	64	9%	110	15%	427	59%	26%				
Read or discussed the	Total	1.85	1.011	130	11%	137	12%	340	29%	581	49%	22%				
opinions of art, music, or	Male	1.81	1.018	54	12%	42	9%	130	28%	237	51%	21%				
drama critics	Female	1.87	1.004	76	10%	95	13%	210	29%	344	47%	24%				

Campus Facilities

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%)

				Very Often		Often		Occasionally		Never		Very often + Often
		М	SD	N	Col %	Ν	Col %	Ν	Col %	N	Col %	Col %
Use a campus lounge to	Total	2.74	0.929	306	26%	360	30%	433	36%	93	8%	56%
relax or study	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	Total	2.53	0.929	213	18%	353	30%	473	40%	153	13%	47%
discussion	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	Total	2.46	0.865	170	14%	330	28%	565	48%	123	10%	42%
event	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	Total	2.01	0.876	86	7%	196	17%	544	46%	359	30%	24%
discussion	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	Total	1.78	0.913	76	6%	165	14%	375	31%	576	48%	20%
lab or center	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	Total	2.81	1.015	390	33%	313	26%	357	30%	130	11%	59%
recreational facilities	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	Total	2.32	1.164	283	24%	209	18%	306	26%	394	33%	41%
schedule	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%

Clubs and Organizations

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

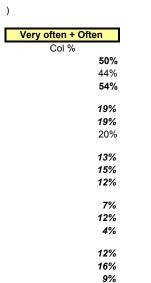
Scale: Very Often, Often, Occasionally, Never

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%

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

Clubs and Organizations



XXIV-14

Personal Experiences

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 **Bold Italic** = Significant (Frequency is equal or less t

				Very O	ften	Ofte	n	Occasio	onally	Nev	er
		М	SD	N	Col %	Ν	Col %	Ν	Col %	N	Col %
Told friend about	Total	3.00	0.892	423	36%	396	33%	321	27%	51	4%
reaction to others	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	Total	2.89	0.931	276	25%	382	35%	349	32%	80	7%
people get along	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	Total	2.84	0.996	390	33%	332	28%	349	29%	118	10%
personal problem	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	Total	1.79	0.914	81	7%	153	13%	389	33%	565	48%
growth/self-improvement	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	Total	2.70	0.952	297	25%	360	30%	417	35%	117	10%
book/movie/TV character	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	Total	2.14	0.905	119	10%	226	19%	551	46%	294	25%
abilities/interests	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	Total	2.24	0.983	165	14%	258	22%	467	39%	299	25%
opinion of you	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	Total	1.49	0.798	54	5%	65	5%	285	24%	786	66%
personal concern	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%

Personal Experiences

ו 50%) han 20%)

Very often + Often	
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61%	
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35%	
10%	
11%	
9%	

Student Acquaintances

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 t

			Γ	Very C	ften	Ofte	n	Occasio	nally	Neve	er 👘
		М	SD	N	Col %	Ν	Col %	Ν	Col %	Ν	Col %
Acquainted: students of	Total	3.00	0.784	351	29%	506	42%	319	27%	15	1%
different interests	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	Total	3.06	0.772	375	32%	522	44%	277	23%	15	1%
different background	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	Total	3.00	0.848	384	32%	449	38%	314	26%	39	3%
different age	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	Total	2.87	0.836	322	27%	410	34%	434	36%	24	2%
different race	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	Total	2.54	0.904	225	19%	304	26%	550	46%	111	9%
from other country	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	Total	2.67	0.949	278	23%	359	30%	428	36%	124	10%
different values	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	Total	2.37	0.998	199	17%	291	24%	444	37%	254	21%
different political opinions	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	Total	2.64	1.006	297	25%	341	29%	383	32%	167	14%
different religious beliefs	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	Total	2.35	1.007	207	17%	260	22%	463	39%	260	22%
different race	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	Total	2.07	1.017	153	13%	192	16%	419	35%	422	36%
different country	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%

Student Acquaintances

ו 50%) han 20%)

Very often + Often
Col %
72%
70%
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55%
000/
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40%
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32%
27%

College Student Experience Questionnaire Fall 2001 Truman First-Year Student Activity Scale-Scientific and Quantatative Experience Questions

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)								old = Significar old Italic = Sig				
				Very Of	ten	Often		Occasion	ally	Neve	r	Very often + Often
		М	SD	N	Col %	N	Col %	N	Col %	N	Col %	Col %
Memorized formulas, definitions, technical terms	Total	3.02	0.919	440	37%	404	34%	273	23%	72	6%	71%
and concepts	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	Total	2.61	1.039	298	25%	335	28%	352	30%	200	17%	53%
relationships	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	Total	2.39	1.000	207	17%	304	26%	434	36%	245	21%	43%
mathematical theory, principle, or concept to	Male	2.53	0.976	91	20%	136	29%	166	36%	72	15%	49%
someone else (classmate, co-worker, etc.)	Female	2.31	1.007	116	16%	168	23%	268	37%	173	24%	39%
Read articles about scientific or mathematical	Total	1.69	0.907	78	7%	130	11%	332	28%	650	55%	17%
theories or concepts in addition to those assigned	Male	1.98	1.002	49	11%	81	17%	146	31%	188	41%	28%
for a class	Female	1.51	0.791	29	4%	49	7%	186	26%	462	64%	11%
Completed an experiment or project using	Total	2.18	1.114	201	17%	262	22%	279	23%	446	38%	39%
scientific methods	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	Total	1.81	1.003	115	10%	165	14%	293	25%	618	52%	24%
laboratory equipment	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	Total	1.79	0.933	89	7%	153	13%	366	31%	582	49%	20%
scientific equipment	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	Total	1.91	0.941	93	8%	199	17%	404	34%	490	41%	25%
else	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	Total	1.72	0.868	62	5%	143	12%	383	32%	603	51%	17%
methods for gaining knowledge and understanding	g 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	r Total	1.83	0.894	85	7%	138	12%	459	39%	507	43%	19%
concerns about scientific or environmental issues	Male	1.93	0.959	46	10%	61	13%	174	37%	184	40%	23%
(pollution, recycling, alternative sources of energy, acid rain) or similar aspects of the world around	Female	1.77	0.846	39	5%	77	11%	285	39%	323	45%	16%

Topics of Conversation

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

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

Fourth Edition (2000)								-	Significant (Frequenc			
			Г	Very O	ften	Ofter		Occasio	nally	Neve	er	Very often + Often
		М	SD	N	Col %	N	Col %	Ν	Col %	Ν	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	Total	2.29	0.854	131	11%	262	22%	611	52%	178	15%	33%
technologies	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%

Bold = Significant (Frequency is greater than 50%)

XXIV-17

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

Scale: Very Often, Often, Occasionally, Never

Fourth Edition (2000)

									- J	- 1 7 -		- /
				Very C	often	Ofte	n	Occasio	nally	Nev	er	Very often + Often
		М	SD	N	Col %	Ν	Col %	N	Col %	Ν	Col %	Col %
Referred to readings or	Total	2.69	0.800	201	17%	450	39%	466	40%	47	4%	56%
classes	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	Total	2.59	0.812	170	15%	412	35%	508	44%	72	6%	50%
of thinking	Male	2.6	0.813	65	14%	167	37%	188	42%	29	6%	52%
Ŭ	Female	2.58	0.812	105	15%	245	34%	320	45%	43	6%	49%
Referred to something	Total	2.50	0.823	155	13%	366	32%	547	47%	93	8%	45%
instructor said	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	Total	2.26	0.872	118	10%	277	24%	555	48%	211	18%	34%
something on a topic	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	Total	2.16	0.743	66	6%	228	20%	692	60%	176	15%	25%
because of others	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	Total	2.25	0.791	93	8%	264	23%	644	55%	160	14%	31%
change their minds	Male	2.36	0.828	46	10%	124	28%	223	50%	56	12%	38%
5	Female	2.18	0.758	47	7%	140	20%	421	59%	104	15%	26%

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

Reading and Writing

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 your read?

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

				More the	an 20	Between 1	0 and 20	Between 5	and 10	Fewer t	nan 5	Nor	e	More than 20 + Between 10 and 20
		М	SD	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Col %
Textbooks or assigned	Total	2.69	0.754	18	2%	130	11%	529	46%	478	41%	24	2%	13%
books	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	Total	2.34	0.952	37	4%	97	10%	276	28%	574	58%	190	4%	14%
course readings	Male	2.35	0.997	18	5%	38	10%	112	30%	206	55%	83	5%	15%
g-	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 writter									cant (Frequen Significant (Fr					
				More th	an 20	Between 1	0 and 20	Between §	5 and 10	Fewer th	nan 5	No	ne	More than 20 + Between 10 and 20
		М	SD	Ν	Col %	N	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Col %
Essay exams for your	Total	2.77	0.969	51	5%	209	19%	421	39%	405	37%	85	5%	24%
courses	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	Total	2.89	1.010	71	6%	250	23%	378	35%	396	36%	66	6%	29%
written reports	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%

Opinions about College

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%)

				2		3		4		5		6		7		8		
		M	SD	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 Environment

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

Scale: Strong Emphasis = 7 to Weak Emphasis = 1

Fourth Edition (2000)

			-																
				Strong En		6		5		4		3		2		Weak Em		7 + 6	1 + 2
		M	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col %	Col %
Emphasis on Developing Academic,	Total	6.22	0.919	545	46%	431	37%	150	20%	37	6%	9	1%	5	0%	2	0%	83%	1%
Scholarly, and Intellectual Qualities	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,	Total	5.30	1.241	202	17%	349	30%	351	42%	187	39%	57	9%	25	3%	7	1%	47%	3%
Expressive, and Creative Qualities	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,	Total	5.70	1.077	286	24%	452	38%	284	39%	124	28%	21	3%	6	1%	5	0%	63%	1%
Evaluative, and Analytical	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:	Total	5.11	1.404	212	18%	292	25%	306	34%	227	39%	88	14%	38	4%	17	2%	43%	5%
Diversity	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:	Total	5.28	1.185	165	14%	391	33%	339	43%	202	45%	56	9%	15	2%	8	1%	47%	2%
Information Literacy Skills	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	Total	4.69	1.417	116	10%	242	21%	318	34%	277	45%	139	24%	62	8%	24	2%	30%	7%
and Occupational Competence	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	Total	4.75	1.421	121	10%	254	22%	325	35%	277	46%	115	20%	56	7%	30	3%	32%	7%
and Practical Value of Courses	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

				Friendly, Su	pportive	6		5		4	e de la companya de l	3		1	2	Competitve,	Uninvolved	7 + 6	1 + 2
		M	SD	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	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

				Helpful, Cor	nsiderate	6		5		4		3			2	Rigid, Imp	ersonal	7+6	1+2
		M	SD	N	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	N	Col %	Col %	Col %
Relationships with administrative	Total	5.12	1.304	156	13%	340	29%	361	43%	203	42%	67	11%	35	4%	17	2%	42%	4%
personnel and offices	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

				Approachabl	e, Helpful	6		5		4	1. Sec.	3		:	2	Remote, Dis	couraging	7 + 6	1+2
		M	SD	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	Col %	Ν	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%

Estimate of Gains

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

Female

2.51

0.871

103

Fourth Edition (2000)												or greater than 50%) equal or less than 20%)
				Very M	uch	Quite a	a bit	Som	e	Very L	ittle	Very Much + Quite a bit
		М	SD	N	Col %	Ν	Col %	N	Col %	N	Col %	Col %
Vocational training, acquiring knowledge & skills	Total	2.21	0.881	103	9%	310	26%	516	43%	259	22%	35%
applicable to a specific job or type of work	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	Total	2.42	0.828	110	9%	431	36%	493	42%	152	13%	46%
education in professional, scientific, or scholarly fie	ld 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	Total	2.87	0.774	250	21%	563	47%	337	28%	36	3%	69%
fields of knowledge	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	Total	2.58	0.846	178	15%	432	37%	470	40%	101	9%	52%
to a career	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,	Total	2.27	1.004	172	15%	282	24%	423	36%	307	26%	38%
music, and drama	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	Total	2.13	0.901	88	7%	294	25%	474	40%	324	27%	32%
literature	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	Total	2.16	0.960	124	10%	283	24%	435	37%	341	29%	34%
the present and the past	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	Total	2.16	0.964	125	11%	285	24%	430	36%	345	29%	35%
and other people	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,	Total	2.52	0.874	170	14%	404	34%	477	40%	132	11%	49%
and ways of life	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%

241

33%

297

41%

80

11%

14%

48%

Estimate of Gains

				Very M	uch	Quite a	a bit	Som	e	Very L	ittle	Very Much + Quite a bit
				N	Col %	Ν	Col %	Ν	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 yourselfyour abilities, interests,	Total	2.89	0.825	290	24%	532	45%	307	26%	56	5%	69%
and personality	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	Total	2.94	0.826	328	28%	508	43%	304	26%	45	4%	71%
along with different kinds of people	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	Total	2.48	0.970	209	18%	351	30%	425	36%	200	17%	47%
fitness	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	Total	2.14	0.957	114	10%	300	25%	417	35%	351	30%	35%
experimentation	Male	2.22	0.934	45	10%	129	28%	172	37%	116	25%	38%
experimentation	Female	2.10	0.968	69	10%	171	24%	245	34%	235	33%	33%
Understanding new scientific and technical	Total	2.07	0.932	92	8%	285	24%	427	36%	377	32%	32%
developments	Male	2.07	0.932	92 44	10%	131	24 %	178	39%	108	23%	38%
developments		1.97	0.919	44	7%	154	20%	249	35%	269	37%	28%
	Female	1.97	0.924	40	7 70	104	2170	249	35%	209	31%	20%
Becoming aware if the consequences of applications		2.10	0.892	89	8%	267	23%	499	42%	327	28%	30%
in science and technology	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%
rionity to timit dualy totally and togrouny	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 thinkingUnderstanding probabilities,	Total	2.23	0.904	115	10%	311	26%	497	42%	259	22%	36%
proportions, etc.	Male	2.36	0.877	49	11%	145	31%	193	42%	75	16%	42%
proportions, etc.	Female	2.16	0.910	66	9%	166	23%	304	42%	184	26%	32%
Ability to put ideas together, to see relationships,	Total	2.66	0.821	193	16%	470	40%	448	38%	73	6%	56%
similarities, and differences between ideas	Male	2.61	0.821	71	15%	174	38%	183	40%	35	8%	53%
similarities, and differences between ideas		2.70	0.835	122	13%	296	41%	265	37%	38	5%	58%
	Female	2.70	0.010	122	1770	290	4170	205	31%	30	5%	50 %
Ability to learn on your own, pursue ideas, and find		2.89	0.843	300	25%	519	44%	300	25%	64	5%	69%
information you need	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

		9, 40-55, ove	19 or young	er		20-23				24-29			30-39			40-55		0	ver 55
	-	N		Col %	N		Col %		N		Col %	N		ol %	N		Col %	N	Col 9
ge	Total		1194	999		6		0%					1	0%					
	Male		463	999		5		1%					0	0%					
	Female		724	100	%	1		0%					1	0%					
cale: Male, Female																			
cale: Male, Felliale			Male			Female													
	-	N		Col %	N		Col %												
ex	Total		468	395		726		61%											
	Male		468	100		0		0%											
	Female		0	0	6	726		100%											
Scale: not Married, Marri	ed, Divorced, S	eparated, W	idowed																
			Not Marrie			Married				Divorced			Separated			Widowed			
		N		Col %	N		Col %		N		Col %	N	C	ol %	N		Col %		
Vhat is your marital status?	Total		1189	100		3		0%											
	Male		467	100		1		0%											
	Female		722	100	6	2		0%											
Scale: Freshmen/First Ye	ar. Sophomore	. Junior. Se	nior. Grad	uate Student	. Unclassifie	d													
	· · ·		shmen/First	Year		Sophomo				Junior			Senior		Gr	raduate Stu			lassified
		N		Col %	N		Col %		N		Col %	N	C	ol %	N		Col %	N	Col
/hat is your classification in	Total		1175	98		18		2%											
ollege?	Male		461	999		7		1%											
	Female		714	989	6	11		2%											
cale: Started Here, Tran	sferred form ar	nother instit	ution																
			Started Her			Transferre													
	-	N		Col %	N		Col %												
	d Total		1181	999		11		1%											
id you begin college here or d ou transfer here from another istitution?	Male Female		463 718	999		4		1% 1%											

Scale. Domitory of other campus nous	sing, residence (iouse, apartment, e	c.) within warking	uistance of the ma	sillution, residen	ce (nouse, aparune	iii, eic.) with	ini unving uis	ance, naternity of so
	Dormitory or ot	her campus housing	Residence within	walking distance	Residence withi	in driving distance	Fraternity	or Sorority	
	N	Col %	N	Col %	N	Col %	N	Col %	

	N	Col %	N	Col %	N	Col %	N	0
Where do you live during the Total	1169	98%	10	1%	15	1%		
school year? Male	460	98%	2	0%	6	1%		
Female	709	98%	8	1%	9	1%		

With whom do you live during the school year?

			Yes		_	_	No	
	-	N		Col %		N		Col %
No one	Total		29		2%		1162	989
	Male		7		2%		459	98%
	Female		22		3%		703	979
Other students	Total		1134		5%		57	59
	Male		450		7%		16	39
	Female		684	94	4%		41	69
Spouse or partner	Total		4	(0%		1187	100%
	Male		1		0%		465	1009
	Female		3		0%		722	1009
	remaie		5		570		122	1007
My child	Total		2		0%		1189	100%
	Male		1		0%		465	100%
	Female		1	(0%		724	1009
My parents	Total		18	-	2%		1173	98%
	Male		6		1%		460	99%
	Female		12	2	2%		713	989
Other relatives	Total		8		1%		1183	99%
Julei relatives	Male		3		1%		463	99%
	Female		5		1%		720	999
Friends	Total		3		0%		1188	100%
nends	Male		1		0%		465	1009
	Female		2		0%		723	1009
	Female		2	,	J%		723	100%
Others	Total		4		0%		1186	100%
	Male		0		0%		465	100%
	Female		4		1%		721	99%
Scale: YES, NO								
		N	YES	Col %		N	NO	Col %
Do you have access to a comput	er Total		1191	100	0%		1	09
where you live or work, or nearby			466	100			ò	09
hat you can use for your school vork?	Female		725	100			1	09
Scale: A, A-/B+, B, B-/C+,	C/C-/or lower							
			Α				A-, B+	
		N		Col %		N		Col %
What have most of your grades	Total		213				490	
peen up to now at this institution	? Male		73				163	
	Female		140				327	

Col %

299 141 158 146 70 76 Col %

C, C-, or lower

41 18 23 Col %

Scale: Yes, No			Yes			N
		N		Col %	N	
Agriculture	Total		17	1%		1173
	Male Female		2 15	0% 2%		463 710
Biological or life sciences	Total		135	11%		1055
	Male Female		52 83	11% 11%		413 642
	remaie		00	1170		042
Business	Total Male		164 87	14% 19%		1026
	Female		87 77	19%		378 648
Communication	Total		67	6%		1123
	Male Female		22 45	5% 6%		443 680
	remaie		40	0%		000
Computer and Information	Total Male		62	5%		1128
Sciences	Female		54 8	12% 1%		411 717
Education	Total		97	8%		1093
	Male		17	4%		448
	Female		80	11%		645
Engineering	Total		6	1%		1184
	Male		5	1%		460
	Female		1	0%		724
Ethnic, Cultural, area studies	Total		4	0%		1186
	Male		2	0%		463
	Female		2	0%		723
Foreign Languages	Total		35	3%		1155
	Male Female		10 25	2% 3%		455 700
	remale		25	3%		700
Health Related fields	Total		118	10%		1072
	Male Female		19 99	4% 14%		446 626

Total Male Female

Total Male Female

Total Male Female

History

Humanities

Liberal or general studies

55 27 28

60 19 41

4 1 3

5% 6% 4%

5% 4% 6%

0% 0% 0%

1135 438 697

1130 446 684

1186 464 722

Col % 99% 100% 98%

89% 89% 89%

86% 81% 89%

94% 95% 94%

95% 88% 99%

92% 96% 89%

99% 99% 100%

100% 100% 100%

97% 98% 97%

90% 96% 86%

95% 94% 96%

95% 96% 94%

100% 100% 100%

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%
Nec of apolta management	Male	4	1%	461	99%
	Female	1	0%	724	100%
	1 emaie		070	124	10076
Physical Sciences	Total	37	3%	1153	97%
Filysical Sciences	Male	23	5%	442	95%
	Female	14	2%	711	98%
	remaie	14	2.76	711	30 %
Pre-professional	Total	109	9%	1081	91%
Pre-professional	Male	35	9% 8%	430	91%
	Female	35 74	10%	430	92%
	remaie	74	10%	051	90 %
Public Administration	Total	14	1%	1176	99%
Public Administration			1%		
	Male Female	7 7	2%	458	98% 99%
	Female	/	1%	718	99%
Social Sciences	Total	167	14%	1023	86%
Social Sciences	Male	58	12%	407	88%
	Female	109	12%	616	85%
	Female	109	10%	010	80%
Visual and performing arts	Total	86	7%	1104	93%
visual and performing arts	Male	27	6%	438	93%
	Female	27	6% 8%	438	94% 92%
	Female	59	8%	000	92%
Undecided	Total	119	10%	1071	90%
Undecided	Male	44	9%	421	90%
	Female	44 75			91% 90%
	remaie	/5	10%	650	90%
2.1			101		
Other	Total Male	45 10	4% 2%	1145 455	96% 98%
	Female	10	2% 5%	455 690	98%
	remaie	35	5%	690	90%

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

Scale. NO, Tes, DOL	ii, yes iatilei, yes i										
		No		Yes, bot	h	Yes, father	only	Yes, moth	er only	don't	know
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Did either of your parents		312	26%	511	43%	230	19%	130	11%	6	1%
from college?	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

Scale. TES, NO					
		Y	ES	N	10
		N	Col %	N	Col %
Do you expect to enroll for an	Total	91	0 77%	271	23%
advanced degree when, or if, you	Male	34	3 74%	120	26%
complete your undergraduate degree?	Female	56	7 79%	151	1 21%

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

		17 or n	17 or more		15-16		4	7-1	1	6 or fewer		
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	
How many credit hours are you	Total	168	14%	640	54%	365	31%	13	1%	3	0%	
taking this term?	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	s a week	6-10 hours a w	eek	11-15 hours a	week	16-20 hours	s a week	21-25 hours a	a week	26-30 hours	a week	more than 30 hou	urs a week
	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
During the time school is in Total	103	9%	291	24%	280	24%	248	21%	152	13%	75	6%	39	3%
session, about how many hours a Male	62	13%	132	28%	97	21%	82	18%	58	12%	23	5%	12	3%
week do you usually spend outside Female of class on activities related to your	41	6%	159	22%	183	25%	166	23%	94	13%	52	7%	27	4%

academic program, such as studying, writing, reading, lab work, rehearsing, etc.?

Scale: None, 1-10, 11-20, 21-30	Hrs								
	N	one; 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 Tota	1	1071 90%	86	7%	33	3%	2	0%	
Mal	B	427 91%	25	5%	13	3%	2	0%	
Fen	nale	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 V	Veekly	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 i	nterfere	Takes so	me time	Takes a l	ot 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

		No	ne	Very I	Very little		Less than half			More than half		All or nearly al	
		N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %
Meet Expenses: Self	Total	197			46%		20%	61	6%		3%	38	4%
	Male	74			44%		20%	29	8%		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 part	ner 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 a	nd Total	65	6%	168	16%	287	27%	128	12%	169	16%	266	25%
grants	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			7%		2%	4	0%		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

Scale: Yes, No					
		Yes		No	
		N	Col %	N	Col %
American Indian or other Native	Total	16	1%	1152	99%
American	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%

35% 32% 36% 17% 21% **15%** 26% 27% 26% 36% 34% 37% 70% 66% 72% 71% 63% 76% 27% 24% 28% 31% 26% 34% 19% **17%** 20%

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

			Г	Blant	n	Bre	ver	Centen	nial	Dobs	on	Grim		
		М	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	
l 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%	
			Г	Misso	uri	Nas	on	Ryl	e	Apartm	ents <mark>C</mark>	off-campus/Co	ommuter	
		М	SD	Ν	Col %	Ν	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			Ī	YES	6	N	0							
		М	SD	N	Col %	N	Col %							
Are you a member of a student club or	Total	1.38	0.513	735	63%	429	37%							
organization?	Male Female	1.42 1.36	0.507 0.517	269 466	60% 65%	183 246	40% 35%							
	I emale	1.50	0.517	400	0070	240	5578							
Do you belong to a fraternity or sorority on		1.82	0.410	220	19%	947	81%							
campus?	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	1 Total	1.78	0.464	272	23%	890	77%							
offered through your residence hall?	Male	1.76	0.488	115	26%	335	74%							
	Female	1.79	0.449	157	22%	555	78%							
Do you plan to raturn to Trumor	Total	1.11	0.403	1056	92%	93	8%							
Do you plan to return to Truman next fall?	Male	1.11	0.403	415	92% 93%	33	8% 7%							
	Female	1.13	0.454	641	91%	60	9%							
Scale: 1= (No influence), 2, 3, 4, 5 =(Major i	nfluence)													
			F	1		2		3		4		5		5+4
		М	SD	N	Col %	N	Col %	N	Col %	N	Col %	N	Col %	Col%
Living on-campus	Total	2.83	1.406	295	26%	157	14%	278	25%	218	19%	171	15%	
	Male	2.73	1.354	117	27%	68	16%	105	25%	91	21%	47	11%	
	Female	2.90	1.433	178	26%	89	13%	173	25%	127	18%	124	18%	
Involvement in Greek life	Total	1.80	1.411	804	71%	70	6%	62	5%	62	5%	132	12%	
	Male	1.97	1.504	283	65%	34	8%	27	6%	28	6%	62	14%	
	Female	1.70	1.346	521	75%	36	5%	35	5%	34	5%	70	10%	
Involvement in student clubs and organiza		2.52	1.343	366	32%	219	19%	244	22%	193	17%	105	9%	
	Male Female	2.52 2.51	1.369 1.327	143 223	33% 32%	85 134	20% 19%	87 157	20% 23%	73 120	17% 17%	45 60	10% 9%	
	rende	2.01	1.321	223	32 %	134	1970	157	23%	120	17 70	60	970	
Quality of Academic advising	Total	2.98	1.148	147	13%	224	20%	357	32%	310	27%	93	8%	
	Male	2.93	1.141	61	14%	85	20%	141	32%	118	27%	30	7%	
	Female	3.01	1.155	86	12%	139	20%	216	31%	192	28%	63	9%	
Quality of Academic program	Total	3.85	1.081	60	5%	60	5%	219	19%	442	39%	350	31%	
security of Academic program	Male	3.85	1.084	25	5% 6%	28	5% 6%	219 93	21%	442	39% 41%	109	25%	
	Female	3.92	1.076	35	5%	32	5%	126	18%	263	38%	241	35%	
Relationship with other students	Total	3.92	1.137	63	6%	69	6%	197	17%	370	33%	431	38%	
	Male	3.70	1.195	35	8%	30	7%	95	22%	146	34%	128	29%	
	Female	4.06	1.080	28	4%	39	6%	102	15%	224	32%	303	44%	
Relationships with staff	Total	2.84	1.084	164	15%	213	19%	449	40%	240	21%	61	5%	
-	Male	2.77	1.097	70	16%	91	21%	168	39%	83	19%	23	5%	
	Female	2.89	1.075	94	14%	122	18%	281	41%	157	23%	38	5%	
Relationship with faculty	Total	2.93	1.131	153	14%	218	19%	406	36%	266	24%	88	8%	
Relationship with laculty	Male	2.93	1.131	153 76	14%	218	20%	406	36%	266	24% 19%	88 34	8% 8%	
	Female	3.01	1.099	70	11%	131	19%	249	36%	185	27%	54	8%	
Experiences with the Kirksville community		2.42	1.199	319	28%	288	26%	306	27%	143	13%	69	6%	
	Male	2.32	1.173	141	32%	106	24%	113	26%	56	13%	18	4%	
	Female	2.49	1.209	178	26%	182	26%	193	28%	87	13%	51	7%	

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

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

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

Library

Used an index or database	Total	2.81	0.931	325	27%	422	35%	343	29%	101	8%	63%
(computer, card catalog, etc.)	Male	2.70	0.966	117	25%	142	30%	157	34%	51	11%	55%
to find material on some topic	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	Total	3.80	0.503	1008	84%	138	12%	43	4%	4	0%	96%
processor to prepare reports or	Male	3.75	0.555	378	81%	64	14%	25	5%	1	0%	94%
papers	Female	3.84	0.460	630	87%	74	10%	18	2%	3	0%	97%
Used e-mail to communicate	Total	3.45	0.772	732	61%	285	24%	158	13%	16	1%	85%
with an instructor or other	Male	3.29	0.846	246	53%	120	26%	91	20%	9	2%	79%
students	Female	3.56	0.700	486	67%	165	23%	67	9%	7	1%	90%
Searched the World Wide Web	Total	3.35	0.850	673	56%	298	25%	185	16%	36	3%	81%
or Internet for the information	Male	3.35	0.834	260	56%	124	27%	70	15%	13	3%	82%
related to a course	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 Male Female	2.92 2.91 2.92	0.848 0.881 0.827	345 143 202	29% 31% 28%	414 144 270	35% 32% 38%	383 155 228	33% 34% 32%	31 15 16	3% 3% 2%	65% 63% 66%

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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 Male Female	2.80 2.72 2.86	0.901 0.915 0.886	309 106 203	26% 23% 28%	415 162 253	35% 35% 35%	388 156 232	33% 34% 32%	78 41 37	7% 9% 5%	61% 58% 63%
Used information or experience form other areas or your life (job, internship, interactions with others) in class discussions or assignments	Total Male Female	2.72 2.62 2.78	0.822 0.830 0.810	230 77 153	19% 17% 21%	444 163 281	37% 35% 39%	465 197 268	39% 42% 37%	50 28 22	4% 6% 3%	57% 52% 60%
Tried to explain material form 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	Total	3.00	0.849	387	33%	453	38%	306	26%	40	3%	71%
where you had to integrate	Male	2.96	0.877	147	32%	173	37%	121	26%	22	5%	69%
ideas from various sources	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 Male Female	3.31 3.13 3.43	0.791 0.827 0.748	588 180 408	49% 39% 56%	416 182 234	35% 39% 32%	159 90 69	13% 19% 10%	29 14 15	2% 3% 2%	84% 78% 88%
Asked other people to read something you wrote to see if it was clear to them	Total Male Female	2.83 2.69 2.92	0.968 0.970 0.957	360 114 246	30% 24% 34%	385 148 237	32% 32% 33%	332 150 182	28% 32% 25%	115 55 60	10% 12% 8%	63% 56% 67%
Revised a paper or composition two or more times before you were satisfied with it	Total Male Female	2.67 2.53 2.76	0.996 1.006 0.981	312 98 214	26% 21% 29%	324 129 195	27% 28% 27%	408 160 248	34% 34% 34%	148 79 69	12% 17% 10%	53% 49% 56%
Referred to a book or manual about writing style, grammar, etc.	Total Male Female	2.46 2.29 2.56	1.012 0.993 1.009	233 70 163	20% 15% 22%	307 107 200	26% 23% 28%	424 178 246	36% 38% 34%	228 111 117	19% 24% 16%	45% 38% 50%
Experiecnes with Faculty												
Talked with your instructor about information related to a course you were taking (grades, make-up work, assignments, etc)	Total Male Female	2.65 2.66 2.64	0.814 0.839 0.800	203 84 119	17% 18% 16%	420 166 254	35% 36% 35%	512 188 324	43% 40% 45%	56 27 29	5% 6% 4%	52% 54% 51%
Art, Music, Theater												
Talked about music or musicians (classical, popular, etc.) with other students, friends, or family members	Total Male Female	2.84 2.77 2.88	1.038 1.089 1.002	403 156 247	34% 34% 34%	340 121 219	29% 26% 30%	291 110 181	24% 24% 25%	154 77 77	13% 17% 11%	63% 60% 64%
Attended a concert or other music event, on or off the campus	Total Male Female	2.58 2.40 2.68	0.991 1.011 0.962	265 82 183	22% 18% 25%	320 118 202	27% 25% 28%	429 164 265	36% 35% 37%	172 99 73	15% 21% 10%	49% 43% 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 Acquanitances	Total	3.00	0.784	351	29%	506	42%	319	27%	15	1%	72%
Acquainted: students of	Male	2.94	0.807	127	27%	197	42%	129	28%	12	3%	70%
different interests	Female	3.04	0.766	224	31%	309	43%	190	26%	3	0%	73%
Acquainted: students of different background	Total Male Female	3.06 3.02 3.08	0.772 0.806 0.749	375 143 232	32% 31% 32%	522 199 323	44% 43% 45%	277 110 167	23% 24% 23%	15 12 3	1% 3% 0%	75% 74% 77%

Acquainted: students of different age		Total Male Female	3.00 2.94 3.02	0.848 0.858 0.842	384 140 244	32% 30% 34%	449 176 273	38% 38% 38%	314 130 184	26% 28% 25%	39 18 21	3% 4% 3%	70% 68% 72%
Acquainted: students of different race		Total Male Female	2.87 2.83 2.89	0.836 0.851 0.825	322 119 203	27% 26% 28%	410 163 247	34% 35% 34%	434 167 267	36% 36% 37%	24 16 8	2% 3% 1%	62% 61% 62%
Discussions: students of different values		Total Male Female	2.67 2.70 2.64	0.949 0.934 0.957	278 112 166	23% 24% 23%	359 145 214	30% 31% 30%	428 166 262	36% 36% 36%	124 42 82	10% 9% 11%	54% 55% 52%
Discussions: students of different religious beliefs		Total Male Female	2.64 2.64 2.65	1.006 1.004 1.007	297 118 179	25% 25% 25%	341 123 218	29% 27% 30%	383 161 222	32% 35% 31%	167 62 105	14% 13% 15%	54% 52% 55%
Scientific and Quantitative E	хр												
Memorized formulas, definitions, technical terms and concepts	Total Male Female	3.02 2.91 3.09	0.919 0.937 0.899	440 149 291	37% 32% 40%	404 162 242	34% 35% 33%	273 118 155	23% 25% 21%	72 36 36	6% 8% 5%	71% 67% 74%	
Used mathematical terms to express a set of relationships	Total Male Female	2.61 2.65 2.60	1.039 0.996 1.065	298 110 188	25% 24% 26%	335 148 187	28% 32% 26%	352 140 212	30% 30% 29%	200 67 133	17% 14% 18%	53% 55% 52%	
Topics of Conversations													
Current events in the news	Total Male Female	3.01 3.03 2.99	0.800 0.829 0.782	360 152 208	30% 33% 29%	498 186 312	42% 40% 43%	302 109 193	26% 24% 27%	24 14 10	2% 3% 1%	72% 73% 72%	
Social issues-peace, justice, etc	Total Male Female	2.64 2.66 2.62	0.880 0.922 0.856	240 105 135	20% 23% 19%	356 134 222	30% 29% 31%	505 184 321	43% 40% 44%	83 39 44	7% 8% 6%	50% 52% 49%	
Different lifestyles, etc	Total Male Female	2.73 2.66 2.77	0.856 0.899 0.829	258 99 159	22% 22% 22%	409 142 267	35% 31% 37%	456 184 272	39% 40% 38%	61 35 26	5% 8% 4%	56% 52% 59%	
Info in Conversations													
Referred to readings or classe	s Total	2.69	0.800	201	17%	450	39%	466	40%	47	4%	56%	

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	Male Female	2.68 2.70	0.812 0.793	76 125	17% 17%	178 272	40% 38%	172 294	38% 41%	23 24	5% 3%	57% 56%						
Explored different ways of thinking	Total Male Female	2.59 2.6 2.58	0.812 0.813 0.812	170 65 105	15% 14% 15%	412 167 245	35% 37% 34%	508 188 320	44% 42% 45%	72 29 43	6% 6% 6%	50% 52% 49%						
College Environment																		
Emphasis on Developing Acao Scholarly, and Intellectual Qua		6.22 6.02 6.35	0.919 1.009 0.833	545 165 380	46% 36% 53%	431 179 252	37% 39% 35%	150 86 64	20% 31% 14%	37 15 22	6% 8% 5%	9 6 3	1% 2% 0%	5 3 2	0% 1% 0%	2 2 0	0% 0% 0%	83% 75% 87%
Emphasis on Developing Aest Expressive, and Creative Qua		5.30 5.15 5.39	1.241 1.298 1.191	202 63 139	17% 14% 19%	349 129 220	30% 28% 30%	351 147 204	42% 45% 41%	187 69 118	39% 38% 39%	57 28 29	9% 12% 7%	25 13 12	3% 4% 2%	7 6 1	1% 1% 0%	47% 42% 50%
Emphasis on Being Critical, Evaluative, and Analytical	Total Male Female	5.70 5.55 5.79	1.077 1.157 1.015	286 95 191	24% 21% 26%	452 163 289	38% 36% 40%	284 130 154	39% 44% 36%	124 49 75	28% 30% 27%	21 10 11	3% 4% 2%	6 4 2	1% 1% 0%	5 5 0	0% 1% 0%	63% 57% 66%
Relationships with other stude	n Total Male Female	5.92 5.74 6.03	1.182 1.249 1.125	431 133 298	37% 29% 41%	438 182 256	37% 40% 35%	177 77 100	24% 28% 21%	85 41 44	15% 21% 12%	21 10 11	2% 3% 2%	20 8 12	2% 2% 2%	8 6 2	1% 1% 0%	74% 69% 77%
Relationships with faculty mer	nt Total Male Female	5.46 5.42 5.49	1.192 1.185 1.199	220 78 142	19% 17% 20%	427 163 264	36% 36% 37%	314 127 187	42% 43% 41%	145 64 81	33% 38% 30%	50 14 36	7% 5% 8%	13 5 8	1% 1% 1%	10 5 5	1% 1% 1%	55% 53% 56%
Estimates of Gains																		
Acquiring background & speci education in professional, scie		2.42 2.51 2.36	0.828 0.817 0.831	110 49 61	9% 11% 8%	431 184 247	36% 40% 34%	493 182 311	42% 39% 43%	152 47 105	13% 10% 15%	46% 50% 43%						
Gaining a broad general educ fields of knowledge	at Total Male Female	2.87 2.83 2.89	0.774 0.765 0.779	250 88 162	21% 19% 22%	563 221 342	47% 48% 47%	337 140 197	28% 30% 27%	36 14 22	3% 3% 3%	69% 67% 70%						
Gaining a range of informatior to a career	n r Total Male Female	2.58 2.6 2.57	0.846 0.836 0.853	178 65 113	15% 14% 16%	432 184 248	37% 40% 34%	470 171 299	40% 37% 41%	101 40 61	9% 9% 8%	52% 54% 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 us	• 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 ph	ii Total	2.52	0.874	170	14%	404	34%	477	40%	132	11%	49%
and ways of life	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 ar	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 yourselfyour a	l Total	2.89	0.825	290	24%	532	45%	307	26%	56	5%	69%
and personality	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 an	(Total	2.94	0.826	328	28%	508	43%	304	26%	45	4%	71%
along with different kinds of peo	o 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 me	e 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 I	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	• Total	2.66	0.821	193	16%	470	40%	448	38%	73	6%	56%
similarities, and differences bet	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, pu	r Total	2.89	0.843	300	25%	519	44%	300	25%	64	5%	69%
information you need	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 Female	2.77 2.97	0.859 0.865	99 220	21% 31%	187 299	40% 41%	147 163	32% 23%	30 39	6% 5%	62% 72%						
Overall Opinion of College																		
Overall opinion of college	Total Male Female	6.35 6.30 6.38	1.426 1.381 1.454	24 9 15	2% 2% 2%	30 8 22	3% 2% 3%	71 29 42	6% 6% 6%	130 53 77	11% 12% 11%	359 160 199	30% 35% 28%	264 90 174	22% 20% 24%	302 110 192	26% 24% 27%	78% 78% 78%
Additional Questions																		
Quality of Academic program	Total Male Female	3.85 3.74 3.92	1.081 1.084 1.076	60 25 35	5% 6% 5%	60 28 32	5% 6% 5%	219 93 126	19% 21% 18%	442 179 263	39% 41% 38%	350 109 241	31% 25% 35%	70% 66% 72%				
Relationship with other studen	ts Total Male Female	3.92 3.70 4.06	1.137 1.195 1.080	63 35 28	6% 8% 4%	69 30 39	6% 7% 6%	197 95 102	17% 22% 15%	370 146 224	33% 34% 32%	431 128 303	38% 29% 44%	71% 63% 76%				

Library

Found something interesting while browsing in the library	Total Male Female	1.89 1.91 1.89	0.788 0.765 0.788	49 21 28	4% 4% 4%	159 72 87	13% 15% 12%	591 218 373	50% 47% 51%	393 156 237	33% 33% 33%	17% 20% 16%
Gone back to read a basic reference or document that other authors referred to	Total Male Female	1.48 1.58 1.42	0.726 0.794 0.672	33 19 14	3% 4% 2%	66 33 33	6% 7% 5%	343 147 196	29% 31% 27%	747 268 479	63% 57% 66%	8% 11% 7%
Asked a librarian or staff member for help in finding information on some topic	Total Male Female	1.93 1.94 1.93	0.816 0.848 0.799	58 25 33	5% 5% 5%	187 79 108	16% 17% 15%	563 205 358	47% 44% 49%	382 157 225	32% 34% 31%	21% 22% 19%
Read assigned materials other than textbooks in the library (reserve	Total Male Female	1.85 1.85 1.86	0.855 0.883 0.839	63 27 36	5% 6% 5%	173 71 102	15% 15% 14%	482 174 308	40% 37% 42%	474 195 279	40% 42% 38%	20% 21% 19%
Computer and Info Tech												
Participated in class discussion using an electronic medium (e- mail, list-serve, chat	Total Male Female	1.47 1.48 1.47	0.858 0.850 0.861	71 26 45	6% 6% 6%	75 32 43	6% 7% 6%	202 80 122	17% 17% 17%	844 329 515	71% 70% 71%	12% 12% 12%
Used a computer to retrieve materials from a library not at this institution	Total Male Female	1.70 1.77 1.66	0.965 0.994 0.941	108 47 61	9% 10% 8%	103 47 56	9% 10% 8%	304 122 182	26% 26% 25%	675 250 425	57% 54% 59%	18% 20% 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 Female	1.65 1.57	0.831 0.767	20 21	4% 3%	48 61	10% 8%	149 228	32% 31%	249 415	53% 57%	15% 11%
Writing Experiences												
Prepared a major written report for a class (20 pages or more)	Total Male Female	1.19 1.20 1.18	0.555 0.546 0.562	21 6 15	2% 1% 2%	30 14 16	3% 3% 2%	101 48 53	8% 10% 7%	1040 399 641	87% 85% 88%	4% 4% 4%
Experiences with Faculty												
Socialized with a faculty member outside of class (had a snack or soft drink,	Total Male Female	1.59 1.74 1.49	0.807 0.889 0.735	52 30 22	4% 6% 3%	88 49 39	7% 11% 5%	372 158 214	31% 34% 30%	678 228 450	57% 49% 62%	12% 17% 8%
Participated with other students in a discussion with one or more faculty	Total Male Female	1.65 1.76 1.57	0.800 0.872 0.743	45 26 19	4% 6% 3%	110 56 54	9% 12% 7%	414 164 250	35% 35% 34%	621 219 402	52% 47% 55%	13% 18% 10%
Worked with a faculty member on a research project	Total Male Female	1.20 1.26 1.17	0.566 0.627 0.523	18 8 10	2% 2% 1%	41 22 19	3% 5% 3%	105 53 52	9% 11% 7%	1024 380 644	86% 82% 89%	5% 6% 4%
Asked your instructor for comments and criticisms about your academic	Total Male Female	1.89 1.99 1.82	0.876 0.911 0.848	72 36 36	6% 8% 5%	179 82 97	15% 18% 13%	475 188 287	40% 41% 40%	460 158 302	39% 34% 42%	21% 25% 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 Male Female	1.77 1.67 1.84	1.120 1.051 1.153	179 57 122	15% 12% 17%	96 32 64	8% 7% 9%	184 74 110	16% 16% 15%	725 298 427	61% 65% 59%	23% 19% 26%
Clubs and Organizations												
Worked on campus	Total	1.68	1.022	130	11%	100	8%	215	18%	745	63%	19%
committee/organizatio	Male	1.65	1.014	49	11%	39	8%	77	17%	301	65%	19%
n	Female	1.69	1.026	81	11%	61	8%	138	19%	444	61%	20%
Worked on off-	Total	1.49	0.894	85	7%	74	6%	181	15%	851	71%	13%
campus	Male	1.57	0.954	41	9%	31	7%	80	17%	313	67%	15%
committee/org.	Female	1.44	0.854	44	6%	43	6%	101	14%	538	74%	12%
Met with faculty to	Total	1.31	0.645	20	2%	61	5%	187	16%	922	77%	7%
discuss campus	Male	1.44	0.775	14	3%	40	9%	84	18%	328	70%	12%
group	Female	1.23	0.532	6	1%	21	3%	103	14%	594	82%	4%
Managed an	Total	1.42	0.835	66	6%	72	6%	151	13%	899	76%	12%
organization on or off	Male	1.54	0.948	39	8%	33	7%	67	14%	324	70%	16%
campus	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 Female	1.66 1.87	0.900 0.913	28 53	6% 7%	51 102	11% 14%	120 269	26% 37%	263 302	57% 42%	17% 21%	
Scientific and Quant	titative Ex _l	p												
Compared the scientific method with other methods for	Total Male Female	1.72 1.82 1.65	0.868 0.903 0.841	62 29 33	5% 6% 5%	143 68 75	12% 15% 10%	383 159 224	32% 34% 31%	603 209 394	51% 45% 54%	17% 21% 15%		
Explained to another person the scientific basis for concerns about scientific or	Total Male Female	1.83 1.93 1.77	0.894 0.959 0.846	85 46 39	7% 10% 5%	138 61 77	12% 13% 11%	459 174 285	39% 37% 39%	507 184 323	43% 40% 45%	19% 23% 16%		
Read articles about scientific or mathematical theories	Total Male s Female	1.69 1.98 1.51	0.907 1.002 0.791	78 49 29	7% 11% 4%	130 81 49	11% 17% 7%	332 146 186	28% 31% 26%	650 188 462	55% 41% 64%	17% 28% 11%		
Topics of Conversta	itions													
Science-theories, etc.	. Total Male Female	1.90 2.10 1.78	0.854 0.911 0.793	69 43 26	6% 9% 4%	173 86 87	15% 19% 12%	516 204 312	44% 44% 43%	424 127 297	36% 28% 41%	20% 28% 16%		
ReadingWriting														
Textbooks or assigned books	Total Male Female	2.69 2.62 2.74	0.754 0.809 0.715	18 9 9	2% 2% 1%	130 50 80	11% 11% 11%	529 178 351	46% 40% 49%	478 204 274	41% 46% 38%	24 17 7	2% 2% 1%	13% 13% 12%
Assigned packs of course readings	Total Male Female	2.34 2.35 2.32	0.952 0.997 0.918	37 18 19	4% 5% 3%	97 38 59	10% 10% 10%	276 112 164	28% 30% 27%	574 206 368	58% 55% 60%	190 83 107	4% 5% 3%	14% 15% 13%
Non-assigned books	Total Male Female	1.90 1.92 1.88	0.860 0.939 0.809	16 11 5	2% 4% 1%	51 22 29	7% 8% 6%	131 51 80	17% 18% 17%	572 206 366	74% 71% 76%	401 165 236	2% 4% 1%	9% 11% 7%

Additional Questions

Experiences with the k 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, Ocassionally = 2, Never = 1

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

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group *Bold Italic* = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group **Bold** = Significant Differences (<u>Truman Means</u> differ by 2.0 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading)

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

Library Experiences		Truman		Compreher	sive College	e & Univ	TRU-0	CCU	Selective L	iberal Arts (Colleges	TRU	-SLA	General Lit	peral Arts C	olleges	TRU-	-GLA
(8 Questions)	Ν	Mean	SD	Ν	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		Truman		Compreher	sive College	e & Univ	TRU-0	CCU	Selective L	iberal Arts (Colleges	TRU	-SLA	General Lit	oeral Arts C	olleges	TRU-	-GLA
(9 Questions)	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Truman		Compreher	sive College	e & Univ	TRU-0	CCU	Selective L	iberal Arts (Colleges	TRU	-SLA	General Lit	oeral Arts C	olleges	TRU-	-GLA
(Different Scale Used, high to low)	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
(11 Questions) 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			
5		2.01			2.02										1.01			
Experience in Writing		Truman		Compreher	sive College	e & Univ	TRU-0	CCU	Selective L	-	Colleges	TRU	-SLA	General Lit		olleges	TRU-	-GLA
			SD	Compreher N	-		TRU-0 Mean Diff		Selective L N	-	Colleges SD	TRU Mean Diff		General Lit		0	-	-GLA Effect Size
Experience in Writing		Truman			sive College		_			iberal Arts (0				oeral Arts C	U	-	-
Experience in Writing (7 Questions)	N 474	Truman Mean	SD	N	isive College Mean	SD	Mean Diff		N	iberal Arts (Mean	SD	Mean Diff		Ν	o <mark>eral Arts C</mark> Mean	SD	Mean Diff	-
Experience in Writing (7 Questions) Fall 2001	N 474 174	Truman Mean 18.12	SD 4.00	N 3172	Mean 18.16	SD 4.21	Mean Diff -0.04		N 1055	iberal Arts (Mean 17.88	SD 4.06	Mean Diff 0.24		N 1426	<mark>peral Arts C</mark> Mean 18.26	SD 4.43	Mean Diff -0.14	-
Experience in Writing (7 Questions) Fall 2001 Male	N 474 174 296	Truman Mean 18.12 17.34	SD 4.00 4.02	N 3172 1099	Mean 18.16 17.10	SD 4.21 4.16	Mean Diff -0.04 0.24		N 1055 291	iberal Arts (Mean 17.88 16.53	SD 4.06 4.04	Mean Diff 0.24 0.81		N 1426 657	Deral Arts Co Mean 18.26 17.31	SD 4.43 4.51	Mean Diff -0.14 0.03	-
Experience in Writing (7 Questions) Fall 2001 Male Female	N 474 174 296	Truman Mean 18.12 17.34 18.60	SD 4.00 4.02 3.89	N 3172 1099 2036	Nean 18.16 17.10 18.70	SD 4.21 4.16 4.13	Mean Diff -0.04 0.24	Effect Size	N 1055 291 754	iberal Arts (Mean 17.88 16.53 18.37	SD 4.06 4.04 3.95	Mean Diff 0.24 0.81	Effect Size	N 1426 657 750	Deral Arts Co Mean 18.26 17.31 19.11	SD 4.43 4.51 4.18	Mean Diff -0.14 0.03	Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M	N 474 174 296	Truman Mean 18.12 17.34 18.60 1.26	SD 4.00 4.02 3.89	N 3172 1099 2036	isive College Mean 18.16 17.10 18.70 1.60	SD 4.21 4.16 4.13	Mean Diff -0.04 0.24 -0.10	Effect Size	N 1055 291 754	iberal Arts (Mean 17.88 16.53 18.37 1.84	SD 4.06 4.04 3.95	Mean Diff 0.24 0.81 0.23 TRU	Effect Size	N 1426 657 750	Deral Arts C Mean 18.26 17.31 19.11 1.80	SD 4.43 4.51 4.18	Mean Diff -0.14 0.03 -0.51 TRU-	Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty	N 474 174 296	Truman Mean 18.12 17.34 18.60 1.26 Truman	SD 4.00 4.02 3.89	N 3172 1099 2036 Compreher	Sive College Mean 18.16 17.10 18.70 1.60 sive College	SD 4.21 4.16 4.13 e & Univ	Mean Diff -0.04 0.24 -0.10	Effect Size	N 1055 291 754 Selective L	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (SD 4.06 4.04 3.95 Colleges	Mean Diff 0.24 0.81 0.23 TRU	Effect Size	N 1426 657 750 General Lit	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C	SD 4.43 4.51 4.18	Mean Diff -0.14 0.03 -0.51 TRU-	Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions)	N 474 174 296 N 468	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean	SD 4.00 4.02 3.89 SD	N 3172 1099 2036 Compreher N	Mean 18.16 17.10 18.70 1.60 Nean	SD 4.21 4.16 4.13 e & Univ SD	Mean Diff -0.04 0.24 -0.10 TRU-0 Mean Diff	Effect Size	N 1055 291 754 Selective L N	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean	SD 4.06 4.04 3.95 Colleges SD	Mean Diff 0.24 0.81 0.23 TRU Mean Diff	Effect Size	N 1426 657 750 General Lit	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean	SD 4.43 4.51 4.18 olleges SD	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff	Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001	N 474 174 296 N 468 172	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.34	SD 4.00 4.02 3.89 SD 5.79	N 3172 1099 2036 Compreher N 3151	Mean 18.16 17.10 18.70 1.60 Mean 21.77	SD 4.21 4.16 4.13 e & Univ SD 5.99	Mean Diff -0.04 0.24 -0.10 TRU- Mean Diff 0.57	Effect Size	N 1055 291 754 Selective L N 1051	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean 23.26	SD 4.06 4.04 3.95 Colleges SD 6.26	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92	Effect Size	N 1426 657 750 General Lit N 1410	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean 22.69	SD 4.43 4.51 4.18 olleges SD 6.12	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff -0.35	Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001 Male	N 474 174 296 N 468 172 292	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.34 22.35	SD 4.00 4.02 3.89 SD 5.79 5.98	N 3172 1099 2036 Compreher N 3151 1090	sive College Mean 18.16 17.10 18.70 1.60 sive College Mean 21.77 21.74	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95	Mean Diff -0.04 0.24 -0.10 TRU-0 Mean Diff 0.57 0.61	Effect Size	N 1055 291 754 Selective L N 1051 290	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean 23.26 23.03	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92 -0.68	Effect Size	N 1426 657 750 General Lit N 1410 650	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean 22.69 22.52	SD 4.43 4.51 4.18 olleges SD 6.12 6.29	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff -0.35 -0.17	Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001 Male Female	N 474 174 296 N 468 172 292	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.34 22.35 22.36	SD 4.00 4.02 3.89 SD 5.79 5.98 5.69	N 3172 1099 2036 Compreher N 3151 1090 2022	Isive College Mean 18.16 17.10 18.70 1.60 Isive College Mean 21.77 21.77 21.77	SD 4.21 4.16 4.13 2 & Univ SD 5.99 5.95 6.02	Mean Diff -0.04 0.24 -0.10 TRU-0 Mean Diff 0.57 0.61	Effect Size CCU Effect Size	N 1055 291 754 Selective L N 1051 290	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean 23.26 23.03 23.36 0.33	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92 -0.68	Effect Size SLA Effect Size	N 1426 657 750 General Lit N 1410 650	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean 22.69 22.52 22.87 0.35	SD 4.43 4.51 4.18 olleges SD 6.12 6.29 5.94	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff -0.35 -0.17	Effect Size GLA Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001 Male Female Diff F-M	N 474 174 296 N 468 172 292	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.34 22.35 22.36 0.01	SD 4.00 4.02 3.89 SD 5.79 5.98 5.69	N 3172 1099 2036 Compreher N 3151 1090 2022	Isive College Mean 18.16 17.10 18.70 1.60 Isive College Mean 21.77 21.77 21.77 21.77 21.79 0.05	SD 4.21 4.16 4.13 2 & Univ SD 5.99 5.95 6.02	Mean Diff -0.04 0.24 -0.10 TRU-1 Mean Diff 0.57 0.61 0.57	Effect Size CCU Effect Size CCU	N 1055 291 754 Selective L N 1051 290 751	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean 23.26 23.03 23.36 0.33	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92 -0.68 -1.00	Effect Size SLA Effect Size	N 1426 657 750 General Lit N 1410 650 743	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean 22.69 22.52 22.87 0.35	SD 4.43 4.51 4.18 olleges SD 6.12 6.29 5.94 olleges	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff -0.35 -0.17 -0.51 TRU-	Effect Size GLA Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001 Male Female Diff F-M Art, Music, & Theater	N 474 174 296 N 468 172 292	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.34 22.35 22.36 0.01 Truman	SD 4.00 4.02 3.89 SD 5.79 5.98 5.69	N 3172 1099 2036 Compreher N 3151 1090 2022 Compreher	Isive College Mean 18.16 17.10 18.70 1.60 Isive College Mean 21.77 21.77 21.77 21.77 21.73 0.05	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95 6.02 e & Univ	Mean Diff -0.04 0.24 -0.10 TRU-1 Mean Diff 0.57 0.61 0.57 TRU-1	Effect Size CCU Effect Size CCU	N 1055 291 754 Selective L N 1051 290 751 Selective L	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean 23.26 23.03 23.36 0.33 iberal Arts (SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26 Colleges	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92 -0.68 -1.00 TRU	Effect Size SLA Effect Size	N 1426 657 750 General Lit N 1410 650 743 General Lit	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean 22.69 22.52 22.87 0.35 Deral Arts C	SD 4.43 4.51 4.18 Olleges SD 6.12 6.29 5.94 Olleges	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff -0.35 -0.17 -0.51 TRU-	Effect Size GLA Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001 Male Female Diff F-M Art, Music, & Theater (8 Questions)	N 474 174 296 N 468 172 292 N 466	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.35 22.36 0.01 Truman Mean	SD 4.00 4.02 3.89 SD 5.79 5.98 5.69 SD	N 3172 1099 2036 Compreher N 3151 1090 2022 Compreher N	Isive College Mean 18.16 17.10 18.70 1.60 Isive College Mean 21.77 21.74 21.73 0.05 Isive College Mean	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95 6.02 e & Univ SD	Mean Diff -0.04 0.24 -0.10 TRU-1 Mean Diff 0.57 0.61 0.57 TRU-1 Mean Diff	Effect Size CCU Effect Size CCU Effect Size	N 1055 291 754 Selective L N 1051 290 751 Selective L N	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (Mean 23.03 23.03 23.36 0.33 iberal Arts (Mean	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26 Colleges SD	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92 -0.68 -1.00 TRU Mean Diff	Effect Size SLA Effect Size SLA Effect Size	N 1426 657 750 General Lit N 1410 650 743 General Lit N	Deral Arts C Mean 18.26 17.31 19.11 1.80 Deral Arts C Mean 22.52 22.87 0.35 Deral Arts C Mean	SD 4.43 4.51 4.18 SD 6.12 6.29 5.94 Olleges SD	Mean Diff -0.14 0.03 -0.51 TRU- Mean Diff -0.35 -0.17 -0.51 TRU- Mean Diff	Effect Size GLA Effect Size GLA Effect Size
Experience in Writing (7 Questions) Fall 2001 Male Female Diff F-M Experiences with Faculty (10 Questions) Fall 2001 Male Female Diff F-M Art, Music, & Theater (8 Questions) Fall 2001	N 474 174 296 N 468 172 292 N 466 169	Truman Mean 18.12 17.34 18.60 1.26 Truman Mean 22.34 22.35 22.36 0.01 Truman Mean 15.53	SD 4.00 4.02 3.89 SD 5.79 5.98 5.69 SD 5.11	N 3172 1099 2036 Compreher N 3151 1090 2022 Compreher N 3143	sive College Mean 18.16 17.10 18.70 1.60 sive College Mean 21.77 21.74 21.79 0.05 sive College Mean 14.37	SD 4.21 4.16 4.13 2 & Univ SD 5.99 5.95 6.02 2 & Univ SD 5.13	Mean Diff -0.04 0.24 -0.10 Mean Diff 0.57 0.61 0.57 TRU-1 Mean Diff 1.16	Effect Size CCU Effect Size CCU Effect Size	N 1055 291 754 Selective L N 1051 290 751 Selective L N 1053	iberal Arts (Mean 17.88 16.53 18.37 1.84 iberal Arts (23.03 23.36 0.33 iberal Arts (Mean 17.75	SD 4.06 4.04 3.95 SD 6.26 6.31 6.26 Colleges SD 5.22	Mean Diff 0.24 0.81 0.23 TRU Mean Diff -0.92 -0.68 -1.00 TRU Mean Diff -2.22	Effect Size -SLA Effect Size -SLA Effect Size -0.43	N 1426 657 750 General Lit N 1410 650 743 General Lit N 1406	Derai Arts C Mean 18.26 17.31 19.11 1.80 Derai Arts C Mean 22.69 22.52 22.87 0.35 Derai Arts C Mean 14.28	SD 4.43 4.51 4.18 SD 6.12 6.29 5.94 SD SD 5.10	Mean Diff -0.14 0.03 -0.51 Mean Diff -0.35 -0.17 -0.51 TRU- Mean Diff 1.25	Effect Size GLA Effect Size GLA Effect Size 0.25

Activity

Campus Facilities Scale			Truman		Compreher	sive College	e & Univ	TRU	-CCU	Selective L	iberal Arts	Colleges	TRU-	SLA	General Lit	oeral Arts C	olleges	TRU-	GLA
(8 Questions)		Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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			Truman		Compreher	nsive College		-	-CCU	Selective L	_iberal Arts	0	TRU-	-	General Lit	oeral Arts C	5	TRU-	GLA
((5 Questions)	-	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff		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			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			Truman			nsive College		-	-CCU		_iberal Arts		TRU-			oeral Arts C	5	TRU-	-
(8 Questions)		Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size
	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
	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			Truman			nsive College		-	-CCU		_iberal Arts		TRU-	-		oeral Arts C		TRU-	-
(10 Questions)		Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff		N	Mean	SD		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		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 "	7011	o		0.95			
Science/Quantitative Expe	eriences		Truman			nsive College		-	-CCU		iberal Arts		TRU-			eral Arts C		TRU-	
(10 Questions)		N	Mean	SD	N	Mean	SD			N	Mean	SD		Effect Size	N	Mean	SD		Effect Size
	Fall 2001	464	22.48	7.43	3143	21.06	7.42	1.42		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	
Tanias of Commention	Diff F-M		-2.41		Osmanshar	-1.47	0 1 1		-CCU	O al a ativa I	-1.50	Oallanaa	TRU-		Osesselli	-2.74		TRU-	
Topics of Conversation		N	Truman Mean	SD		nsive College	SD	-	Effect Size		Liberal Arts Mean	SD	Mean Diff	-	General Lit	Mean	SD	-	GLA Effect Size
(10 Questions)		N 475	25.64	5D 5.73	N 3135	Mean 24.07	5D 5.70		Effect Size	N 1045	26.79	5.62		-0.20	N 1408	Mean 24.11	5D 5.84		Effect Size
	Fall 2001	475	25.64 26.08	5.73 5.56	1088		5.70	1.57 1.76		290	26.79	5.62 5.61	-1.15 -1.11	-0.20		24.11	5.64 5.96	1.53 2.08	0.26
	Male Female	300	26.08 25.48	5.50 5.77	2010	24.32 23.90	5.72	1.76	0.31 0.28	290 746	27.19	5.61	-1.11 -1.19	-0.21	646 743	24.00 24.20	5.96 5.74	2.08	0.35
	Diff F-M	300	25.46 -0.60	5.77	2010	-0.42	5.00	1.50	0.20	740	-0.52	5.01	-1.19	-0.21	743	24.20	5.74	1.20	0.22
Information in Conversation	-				Comprohen	-0.42	0 1 100	три	-CCU	Coloctivo	-0.52	Collogoo	TRU-		Conorol Lik			TRU-	
	ons	NI	Truman	00		<u> </u>		-				0	-	-		beral Arts C	0	-	-
(6 Questions)	Fall 2001	N 466	Mean 15.58	SD 3.67	N 3121	Mean 15.34	SD 3.65	Mean Diff 0.24	Effect Size	N 1044	Mean 16.63	SD 3.51	Mean Diff	-0.30	N 1399	Mean 15.34	SD 3.60	Mean Diff 0.24	Effect Size
										288	16.63		-1.05	-0.30					
	Male	169 293	15.66 15.59	3.55 3.72	1078 2006	15.05 15.49	3.56 3.68	0.61 0.10		288 746	16.61 16.66	3.48 3.53	-0.95 -1.07	-0.30	639 741	15.09 15.57	3.74 3.46	0.57 0.02	
	Female Diff F-M	293	-0.07	3.12	2006	0.44	3.08	0.10		740	0.05	3.53	-1.07	-0.30	741	0.48	3.40	0.02	
			-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 (<u>Truman Means</u> 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])

Emphasis on Developing Academic,		Truman		Comprehen	sive Colleg	e & Univ	TRU-0	CCU	Selective L	iberal Arts	Colleges	TRU	J-SLA	General L	iberal Arts (Colleges	TRU-	GLA
Scholarly, and Intellectual Qualities	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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,		Truman		Comprehen	sive Colleg	e & Univ	TRU-0	CCU	Selective L	iberal Arts	Colleges	TRU	J-SLA	General L	iberal Arts (Colleges	TRU-	GLA
Expressive, and Creative Qualities	Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff		Ν	Mean	SD	Mean Diff	Effect Size
Fall 2001	474	4.82	1.40	3183	4.75	1.35	0.07		1052	5.08	1.43		-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,		Truman		Comprehen	sive Colleg		TRU-0		Selective L	iberal Arts	0		J-SLA	General L	iberal Arts (0	TRU-	
Evaluative, and Analytical	Ν	Mean	SD	N	Mean			Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean			Effect Size
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	
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:		Truman		Comprehen	Ŭ		TRU-(iberal Arts	<u> </u>		J-SLA		iberal Arts (0	TRU-	-
Diversity	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Diversity Fall 2001	474	Mean 4.34	1.56	N 3182	Mean 4.83	SD 1.48	Mean Diff I	Effect Size -0.33	N 1052	Mean 5.57	SD 1.38	Mean Diff -1.23	Effect Size -0.89	N 1424	Mean 4.87	SD 1.53	Mean Diff -0.53	-
Diversity Fall 2001 Male	474 173	Mean 4.34 4.29	1.56 1.58	N 3182 1101	Mean 4.83 4.73	SD 1.48 1.46	Mean Diff I -0.49 -0.44	Effect Size -0.33 -0.30	N 1052 290	Mean 5.57 5.42	SD 1.38 1.45	Mean Diff -1.23 -1.13	Effect Size -0.89 -0.78	N 1424 654	Mean 4.87 4.64	SD 1.53 1.54	Mean Diff -0.53 -0.35	Effect Size -0.35
Diversity Fall 2001 Male Female	474	Mean 4.34 4.29 4.36	1.56	N 3182	Mean 4.83 4.73 4.88	SD 1.48	Mean Diff I	Effect Size -0.33	N 1052	Mean 5.57 5.42 5.63	SD 1.38	Mean Diff -1.23	Effect Size -0.89	N 1424	Mean 4.87 4.64 5.07	SD 1.53	Mean Diff -0.53	Effect Size
Diversity Fall 2001 Male Female Diff F-M	474 173	Mean 4.34 4.29 4.36 0.07	1.56 1.58	N 3182 1101 2042	Mean 4.83 4.73 4.88 0.15	SD 1.48 1.46 1.49	Mean Diff I -0.49 -0.44 -0.52	Effect Size -0.33 -0.30 -0.35	N 1052 290 752	Mean 5.57 5.42 5.63 0.21	SD 1.38 1.45 1.35	Mean Diff -1.23 -1.13 -1.27	Effect Size -0.89 -0.78 -0.94	N 1424 654 751	Mean 4.87 4.64 5.07 0.43	SD 1.53 1.54 1.50	Mean Diff -0.53 -0.35 -0.71	Effect Size -0.35 -0.47
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis:	474 173 298	Mean 4.34 4.29 4.36 0.07 Truman	1.56 1.58 1.55	N 3182 1101 2042 Compreher	Mean 4.83 4.73 4.88 0.15 nsive Colleg	SD 1.48 1.46 1.49 e & Univ	Mean Diff I -0.49 -0.44 -0.52	Effect Size -0.33 -0.30 -0.35 CCU	N 1052 290 752 Selective I	Mean 5.57 5.42 5.63 0.21 iberal Arts (SD 1.38 1.45 1.35 Colleges	Mean Diff -1.23 -1.13 -1.27	Effect Size -0.89 -0.78 -0.94	N 1424 654 751 General L	Mean 4.87 4.64 5.07 0.43 iberal Arts (SD 1.53 1.54 1.50 Colleges	Mean Diff -0.53 -0.35 -0.71 TRU-	Effect Size -0.35 -0.47 GLA
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills	474 173 298	Mean 4.34 4.29 4.36 0.07 Truman Mean	1.56 1.58 1.55 SD	N 3182 1101 2042 Comprehen N	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean	SD 1.48 1.46 1.49 e & Univ SD	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I	Effect Size -0.33 -0.30 -0.35 CCU Effect Size	N 1052 290 752 Selective I N	Mean 5.57 5.42 5.63 0.21 .iberal Arts (Mean	SD 1.38 1.45 1.35 Colleges SD	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff	Effect Size -0.89 -0.78 -0.94	N 1424 654 751 General L N	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean	SD 1.53 1.54 1.50 Colleges SD	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff	Effect Size -0.35 -0.47 GLA Effect Size
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001	474 173 298 N 473	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07	1.56 1.58 1.55 SD 1.30	N 3182 1101 2042 Compreher N 3181	Mean 4.83 4.73 4.88 0.15 Neive Colleg Mean 5.27	SD 1.48 1.46 1.49 e & Univ SD 1.26	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20	Effect Size -0.33 -0.30 -0.35 CCU	N 1052 290 752 Selective I N 1051	Mean 5.57 5.42 5.63 0.21 .iberal Arts o Mean 5.11	SD 1.38 1.45 1.35 Colleges SD 1.40	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04	Effect Size -0.89 -0.78 -0.94	N 1424 654 751 General L N 1426	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31	SD 1.53 1.54 1.50 Colleges SD 1.33	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff -0.24	Effect Size -0.35 -0.47 GLA
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male	474 173 298 N 473 173	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07 5.05	1.56 1.58 1.55 SD 1.30 1.30	N 3182 1101 2042 Compreher N 3181 1103	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18	Effect Size -0.33 -0.30 -0.35 CCU Effect Size	N 1052 290 752 Selective I N 1051 290	Mean 5.57 5.42 5.63 0.21 iberal Arts 0 Mean 5.11 4.97	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08	Effect Size -0.89 -0.78 -0.94	N 1424 654 751 General L N 1426 654	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff -0.24 -0.16	Effect Size -0.35 -0.47 GLA Effect Size -0.18
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female	474 173 298 N 473	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07 5.05 5.08	1.56 1.58 1.55 SD 1.30	N 3182 1101 2042 Compreher N 3181	Mean 4.83 4.73 4.88 0.15 msive Colleg Mean 5.27 5.23 5.30	SD 1.48 1.46 1.49 e & Univ SD 1.26	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20	Effect Size -0.33 -0.30 -0.35 CCU Effect Size	N 1052 290 752 Selective I N 1051	Mean 5.57 5.42 5.63 0.21 iberal Arts Mean 5.11 4.97 5.17	SD 1.38 1.45 1.35 Colleges SD 1.40	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04	Effect Size -0.89 -0.78 -0.94	N 1424 654 751 General L N 1426	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21 5.42	SD 1.53 1.54 1.50 Colleges SD 1.33	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff -0.24	Effect Size -0.35 -0.47 GLA Effect Size
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female Diff F-M	474 173 298 N 473 173	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07 5.05 5.08 0.03	1.56 1.58 1.55 SD 1.30 1.30	N 3182 1101 2042 Compreher N 3181 1103 2039	Mean 4.83 4.73 4.88 0.15 msive Colleg Mean 5.27 5.23 5.30 0.07	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18 -0.22	Effect Size -0.33 -0.30 -0.35 CCU Effect Size -0.16	N 1052 290 752 Selective I N 1051 290 751	Mean 5.57 5.42 5.63 0.21 iberal Arts Mean 5.11 4.97 5.17 0.20	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08 -0.09	Effect Size -0.89 -0.78 -0.94 J-SLA Effect Size	N 1424 654 751 General L N 1426 654 753	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21 5.42 0.21	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff -0.24 -0.16 -0.34	Effect Size -0.35 -0.47 GLA Effect Size -0.18 -0.27
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female Diff F-M Emphasis on Developing Vocational	474 173 298 N 473 173 297	Mean 4.34 4.29 4.36 0.07 Truman 5.07 5.05 5.08 0.03 Truman	1.56 1.58 1.55 SD 1.30 1.30 1.30	N 3182 1101 2042 Compreher N 3181 1103 2039 Compreher	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.30 0.07 nsive Colleg	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18 -0.22 TRU-(Effect Size -0.33 -0.30 -0.35 CCU Effect Size -0.16	N 1052 290 752 Selective I N 1051 290 751 Selective I	Mean 5.57 5.42 5.63 0.21 Mean 5.11 4.97 5.17 0.20 iberal Arts	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08 -0.09 TRU	Effect Size -0.89 -0.78 -0.94 J-SLA Effect Size	N 1424 654 751 General L N 1426 654 753 General L	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21 5.21 5.42 0.21 iberal Arts (SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff -0.24 -0.16 -0.34 TRU-	Effect Size -0.35 -0.47 GLA Effect Size -0.18 -0.27
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence	474 173 298 N 473 173 297 N	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07 5.05 5.08 0.03 Truman Mean	1.56 1.58 1.55 SD 1.30 1.30 1.30 SD	N 3182 1101 2042 Compreher N 3181 1103 2039 Compreher N	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.23 5.30 0.07 nsive Colleg Mean	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ SD	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18 -0.22 TRU-(Mean Diff I	Effect Size -0.33 -0.30 -0.35 CCU Effect Size -0.16 CCU Effect Size	N 1052 290 752 Selective I N 1051 290 751 Selective I N	Mean 5.57 5.42 5.63 0.21 iberal Arts Mean 5.11 4.97 5.17 0.20 iberal Arts Mean	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges SD	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08 -0.09 TRU Mean Diff	Effect Size -0.89 -0.78 -0.94 J-SLA Effect Size	N 1424 654 751 General L N 1426 654 753 General L N	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.21 5.42 0.21 iberal Arts (Mean	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD	Mean Diff -0.35 -0.35 -0.71 TRU- Mean Diff -0.16 -0.34 TRU- Mean Diff	Effect Size -0.35 -0.47 GLA Effect Size -0.18 -0.27 GLA
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence Fall 2001	474 173 298 N 473 173 297 N 473	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07 5.05 5.08 0.03 Truman Mean 4.22	1.56 1.58 1.55 SD 1.30 1.30 1.30 SD 1.55	N 3182 1101 2042 Compreher N 3181 1103 2039 Compreher N 3181	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.23 5.30 0.07 nsive Colleg Mean 4.69	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ SD 1.46	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18 -0.22 TRU-(Mean Diff I -0.22	Effect Size -0.33 -0.30 -0.35 CCU Effect Size -0.16	N 1052 290 752 Selective I N 1051 290 751 Selective I N 1053	Mean 5.57 5.42 5.63 0.21 iberal Arts Mean 5.11 4.97 5.17 0.20 iberal Arts Mean 3.52	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges SD 1.69	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08 -0.09 TRU Mean Diff Mean Diff 0.70	Effect Size -0.89 -0.78 -0.94 J-SLA Effect Size J-SLA Effect Size 0.41	N 1424 654 751 General L N 1426 654 753 General L N 1426	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21 5.21 5.22 0.21 iberal Arts (Mean 4.92	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD 1.43	Mean Diff -0.35 -0.35 -0.71 Mean Diff -0.24 -0.16 -0.34 TRU- Mean Diff -0.70	Effect Size -0.35 -0.47 GLA Effect Size -0.18 -0.27 GLA -0.49
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence Fall 2001 Male	474 173 298 N 473 173 297 N 473 172	Mean 4.34 4.29 4.36 0.07 Truman 5.07 5.05 5.08 0.03 Truman Mean 4.22 4.37	1.56 1.58 1.55 SD 1.30 1.30 1.30 SD 1.55 1.55	N 3182 1101 2042 Compreher N 3181 1103 2039 Compreher N 3181 1102	Mean 4.83 4.73 4.88 0.15 isive Colleg Mean 5.27 5.23 5.30 0.07 isive Colleg Mean 4.69 4.65	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ SD 1.46 1.45	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18 -0.22 TRU-(Mean Diff I -0.47 -0.28	Effect Size -0.33 -0.30 -0.35 CCU Effect Size -0.16 CCU Effect Size -0.32	N 1052 290 752 Selective I N 1051 290 751 Selective I N 1053 290	Mean 5.57 5.42 5.63 0.21 iberal Arts o Mean 5.11 4.97 5.17 0.20 iberal Arts o Mean 3.52 3.20	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges SD 1.69 1.69 1.61	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08 -0.09 TRU Mean Diff 0.70 1.17	Effect Size -0.89 -0.78 -0.94 J-SLA Effect Size J-SLA Effect Size 0.41 0.73	N 1424 654 751 General L N 1426 654 753 General L N 1426 654	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21 5.42 0.21 0.21 0.21 iberal Arts (Mean 4.92 4.91	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD 1.43 1.41	Mean Diff -0.53 -0.35 -0.71 TRU- Mean Diff -0.24 -0.16 -0.34 TRU- Mean Diff -0.70 -0.54	Effect Size -0.35 -0.47 GLA Effect Size -0.18 -0.27 GLA -0.49 -0.38
Diversity Fall 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Fall 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence Fall 2001	474 173 298 N 473 173 297 N 473	Mean 4.34 4.29 4.36 0.07 Truman Mean 5.07 5.05 5.08 0.03 Truman Mean 4.22	1.56 1.58 1.55 SD 1.30 1.30 1.30 SD 1.55	N 3182 1101 2042 Compreher N 3181 1103 2039 Compreher N 3181	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.23 5.30 0.07 nsive Colleg Mean 4.69	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ SD 1.46	Mean Diff I -0.49 -0.44 -0.52 TRU-(Mean Diff I -0.20 -0.18 -0.22 TRU-(Mean Diff I -0.22	Effect Size -0.33 -0.30 -0.35 CCU Effect Size -0.16 CCU Effect Size	N 1052 290 752 Selective I N 1051 290 751 Selective I N 1053	Mean 5.57 5.42 5.63 0.21 iberal Arts Mean 5.11 4.97 5.17 0.20 iberal Arts Mean 3.52	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges SD 1.69	Mean Diff -1.23 -1.13 -1.27 TRU Mean Diff -0.04 0.08 -0.09 TRU Mean Diff Mean Diff 0.70	Effect Size -0.89 -0.78 -0.94 J-SLA Effect Size J-SLA Effect Size 0.41	N 1424 654 751 General L N 1426 654 753 General L N 1426	Mean 4.87 4.64 5.07 0.43 iberal Arts (Mean 5.31 5.21 5.21 5.22 0.21 iberal Arts (Mean 4.92	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD 1.43	Mean Diff -0.35 -0.35 -0.71 Mean Diff -0.24 -0.16 -0.34 TRU- Mean Diff -0.70	Effect Size -0.35 -0.47 GLA Effect Size -0.18 -0.27 GLA -0.49

Environment

Emphasis on Personal Relevance		Truman		Compreher	nsive Colleg	e & Univ	TRU	-CCU	Selective I	_iberal Arts (Colleges	TRL	J-SLA	General L	iberal Arts	Colleges	TRU	-GLA
and Practical Value of Courses	Ν	Mean	SD	Ν	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		Compreher	nsive Colleg	e & Univ	TRU-CCU	Selective L	iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU-G	LA
-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff E	ffect 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		Truman		Comprehei	nsive Colleg	e & Univ	TRU	-CCU	Selective I	Liberal Arts (Colleges	TRU	J-SLA	General L	iberal Arts	Colleges	TRU	-GLA
personnel and offices	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Compreher	nsive Colleg	e & Univ	TRU-CCU	Selective I	_iberal Arts (Colleges	TRL	J-SLA	General L	iberal Arts	Colleges	TRU	GLA
_	Ν	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	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 (<u>Truman Means</u> differ by 0.3 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading) Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Vocational training, acquiring knowledge & skills		Truman		Compreh	ensive Colle	ana & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General I	iberal Arts	Colleges	TRU
applicable to a specific job or type of work	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Fall 200		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
Mal		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
Femal		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-I	/	-0.03			0.07			•		0.04					-0.03		
Acquiring background & specialization for further		Truman		Compreh	ensive Colle	ege & Univ	TRU-CCU		Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal Arts	Colleges	TRU
education in professional, scientific, or scholarly field	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
Fall 200	1 469	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
Mal	e 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
Femal		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-1	Λ	-0.02			0.04					-0.05					0.06		
Gaining a broad general education about different		Truman		Compreh	ensive Colle	ege & Univ	TRU	-CCU					J-SLA		iberal Arts		TRU
fields of knowledge	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
Fall 200		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
Mal		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
Femal		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-I	Λ	0.01			0.04					-0.07	_				0.09		
Gaining a range of information that may be relevant		Truman			ensive Colle	0	-	-CCU		Liberal Arts			J-SLA		iberal Arts		TRU
to a career	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff
Fall 200		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
Mal		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
Femal		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-1	//	0.05		0h	0.13	0 11	TDU	-CCU	Onlastics	-0.02	Oallanaa			0	0.13	0	TDU
Developing an understanding and enjoyment of art,		Truman	0.5		ensive Colle	0	-						J-SLA		iberal Arts	0	TRU-
music, and drama	N	Mean	SD	N 3173	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
		2.33 2.25	0.95 0.97	1102	2.19 2.12	0.95 0.96	0.14 0.13	0.15	1054 292	2.67	1.00 1.01	-0.34	-0.34	1417 651	2.14	0.96 0.92	0.19 0.28
Mal Femal		2.25	0.97	2034	2.12	0.96	0.13		292 753	2.66 2.69	0.99	-0.41 -0.31	-0.41 -0.31	747	1.97 2.28	0.92	0.28
Diff F-I		0.13	0.94	2034	0.10	0.94	0.10		155	0.03	0.99	-0.37	-0.31	/4/	0.31	0.97	0.10
Broadening your acquaintance and enjoyment of	⁽¹	Truman		Compreh		eae & Univ	TRU	-CCU	Selective		Colleges	TRI	J-SLA	General I	iberal Arts	Colleges	TRU
literature	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Fall 200		2.29	0.90	3175	2.23	0.90	0.06	Enect 0ize	1053	2.58	1.00	-0.29	-0.29	1419	2.23	0.94	0.06
Mal		2.27	0.91	1103	2.15	0.90	0.12		292	2.46	0.99	-0.19	0.20	651	2.06	0.90	0.21
Femal		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-I		0.05			0.13					0.17					0.31		
Seeing the importance of history for understanding		Truman		Compreh	ensive Colle	eae & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal Arts	Colleges	TRU-
the present and the past	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Fall 200		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
Mal		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
Femal	e 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-I	Л	-0.19			-0.18					0.06					-0.01		

Gaining knowledge about other parts of the world			Truman		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal Arts.	Colleges	TRU-
and other people	•	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
	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
	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			Truman		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal Arts.	Colleges	TRU
	-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
	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
	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			Truman		Compreh		ge & Univ	-	-CCU	Selective	Liberal Arts	X		J-SLA	General L	iberal 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
	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
	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			Truman		Compreh		ge & Univ	_	-CCU	Selective	Liberal Arts	Colleges		J-SLA	General L	iberal Arts.	Colleges	TRU
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
	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
	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	,		Truman		Compreh		ege & Univ	-	-CCU	Selective	Liberal Arts	Colleges		J-SLA	General L	iberal Arts.	Colleges	TRU
and ways of life		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
	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
	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	0.11.1	701		0 1 1	0.18	0."			0	0.18	0."	7011
Developing your own values and ethical standards			Truman		Compreh	ensive Colle	ege & Univ	-	-CCU	Selective	Liberal Arts	Colleges		J-SLA	General L	iberal Arts	Colleges	TRU-
	E-11 0004	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
	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
	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 0.12	0.84	-0.22	-0.26	748	3.01 0.22	0.83	-0.02
The least of the second second second second	Diff F-M		0.19		Company	0.16	and O Lineire	тоц	-CCU	Selective	-	Celleree	TDI	J-SLA	General L	iberal Arts	Celleree	TRU
Understanding yourselfyour abilities, interests,		N	Truman	SD	Compreh N	ensive Colle Mean	ege & Univ SD	Mean Diff	Effect Size	N		Colleges SD	Mean Diff	Effect Size	N	Mean	Colleges SD	Mean Diff
and personality	Fall 2001	468	Mean 3.12	0.77	3172	3.13	0.80	-0.01	Ellect Size	1052	Mean 3.37	3D 0.74	-0.25	-0.34	1420	3.14	0.78	-0.02
	Male	400 172	3.12	0.77	1101	3.13	0.80	-0.01		292	3.37	0.74	-0.25	-0.34 -0.31	652	3.14	0.78	-0.02
	Female	293	3.00	0.82	2034	3.02	0.82	-0.03		751	3.30	0.78	-0.24	-0.31	749	3.03	0.81	-0.08
	Diff F-M	295	0.10	0.74	2034	0.17	0.77	-0.05		751	0.10	0.71	-0.24	-0.34	749	0.24	0.75	-0.08
Understanding other people and the ability to get			Truman		Compreh		ae & Univ	TRU	-CCU	Selective		Colleges	TRI	J-SLA	General I	iberal Arts	Colleges	TRU
along with different kinds of people	I	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
along with different kinds of people	Fall 2001	468	2.99	0.79	3168	3.08	0.81	-0.09	Elicet Olze	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	3.04	0.75	2033	3.14	0.00	-0.06		749	3.13	0.00	-0.15		748	3.15	0.00	-0.07
	Diff F-M	200	0.24	0.75	2000	0.17	0.75	-0.00		145	0.14	0.70	-0.00		140	0.18	0.70	-0.07
Ability to function as a team member			Truman		Compreh	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal 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
	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
	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		

Developing good health habits and physical			Truman		Comprehe	nsive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	U-SLA	General L	iberal Arts	Colleges	TRU
fitness		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
	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	a	
Understanding the nature of science and			Truman		Comprehe	nsive Colle	ege & Univ		-CCU	Selective	Liberal Arts	Colleges		U-SLA	General L	iberal Arts	Colleges	TRU
experimentation	F U 00004	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
	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 Female		2.61 2.38	0.95 0.92	1100 2030	2.41 2.26	0.93 0.93	0.20 0.12		292 751	2.52 2.43	1.01 1.04	0.09 -0.05		651 748	2.51 2.26	0.95 0.96	0.10 0.12
	Diff F-M	291	2.30 -0.23	0.92	2030	-0.15	0.95	0.12		751	-0.09	1.04	-0.05		740	-0.25	0.90	0.12
Understanding new scientific and technical			Truman		Comprehe		ege & Univ	TDU	-CCU	Selective	Liberal Arts	Colleges	TDI	U-SLA	General L	iberal Arts	Colleges	TRU
developments	l	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
developments	Fall 2001	469	2.34	0.95	3167	2.31	0.93	0.03	Lilect Size	1052	2.38	1.03	-0.04	Lifect Size	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	-0.04		650	2.58	0.92	-0.06
	Female		2.24	0.94	2033	2.24	0.93	0.00		751	2.33	1.02	-0.09		746	2.32	0.95	-0.08
	Diff F-M	200	-0.28	0.01	2000	-0.20	0.00	0.00			-0.21		0.00			-0.26	0.00	0.00
Becoming aware of the consequences of applicatio			Truman		Comprehe	nsive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	U-SLA	General L	iberal Arts	Colleges	TRU
in science and technology		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
	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			Truman		Comprehe	nsive Colle	ege & Univ		-CCU	Selective	Liberal Arts	Colleges		U-SLA	General L	iberal Arts.	Colleges	TRU
		Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
	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		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 thinkingUnderstanding probabilities	,		Truman		Comprehe		ege & Univ	-	-CCU	Selective				U-SLA	General L	iberal Arts	Colleges	TRU
proportions, etc.	E-11 0004	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
	Fall 2001 Male	469 173	2.54 2.68	0.88	3170 1101	2.47 2.57	0.93 0.91	0.07 0.11		1053 292	2.56 2.80	1.02	-0.02 -0.12		1414 648	2.63 2.77	0.94 0.91	-0.09 -0.09
	Female		2.00	0.87 0.89	2033	2.57	0.91	0.11		292 752	2.80	1.03 0.99	-0.12		040 747	2.77	0.91	-0.09
	Diff F-M	295	-0.22	0.09	2033	-0.16	0.95	0.05		152	-0.33	0.99	-0.01		/4/	-0.25	0.95	-0.00
Ability to put ideas together, to see relationships,	Dinit in		Truman		Comprehe	nsive Colle	eae & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	U-SLA	General L	iberal Arts	Colleges	TRU
similarities, and differences between ideas		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
similarities, and arreferences between radius	Fall 2001	469	2.90	0.78	3174	2.94	0.79	-0.04	2.1000 0.20	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	d		Truman		Comprehe	nsive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	U-SLA	General L	iberal Arts.	Colleges	TRU
information you need		N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
	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			Truman		Comprehe	nsive Colle	ege & Univ		-CCU	Selective	Liberal Arts			U-SLA	General L	iberal 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
	Fall 2001	468 173	2.93	0.80	3171	3.02	0.82	-0.09		1050	3.09	0.85	-0.16 -0.14	-0.19	1418	3.04	0.81	-0.11
	Male	292	2.91 2.95	0.81 0.79	1099 2036	2.94 3.08	0.83 0.81	-0.03 -0.13		291 750	3.05 3.10	0.82 0.86	-0.14 -0.15		651 748	3.01 3.07	0.81 0.80	-0.10 -0.12
	Female Diff F-M	292	2.95 0.04	0.79	2030	3.08 0.14	0.81	-0.13		100	3.10 0.05	08.0	-0.15		/ 4 8	3.07 0.06	0.80	-0.12
			0.04			0.14					0.05					0.00		









-GLA
Effect Size
0.20
0.30

-GLA	
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

Effect Size = Indicator of "practical significance" of the magnitude of the difference Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group between means **Bold Italic** = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group Small = 0.2 to 0.5 (regular font, no shading) Bold = Significant Differences (Truman Means differ by 0.2 or more per 1997 CSEQ manual) Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Number of textbooks/ Truman 8 U TRU-CCU beral Arts TRU-SLA eneral Liberal Arts Coll TRU-GLA sive C Selec assigned books read Mean SD Mean SD Mean Diff Effect Size Mean SD Mean Diff Effect Size Mean Mean Diff Effect Size N N Ν Ν SD 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 -0.03 297 2041 -0.23 753 0.96 -0.87 -0.23 753 0.90 -0.07 Female 2.93 0.74 3.13 0.87 -0.20 3.80 3.00 Diff F-M 0.18 0.28 0.20 0.22 Truman je & Uni TRU-CCU beral Arts College TRU-SLA TRU-GLA Number of course packets Compret sive Co Select enera eral Arte read Ν Mean SD Ν Mean SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size 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 0.04 171 1085 288 3.05 2.35 Male 2.44 0.89 2.50 0.95 -0.06 1.19 -0.61 -0.51 642 1.00 0.09 296 2.53 0.96 2014 2.58 0.98 748 2.95 1.11 -0.42 -0.38 731 2.55 Female -0.05 1.06 -0.02 Diff F-M 0.09 0.08 -0.10 0.20 Number of non-assigned Truman TRU-CCU beral Arts TRU-SLA TRU-GLA ive Co e & Un Selective Colleges eneral eral Art Colle books read Ν Mean SD Ν Mean SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size 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 -0.10 170 -0.15 2.50 Male 1.88 0.83 1085 2.03 0.97 289 1.08 -0.62 -0.57 643 1.96 0.97 -0.08 Female 295 1.94 0.88 2020 2.17 1.00 -0.23 750 2.62 1.03 -0.68 -0.66 735 2.07 0.99 -0.13 -0.23 Diff F-M 0.06 0.14 0.12 0.11 Number of essays exams Truman ompr ive C 81 TRU-CCU electi peral Art Colleges TRU-SLA TRU-GLA nera Mean Mean SD SD Mean Diff SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size N Ν Mean Effect Size Ν written 0.94 1.08 0.93 Fall 2001 468 2.53 3148 2.99 -0.43 1048 2.82 -0.29 -0.31 1413 2.96 1.11 -0.39 -0.46 -0.43 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 -0.34 751 3.01 1.08 -0.53 -0.49 -0.37 Diff F-M -0.12 -0.01 0.01 0.11 Number of term papers written TRU-CCU Selective beral Arts TRU-SLA TRU-GLA Truman Compre isive Co ie & Uni Colleges eneral eral Arts Collec Mean SD Mean SD Mean Diff Ν Mean SD Ν Mean SD Mean Diff Effect Size Ν Effect Size Mean Diff Effect Size N 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 -0.07 298 2017 749 Female 2.80 0.91 3.16 1.05 -0.36 -0.34 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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the differe 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 negati

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 N Mean SD			Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU-GLA
· · · · · · · · · · · · · · · · · · ·	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Truman		Comprehe	ensive Colle	ge & Univ	TRL	I-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU-GLA
again	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	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		Truman		Comprehe	ensive Colle	ege & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU-GLA
Satisfaction Index	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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 Differ Bold Italic = Significant Bold = Significant Differ and Lifelong Learning, 4	Differences	(Scheffe F an Means	Post Hoc at . differ by 2.0	05 level);Ti or more or	ruman Mea n Faculty S	an Less than	Comparis	on Group	n,	S	Small = 0.2 to /loderate = 0	o 0.5 (regul .5 to 0.8 (b	ar font, no s old [Trumar	ignificance" of between mea positive] or b nan positive] c	ans old italic [Truman neg	ative])	etween mean	3
Good Practice Indices (Three Principles of Good Practice of Undergraduate Education) 1. Faculty-Student Interaction	ii Fall 2001 Male Female Diff F-M	N 458 171 283	Truman Mean 27.99 27.99 28.02 0.03	SD 7.18 7.58 6.93	Comprehe N 3114 1082 1995	ensive Colleg Mean 27.05 26.89 27.15 0.26		TRU-0 Mean Diff 0.93 1.10 0.87	CCU Effect Size	Selective L N 1043 287 746	iberal Arts C Mean 28.77 28.08 29.04 0.97	U U		-SLA Effect Size	General L N 1400 646 737	iberal Arts 0 Mean 28.21 27.90 28.52 0.62	Colleges SD 7.46 7.75 7.24	TRU- Mean Diff -0.23 0.09 -0.50	-GLA Effect Size
2. Active Learning	Fall 2001 Male Female Diff F-M	N 445 169 272	Truman Mean 54.13 52.50 55.26 2.76	SD 8.54 8.71 8.13	Comprehe N 3047 1061 1953	ensive Colleg Mean 53.26 51.10 54.37 3.27	SD 9.44 9.33 9.30	TRU-0 Mean Diff 0.87 1.40 0.89	CCU Effect Size	Selective L N 1032 287 735	iberal Arts C Mean 55.66 53.00 56.71 3.71	0	TRU Mean Diff -1.53 -0.49 -1.44	-SLA Effect Size -0.16	General L N 1368 626 724	iberal Arts C Mean 52.37 50.26 54.16 3.91	Colleges SD 10.09 10.35 9.45	TRU- Mean Diff 1.76 2.25 1.10	-GLA Effect Size 0.17
3. Peer Cooperation/ Cooperation Among Students	Fall 2001 Male Female Diff F-M	N 464 172 288	Truman Mean 25.77 24.15 26.80 2.65	SD 4.92 5.06 4.51	Comprehe N 3141 1095 2009	ensive Colleg Mean 24.65 22.78 25.67 2.88	SD 4.99 4.86 4.79	TRU- Mean Diff 1.12 1.37 1.14		Selective L N 1046 290 746	iberal Arts C Mean 25.50 24.13 26.06 1.93	0	TRU Mean Diff 0.27 0.02 0.74	-SLA Effect Size	General L N 1413 650 744	iberal Arts C Mean 23.77 22.33 25.09 2.76	Colleges SD 5.10 4.87 4.95	TRU- Mean Diff 2.00 1.82 1.71	-GLA Effect Size 0.39 0.37 0.35
Capacity for Lifelong-learning Index	Fall 2001 Male Female Diff F-M	N 458 169 286	Truman Mean 40.26 40.17 40.33 0.16	SD 7.21 7.97 6.74	Comprehe N 3088 1065 1987	ensive Collec Mean 40.23 39.76 40.52 0.76		TRU-0 Mean Diff 0.03 0.41 -0.19	CCU Effect Size	Selective L N 1040 291 740	iberal Arts C Mean 42.83 43.08 42.75 -0.33		-	-SLA Effect Size -0.37 -0.42 -0.35	General L N 1382 638 726	iberal Arts 0 Mean 41.01 40.75 41.25 0.50	Colleges SD 7.33 7.48 7.14	TRU- Mean Diff -0.76 -0.58 -0.92	-GLA Effect Size
Experiences with Diversity Index	Fall 2001 Male Female Diff F-M	N 457 169 285	Truman Mean 25.93 26.31 25.73 -0.58	SD 5.47 5.85 5.26	Comprehe N 3104 1078 1990	ensive Collec Mean 24.91 24.80 24.98 0.19		TRU-0 Mean Diff 1.02 1.51 0.74		Selective L N 1040 290 741	iberal Arts C Mean 28.32 27.73 28.59 0.86		TRU Mean Diff -2.39 -1.42 -2.86	-SLA Effect Size -0.41 -0.49	General L N 1398 638 741	iberal Arts C Mean 25.15 24.54 25.72 1.18	Colleges SD 5.79 5.97 5.58	TRU- Mean Diff 0.78 1.77 0.00	-GLA Effect Size 0.30
Quality of Effort Scales Academic Factor	Fall 2001 Male Female	N 481 176 301	Truman Mean 134.64 135.39 134.33	SD 24.31 25.33 23.57	Comprehe N 3220 1114 2066	ensive Collec Mean 130.15 128.89 130.85	ge & Univ SD 24.34 24.25 24.17	TRU-0 Mean Diff 4.49 6.51 3.48	CCU Effect Size 0.18 0.27	Selective L N 1062 295 757	iberal Arts C Mean 138.49 135.97 139.47	SD 23.80 24.70 23.41	TRU Mean Diff -3.85 -0.58 -5.13	-SLA Effect Size -0.16 -0.22	General L N 1433 660 754	iberal Arts C Mean 131.64 130.47 132.87	SD 24.55 25.71 23.22	TRU- Mean Diff 3.01 4.92 1.46	-GLA Effect Size

3.49

2.40

1.97

Diff F-M

-1.06

			Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective L	iberal Arts Co	olleges	TRU	J-SLA	General L	iberal Arts C	olleges	TRU-	GLA
	I	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Quality of Effort Scales Social	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
Factor	Male	175 301	99.63	21.63	1110	94.61	20.61	5.02	0.24	293	106.37	19.47	-6.74	-0.35	660 755	92.48	20.81	7.15	0.34
	Female Diff F-M	301	101.42 1.79	20.21	2053	98.30 3.69	20.26	3.12		757	108.68 2.31	19.73	-7.26	-0.37	755	99.88 7.40	19.40	1.54	
	Din't W		1.70			0.00					2.01					7.10			
			Truman		Comprehe	J	e & Univ		-CCU	Selective L		olleges	-	J-SLA		iberal Arts C	olleges	TRU-	-
	=	N	Mean	SD	N	Mean	SD			N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Scholarly Environment Factor	Fall 2001 Male	474 173	16.65 16.34	2.57 2.77	3186 1104	15.37 15.11	3.13 3.17	1.27 1.22	0.41 0.39	1054 290	17.72 17.58	2.50 2.74	-1.07 -1.25	-0.43 -0.45	1427 655	15.72 15.37	3.18 3.04	0.92 0.97	0.29 0.32
	Female	298	16.83	2.17	2043	15.11	3.17	1.22	0.39	290 754	17.50	2.74	-1.25	-0.45 -0.39	753	16.04	3.04	0.97	0.32
	Diff F-M	230	0.49	2.40	2043	0.40	5.10	1.52	0.42	734	0.18	2.41	-0.34	-0.55	755	0.67	5.20	0.15	0.24
			0.10			0.10					0.10					0.01			
			Truman			ensive Colleg		-	-CCU		iberal Arts Co		-	J-SLA		iberal Arts C		TRU-	-
	=	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Personal Relations Environmental Factor	Fall 2001 Male	474 173	15.52 15.23	3.00 3.21	3185 1103	15.57 15.44	3.28 3.44	-0.05 -0.21		1055 291	16.34 16.21	3.09 2.85	-0.83 -0.98	-0.27 -0.35	1427 655	16.31 16.06	3.19 3.17	-0.79 -0.84	-0.25 -0.26
Factor	Female	298	15.23	2.86	2043	15.44	3.44	-0.21		754	16.21	2.05	-0.98	-0.35 -0.23	753	16.00	3.17	-0.82	-0.26
	Diff F-M	230	0.45	2.00	2043	0.21	5.15	0.05		734	0.19	5.17	-0.72	-0.23	755	0.43	5.10	-0.02	-0.20
						•					•••••								
			Truman			ensive Colleg			-CCU		iberal Arts Co	0	-	J-SLA		iberal Arts C		TRU-	
Described Freedom and all Freedom	E-11.0004	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Practical Environmental Factor	Fall 2001 Male	474 173	17.83 17.94	4.51 4.64	3185 1103	19.52 19.26	4.34 4.29	-1.70 -1.32	-0.39 -0.31	1054 290	18.44 17.63	4.43 4.37	-0.61 0.31		1427 655	20.18 19.72	4.44 4.35	-2.35 -1.78	-0.53 -0.41
	Female	298	17.94	4.04	2043	19.20	4.29	-1.92	-0.31	290 754	17.03	4.37	-1.01	-0.23	753	20.58	4.33	-2.84	-0.41 -0.64
	Diff F-M	200	-0.20	1.10	2010	0.39	1.00		0.11	101	1.12	1.12		0.20	100	0.86		2.04	0.04
			Truman			ensive Colleg			-CCU		iberal Arts Co	0		J-SLA		iberal Arts C	olleges	TRU-	
Personal Development Gains	Fall 2001	N 466	Mean 17.41	SD 3.67	N 3145	Mean 17.69	SD 3.87	Mean Diff -0.28	Effect Size	N 1047	Mean 18.01	SD 3.66	Mean Diff -0.60	Effect Size -0.16	N 1410	Mean 17.77	SD 3.79	Mean Diff -0.37	Effect Size
Factor	Male	171	16.99	4.03	1088	17.09	3.94	-0.28		291	17.81	3.00	-0.82	-0.10	647	17.43	3.79	-0.37	
	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			
			-		<u> </u>		0 I I I		0.011	0 1 11 1					<u> </u>				
		N	Truman Mean	SD	N	ensive Colleg Mean	e & Univ SD	Mean Diff	-CCU Effect Size	N	iberal Arts Co Mean	SD	Mean Diff	J-SLA Effect Size	General L N	iberal Arts C Mean	SD	TRU- Mean Diff	GLA Effect Size
Science and Technology Gains	Fall 2001	467	9.70	3.10	3152	9.43	3.13	0.26	Lifect Size	1049	9.82	3.42	-0.12	Lifect Size	1408	9.90	3.19	-0.20	Lifect Size
Factor	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			
	I		Truman		Comprohe	ensive Colleg		TDU	-CCU	Soloctivo	iberal Arts Co		трі	J-SLA	Conoral I	iberal Arts C	olleges	TRU-	CLA
		N	Mean	SD	N	Mean	SD	-	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
General Education Gains Factor	Fall 2001	467	14.77	3.79	3145	14.42	3.69	0.35	2	1049	16.87	3.73	-2.10	-0.56	1409	14.45	3.96	0.32	2
	Male	172	15.00	3.91	1092	14.43	3.72	0.57		292	16.58	3.90	-1.58		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			

			Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective L	iberal Arts Co	olleges	TRU	-SLA	General L	iberal Arts C	olleges	TRU	-GLA
	-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Vocational Preparation Gains	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
Factor	Male	173	8.28	2.15	1099	8.49	1.97	-0.21		292	8.50	1.94	-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		743	9.01	1.96	-0.74	-0.38
	Diff F-M		-0.01			0.24					-0.04					0.15			
	_																		
	[Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective L	iberal Arts Co	olleges	TRU	-SLA	General L	iberal Arts C	olleges	TRU	-GLA
]	N	Truman Mean	SD	Comprehe N	ensive Colleg Mean	e & Univ SD		-CCU Effect Size	Selective L N	iberal Arts Co Mean	olleges SD	TRU Mean Diff	-SLA Effect Size	General L N	iberal Arts C Mean	olleges SD	TRU Mean Diff	-GLA Effect Size
Intellectual Skills Gains Factor	Fall 2001	N 461			Comprehe N 3116	ensive Colleg Mean 17.56	e & Univ SD 3.56			Selective L N 1045				Effect Size	General L N 1400		olleges SD 3.46		
Intellectual Skills Gains Factor	Fall 2001 Male	N 461 170	Mean	SD	N			Mean Diff		N	Mean	SD	Mean Diff	Effect Size	N	Mean		Mean Diff	
Intellectual Skills Gains Factor			Mean 17.54	SD 3.48	N 3116	17.56	3.56	Mean Diff -0.02		N 1045	Mean 18.92	SD 3.43	Mean Diff -1.38	Effect Size -0.40	N 1400	Mean 17.87	3.46	Mean Diff -0.33	

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

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

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

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

Effect Size = Indicator of "practical significance" of the magnitude of the difference betv 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])

Г		Truman		Comprehe	ensive Colleg	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General	Liberal Arts	Colleges	TRU-	GLA
	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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;	469 11 Que	33.14 stions)	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 Experiences (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	

Environment

College Student Experience Questionnaire Fall 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 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]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Truman TRU-CCU Selectiv TRU-SLA TRU-GLA ien ol Δrt Mean Mean SD SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size Ν Mean SD Mean Diff Effect Size Ν Ν Emphasis on Developing Academic, 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 Scholarly, and Intellectual Qualities Emphasis on Developing Aesthetic, 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 Expressive, and Creative Qualities Emphasis on Being Critical, 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 Evaluative, and Analytical Environmental Emphasis: 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 Diversity Environmental Emphasis: 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 Information Literacy Skills Emphasis on Developing Vocational 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 and Occupational Competence Emphasis on Personal Relevance 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 and Practical Value of Courses

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

		Truman		Compreh	ensive Colle	ge & Univ	TRU-CCU	Selective	Liberal Arts	Colleges	TRU-SLA	General L	iberal Arts	Colleges	TRU-GLA
	N	N Mean SD		Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff Effect S	Ν	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		Compreh	nensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	J-SLA	General L	iberal Arts	Colleges	TRU	GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Comprehe	ensive Colle	ge & Univ	TRU-CCU	Selective L	iberal Arts	Colleges	TRU	-SLA	General Li	beral Arts C	Colleges	TRU	-GLA
	N	Mean SD		N	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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)

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

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

-																		
		Truman		Comprehe		ge & Univ		-CCU			Colleges	TRU-			Liberal Arts C		TRU-	
Vocational training, acquiring knowledge & skills applicable to a specific job or type of work	N 470	Mean 2.64	SD 0.90	N 3181	Mean 2.86	SD 0.83	Mean Diff -0.22	Effect Size -0.27	N 1052	Mean 2.33	SD 0.95	Mean Diff E 0.31	o.33	N 1421	Mean 2.94	SD 0.81	Mean Diff -0.30	Effect Size -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	<u>-0.34</u>	-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 yourselfyour 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	

		Truman		Comprehe	ensive Colle	ge & Univ	TR	J-CCU	Selective L	iberal Arts (Colleges	TRU-	SLA	General I	_iberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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 thinkingUnderstanding 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		Compreh	ensive Colle	ge & Univ	TRU	TRU-CCU		Liberal Arts	Colleges	TRI	J-SLA	General Liberal Arts Colleges			TRU-GLA		
	Ν	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	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Would attend same institution	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	

again

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		
	1	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college	4	74	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	
Satisfaction Index																			

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

Good Practice Indices

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])

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(Three Principles of Good Practice in		Truman		Compreh	ensive Colleg	0	-	CCU		Liberal Arts		TRU	-		Liberal Arts		-	-GLA
Undergraduate Education)	Ν	Mean	SD	N	Mean	SD		Effect Size	Ν	Mean	SD		Effect Size	N	Mean	SD		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						

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 yourselfyour 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								

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 InstitutionsSmall = 0.2 to 0.5SLA = Selective Liberal Arts InstitutionsModerate = 0.5 to 0.8GLA = General Liberal Arts InstitutionsLarge = 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	0					
•	Female	Small Positive		Small Positive				
Course Learning	Male		Small Negative					
Art, Music, & Theater	Male		Small Negative	Small Positive				
	Female	Small Positive	Small Negative					
Campus Facilities Scale	Male	Small Positive	0	Small Positive				
	Female	Small Positive						
Clubs and Organizations	Male	Moderate Positive		Small Positive				
J. J	Female	Moderate Positive	Small Positive	Large Positive				
Personal Experiences	Male			J.				
Student Acquaintances	Male	Small Positive		Small Positive				
	Female		Small Negative					
Science/Quantitative Experiences	Female	Small Positive	0					
Topics of Conversation	Male	Small Positive		Small Positive				
•	Female	Small Positive	Small Negative	Small Positive				
Information in Conversations	Female		Small Negative					
			0					
Environment Scales	Gender		Effect Size					
		CCU	SLA	GLA				
Emphasis on Developing Academic,	Male	Moderate Positive	Small Negative	Small Positive				
Emphasis on Developing Academic, Scholarly, and Intellectual Qualities	Male Female	Moderate Positive Moderate Positive	Small Negative Small Negative	Small Positive Moderate Positive				
Scholarly, and Intellectual Qualities	Female	Moderate Positive	Small Negative					
Scholarly, and Intellectual Qualities Emphasis on Being Critical,	Female Male	Moderate Positive Small Positive	Small Negative Moderate Negative	Moderate Positive				
Scholarly, and Intellectual Qualities	Female	Moderate Positive	Small Negative					
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical	Female Male Female	Moderate Positive Small Positive Small Positive	Small Negative Moderate Negative Moderate Negative	Moderate Positive				
Scholarly, and Intellectual Qualities Emphasis on Being Critical,	Female Male Female Male	Moderate Positive Small Positive Small Positive Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative	Moderate Positive Small Positive				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical	Female Male Female	Moderate Positive Small Positive Small Positive	Small Negative Moderate Negative Moderate Negative	Moderate Positive				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity	Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative	Moderate Positive Small Positive Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical	Female Male Female Male	Moderate Positive Small Positive Small Positive Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative	Moderate Positive Small Positive				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills	Female Male Female Male Female Female	Moderate Positive Small Positive Small Positive Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational	Female Male Female Male Female Female Male	Moderate Positive Small Positive Small Positive Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative	Moderate Positive Small Positive Small Negative Small Negative Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills	Female Male Female Male Female Female	Moderate Positive Small Positive Small Positive Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence	Female Male Female Female Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of	Female Male Female Female Female Male Female Male	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative Moderate Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence	Female Male Female Female Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of Courses	Female Male Female Female Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative Moderate Negative Moderate Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of	Female Male Female Female Female Male Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Large Negative Moderate Positive	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative Moderate Negative Moderate Negative Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of Courses	Female Male Female Female Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Moderate Negative Large Negative	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative Moderate Negative Moderate Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of Courses Relationships with administrative personnel & offices	Female Male Female Female Female Male Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Large Negative Moderate Positive	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative Moderate Negative Moderate Negative Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of Courses	Female Male Female Female Female Male Female Male Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Large Negative Moderate Positive Small Negative Moderate Negative	Moderate Positive Small Positive Small Negative Small Negative Moderate Negative Moderate Negative Moderate Negative Small Negative Small Negative				
Scholarly, and Intellectual Qualities Emphasis on Being Critical, Evaluative, and Analytical Environmental Emphasis: Diversity Emphasis on Information Literacy Skills Emphasis on Developing Vocational and Occupational Competence Emphasis on Personal Relevance and Practical Value of Courses Relationships with administrative personnel & offices	Female Male Female Female Female Male Female Male Female Male Female	Moderate Positive Small Positive Small Positive Small Negative Small Negative Small Negative Small Negative Small Negative	Small Negative Moderate Negative Moderate Negative Large Negative Moderate Positive	Moderate Positive Small Positive Small Negative Small Negative Small Negative Moderate Negative Moderate Negative Moderate Negative Small Negative				

CCU SLA GLA vacational training, acquiring knowledge & skills Male Small Negative Small Negative applicable to a specific job or type of work Female Small Negative Small Negative Acquiring background & specialization for further education in professional, scientific, or scholarly field Male Male Moderate Negative Gaining a proad general education about different fields of knowledge Male Small Negative Small Negative Gaining a range of information that may be relevant to a carcer Male Small Negative Small Negative Developing an understanding and enjoyment of art, music, and drama Male Small Negative Small Negative Broadening your acquaintance and enjoyment of literature Female Small Negative 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, and ways of life Female Moderate Negative Developing avare of different philosophies, cultures, and ways of life Female Small Negative Developing vour own values and ethical standards Female Small Negative Juderstanding yourself-your abilitics, interests, and personality <t< th=""><th>Gain Scales</th><th>Gender</th><th colspan="8">Effect Size</th></t<>	Gain Scales	Gender	Effect Size							
applicable to a specific job or type of work Female Small Negative Small Negative Acquiring background & specialization for further education in professional, scientific, or scholarly field Male Female Male Small Negative Male Small Negative Gaining a broad general education about different fields of knowledge Male Female Small Negative Small Negative Small Negative Gaining a range of information that may be carlera to a carcer Male Female Small Negative Small Negative Small Negative Small Negative Small Negative Developing an understanding and enjoyment of art, music, and drama Male Female Small Negative Small Negative Small Negative Broadening your acquaintance and enjoyment of literature Female Small Negative Small Negative Seeing the importance of history for understanding and other people Female Small Negative Small Negative Gaining knowledge about other parts of the world and other people Female Small Negative Small Negative Becoming aware of different philosophies, cultures, and ways of life Female Small Negative Small Negative Small Negative Developing your own values and ethical standards Female Small Negative Small Negative Small Negative Small Negative Small Negative <t< th=""><th></th><th></th><th>CCU</th><th></th><th></th></t<>			CCU							
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Reading, Writing, and Satisfaction Q.'s	Gender		Effect Size	
		CCU	SLA	GLA
Number of textbooks/assigned books read	Male Female		Small Negative Small Negative	
	Feiliale		Sinali Negative	
Number of course packets read	Male		Moderate Negative	
	Female		Small Negative	
Number of non-assigned books read	Male		Moderate Negative	
C C	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	
Number of term pupers written	Female	Small Negative	Small Negative	
There even a strength of the state	Male		Small Nagativa	
How well college is liked	Female		Small Negative 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

-2.41

Activity Scales	
Truman Gender Means differ by 2.0 or more	Mean Difference

Science/Quantitative Experiences

Environment Scales	
Truman Gender Means differ by 1.0 or more	Mean Difference
Indinan Gender Means differ by 1.0 of more	Weall Difference

None

Gain Scales Truman Gender Means differ by 0.30 or more	Mean Difference
Gaining knowledge about other parts of the world	-0.30

and other people

Reading, Writing, and Satisfaction Q.'s Truman Gender Means differ by 0.20 or more	Mean Difference
Satisfaction Index	0.20

Good Practice Index	
Truman Gender Means differ by 2.0 or more	Mean Difference

Peer Cooperation/ Cooperation Among Students

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 was 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* (4^{th} edition) in spring 2001 were compared with junior students from the other institutional groups who had completed the CSEQ (4^{th} 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 Academic, Scholarly, 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 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; 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 and 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 smale negative effect size was present on the Emphasis on Developing Vocational and Occupation 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 noted 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 and Occupati

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 Occupation 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 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 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 non-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 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 textbooks/assigned books read; number of textbooks/assigned books read; 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; number of textbooks/assigned books read; number of course packets read; number of non-assigned books read; number of non-ass

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):

<u>Strengths</u> 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 form other areas or your life (job, internship, interactions with others) in class discussions or assignments

Tried to explain material form a course to someone else (another student, friend, co-worker, family member) Worked on a paper or project where you had to integrate ideas from various sources

Weaknesses

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

Student Activity Scale-Writing Experiences (7 Questions):

Strengths

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

<u>Strengths</u> Met other students for discussion Used campus recreational facilities

<u>Weaknesses</u> Used a campus learning lab or center

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

<u>Strengths</u> Attended a meeting of a campus club, organization, etc.

<u>Weaknesses</u> Met with faculty to discuss campus group

Student Activity Scale-Personal Experiences (8 Questions):

<u>Strengths</u> 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

<u>Weaknesses</u> 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):

<u>Strengths</u> Memorized formulas, definitions, technical terms and concepts Used mathematical terms to express a set of relationships

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

<u>Strengths</u> Current events in the news Different lifestyles, etc.

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

<u>Strengths</u> 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

<u>Weaknesses</u> 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)

<u>Weaknesses</u> Assigned packs of course readings Non-assigned books read

Student Satisfaction Questions (2 Questions)

<u>Strengths</u> 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, Ocassionally = 2, Never = 1

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

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group *Bold Italic* = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group **Bold** = Significant Differences (<u>Truman Means</u> differ by 2.0 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading) Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Library Experiences		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU-	SLA	General Li	beral Arts C	olleges	TRU-	GLA
(8 Questions)	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Spring	2001 49	4 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 18	8 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
Fe	emale 30	2 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
Dit	ff F-M	0.47			0.31					1.24					0.83			
Computer and IT Scale		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU-	SLA	General Li	beral Arts C	olleges	TRU-	GLA
(9 Questions)	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Spring	2001 49	3 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 18	7 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
Fe	emale 30	2 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
Dit	ff F-M	-0.53			-0.14					-0.09					-0.25			
Course Learning		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU-	SLA	General Li	beral Arts C	olleges	TRU-	GLA
(Different Scale Used, high to low	v) N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
(11 Questions) Spring	2001 48	5 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 18	1 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	
Fe	emale 30	0 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	
Dit	ff F-M	0.89			2.02					1.16					1.92			
		0.00			2.02					-					-			
Experience in Writing		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU-	SLA	General Li	beral Arts C	olleges	TRU-	GLA
	N		SD	Comprehe N		<mark>e & Univ</mark> SD	-	-CCU Effect Size	Selective N	-	Colleges SD	_	SLA Effect Size	General Li	-	SD	-	GLA Effect Size
Experience in Writing	N 2001 49	Truman Mean 0 18.16	SD 3.78		Mean 18.16	SD 4.21	Mean Diff 0.00			Liberal Arts Mean 17.88	Ŭ	Mean Diff 0.28			beral Arts C	SD 4.43	Mean Diff -0.10	-
Experience in Writing (7 Questions)	N 2001 49 Male 18	Truman Mean 0 18.16 3 17.55	SD 3.78 3.79	N	Mean 18.16 17.10	SD 4.21 4.16	Mean Diff 0.00 0.45		Ν	Liberal Arts Mean 17.88 16.53	SD 4.06 4.04	Mean Diff 0.28 1.02		N	beral Arts Co Mean	SD 4.43 4.51	Mean Diff -0.10 0.24	-
Experience in Writing (7 Questions) Spring Fe	N 2001 49 Male 18 emale 30	Truman Mean 0 18.16 3 17.55 3 18.49	SD 3.78	N 3172	Mean 18.16 17.10 18.70	SD 4.21	Mean Diff 0.00		N 1055	Liberal Arts Mean 17.88 16.53 18.37	SD 4.06	Mean Diff 0.28		N 1426	beral Arts C Mean 18.26 17.31 19.11	SD 4.43	Mean Diff -0.10	-
Experience in Writing (7 Questions) Spring Fe Dit	N 2001 49 Male 18	Truman Mean 0 18.16 3 17.55 3 18.49 0.94	SD 3.78 3.79	N 3172 1099 2036	nsive Colleg Mean 18.16 17.10 18.70 1.60	SD 4.21 4.16 4.13	Mean Diff 0.00 0.45 -0.21	Effect Size	N 1055 291 754	Liberal Arts Mean 17.88 16.53 18.37 1.84	SD 4.06 4.04 3.95	Mean Diff 0.28 1.02 0.12	Effect Size	N 1426 657 750	beral Arts C Mean 18.26 17.31 19.11 1.80	SD 4.43 4.51 4.18	Mean Diff -0.10 0.24 -0.62	Effect Size
Experience in Writing (7 Questions) Spring Fe	N 2001 49 Male 18 emale 30	Truman Mean 0 18.16 3 17.55 3 18.49	SD 3.78 3.79 3.74	N 3172 1099 2036	Mean 18.16 17.10 18.70	SD 4.21 4.16 4.13 e & Univ	Mean Diff 0.00 0.45 -0.21 TRU	Effect Size	N 1055 291 754	Liberal Arts Mean 17.88 16.53 18.37	SD 4.06 4.04 3.95 Colleges	Mean Diff 0.28 1.02 0.12 TRU-	Effect Size SLA	N 1426 657 750	beral Arts C Mean 18.26 17.31 19.11	SD 4.43 4.51 4.18	Mean Diff -0.10 0.24 -0.62 TRU-	Effect Size
Experience in Writing (7 Questions) Spring Fe Dit Experiences with Faculty (10 Questions)	N 2001 49 Male 18 emale 30 ff F-M N	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean	SD 3.78 3.79 3.74 SD	N 3172 1099 2036 Comprehe N	Mean 18.16 17.10 18.70 1.60 Nean	SD 4.21 4.16 4.13 e & Univ SD	Mean Diff 0.00 0.45 -0.21 TRU Mean Diff	Effect Size	N 1055 291 754 Selective N	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean	SD 4.06 4.04 3.95 Colleges SD	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff	Effect Size SLA	N 1426 657 750 General Li N	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean	SD 4.43 4.51 4.18 Dilleges SD	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff	Effect Size
Experience in Writing (7 Questions) Spring Fe Dit Experiences with Faculty	N 2001 49 Male 18 emale 30 ff F-M N 2001 49	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42	SD 3.78 3.79 3.74 SD 5.90	N 3172 1099 2036 Comprehe N 3151	Mean 18.16 17.10 18.70 1.60 Mean 21.77	SD 4.21 4.16 4.13 e & Univ SD 5.99	Mean Diff 0.00 0.45 -0.21 TRU Mean Diff 0.65	Effect Size	N 1055 291 754 Selective N 1051	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26	SD 4.06 4.04 3.95 Colleges SD 6.26	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff -0.84	Effect Size SLA	N 1426 657 750 General Li	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69	SD 4.43 4.51 4.18 Dileges SD 6.12	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27	Effect Size
Experience in Writing (7 Questions) Fe Dit Experiences with Faculty (10 Questions) Spring	N 2001 49 Male 18 emale 30 ff F-M 2001 49 Male 18	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42 4 22.12	SD 3.78 3.79 3.74 SD 5.90 5.81	N 3172 1099 2036 Comprehe N 3151 1090	Mean 18.16 17.10 18.70 1.60 msive Colleg Mean 21.77 21.74	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95	Mean Diff 0.00 0.45 -0.21 TRU Mean Diff 0.65 0.38	Effect Size	N 1055 291 754 Selective N 1051 290	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff -0.84 -0.91	Effect Size SLA	N 1426 657 750 General Li N 1410 650	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52	SD 4.43 4.51 4.18 SD 6.12 6.29	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27 -0.40	Effect Size
Experience in Writing (7 Questions) Fe Dit Experiences with Faculty (10 Questions) Spring	N 2001 49 Male 18 emale 30 ff F-M 1 2001 49 Male 18 emale 30	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42 4 22.12 2 22.59	SD 3.78 3.79 3.74 SD 5.90	N 3172 1099 2036 Comprehe N 3151	Mean 18.16 17.10 18.70 1.60 1.60 Mean 21.77 21.74 21.79	SD 4.21 4.16 4.13 e & Univ SD 5.99	Mean Diff 0.00 0.45 -0.21 TRU Mean Diff 0.65	Effect Size	N 1055 291 754 Selective N 1051	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03 23.36	SD 4.06 4.04 3.95 Colleges SD 6.26	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff -0.84	Effect Size SLA	N 1426 657 750 General Li N 1410	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52 22.87	SD 4.43 4.51 4.18 Dileges SD 6.12	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27	Effect Size
Experience in Writing (7 Questions) Spring Fe Dit Experiences with Faculty (10 Questions) Spring Fe	N 2001 49 Male 18 emale 30 ff F-M 2001 49 Male 18	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42 4 22.12	SD 3.78 3.79 3.74 SD 5.90 5.81	N 3172 1099 2036 Comprehe N 3151 1090	Mean 18.16 17.10 18.70 1.60 msive Colleg Mean 21.77 21.74	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95	Mean Diff 0.00 0.45 -0.21 TRU Mean Diff 0.65 0.38 0.80	Effect Size	N 1055 291 754 Selective N 1051 290 751	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03 23.36 0.33	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff -0.84 -0.91 -0.77	Effect Size	N 1426 657 750 General Li N 1410 650	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52	SD 4.43 4.51 4.18 SD 6.12 6.29	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27 -0.40 -0.28	Effect Size GLA Effect Size
Experience in Writing (7 Questions) Spring Fe Dit Experiences with Faculty (10 Questions) Spring Fe	N 2001 49 Male 18 emale 30 ff F-M 1 2001 49 Male 18 emale 30	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42 4 22.12 2 22.59	SD 3.78 3.79 3.74 SD 5.90 5.81 5.94	N 3172 1099 2036 Comprehe N 3151 1090 2022	Mean 18.16 17.10 18.70 1.60 1.60 Mean 21.77 21.74 21.79	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95 6.02 e & Univ	Mean Diff 0.00 0.45 -0.21 TRU Mean Diff 0.65 0.38 0.80 TRU	Effect Size	N 1055 291 754 Selective N 1051 290 751	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03 23.36	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26 Colleges	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff -0.84 -0.91 -0.77 TRU-	Effect Size SLA Effect Size SLA	N 1426 657 750 General Li N 1410 650 743	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52 22.87	SD 4.43 4.51 4.18 Dileges SD 6.12 6.29 5.94 Dileges	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27 -0.28 -0.28 TRU-	Effect Size GLA Effect Size GLA
Experience in Writing (7 Questions) Spring Experiences with Faculty (10 Questions) Spring Fe Dit Art, Music, & Theater (7 Questions)	N 2001 49 Male 18 emale 30 ff F-M 2001 49 Male 18 emale 30 ff F-M N	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 Truman Mean 0 0 22.42 4 22.12 2 22.59 0.47 Truman	SD 3.78 3.79 3.74 SD 5.90 5.81 5.94 SD	N 3172 1099 2036 Comprehe N 3151 1090 2022 Comprehe N	Insive Colleg Mean 18.16 17.10 18.70 1.60 insive Colleg Mean 21.77 21.74 21.79 0.05 insive Colleg Mean	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95 6.02 e & Univ SD	Mean Diff 0.00 0.45 -0.21 Mean Diff 0.65 0.38 0.80 TRU Mean Diff	Effect Size -CCU Effect Size -CCU Effect Size	N 1055 291 754 Selective N 1051 290 751 Selective N	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03 23.36 0.33 Liberal Arts Mean	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26 Colleges SD	Mean Diff 0.28 1.02 0.12 TRU- Mean Diff -0.84 -0.91 -0.77 TRU- Mean Diff	Effect Size SLA Effect Size SLA Effect Size	N 1426 657 750 General Li N 1410 650 743 General Li N	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52 22.87 0.35 beral Arts C Mean	SD 4.43 4.51 4.18 SD 6.12 6.29 5.94 SD	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27 -0.40 -0.28 TRU- Mean Diff	GLA GLA Effect Size GLA Effect Size
Experience in Writing (7 Questions) Spring Experiences with Faculty (10 Questions) Spring Fe Dit Art, Music, & Theater	N 2001 49 Male 18 emale 30 ff F-M 2001 49 Male 18 emale 30 ff F-M Male 18 emale 30 ff F-M N 2001 48	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 Truman Mean 0 22.42 22.12 2 22.59 0.47 Truman Mean 4 4 16.07	SD 3.78 3.79 3.74 SD 5.90 5.81 5.94 SD 5.08	N 3172 1099 2036 Comprehe N 3151 1090 2022 Comprehe N 3143	Insive Colleg Mean 18.16 17.10 18.70 1.60 insive Colleg Mean 21.77 21.74 21.79 0.05 insive Colleg Mean 14.37	SD 4.21 4.16 4.13 e & Univ 5.99 5.95 6.02 e & Univ SD 5.13	Mean Diff 0.00 0.45 -0.21 Mean Diff 0.65 0.38 0.80 TRU Mean Diff 1.70	Effect Size -CCU Effect Size -CCU Effect Size 0.33	N 1055 291 754 Selective N 1051 290 751 Selective N 1053	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03 23.36 0.33 Liberal Arts Mean 17.75	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26 Colleges	Mean Diff 0.28 1.02 0.12 Mean Diff -0.84 -0.91 -0.77 TRU- Mean Diff -1.68	Effect Size SLA Effect Size SLA	N 1426 657 750 General Li N 1410 650 743 General Li	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52 22.87 0.35 beral Arts C Mean 14.28	SD 4.43 4.51 4.18 SD 6.12 6.29 5.94 SD SD SD 5.10	Mean Diff -0.10 0.24 -0.62 Mean Diff -0.27 -0.40 -0.28 TRU- Mean Diff 1.79	GLA GLA Effect Size GLA Effect Size 0.35
Experience in Writing (7 Questions) Spring Experiences with Faculty (10 Questions) Spring Fe Dit Art, Music, & Theater (7 Questions)	N 2001 49 Male 18 emale 30 ff F-M 2001 49 Male 18 emale 30 ff F-M N 2001 48 Male 18 Male 18	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42 4 22.12 2 22.59 0.47 Truman Mean 4 4 16.07 2 15.90	SD 3.78 3.79 3.74 SD 5.90 5.81 5.94 SD 5.08 5.29	N 3172 1099 2036 Comprehe N 3151 1090 2022 Comprehe N 3143 1086	nsive Colleg Mean 18.16 17.10 18.70 1.60 insive Colleg Mean 21.77 21.74 21.79 0.05 insive Colleg Mean 14.37 13.71	SD 4.21 4.16 4.13 e & Univ SD 5.99 5.95 6.02 e & Univ SD 5.13 5.04	Mean Diff 0.00 0.45 -0.21 Mean Diff 0.65 0.38 0.80 TRU Mean Diff 1.70 2.19	Effect Size -CCU Effect Size 0.33 0.43	N 1055 291 754 Selective N 1051 290 751 Selective N 1053 291	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts 23.26 23.03 23.36 0.33 Liberal Arts Mean 17.75 17.19	SD 4.06 4.04 3.95 SD 6.26 6.31 6.26 Colleges SD 5.22 5.38	Mean Diff 0.28 1.02 0.12 Mean Diff -0.84 -0.91 -0.77 TRU- Mean Diff -1.68 -1.29	Effect Size SLA Effect Size SLA Effect Size -0.32	N 1426 657 750 General Li N 1410 650 743 General Li N 1406 646	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52 22.87 0.35 beral Arts C Mean 14.28 13.14	SD 4.43 4.51 4.18 SD 6.12 6.29 5.94 SD 5.94 SD 5.10 4.82	Mean Diff -0.10 0.24 -0.62 TRU- Mean Diff -0.27 -0.40 -0.28 TRU- Mean Diff 1.79 2.76	GLA GLA Effect Size GLA Effect Size
Experience in Writing (7 Questions) Spring Experiences with Faculty (10 Questions) Spring Art, Music, & Theater (7 Questions) Spring	N 2001 49 Male 18 emale 30 ff F-M 2001 49 Male 18 emale 30 ff F-M Male 18 emale 30 ff F-M N 2001 48	Truman Mean 0 18.16 3 17.55 3 18.49 0.94 0.94 Truman Mean 0 22.42 4 22.12 2 22.59 0.47 Truman Mean 4 4 16.07 2 15.90	SD 3.78 3.79 3.74 SD 5.90 5.81 5.94 SD 5.08	N 3172 1099 2036 Comprehe N 3151 1090 2022 Comprehe N 3143	Insive Colleg Mean 18.16 17.10 18.70 1.60 insive Colleg Mean 21.77 21.74 21.79 0.05 insive Colleg Mean 14.37	SD 4.21 4.16 4.13 e & Univ 5.99 5.95 6.02 e & Univ SD 5.13	Mean Diff 0.00 0.45 -0.21 Mean Diff 0.65 0.38 0.80 TRU Mean Diff 1.70	Effect Size -CCU Effect Size -CCU Effect Size 0.33	N 1055 291 754 Selective N 1051 290 751 Selective N 1053	Liberal Arts Mean 17.88 16.53 18.37 1.84 Liberal Arts Mean 23.26 23.03 23.36 0.33 Liberal Arts Mean 17.75	SD 4.06 4.04 3.95 Colleges SD 6.26 6.31 6.26 Colleges SD 5.22	Mean Diff 0.28 1.02 0.12 Mean Diff -0.84 -0.91 -0.77 TRU- Mean Diff -1.68	Effect Size SLA Effect Size SLA Effect Size	N 1426 657 750 General Li N 1410 650 743 General Li N 1406	beral Arts C Mean 18.26 17.31 19.11 1.80 beral Arts C Mean 22.69 22.52 22.87 0.35 beral Arts C Mean 14.28	SD 4.43 4.51 4.18 SD 6.12 6.29 5.94 SD SD SD 5.10	Mean Diff -0.10 0.24 -0.62 Mean Diff -0.27 -0.40 -0.28 TRU- Mean Diff 1.79	Effect Size GLA Effect Size GLA Effect Size 0.35

Activity

Campus Facilities Scale			Truman		Comprehe	nsive Colleg	je & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts C	olleges	TRU-	GLA
(8 Questions)	•	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
. ,	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			Truman		Comprehe	nsive Colleg	je & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General L	iberal Arts C	olleges	TRU-	GLA
(5 Questions)	-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
	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			Truman		Comprehe	nsive Colleg		TRU	-CCU	Selective	Liberal Arts		TRU	-SLA	General L	iberal Arts C		TRU-	GLA
(8 Questions)	-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD		Effect Size	Ν	Mean	SD		Effect Size
	Spring 2001	488	20.61	5.00	3161	20.14	5.11	0.47		1049	20.21	4.92			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			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			Truman		Comprehe	nsive Colleg		-	-CCU	Selective	Liberal Arts		TRU	-	General L	iberal Arts C		TRU-	-
((10 Questions)		Ν	Mean	SD	Ν	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
	Spring 2001	486	26.09	6.27	3154	24.89	6.65	1.20	0.18	1046	27.83	6.42		-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 Ex	periences		Truman			nsive Colleg		-	-CCU		Liberal Arts	0	TRU	-		iberal Arts C	5	TRU-	-
(10 Questions)		Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD		Effect Size	Ν	Mean	SD		Effect Size
	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			Truman			nsive Colleg		-	-CCU		Liberal Arts		TRU	-		iberal Arts C		TRU-	-
(10 Questions)		Ν	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff		N	Mean	SD		Effect Size
	Spring 2001	487	23.92	5.54	3135	24.07	5.70	-0.15		1045	26.79	5.62		-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 Conversat	tions		Truman			nsive Colleg		-	-CCU		Liberal Arts	0	TRU	-		iberal Arts C	0	TRU-	-
(6 Questions)		N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size
	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		-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 (<u>Truman Means</u> 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])

Emphasis on Developing Academic,		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective Li	beral Arts (Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU	GLA
Scholarly, and Intellectual Qualities	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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,		Truman		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective Li	beral Arts (Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU	GLA
Expressive, and Creative Qualities	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD		Effect Size
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		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,		Truman		Comprehe	nsive Colleg		-		Selective Li		0	-	-SLA	General L	iberal Arts		TRU	-
Evaluative, and Analytical	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean			Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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		5.56	1.12	1103	5.15	1.26	0.41	0.33	290	6.11	1.12	-0.55		655	5.31	1.21	0.25	
Female		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:		Truman			nsive Colleg		TRU		Selective Li				-SLA		iberal Arts		TRU	
Diversity	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Diversity Spring 2001	493	Mean 4.35	1.60	N 3182	Mean 4.83	SD 1.48	Mean Diff -0.48		N 1052	Mean 5.57	SD 1.38	Mean Diff -1.22	Effect Size -0.88	N 1424	Mean 4.87	SD 1.53	Mean Diff -0.52	
Diversity Spring 2001 Male	493 187	Mean 4.35 4.52	1.60 1.63	N 3182 1101	Mean 4.83 4.73	SD 1.48 1.46	Mean Diff -0.48 -0.21	Effect Size -0.32	N 1052 290	Mean 5.57 5.42	SD 1.38 1.45	Mean Diff -1.22 -0.90	Effect Size -0.88 -0.62	N 1424 654	Mean 4.87 4.64	SD 1.53 1.54	Mean Diff -0.52 -0.12	Effect Size -0.34
Diversity Spring 2001 Male Female	493 187 302	Mean 4.35 4.52 4.25	1.60	N 3182	Mean 4.83 4.73 4.88	SD 1.48	Mean Diff -0.48	Effect Size	N 1052	Mean 5.57 5.42 5.63	SD 1.38	Mean Diff -1.22	Effect Size -0.88	N 1424	Mean 4.87 4.64 5.07	SD 1.53	Mean Diff -0.52	Effect Size
Diversity Spring 2001 Male Female Diff F-M	493 187 302	Mean 4.35 4.52 4.25 -0.27	1.60 1.63	N 3182 1101 2042	Mean 4.83 4.73 4.88 0.15	SD 1.48 1.46 1.49	Mean Diff -0.48 -0.21 -0.63	Effect Size -0.32 -0.42	N 1052 290 752	Mean 5.57 5.42 5.63 0.21	SD 1.38 1.45 1.35	Mean Diff -1.22 -0.90 -1.38	Effect Size -0.88 -0.62 -1.02	N 1424 654 751	Mean 4.87 4.64 5.07 0.43	SD 1.53 1.54 1.50	Mean Diff -0.52 -0.12 -0.82	Effect Size -0.34 -0.55
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis:	493 187 302	Mean 4.35 4.52 4.25 -0.27 Truman	1.60 1.63 1.58	N 3182 1101 2042 Comprehe	Mean 4.83 4.73 4.88 0.15 nsive Colleg	SD 1.48 1.46 1.49	Mean Diff -0.48 -0.21 -0.63 TRU	Effect Size -0.32 -0.42	N 1052 290 752 Selective L	Mean 5.57 5.42 5.63 0.21 beral Arts (SD 1.38 1.45 1.35 Colleges	Mean Diff -1.22 -0.90 -1.38 TRU	Effect Size -0.88 -0.62 -1.02	N 1424 654 751 General L	Mean 4.87 4.64 5.07 0.43 .iberal Arts	SD 1.53 1.54 1.50 Colleges	Mean Diff -0.52 -0.12 -0.82 TRU-	Effect Size -0.34 -0.55
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills	493 187 302 N	Mean 4.35 4.52 4.25 -0.27 Truman Mean	1.60 1.63 1.58 SD	N 3182 1101 2042 Comprehen N	Mean 4.83 4.73 4.88 0.15 nsive College Mean	SD 1.48 1.46 1.49 e & Univ SD	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff	Effect Size -0.32 -0.42	N 1052 290 752 Selective L N	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean	SD 1.38 1.45 1.35 Colleges SD	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff	Effect Size -0.88 -0.62 -1.02	N 1424 654 751 General L N	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean	SD 1.53 1.54 1.50 Colleges SD	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff	Effect Size -0.34 -0.55 GLA Effect Size
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001	493 187 302 N 494	Mean 4.35 4.52 4.25 -0.27 Truman Mean 5.11	1.60 1.63 1.58 SD 1.33	N 3182 1101 2042 Comprehe N 3181	Mean 4.83 4.73 4.88 0.15 nsive College Mean 5.27	SD 1.48 1.46 1.49 e & Univ SD 1.26	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16	Effect Size -0.32 -0.42	N 1052 290 752 Selective L N 1051	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11	SD 1.38 1.45 1.35 Colleges SD 1.40	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00	Effect Size -0.88 -0.62 -1.02	N 1424 654 751 General L N 1426	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean 5.31	SD 1.53 1.54 1.50 Colleges SD 1.33	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.20	Effect Size -0.34 -0.55
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male	493 187 302 N 494 187	Mean 4.35 4.52 4.25 -0.27 Truman Mean 5.11 5.04	1.60 1.63 1.58 SD 1.33 1.43	N 3182 1101 2042 Comprehe N 3181 1103	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19	Effect Size -0.32 -0.42	N 1052 290 752 Selective LI N 1051 290	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07	Effect Size -0.88 -0.62 -1.02	N 1424 654 751 General I N 1426 654	Mean 4.87 4.64 5.07 0.43 iberal Arts Mean 5.31 5.21	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.20 -0.17	Effect Size -0.34 -0.55 -GLA Effect Size -0.15
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female	493 187 302 N 494 187 303	Mean 4.35 4.52 -0.27 Truman Mean 5.11 5.04 5.15	1.60 1.63 1.58 SD 1.33	N 3182 1101 2042 Comprehe N 3181	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.30	SD 1.48 1.46 1.49 e & Univ SD 1.26	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16	Effect Size -0.32 -0.42	N 1052 290 752 Selective L N 1051	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17	SD 1.38 1.45 1.35 Colleges SD 1.40	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00	Effect Size -0.88 -0.62 -1.02	N 1424 654 751 General L N 1426	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean 5.31 5.21 5.42	SD 1.53 1.54 1.50 Colleges SD 1.33	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.20	Effect Size -0.34 -0.55 GLA Effect Size
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female Diff F-M	493 187 302 N 494 187 303	Mean 4.35 4.52 -0.27 Truman 5.11 5.04 5.15 0.11	1.60 1.63 1.58 SD 1.33 1.43	N 3182 1101 2042 Comprehe N 3181 1103 2039	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.30 0.07	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19 -0.15	Effect Size -0.32 -0.42 -CCU Effect Size	N 1052 290 752 Selective L N 1051 290 751	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17 0.20	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07 -0.02	Effect Size -0.88 -0.62 -1.02 -SLA Effect Size	N 1424 654 751 General I N 1426 654 753	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean 5.31 5.21 5.42 0.21	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.20 -0.17 -0.27	Effect Size -0.34 -0.55 GLA Effect Size -0.15 -0.21
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female Diff F-M Emphasis on Developing Vocational	493 187 302 N 494 187 303	Mean 4.35 4.52 -0.27 Truman 5.11 5.04 5.15 0.11 Truman	1.60 1.63 1.58 SD 1.33 1.43 1.28	N 3182 1101 2042 Comprehee N 3181 1103 2039 Comprehee	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.30 0.07 nsive Colleg	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19 -0.15 TRU	Effect Size -0.32 -0.42 -CCU Effect Size	N 1052 290 752 Selective Li N 1051 290 751 Selective Li	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17 0.20 beral Arts (SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07 -0.02 TRU	Effect Size -0.88 -0.62 -1.02 -SLA Effect Size -SLA	N 1424 654 751 General I N 1426 654 753 General I	Mean 4.87 4.64 5.07 0.43 iberal Arts Mean 5.31 5.21 5.22 0.21 iberal Arts	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.20 -0.17 -0.27 TRU-	Effect Size -0.34 -0.55 GLA Effect Size -0.15 -0.21 -GLA
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence	493 187 302 N 494 187 303 N	Mean 4.35 4.52 -0.27 Truman Mean 5.11 5.04 5.15 0.11 Truman Mean	1.60 1.63 1.58 SD 1.33 1.43 1.28 SD	N 3182 1101 2042 Comprehe N 3181 1103 2039 Comprehe N	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.30 0.07 nsive Colleg Mean	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.25 1.26 e & Univ SD	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19 -0.15 TRU Mean Diff	Effect Size -0.32 -0.42 CCCU Effect Size	N 1052 290 752 Selective L N 1051 290 751 Selective L N	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17 0.20 beral Arts (Mean	SD 1.38 1.45 1.35 Colleges SD 1.40 1.45 1.37 Colleges SD	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07 -0.02 TRU Mean Diff	Effect Size -0.88 -0.62 -1.02 -SLA Effect Size -SLA Effect Size	N 1424 654 751 General I N 1426 654 753 General I N	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean 5.31 5.21 5.22 0.21 .iberal Arts Mean	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.27 TRU- Mean Diff	Effect Size -0.34 -0.55 GLA Effect Size -0.15 -0.21 GLA Effect Size
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence Spring 2001	493 187 302 N 494 187 303 N 494	Mean 4.35 4.52 4.25 -0.27 Truman Mean 5.11 5.15 0.11 Truman Mean 4.18	1.60 1.63 1.58 SD 1.33 1.43 1.28 SD 1.63	N 3182 1101 2042 Comprehe N 3181 1103 2039 Comprehe N 3181	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.23 5.30 0.07 nsive Colleg Mean 4.69	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.26 e & Univ SD 1.26 e & Univ	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19 -0.15 TRU Mean Diff -0.51	Effect Size -0.32 -0.42 CCCU Effect Size CCCU Effect Size -0.35	N 1052 290 752 Selective L N 1051 290 751 Selective L N 1053	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17 0.20 beral Arts (Mean 3.52	SD 1.38 1.45 1.35 SD 1.40 1.45 1.37 Colleges SD SD 1.69	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07 -0.02 TRU Mean Diff 0.66	Effect Size -0.88 -0.62 -1.02 -SLA Effect Size -SLA Effect Size 0.39	N 1424 654 751 General I N 1426 654 753 General I N 1426	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean 5.31 5.21 5.21 5.22 0.21 .iberal Arts Mean 4.92	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD 1.43	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.27 TRU- Mean Diff -0.74	Effect Size -0.34 -0.55 GLA Effect Size -0.15 -0.21 GLA Effect Size -0.52
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence Spring 2001 Male	493 187 302 N 494 187 303 N 494 187	Mean 4.35 4.52 4.25 0.27 Truman Mean 5.11 5.04 5.15 0.11 Truman Mean 4.18 4.13	1.60 1.63 1.58 SD 1.33 1.43 1.28 SD 1.63 1.70	N 3182 1101 2042 Comprehe N 3181 1103 2039 Comprehe N 3181 1102	Mean 4.83 4.73 4.88 0.15 Mean 5.27 5.23 5.30 0.07 nsive Collego Mean 4.69 4.65	SD 1.48 1.46 1.49 8D 1.26 1.25 1.26 e & Univ SD 1.26 e & Univ 1.46 1.45	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19 -0.15 TRU Mean Diff -0.51 -0.51 -0.52	Effect Size -0.32 -0.42 CCU Effect Size -CCU Effect Size -0.35 -0.36	N 1052 290 752 Selective L N 1051 290 751 Selective L N 1053 290	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17 0.20 beral Arts (Mean 3.52 3.20	SD 1.38 1.45 1.35 SD 1.40 1.45 1.37 Colleges SD 1.69 1.61	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07 -0.02 TRU Mean Diff 0.66 0.93	Effect Size -0.88 -0.62 -1.02 -SLA Effect Size -SLA Effect Size 0.39 0.58	N 1424 654 751 General I N 1426 654 753 General I N 1426 654	Mean 4.87 4.64 5.07 0.43 iberal Arts Mean 5.31 5.21 5.42 0.21 0.21 0.21 iberal Arts Mean 4.92 4.91	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD 1.43 1.41	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.20 -0.17 -0.27 TRU- Mean Diff -0.74 -0.74 -0.78	Effect Size -0.34 -0.55 GLA Effect Size -0.15 -0.21 -0.21 -0.21 -0.52 -0.52 -0.55
Diversity Spring 2001 Male Female Diff F-M Environmental Emphasis: Information Literacy Skills Spring 2001 Male Female Diff F-M Emphasis on Developing Vocational and Occupational Competence Spring 2001	493 187 302 N 494 187 303 N 494	Mean 4.35 4.52 4.25 -0.27 Truman Mean 5.11 5.15 0.11 Truman Mean 4.18	1.60 1.63 1.58 SD 1.33 1.43 1.28 SD 1.63	N 3182 1101 2042 Comprehe N 3181 1103 2039 Comprehe N 3181	Mean 4.83 4.73 4.88 0.15 nsive Colleg Mean 5.27 5.23 5.23 5.30 0.07 nsive Colleg Mean 4.69	SD 1.48 1.46 1.49 e & Univ SD 1.26 1.26 e & Univ SD 1.26 e & Univ	Mean Diff -0.48 -0.21 -0.63 TRU Mean Diff -0.16 -0.19 -0.15 TRU Mean Diff -0.51	Effect Size -0.32 -0.42 CCCU Effect Size CCCU Effect Size -0.35	N 1052 290 752 Selective L N 1051 290 751 Selective L N 1053	Mean 5.57 5.42 5.63 0.21 beral Arts (Mean 5.11 4.97 5.17 0.20 beral Arts (Mean 3.52	SD 1.38 1.45 1.35 SD 1.40 1.45 1.37 Colleges SD SD 1.69	Mean Diff -1.22 -0.90 -1.38 TRU Mean Diff 0.00 0.07 -0.02 TRU Mean Diff 0.66	Effect Size -0.88 -0.62 -1.02 -SLA Effect Size -SLA Effect Size 0.39	N 1424 654 751 General I N 1426 654 753 General I N 1426	Mean 4.87 4.64 5.07 0.43 .iberal Arts Mean 5.31 5.21 5.21 5.22 0.21 .iberal Arts Mean 4.92	SD 1.53 1.54 1.50 Colleges SD 1.33 1.37 1.28 Colleges SD 1.43	Mean Diff -0.52 -0.12 -0.82 TRU- Mean Diff -0.27 TRU- Mean Diff -0.74	Effect Size -0.34 -0.55 GLA Effect Size -0.15 -0.21 GLA Effect Size -0.52

Environment

Emphasis on Personal Relevance		Truman		Comprehe	nsive Colleg	e & Univ	TRU	I-CCU	Selective L	iberal Arts	Colleges	TRU-SLA	General L	iberal Arts	Colleges	TRU	-GLA
and Practical Value of Courses	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size	Ν	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		Comprehe	nsive Colleg	e & Univ	TRU	I-CCU	Selective L	iberal Arts (Colleges	TRU-SLA	General L	iberal Arts	Colleges	TRU-	GLA
-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size	Ν	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		Truman		Comprehe	nsive Colleg	e & Univ	TRU	I-CCU	Selective L	iberal Arts	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU	-GLA
personnel and offices	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Comprehe	nsive Colleg	e & Univ	TRU	-CCU	Selective L	iberal Arts	Colleges	TRU	I-SLA	General L	iberal Arts	Colleges	TRU	-GLA
_	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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 (<u>Truman Means</u> differ by 0.3 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading) Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Vocational training, acquiring knowledge & skills		Truman		Comprehei	nsive Colleg	e & Univ	TRU-	CCU	Selective Li	beral Arts C	olleges	TRU	-SLA	General Lil	oeral Arts C	olleges	TRU	-GLA
applicable to a specific job or type of work	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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		Truman		Comprehe	nsive Colleg		TRU-CCU		Selective Li	beral Arts C	0	TRU	-	General Li	peral Arts C		TRU	-GLA
education in professional, scientific, or scholarly field	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean			Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		0.05			0.04					-0.05					0.06			
Gaining a broad general education about different		Truman		Compreher	nsive Colleg	e & Univ	TRU-	CCU	Selective Li	beral Arts C	Colleges	TRU	-SLA	General Lil	peral Arts C	Colleges	TRU	-GLA
fields of knowledge	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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		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		Truman		Comprehei	nsive Colleg	e & Univ	TRU-	CCU	Selective Li	beral Arts C	Colleges	TRU	-SLA	General Li	oeral Arts C	Colleges	TRU	-GLA
to a career	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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
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
Diff F-M		0.08			0.13					-0.02					0.13			
Developing an understanding and enjoyment of art,		Truman		Comprehe	nsive Colleg	e & Univ	TRU-	CCU	Selective Li	beral Arts C	Colleges	TRU	-SLA	General Li	peral Arts C	Colleges	TRU	-GLA
music, and drama	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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		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	
Diff F-M		0.06			0.10					0.03					0.31			
Broadening your acquaintance and enjoyment of		Truman		Comprehe	nsive Colleg	e & Univ	TRU-	CCU	Selective Li	beral Arts C	Colleges	TRU	-SLA	General Li	peral Arts C	Colleges	TRU	-GLA
literature	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		-0.04			0.13					0.17					0.31			
Seeing the importance of history for understanding		Truman		Comprehe	nsive Colleg	e & Univ	TRU-	CCU	Selective Li	beral Arts C	olleges	TRU	-SLA	General Li	peral Arts C	olleges	TRU	-GLA
the present and the past	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		-0.19			-0.18					0.06					-0.01			

Gaining knowledge about other parts of the world		Truman		Comprehei	nsive Collec	e & Univ	TRU-CCU	Selective L	iberal Arts C	Colleges	TRU-S	SLA I	General Lit	oeral Arts (Colleges	TRU	-GLA
and other people	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean			ffect Size	N	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M	002	-0.19	0.00	2000	-0.12	0.00	0.00		0.04	0.00		0.00		0.05	0.00	0.10	
Writing clearly and effectively		Truman		Comprehe	nsive Collec	e & Univ	TRU-CCU	Selective L	iberal Arts C	Colleges	TRU-S	SLA I	General Lit	peral Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	J		ffect Size	N	Mean	SD	Mean Diff	Effect Size
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	2.1001 0.20
Male	187	2.93	0.87	1097	2.76	0.84	0.17	292	3.02	0.88	-0.09	0.21	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	
Diff F-M	002	-0.03	0.02	2020	0.14	0.00	0.00	140	0.13	0.02	0.20	0.00	140	0.20	0.01	0.01	
Speaking effectively		Truman		Comprehe	-	e & Univ	TRU-CCU	Selective L	iberal Arts C	Colleges	TRU-S		General Lit		Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean			ffect Size	N	Mean	SD	Mean Diff	Effect Size
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	2.1001 0.20
Male	186	2.82	0.75	1100	2.80	0.80	0.02	292	2.96	0.89	-0.14	0.10	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	
Diff F-M	002	0.01	0.01	2000	0.08	0.70	0.00	100	0.03	0.01	0.10	0.10	140	0.12	0.10	0.10	
Acquiring familiarity with the use of computers		Truman		Comprehei		e & Univ	TRU-CCU	Selective L		Colleges	TRU-S	SLA d	General Lit	peral Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff E	ffect Size	Ν	Mean	SD	Mean Diff	Effect Size
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
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	
Diff F-M		0.09			0.01				-0.12					-0.05			
Becoming aware of different philosophies, cultures,		Truman		Comprehei	nsive Collec	e & Univ	TRU-CCU	Selective Li	iberal Arts C	Colleges	TRU-S	SLA 🚺	General Lit	peral Arts C	Colleges	TRU	-GLA
and ways of life	Ν	Mean	SD	N	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff E	ffect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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
Diff F-M		-0.20			0.01				0.18					0.18			
Developing your own values and ethical standards		Truman		Comprehei	nsive Colleg	e & Univ	TRU-CCU	Selective Li	iberal Arts C	Colleges	TRU-S	SLA 🛛	General Lit	oeral Arts C	Colleges	TRU	-GLA
-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff E	ffect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		0.02			0.16				0.12					0.22			
Understanding yourself your abilities, interests,		Truman		Comprehe	nsive Colleg	e & Univ	TRU-CCU	Selective Li	iberal Arts C	Colleges	TRU-S	SLA 🛛	General Lit	peral Arts C	Colleges	TRU	-GLA
and personality	Ν	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff E	ffect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		0.13			0.17				0.10					0.21			
Understanding other people and the ability to get		Truman		Comprehe	nsive Colleg	e & Univ	TRU-CCU	Selective Li	iberal Arts C	J	TRU-S		General Lit		Colleges	TRU	
along with different kinds of people	Ν	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	N	Mean		Mean Diff E	ffect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		0.09			0.17				0.14					0.18			
Ability to function as a team member		Truman		Comprehei		e & Univ	TRU-CCU		iberal Arts C		TRU-S			peral Arts C		TRU	-
_	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean			ffect Size	N	Mean	SD	Mean Diff	Effect Size
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	
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	
Diff F-M		0.02			0.12				0.01					0.06			

Developing good health habits and physical		Truman		Compreher	nsive Collec	ae & Univ	TRU-CCU	Selective L	iberal Arts C	olleaes	TRU-SLA	General Lil	peral Arts C	olleges	TRU-	GLA
fitness	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	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		Truman		Compreher	nsive Colleg	ge & Univ	TRU-CCU	Selective Li	iberal Arts C	olleges	TRU-SLA	General Lil	peral Arts C	5	TRU	GLA
experimentation	Ν	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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		<u> </u>	-0.15		TOULOOU		-0.09		TOULOUA	<u> </u>	-0.25			<u></u>
Understanding new scientific and technical		Truman		Compreher		ge & Univ	TRU-CCU	Selective Li		olleges	TRU-SLA		peral Arts C		TRU-	-
developments	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size
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	186 303	2.52 2.35	0.85 0.93	1097 2033	2.44 2.24	0.92 0.93	0.08 0.11	292 751	2.54 2.33	1.02	-0.02	650 746	2.58 2.32	0.92	-0.06	
Female Diff F-M	303	-0.17	0.95	2033	-0.20	0.95	0.11	751	-0.21	1.03	0.02	740	-0.26	0.95	0.03	
Becoming aware if the consequences of applications		Truman		Compreher	nsive Collec	vo & Univ	TRU-CCU	Selective L	iberal Arts C	ollogos	TRU-SLA	Conoral Li	peral Arts C	olleges	TRU	GLA.
in science and technology	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size
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	Ellect Size
Male	184	2.52	0.87	1099	2.48	0.90	0.02	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	002	-0.25	0.07	2000	-0.21	0.00	0.00		-0.15	0.00	0.10		-0.13	0.00	0.12	
Ability to think analytically and logically		Truman		Compreher	sive Collec	ae & Univ	TRU-CCU	Selective Li	iberal Arts C	olleaes	TRU-SLA	General Lil		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	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 thinkingUnderstanding probabilities,		Truman		Compreher	nsive Colleg	ge & Univ	TRU-CCU	Selective Li	iberal Arts C	olleges	TRU-SLA	General Lil	peral Arts C	Colleges	TRU	GLA
proportions, etc.	Ν	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size
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		A	-0.16	. 0.11.2	TDU COU		-0.33			<u></u>	-0.25		TDU	
Ability to put ideas together, to see relationships,		Truman	0.0	Compreher		ge & Univ	TRU-CCU		iberal Arts C	olleges	TRU-SLA		peral Arts C	9.00	TRU-	-
similarities, and differences between ideas Spring 2001	N 491	Mean 2.99	SD 0.76	N 3174	Mean 2.94	SD 0.79	Mean Diff Effect Size 0.05	N 1051	Mean 3.34	SD 0.73	Mean Diff Effect Size -0.35 -0.48	N 1416	Mean 2.98	SD 0.78	Mean Diff	Effect Size
Spring 2001 Male	491 185	2.99	0.76	3174 1100	2.94	0.79	0.05	291	3.34 3.36	0.73	-0.35 -0.48 -0.37 -0.52	651	2.98	0.78	0.01 0.03	
Female	302	2.99	0.74	2038	2.80	0.79	0.01	751	3.30	0.71	-0.37 -0.32 -0.47	746	3.00	0.77	-0.03	
Diff F-M	302	0.00	0.77	2000	0.12	0.75	0.01	751	-0.03	0.75	-0.47	740	0.04	0.70	-0.01	
Ability to learn on your own, pursue ideas, and find		Truman		Compreher		ie & Univ	TRU-CCU	Selective L	iberal Arts C	olleges	TRU-SLA	General Li	peral Arts C	olleges	TRU	GLA
information you need	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	N	Mean	SD	Mean Diff	021
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		Truman		Compreher	nsive Colleg	ge & Univ	TRU-CCU	Selective Li	iberal Arts C	olleges	TRU-SLA	General Lil	oeral Arts C	Colleges	TRU	GLA
	Ν	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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

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

between means

Number of textbooks/		Truman		Comprehe	ensive Colle	ege & Univ	TRU	-CCU	Selective I	Liberal Arts	Colleges	TRL	J-SLA	General	Liberal Arts	Colleges	TRL	-GLA
assigned books read	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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	9.00	2.78	0.94	0.38	0.40
Female		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		Truman		Comprehe	ensive Colle	ege & Univ		-CCU	Selective I	Liberal Arts	Colleges		J-SLA	General	Liberal Arts	0		I-GLA
read	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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
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	
Diff F-M		0.09			0.08					-0.10					0.20			
Number of non-assigned		Truman		Comprehe	ensive Colle	0			Selective I		0	-	J-SLA	General	Liberal Arts	0	-	I-GLA
books read	N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD		Effect Size
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	0.20	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		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	
Diff F-M		0.16		-	0.14					0.12					0.11			
Number of essays exams		Truman		Comprehe	ensive Colle	Ŭ.		-CCU	Selective I	Liberal Arts		-	J-SLA	General	Liberal Arts			I-GLA
written	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD		Effect Size
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	
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		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	
Diff F-M		0.02			-0.01					0.01				-	0.11	-		
Number of term papers written		Truman			ensive Colle	0		-CCU	Selective I		0	-	J-SLA		Liberal Arts			-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	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
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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference 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		Compreh	ensive Colle	ge & Univ	TRU	-CCU	Selective I	Liberal Arts	Colleges	TRL	J-SLA	General	Liberal Arts	Colleges	TRU-GLA
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Truman		Compreh	ensive Colle	ge & Univ	TRU	-CCU	Selective I	_iberal Arts	Colleges	TRU	-SLA	General	Liberal Arts	Colleges	TRU-GLA
again	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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		Truman		Compreh	ensive Colle	ege & Univ	TRU	I-CCU	Selective	Liberal Arts	Colleges	TRL	J-SLA	General	Liberal Arts	Colleges	TRU-GLA
Satisfaction Index	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size
Spring 200	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	9 186	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-N	1	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, <u>Truman Means</u> differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading) Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

Good Practice Indices											L	.arge = Gr	eater than 0.	B (bold [Trum	an positive]	or bold itali	c [Truman	negative])
(Three Principles of Good Practice in	Г		Truman		Compreh	ensive Collea	e & Univ	TRU-	CCU	Selective L	iberal Arts (Colleges	TRU	SLA	General L	iberal Arts C	Colleges	TRU-
Undergraduate Education)	L	N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
1. Faculty-Student Interaction	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		
	Г		Truman		Compreh	ensive Colleg	e & Univ	TRU-	CCU	Selective L	iberal Arts (Colleges	TRU	-SLA	General L	iberal Arts C	Colleges	TRU-
		N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
2. Active Learning	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		
	ſ		Truman		Compreh	ensive Colleg	e & Univ	TRU-	CCU	Selective L	iberal Arts (Colleges	TRU	-SLA	General L	iberal Arts C	olleges	TRU-
		Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
3. Peer Cooperation/ Cooperation	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
Among Students	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		
			Truman			ensive Colleg		TRU-		Selective L			TRU			iberal Arts C		TRU-
		N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
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
	Male	181 294	40.48	7.13	1065	39.76	7.55	0.72		291 740	43.08	6.98 6.92	-2.60	-0.37	638	40.75	7.48	-0.27
	Female Diff F-M	294	40.68 0.20	7.22	1987	40.52 0.76	7.45	0.16		740	42.75 -0.33	6.92	-2.07	-0.30	726	41.25 0.50	7.14	-0.58
			0.20			0.70					-0.33					0.50		
			Truman			ensive Colleg		TRU-		Selective L			TRU		General L		Colleges	TRU-
Functionana with Diversity Index	0	N 470	Mean	SD	N 3104	Mean 24.91	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Experiences with Diversity Index	Spring 2001 Male	479 182	25.43 26.08	5.49 5.50	3104 1078	24.91 24.80	5.74 5.79	0.52 1.28		1040 290	28.32 27.73	5.83 5.79	-2.89 -1.65	-0.50 -0.29	1398 638	25.15 24.54	5.79 5.97	0.28 1.54
	Female	293	25.02	5.44	1990	24.80	5.79	0.04		290 741	28.59	5.80	-3.57	-0.29 -0.61	741	24.54	5.58	-0.70
	Diff F-M	200	-1.06	0.44	1000	0.19	5.74	0.04		741	0.86	5.00	-0.07	-0.01	741	1.18	0.00	-0.70
						0.10										-		
			Truman			ensive Colleg		TRU-			iberal Arts (0	TRU	-		iberal Arts C	Colleges	TRU-
	0	N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff
Quality of Effort Scales Academic Factor	Spring 2001 Male	500 190	135.33	24.18	3220 1114	130.15	24.34	5.18 4.26	0.21	1062 295	138.49	23.80 24.70	-3.16		1433 660	131.64 130.47	24.55	3.69
	Female	190 306	133.15 136.59	25.92 23.03	2066	128.89 130.85	24.25 24.17	4.20 5.74	0.24	295 157	135.97 139.47	24.70	-2.83 -2.87		660 754	130.47	25.71 23.22	2.68 3.72
	Diff F-M	300	3.45	23.03	2000	1.97	24.17	5.74	0.24	157	3.49	23.41	-2.07		7 54	2.40	23.22	3.72
			5.45			1.97					5.49					2.40		
			Truman			U	e & Univ	TRU-			iberal Arts (TRU			iberal Arts C	5	TRU-
	_	Ν	Mean	SD	Ν	Mean	SD		Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
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
	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		

	Г		Truman		Compreh	ensive Colleg	e & Univ	TRU-0	CCU	Selective Li	beral Arts (Colleges	TRU-	SLA	General L	iberal Arts (Colleges	TRU-
	-	N	Mean	SD	N	Mean		Mean Diff	Effect Size	N	Mean	SD		Effect Size	Ν	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		
	ſ		Truman		Compreh	ensive Colleg	e & Univ	TRU-0	CCU	Selective Li	beral Arts (Colleges	TRU-	SLA	General L	iberal Arts C	Colleges	TRU-
	-	Ν	Mean	SD	N	Mean	SD		Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff
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		
	DIII F-IVI		-14.99			-10.44					-10.21					-10.00		
			Truman			ensive Colleg		TRU-0		Selective Li			TRU-			iberal Arts C		TRU-
		N	Mean	SD	N	Mean			Effect Size	N	Mean	SD		Effect Size	N	Mean	SD	Mean Diff
Practical Environmental Factor	Spring 2001	494 187	17.95 17.99	4.46 4.45	3185 1103	19.52 19.26	4.34 4.29	-1.57	-0.36 -0.30	1054 290	18.44 17.63	4.43 4.37	-0.49 0.36		1427 655	20.18 19.72	4.44 4.35	-2.23 -1.73
	Male Female	303	17.99	4.45	2043	19.26	4.29	-1.27 -1.70	-0.30	290 754	17.65	4.37	-0.80		753	20.58	4.35 4.47	-2.62
	Diff F-M	000	-0.04	5	2040	0.39	4.00	-1.70	-0.00	754	1.12	7.72	-0.00		100	0.86	1.77	-2.02
	-																	
	L	N	Truman	SD	Compreh N	ensive College Mean		TRU-0 Mean Diff		Selective Li			TRU-	SLA Effect Size	General L N	iberal Arts C	SD	TRU- Mean Diff
Personal Development Gains Factor	Spring 2001	N 486	Mean 17.43	5D 3.72	N 3145	17.69	3.87	-0.26	Effect Size	IN 1047	Mean 18.01	SD 3.66	Mean Diff -0.58	Effect Size	N 1410	Mean 17.77	3.79	-0.34
	Male	184	17.18	3.68	1088	17.00	3.94	-0.20		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		
			Trumon		Comproh	onaivo Collog		TDU		Selective Li	horal Arta (Collogoa	TDU	Q1 A	Conoral I	iboral Arta (TDU
	[N	Truman Mean	SD	Comprehe	Ű	e & Univ	TRU-(Mean Diff		Selective Li		Colleges SD	TRU- Mean Diff		General L	<mark>iberal Arts (</mark> Mean	Colleges	TRU- Mean Diff
Science and Technology Gains Factor	Spring 2001	N 490	Truman Mean 9.78	SD 3.04	Comprehe N 3152	ensive Colleg Mean 9.43			CCU Effect Size	Selective Li N 1049	beral Arts (Mean 9.82	SD 3.42		SLA Effect Size	General L N 1408	<mark>iberal Arts (</mark> Mean 9.90	SD 3.19	TRU- Mean Diff -0.12
Science and Technology Gains Factor	Spring 2001 Male	490 184	Mean 9.78 10.32	3.04 2.94	N 3152 1095	Mean 9.43 9.91	SD 3.13 3.04	Mean Diff 0.35 0.41		N 1049 291	Mean 9.82 10.38	SD 3.42 3.39	Mean Diff -0.04 -0.07		N 1408 645	Mean 9.90 10.39		Mean Diff -0.12 -0.07
Science and Technology Gains Factor	Male Female	490	Mean 9.78 10.32 9.47	3.04	N 3152	Mean 9.43 9.91 9.18	SD 3.13	Mean Diff 0.35		N 1049	Mean 9.82 10.38 9.60	SD 3.42	Mean Diff -0.04		N 1408	Mean 9.90 10.39 9.49	3.19	Mean Diff -0.12
Science and Technology Gains Factor	Male	490 184	Mean 9.78 10.32	3.04 2.94	N 3152 1095	Mean 9.43 9.91	SD 3.13 3.04	Mean Diff 0.35 0.41		N 1049 291	Mean 9.82 10.38	SD 3.42 3.39	Mean Diff -0.04 -0.07		N 1408 645	Mean 9.90 10.39	3.19 3.09	Mean Diff -0.12 -0.07
Science and Technology Gains Factor	Male Female	490 184	Mean 9.78 10.32 9.47	3.04 2.94	N 3152 1095 2021	Mean 9.43 9.91 9.18	SD 3.13 3.04 3.16	Mean Diff 0.35 0.41	Effect Size	N 1049 291	Mean 9.82 10.38 9.60 -0.78	SD 3.42 3.39 3.40	Mean Diff -0.04 -0.07	Effect Size	N 1408 645 744	Mean 9.90 10.39 9.49	3.19 3.09 3.21	Mean Diff -0.12 -0.07
	Male Female Diff F-M	490 184 302 N	Mean 9.78 10.32 9.47 -0.85 Truman Mean	3.04 2.94 3.07 SD	N 3152 1095 2021 Comprehe N	Mean 9.43 9.91 9.18 -0.72 ensive Collego Mean	SD 3.13 3.04 3.16 e & Univ SD	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff	Effect Size	N 1049 291 749 Selective Li	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean	SD 3.42 3.39 3.40 Colleges SD	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff	Effect Size SLA Effect Size	N 1408 645 744 General L N	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean	3.19 3.09 3.21 Colleges SD	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff
Science and Technology Gains Factor General Education Gains Factor	Male Female Diff F-M	490 184 302 N 490	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92	3.04 2.94 3.07 SD 3.66	N 3152 1095 2021 Comprehe N 3145	Mean 9.43 9.91 9.18 -0.72 ensive College Mean 14.42	SD 3.13 3.04 3.16 e & Univ SD 3.69	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff 0.50	Effect Size	N 1049 291 749 Selective Li N 1049	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87	SD 3.42 3.39 3.40 Colleges SD 3.73	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95	Effect Size SLA Effect Size -0.52	N 1408 645 744 General L N 1409	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45	3.19 3.09 3.21 Colleges SD 3.96	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47
	Male Female Diff F-M Spring 2001 Male	490 184 302 N 490 187	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22	3.04 2.94 3.07 SD 3.66 3.60	N 3152 1095 2021 Comprehe N 3145 1092	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43	SD 3.13 3.04 3.16 e & Univ SD 3.69 3.72	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79	Effect Size	N 1049 291 749 Selective Li N 1049 292	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35	Effect Size SLA Effect Size -0.52 -0.35	N 1408 645 744 General L N 1409 648	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94	3.19 3.09 3.21 Colleges SD 3.96 3.99	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28
	Male Female Diff F-M Spring 2001 Male Female	490 184 302 N 490	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73	3.04 2.94 3.07 SD 3.66	N 3152 1095 2021 Comprehe N 3145	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43 14.42	SD 3.13 3.04 3.16 e & Univ SD 3.69	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff 0.50	Effect Size	N 1049 291 749 Selective Li N 1049	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58 17.01	SD 3.42 3.39 3.40 Colleges SD 3.73	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95	Effect Size SLA Effect Size -0.52	N 1408 645 744 General L N 1409	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89	3.19 3.09 3.21 Colleges SD 3.96	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47
	Male Female Diff F-M Spring 2001 Male	490 184 302 N 490 187	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22	3.04 2.94 3.07 SD 3.66 3.60	N 3152 1095 2021 Comprehe N 3145 1092	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43	SD 3.13 3.04 3.16 e & Univ SD 3.69 3.72	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79	Effect Size	N 1049 291 749 Selective Li N 1049 292	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35	Effect Size SLA Effect Size -0.52 -0.35	N 1408 645 744 General L N 1409 648	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94	3.19 3.09 3.21 Colleges SD 3.96 3.99	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28
	Male Female Diff F-M Spring 2001 Male Female	490 184 302 N 490 187 299	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman	3.04 2.94 3.07 SD 3.66 3.60 3.69	N 3152 1095 2021 Comprehe N 3145 1092 2017 Comprehe	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43 14.42 -0.01 ensive Colleg	SD 3.13 3.04 3.16 • & Univ SD 3.69 3.72 3.68 • & Univ	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79 0.31	Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58 17.01 0.44 beral Arts (SD 3.42 3.39 3.40 Colleges 3.40 SD 3.73 3.90 3.65 Colleges 3.65	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU-	Effect Size SLA Effect Size -0.52 -0.35 -0.63 SLA	N 1408 645 744 General L N 1409 648 742 General L	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (3.19 3.09 3.21 Colleges SD 3.96 3.99 3.87 Colleges	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU-
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD	N 3152 1095 2021 Comprehe N 3145 1092 2017 Comprehe N	Mean 9.43 9.91 9.18 -0.72 Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean	SD 3.13 3.04 3.16 a & Univ SD 3.69 3.72 3.68 a & Univ SD	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff 0.50 0.79 0.31 TRU-0 Mean Diff	Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58 17.01 0.44 beral Arts (Mean	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 SD	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff	Effect Size SLA Effect Size -0.52 -0.35 -0.63	N 1408 645 744 M 1409 648 742 General L N	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD SD	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff
	Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N 491	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean 8.45	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96	N 3152 1095 2021 Compreh N 3145 1092 2017 Compreh N 3171	Mean 9.43 9.91 9.18 -0.72 Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean 8.64	SD 3.13 3.04 3.16 e & Univ SD 3.69 3.72 3.68 e & Univ SD 2.02	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79 0.31 TRU-(Mean Diff -0.19	Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N 1051	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58 17.01 0.44 beral Arts (Mean 8.48	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 Colleges SD 1.97	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff -0.03	Effect Size SLA Effect Size -0.52 -0.35 -0.63 SLA	N 1408 645 744 N 1409 648 742 General L N 1407	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94	3.19 3.09 3.21 SD 3.96 3.99 3.87 Colleges SD 1.93	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff -0.49
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD	N 3152 1095 2021 Comprehe N 3145 1092 2017 Comprehe N	Mean 9.43 9.91 9.18 -0.72 Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean	SD 3.13 3.04 3.16 a & Univ SD 3.69 3.72 3.68 a & Univ SD	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff 0.50 0.79 0.31 TRU-0 Mean Diff	Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N	Mean 9.82 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58 17.01 0.44 beral Arts (Mean	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 SD	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff	Effect Size SLA Effect Size -0.52 -0.35 -0.63 SLA	N 1408 645 744 M 1409 648 742 General L N	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD SD	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N 491 186	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean 8.45 8.35	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96 1.82	N 3152 1095 2021 Comprehe N 3145 1092 2017 Comprehe N 3171 1099	Mean 9.43 9.91 9.18 -0.72 Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean 8.64 8.49	SD 3.13 3.04 3.16 8 & Univ SD 3.68 9 & Univ SD 2.02 1.97	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79 0.31 TRU-(Mean Diff -0.19 -0.14	Effect Size	N 1049 291 749 Selective Li N 292 748 Selective Li N 1051 292	Mean 9.82 10.38 9.60 -0.78 beral Arts 0 Mean 16.87 16.58 17.01 0.44 beral Arts 0 Mean 8.48 8.50	SD 3.42 3.39 3.40 SD 3.73 3.90 3.65 SD 5D 1.97 1.94	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff -0.03 -0.15	Effect Size SLA Effect Size -0.52 -0.35 -0.63 SLA	N 1408 645 744 General L N 1409 648 742 General L N 1407 645	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94 8.86	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD 3.87 SD 1.93 1.89	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff -0.49 -0.51
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M Spring 2001 Male Female	490 184 302 N 490 187 299 N 491 186	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean 8.45 8.35 8.55 0.20	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96 1.82	N 3152 1095 2021 Compreh N 3145 1092 2017 Compreh N 3171 1099 2034	Mean 9.43 9.91 9.18 -0.72 Mean 14.42 14.43 14.42 -0.01 Mean 8.64 8.49 8.73 0.24	SD 3.13 3.04 3.16 e & Univ SD 3.69 3.72 3.68 e & Univ SD 2.02 1.97 2.04	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff 0.50 0.79 0.31 TRU-0 Mean Diff -0.19 -0.14 -0.18	Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N 1051 292 750	Mean 9.62 10.38 9.60 -0.78 beral Arts (Mean 16.87 16.58 17.01 0.44 beral Arts (Mean 8.48 8.50 8.47 -0.04	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 SD 1.97 1.94 1.99	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff -0.03 -0.15 0.08	Effect Size Effect Size -0.35 -0.63 SLA Effect Size	N 1408 645 744 N 1409 648 742 General L N 1407 645 743	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94 8.86 9.01 0.15	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD 3.87 SD 1.93 1.89	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff -0.49 -0.51 -0.46
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M Spring 2001 Male Female	490 184 302 N 490 187 299 N 491 186	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 14.73 -0.50 Truman Mean 8.45 8.35 8.55	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96 1.82	N 3152 1095 2021 Compreh N 3145 1092 2017 Compreh N 3171 1099 2034	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean 8.64 8.49 8.73	SD 3.13 3.04 3.16 e & Univ SD 3.69 3.72 3.68 e & Univ SD 2.02 1.97 2.04 e & Univ	Mean Diff 0.35 0.41 0.29 TRU-0 Mean Diff 0.50 0.79 0.31 TRU-0 Mean Diff -0.19 -0.14 -0.18	Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N 1051 292 750	Mean 9.82 10.38 9.60 -0.78 beral Arts 0 Mean 16.87 16.58 17.01 0.44 beral Arts 0 Mean 8.48 8.50 8.47	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 SD 1.97 1.94 1.99	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff -0.03 -0.15	Effect Size Effect Size -0.35 -0.63 SLA Effect Size	N 1408 645 744 N 1409 648 742 General L N 1407 645 743	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94 8.86 9.01	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD 3.87 SD 1.93 1.89	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff -0.49 -0.51
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N 491 186 301 N 483	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean 8.45 8.35 8.55 0.20 Truman Mean 17.67	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96 1.82 2.03 SD 3.48	N 3152 1095 2021 Comprehe N 3145 1092 2017 Comprehe N 3171 1099 2034 Comprehe N 3116	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean 8.64 8.73 0.24 ensive Colleg Mean 17.56	SD 3.13 3.04 3.16 a & Univ SD 3.69 3.72 3.68 a & Univ SD 2.02 1.97 2.04 b & Univ SD 3.56	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79 0.31 TRU-(Mean Diff -0.19 -0.14 -0.18 TRU-0 Mean Diff 0.11	Effect Size CCU Effect Size CCU Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N 1051 292 750 Selective Li N 1054	Mean 9.82 10.38 9.60 -0.78 beral Arts 0 Mean 16.87 16.68 17.01 0.44 beral Arts 0 8.48 8.50 8.47 -0.04 beral Arts 0 Mean 18.92	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 Colleges SD 1.97 1.94 1.99 Colleges SD 3.43	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.35 -2.28 TRU- Mean Diff -0.03 -0.15 0.08 TRU- Mean Diff -1.25	Effect Size -0.52 -0.63 SLA Effect Size SLA Effect Size -0.36	N 1408 645 744 N 1409 648 742 General L N 1407 645 743 General L N 1407	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94 8.86 9.01 0.15 iberal Arts (Mean 17.87	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD 1.93 1.89 1.96 SD 1.93 3.87 SD 3.46	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff -0.49 -0.51 -0.46 TRU- Mean Diff -0.20
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N 491 186 301 N 483 182	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean 8.45 8.55 0.20 Truman 17.67 17.64	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96 1.96 1.82 2.03 SD 3.48 3.48 3.41	N 3152 1095 2021 N 3145 1092 2017 Comprehe N 3171 1099 2034 Comprehe N 3116 1077	Mean 9.43 9.91 9.18 -0.72 Mean 14.42 14.43 14.42 -0.01 Mean 8.64 8.49 8.73 0.24 Mean 8.73 0.24 Mean 17.56 17.28	SD 3.13 3.04 3.16 2 & Univ SD 3.69 3.72 3.68 2 & Univ SD 2.02 1.97 2.04 3 5 2 4 5 5 5 5 5 5 5 5	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79 0.31 TRU-(Mean Diff -0.19 -0.14 -0.18 TRU-(Mean Diff 0.11 0.36	Effect Size CCU Effect Size CCU Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N Selective Li N Selective Li 1045 291	Mean 9.62 10.38 9.60 -0.78 Mean 16.67 16.58 17.01 0.44 beral Arts 0 Mean 8.48 8.50 8.47 -0.04 beral Arts 0 Mean 18.92 18.92	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 Colleges SD 1.97 1.94 1.99 Colleges SD 3.43 3.43 3.45	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.95 -1.35 -2.28 TRU- Mean Diff -0.03 -0.15 0.08 TRU- Mean Diff -1.25 -1.28	Effect Size -0.52 -0.35 -0.63 SLA Effect Size SLA Effect Size -0.36 -0.36 -0.37	N 1408 645 744 N 1409 648 742 General L N 1407 645 743 General L N 1400 648	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94 8.86 9.01 0.15 iberal Arts (Mean 17.87 17.65	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD 1.93 1.93 1.96 SD 1.93 3.46 3.46	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff -0.47 TRU- Mean Diff -0.49 -0.51 -0.46 TRU- Mean Diff Mean Diff -0.20 -0.01
General Education Gains Factor	Male Female Diff F-M Spring 2001 Male Female Diff F-M Spring 2001 Male Female Diff F-M	490 184 302 N 490 187 299 N 491 186 301 N 483	Mean 9.78 10.32 9.47 -0.85 Truman Mean 14.92 15.22 14.73 -0.50 Truman Mean 8.45 8.35 8.55 0.20 Truman Mean 17.67	3.04 2.94 3.07 SD 3.66 3.60 3.69 SD 1.96 1.82 2.03 SD 3.48	N 3152 1095 2021 Comprehe N 3145 1092 2017 Comprehe N 3171 1099 2034 Comprehe N 3116	Mean 9.43 9.91 9.18 -0.72 ensive Colleg Mean 14.42 14.43 14.42 -0.01 ensive Colleg Mean 8.64 8.73 0.24 ensive Colleg Mean 17.56	SD 3.13 3.04 3.16 a & Univ SD 3.69 3.72 3.68 a & Univ SD 2.02 1.97 2.04 b & Univ SD 3.56	Mean Diff 0.35 0.41 0.29 TRU-(Mean Diff 0.50 0.79 0.31 TRU-(Mean Diff -0.19 -0.14 -0.18 TRU-0 Mean Diff 0.11	Effect Size CCU Effect Size CCU Effect Size	N 1049 291 749 Selective Li N 1049 292 748 Selective Li N 1051 292 750 Selective Li N 1054	Mean 9.82 10.38 9.60 -0.78 beral Arts 0 Mean 16.87 16.68 17.01 0.44 beral Arts 0 8.48 8.50 8.47 -0.04 beral Arts 0 Mean 18.92	SD 3.42 3.39 3.40 Colleges SD 3.73 3.90 3.65 Colleges SD 1.97 1.94 1.99 Colleges SD 3.43	Mean Diff -0.04 -0.07 -0.13 TRU- Mean Diff -1.35 -2.28 TRU- Mean Diff -0.03 -0.15 0.08 TRU- Mean Diff -1.25	Effect Size -0.52 -0.63 SLA Effect Size SLA Effect Size -0.36	N 1408 645 744 N 1409 648 742 General L N 1407 645 743 General L N 1407	Mean 9.90 10.39 9.49 -0.89 iberal Arts (Mean 14.45 13.94 14.89 0.95 iberal Arts (Mean 8.94 8.86 9.01 0.15 iberal Arts (Mean 17.87	3.19 3.09 3.21 SD 3.96 3.99 3.87 SD 1.93 1.89 1.96 SD 1.93 3.87 SD 3.46	Mean Diff -0.12 -0.07 -0.02 TRU- Mean Diff 0.47 1.28 -0.16 TRU- Mean Diff -0.49 -0.51 -0.46 TRU- Mean Diff -0.20

Good Practice and Capacity for Lifelong-Learning Indices





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 Good Practice and Capacity for Lifelong-Learning Indices













0.32

GLA	
Effect Size	
-0.25	
-0.27	
-0.23	



Activity

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

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

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

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

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

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

		Truman		Comprehe	ensive Colleg	ge & Univ	TRU-	CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General I	Liberal Arts	Colleges	TRU	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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; ²	485 11 Questi	33.04 ons)	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	

Environment

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		Comprehe	nsive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General I	iberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	Ν	Mean	SD		Effect Size	Ν	Mean	SD	Mean Diff		Ν	Mean	SD		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		Comprehe	ensive Colle	ge & Univ	TRU-CCU	Selective Liberal Arts Colleges			TRU-SLA	General Liberal Arts Colleges			TRU-GLA
	N	Mean	SD	N Mean SD M		Mean Diff Effect Size	Ν	N Mean SD		Mean Diff Effect Size	Ν	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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective Liberal Arts Colleges			TRU	J-SLA	General L	iberal Arts	TRU-GLA		
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean SD		Mean Diff Effect Size		Ν	I Mean SD		Mean Diff	Effect Size
Relationships with administrative	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

personnel and offices

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

		Truman		Comprehensive College & Univ		e & Univ	TRU-CCU	Selective Liberal Arts Colle			TRU-SLA		General Li	beral Arts	Colleges	TRU-GLA	
	N	Mean	SD	Ν	N Mean SI		Mean Diff Effect Size	Ν	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)

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

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])

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Variable in single control is or port o			Truman		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	elective Li	beral Arts	College	TRU	-SLA	General	Liberal Arts C	Colleges	TRU-	GLA
upper large of upper																			
character with extended unitability of the service of the servi	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
Initial catanoologie 492 2.89 0.78 3178 2.99 0.70 0.10 109 2.07 0.02 111 0.10 0.03 2.02 0.20 0.01 0.	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	
to a case Pare-legisting and depositing and deposition and deposi	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
mask, and dram 422 2.35 0.92 3175 2.23 0.90 0.12 1053 2.98 0.01 0.023 0.023 1.01 0.233 0.023 1.119 2.23 0.94 0.12 Secing the importance of bistory for understanding the pasts 493 2.15 0.92 3175 2.19 0.90 0.04 1052 2.74 0.86 0.036 -0.37 1417 2.39 0.94 0.05 Gaining knowledge about other parts of the world 493 2.15 0.92 3175 2.19 0.90 -0.04 1052 2.74 0.86 -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 1051 2.18 0.46 -0.44 1418 2.20 0.94 0.05 Vising clearly and effectively 493 2.91 0.84 3173 2.85 0.79 -0.02 1055 2.88 0.07 1417 3.08 0.83 -0.613 Becoring ware of different philosophics, cultur	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
Minimum intervention of matches and the possibility of matches of signature of his mortance of his matter his mortance of his matter his mortance of his matter his	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
the present and the parts of the word 493 2.15 0.82 3175 2.19 0.90 0.04 106 2.61 0.85 0.466 0.48 1418 2.20 0.94 0.05 . Writing clearly and effectively 493 2.91 0.84 3175 2.85 0.62 0.66 1050 3.11 0.84 0.202 0.24 1418 2.80 0.82 0.66 Speaking effectively 493 2.95 0.88 0.76 0.66 0.66 0.65 1050 3.18 0.40 0.40 1419 2.80 0.80 0.66 0.67 0.65 1417 3.60 0.83 0.61 1416 2.60 0.80 0.61 1.60 1.61 0.81 0.64 0.49 1.417 0.80 0.83 0.61 1.61 1.61 1.61 1.61 0.64 0.49 1.41 2.60 0.81 0.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61 1.61<	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	
and other people 493 2.91 0.84 3159 2.85 0.62 0.06 1050 3.11 0.84 -0.20 0.24 148 2.85 0.82 0.06 Speaking effectively 422 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 492 2.80 0.86 3171 2.59 0.85 0.01 1054 2.81 0.90 0.81 -0.41 0.49 1419 2.83 0.89 -0.03 Developing your own values and chical standards 492 2.86 0.85 3172 2.59 0.85 0.01 1052 3.18 0.86 -0.42 0.46 1419 2.81 0.83 -0.43 Understanding ownself-your abilities, interests, 494 3.11 0.78 3172 3.13 0.80 -0.21 1052 3.37 0.41 -0.49 1419 2.40 0.41 0.43 -0.41 Understanding ownself-your abilities,	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	
Speaking effectively 492 2.83 0.78 3173 2.85 0.79 -0.02 1054 2.99 0.86 -0.16 -0.19 1419 2.92 0.79 -0.09 Acquiring familiarity with the use of computers 493 2.95 0.88 3176 300 0.86 -0.05 1053 2.88 0.00 0.07 1417 3.08 0.89 -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 2.60 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 personalitifue 493 2.97 0.82 3168 0.81 -0.11 1050 3.09 0.81 -0.12 1418 3.04 0.81 -0.11 Understanding other people and the abilit	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	
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 vays 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 your own values and ethical standards 492 2.96 0.85 3176 2.90 0.88 0.06 1052 3.18 0.86 -0.26 1419 2.91 0.87 0.05 Understanding your self-your abilities, interests, and personality 493 2.97 0.82 3168 3.08 0.81 -0.11 1050 3.09 0.81 -0.12 1418 3.04 0.81 -0.11	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	
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 yourselfyour 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 -0.01 1050 3.09 0.81 -0.12 1418 3.04 0.81 -0.11 Developing good health habits and physical 493 2.93 0.86 3170 2.99 0.84 -0.06 1052 2.38 1.02 0.13 1418 3.04 0.81 -	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	
and ways of life 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 -0.01 1050 3.09 0.81 -0.12 1418 3.06 0.78 -0.09 Ability to function as a team member 493 2.97 0.82 3167 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 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	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
Understanding yourselfyour 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 end 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	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	
and personality 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	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	
along with different kinds of people 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	Understanding yourselfyour 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	
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	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	
fitness fitness 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	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	
experimentation	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	
Truman Comprehensive College & Univ TRU-CCU elective Liberal Arts College TRU-SLA General Liberal Arts Colleges TRU-GLA	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	
			Truman		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	elective Li	beral Arts	College	TRU	-SLA	General	Liberal Arts C	olleges	TRU-	GLA

							Estimate	te of Gains									
Understanding new scientific and technical developments	N 493	Mean 2.41	SD 0.90	N 3167	Mean 2.31	SD 0.93	Mean Diff 0.10	Effect Size	N 1052	Mean 2.38	SD 1.03	Mean Diff 0.03	Effect Size	N 1415	Mean 2.44	SD 0.95	Mean Diff Effect Size -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 thinkingUnderstanding 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		Comprehe	ensive Colleg	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	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 Li	iberal Arts C	olleges	TRU-GLA			
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	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	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Would attend same institution	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	

again

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

	Truman Comprehensive College & Univ		TRU-CCU Selective Liberal			Selective Liberal Arts Colleges TRU-SLA			General Liberal Arts Colleges			TRU-GLA						
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college	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	
Satisfaction Index	=																	

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		Truman		Comprehe	ensive Colleg	ge & Univ	-	-CCU	Selective L	iberal Arts	Colleges		I-SLA	General L	iberal Arts C		TRU	-GLA
Undergraduate Education)	N	Mean	SD	N	Mean	SD		Effect Size	N	Mean	SD		Effect Size	N	Mean	SD		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

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 yourselfyour 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	

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 Positve		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 InstitutionsSmall = 0.2 to 0.5SLA = Selective Liberal Arts InstitutionsModerate = 0.5 to 0.8GLA = General Liberal Arts InstitutionsLarge = Greater than 0.8

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

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

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

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 Postive
	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	

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

2.34

Activity Scales	
Truman Gender Means differ by 2.0 or more	Mean Difference

Personal Experiences

Environment Scales	
Truman Gender Means differ by 1.0 or more	Mean Difference

None

Gain Scales	
Truman Gender Means differ by 0.30 or more	Mean Difference
	8

None

Reading, Writing, and Satisfaction Q.'s Truman Gender Means differ by 0.20 or more	Mean Difference
umber of textbooks/assigned books read	0.20

Number of textbooks/assigned books read

Good Practice Index	
Truman Gender Means differ by 2.0 or more	Mean Difference

Peer Cooperation/ Cooperation Among Students

2001 Junior Student Summary

Truman Junior Student Differences by Semester

Positive = Truman Fall mean greater

Significant Differences per 1997 CSEQ Manual

Negative = Truman Spring mean greater

Activity Scales
Truman Semester Means differ by 2.0 or more Mean Difference

None

Environment Scales	
Truman Semester Means differ by 1.0 or more	Mean Difference

None

Gain Scales	
Truman Semester Means differ by 0.30 or more	Mean Difference

None

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

Truman Semester Means differ by 2.0 or more

None

Mean Difference

2001 Junior Student Summary

Truman Junior Student Differences by Gender Fall to Spring 2001

Positive = Truman Fall mean greater

Significant Differences per 1997 CSEQ Manual

2.2

Negative = Truman Spring mean greater

Activity Scales	
Truman Semester Means differ by 2.0 or more	Mean Difference

Topics of Conversation-Female

Environment Scales	
Truman Semester Means differ by 1.0 or more	Mean Difference

None

Gain Scales	
Truman Semester Means differ by 0.30 or more	Mean Difference

None

Reading, Writing, and Satisfaction Truman Semester Means differ by 0.20		Mean Difference
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		
Truman Semester Means differ by 2.0	or more	Mean Difference

None

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

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

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

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group 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		Compreh	ensive Colle	ge & Univ	TRU	-CCU	Selective	e Liberal Arts	Colleges	TR	U-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Library Experiences (8 Questions)																		
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	0.04	290	18.64	4.69	-0.69	0.05	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 (Fall - Spring) Female		-0.41 -0.56																
(Fail - Spring) Fernale		-0.56																
Computer and IT Scale (9 Q	uestions)																	
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																
			.															
Course Learning (Different Scale															~~ ~~			
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 -0.21		290 749	33.41	4.95 4.98	-0.92	0.04	646	31.51	5.79	0.98	
Female	300 469	33.38 33.14	4.88 5.42	2006 3124	33.59 32.90	5.39 5.52	-0.21 0.24		1049	34.57 34.24	4.98	-1.19 -1.10	-0.24 -0.22	733 1397	33.43 32.53	5.47 5.69	-0.05 0.61	
Fall 2001 - Total Male	469 174	33.14 31.91	5.42 5.89	1083	32.90 31.57	5.52 5.55	0.24		290	34.24 33.41	4.99 4.95	-1.10	-0.22 -0.30	646	32.53 31.51	5.69 5.76	0.61	
Female	291	33.92	5.89 4.93	2006	31.57	5.35 5.39	0.34		290 749	33.41 34.57	4.95	-1.50	-0.30	733	33.43	5.76	0.40	
Difference (Fall - Spring) Total	291	0.10	4.95	2006	33.09	5.39	0.55		749	34.57	4.90	-0.05		133	33.43	5.47	0.49	<u> </u>
(Fall - Spring) Male		-0.58																
(Fall - Spring) Female		0.54																
(i all opinig) i onialo		0.01																
Experience in Writing (7 Q	uestions)																	
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																
Experiences with Faculty (10 C	Questions)																	
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	490 184	22.42	5.90	1090	21.77	5.99	0.85		290	23.20	6.31	-0.84 -0.91		650	22.69	6.29	-0.27	
Female	302	22.12	5.94	2022	21.74	5.95 6.02	0.38		290 751	23.05	6.26	-0.91		743	22.52	5.94	-0.40	
Fall 2001 - Total	468	22.39	5.79	3151	21.75	5.99	0.57		1051	23.26	6.26	-0.92		1410	22.69	6.12	-0.35	
Male	172	22.34	5.98	1090	21.77	5.95	0.61		290	23.20	6.31	-0.92		650	22.09	6.29	-0.17	
Female	292	22.35	5.69	2022	21.74	6.02	0.57		751	23.36	6.26	-1.00		743	22.32	5.94	-0.51	
Difference (Fall - Spring) Total		-0.08	0.00		2	0.02	0.0.			20.00	0.20					0.01	0.0.	
(Fall - Spring) Male		0.23																
(Fall - Spring) Female		-0.23																
(

		Truman		Comprehe	ensive Colle	ae & Univ	TRU	-CCU	Selective	e Liberal Arts	Colleges	TRI	J-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
Art, Music, & Theater (7 Qu	uestions)																	
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 -0.54	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 -1.15																
(Fall - Spring) Male (Fall - Spring) Female		-1.15 -0.15																
(Fail - Spring) Fernale		-0.15																
Campus Facilities Scale (8 Qu	uestions)																	
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																
	uestions)																	=
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	<u>303</u> 473	11.67	4.10	2034	9.36	4.35	2.31	0.53	750 1049	10.65	4.26	1.02	0.24	749 1420	9.83	4.35	1.84 2.43	0.42
Fall 2001 - Total Male	473	11.98 11.36	4.21 4.26	3178 1106	9.17 8.83	4.25 4.07	2.81 2.53	0.66 0.62		10.57	4.23 4.12	1.41 0.99	0.33	652	9.55 9.30	4.33	2.43	0.56 0.48
Female	296	12.35	4.20	2034	8.83 9.36	4.07	2.53	0.62	289 750	10.37 10.65	4.12	1.70	0.40	652 749	9.30	4.31 4.35	2.06	0.48
Difference (Fall - Spring) Total	290	0.39	4.14	2034	9.30	4.30	2.99	0.09	750	10.65	4.20	1.70	0.40	749	9.03	4.55	2.52	0.50
(Fall - Spring) Male		-0.12																
(Fall - Spring) Female		0.68																
(i dir opinig) i cindic		0.00																
Personal Experiences (8 Questions	s)																	
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																
Student Acquaintances (10 Questio		00.00	c 07	2454	04.00	0.05	4.00	0.40	1010	07.00	0.40	4.74	0.07	4447	04.00	0.74	4.00	0.40
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 Female	181 301	26.80 25.65	6.49 6.09	1093 2023	24.88 24.90	6.63 6.69	1.92 0.75	0.29	291 745	27.95 27.83	6.43 6.42	-1.15 -2.18	-0.34	650 749	24.40 25.35	6.84 6.65	2.40 0.30	0.35
Female Fall 2001 - Total	463	25.65	6.42	3154	24.90	6.65	0.75 1.46	0.22	1046	27.83	6.42	-2.18 -1.48	-0.34	1417	25.35	6.74	0.30 1.46	0.22
Male	170	26.88	6.84	1093	24.89	6.63	2.00	0.22	291	27.85	6.42	-1.40	-0.23	650	24.69	6.84	2.48	0.22
Female	289	26.00	6.12	2023	24.88	6.69	1.21	0.30	745	27.95	6.43	-1.07 -1.72	-0.27	749	24.40	6.65	0.76	0.00
Difference (Fall - Spring) Total	203	0.26	0.12	2023	27.30	0.03	1.41	0.10	740	21.00	0.42	-1.12	-0.21	143	20.00	0.00	0.70	
(Fall - Spring) Male		0.20																
(Fall - Spring) Female		0.46																
(, an opinig) i chidic		0.10																

		Truman		Compreh	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRU	J-GLA
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Science/Quantitative Experiences (10 Questior	is)																
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																
Topics of Conversation (10 Q	uestions)																	
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																
Information in Conversations (6 Que	estions)																	
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

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])

means

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

Truman Comprehensive College & Univ TRU-CCU Selective Liberal Arts Colleges TRU-SLA General Liberal Arts College TRU-GLA Ν Mean SD Mean SD Mean Diff Effect Size Mean SD Mean Diff Effect Size Mean SD Mean Diff Effect Size Ν Ν Ν Emphasis on Developing Academic, Scholarly, and Intellectual Qualities 1054 Spring 2001 - Total 494 6.11 1.00 3182 5.46 1.17 0.65 0.56 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 3182 0.72 -0.33 1427 5.59 1.13 0.52 6.18 0.90 5.46 1.17 0.62 1054 6.46 0.86 -0.28 0.59 173 Male 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 Emphasis on Developing Aesthetic, Expressive, and Creative Qualities Spring 2001 - Total 0.04 493 4.79 1.37 3183 4.75 1.35 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 0.11 302 1.38 2042 4.78 1.35 0.06 752 5.06 -0.22 752 4.92 -0.08 Female 4.84 1.44 1.44 474 4.82 1.40 3183 4.75 0.07 1052 1.43 -0.26 -0.18 4.77 1.43 0.05 Fall 2001 - Total 1.35 5.08 1426 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 Emphasis on Being Critical, Evaluative, and Analytical 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 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 5.56 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 1.25 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 0.27 0.22 Difference (Fall - Spring) Total 0.06 (Fall - Spring) Male -0.02 (Fall - Spring) Female 0.09 Environmental Emphasis: Diversity 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 -0.34 187 -0.12 Male 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 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 -0.35 173 4.29 -0.30 1.45 654 1.54 Male 1.58 1101 4.73 1.46 -0.44 290 5.42 -1.13 -0.78 4.64 -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

		Truman		Comprehe	ensive Colle	ege & Univ		-CCU	Selective	Liberal Arts	Colleges		I-SLA	General I	_iberal Arts	Colleges	TRU	I-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Environmental Emphasis: Information	Literacy Ski	ills																
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		-0.04																
(Fall - Spring) Male		0.01																
(Fall - Spring) Female		-0.07																
Emphasis on Developing Vocational and	d Occupatio	onal Compete	ence															
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		0.04																
(Fall - Spring) Male		0.24																
(Fall - Spring) Female		-0.11																
Emphasis on Personal Relevance and H	Practical Va	lue of Course	25															
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		-0.10										-						
(Fall - Spring) Male		-0.03																
(Fall - Spring) Female		-0.15																

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

		Truman		Comprehe	ensive Colle	ge & Univ	TRU-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General L	iberal Arts.	Colleges	TRU	-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with other students																	
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		Comprehe	ensive Colle	ge & Univ	TRL	J-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRL	J-GLA
	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with administrative perso	onnel and o <u>f</u>	fices																
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		Compreher	nsive Colleg	e & Univ	TRU-CCU	Selective L	_iberal Arts	Colleges	TRU	I-SLA	General Li	beral Arts	Colleges	TRU	I-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members																	
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 (<u>Truman Means</u> differ by 0.3 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means

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

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

		Truman		Compreh	ensive Colle	ege & Univ	TRU	I-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General	Liberal Arts	Colleges	TRU	I-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowled	ge & skills a	pplicable to a	a specific jo	ob or type of v	vork													
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		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		-0.03																
(Fall - Spring) Male		0.03																
(Fall - Spring) Female		-0.08																
Acquiring background & specialization	for further	education in 1	professiona	l. scientific. o	r scholarlv fi	eld												
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		-0.08																
(Fall - Spring) Male		-0.05																
(Fall - Spring) Female		-0.12																
Gaining a broad general education abo	ut different	fields of know	ledge															
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	0.00	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	0.17	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		-0.13	0.10	2007	2.07	0.10	0.11		. 02	0.20	0.70	0.20	0.02		2.01	0.10	0.01	
(Fall - Spring) Male		-0.09																
(Fall - Spring) Female		-0.16																
(i all opinig) i chidic		0.10																

		Truman		Compreh	ensive Coll	ege & Univ	TRU-	CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General	_iberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Gaining a range of information that m	ay be relevan	t to a career																
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																
Developing an understanding and enjo	ovment of art.	music, and di	rama															
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																
Broadening your acquaintance and en	iovment of lit	erature																
Spring 2001 - Total	492 4	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	0.20	651	2.06	0.90	0.31	0.34
Female	301	2.33	0.90	2035	2.28	0.90	0.05	0.2	752	2.63	1.00	-0.30	-0.30	749	2.37	0.94	-0.04	0.01
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																
Seeing the importance of history for u	nderstanding	the present an	nd the nast															
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	0.07	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																
Gaining knowledge about other parts of	of the world -	und other near	ale															
Spring 2001 - Total	493 <i>4</i> 93	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	2.15	0.82	1102	2.13	0.90	-0.04		292	2.58	0.93	-0.32	-0.40	652	2.20	0.94	0.03	
Female	302	2.20	0.88	2036	2.27	0.90	-0.01		753	2.58	0.95	-0.52	-0.34 -0.58	747	2.18	0.95	-0.16	
Fall 2001 - Total	470	2.18	0.93	3175	2.15	0.90	-0.08		1054	2.02	0.95	-0.33	-0.45	1418	2.23	0.95	-0.02	
Male	173	2.18	0.91	1102	2.19	0.90	0.10		292	2.58	0.95	-0.43	-0.40	652	2.20	0.94	-0.02	
Female	294	2.07	0.80	2036	2.27	0.90	-0.08		753	2.62	0.95	-0.21	-0.58	747	2.10	0.95	-0.16	
Difference (Fall - Spring) Total	207	0.03	0.03	2000	2.10	0.00	-0.00		100	2.02	0.00	-0.00	-0.00	ודו	2.20	0.00	-0.10	
(Fall - Spring) Male		0.00																
(Fall - Spring) Female		0.00																
(

		Truman		Compreh	ensive Colle	ege & Univ	TRU-CCU	Selective	Liberal Arts	Colleges	TRU-	SLA	General I	_iberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Writing clearly and effectively																	
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	201	0.02	0.10	2020	2.00	0.00	0.10	1.10	0.10	0.02	0.10		1.10	2.01	0.01	0.00	
(Fall - Spring) Male		-0.13															
(Fall - Spring) Female		0.10															
(i all - Opinig) i cinale		0.10															
Speaking effectively																	
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	0.10	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	408 172	2.80	0.79	1100	2.80	0.79	0.06	292	2.99	0.85	-0.10	-0.15	652	2.92	0.79	0.00	
Female	293	2.86	0.79	2036	2.80	0.80	-0.02	292 753	2.90	0.89	-0.10		052 748	2.88	0.79	-0.12	
Difference (Fall - Spring) Total	295	0.03	0.70	2030	2.00	0.76	-0.02	755	2.99	0.04	-0.13		740	2.90	0.79	-0.12	
(Fall - Spring) Male		0.03															
(Fall - Spring) Male (Fall - Spring) Female		0.04															
(Fail - Spring) Fernale		0.03															
Acquiring familiarity with the use of con																	
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	2.00	0.89	-0.07		651	3.11	0.83	-0.21	-0.25
Female	302	2.99	0.00	2037	3.00	0.86	-0.02	753	2.85	0.09	0.14		747	3.06	0.84	-0.07	-0.25
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	-0.07 -0.18	-0.22
Male	409 173	2.90	0.88	1102	3.00	0.80	-0.05	291	2.88	0.89	-0.02		651	3.08	0.83	-0.16	-0.22
	293	2.95	0.89	2037	3.00	0.84	-0.05	753	2.97	0.89	-0.02		747	3.06	0.83	-0.16 -0.20	0.04
Female Difference (Fall - Spring) Total	293	-0.05	0.80	2037	3.01	0.80	-0.15	753	2.85	0.90	0.01		/4/	3.06	0.84	-0.20	-0.24
(Fall - Spring) Male		-0.05															
(Fall - Spring) Female		-0.13															
Becoming aware of different philosophie	as culturas	and wave of	lifa														
Spring 2001 - Total	492 4	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	492 187	2.00	0.80	1100	2.59	0.85	0.15	292	2.88	0.86	-0.47	-0.43	651	2.03	0.89	-0.03 0.20	0.22
Female	301	2.73	0.79	2034	2.58	0.85	-0.06	753	3.06	0.80	-0.13 -0.53	-0.65	749	2.55	0.89	-0.18	-0.20
Fall 2001 - Total	468	2.53	0.89	3171	2.59	0.85	0.04	1054	3.00	0.83	-0.33	-0.46	1419	2.63	0.89	0.00	-0.20
Fail 2001 - Total Male	468 172	2.63	0.83	1100	2.59	0.85	0.04	1054 292	2.88	0.83	-0.22	-0.40	651	2.63	0.89	0.00	
	293	2.60	0.85	2034	2.58	0.86	0.08	292 753	2.88	0.86	-0.22 -0.45	-0.55	749	2.53 2.71	0.89	-0.10	
Female Difference (Fall - Spring) Total	293	0.03	0.03	2034	2.09	0.00	0.02	100	3.00	0.02	-0.45	-0.55	749	2.71	0.00	-0.10	
(Fall - Spring) Total (Fall - Spring) Male		-0.07															
		-0.07 0.08															
(Fall - Spring) Female		0.08															
Developing your own values and ethical																	
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	492 187	2.96	0.85	1101	2.90	0.88	0.06	292	3.18	0.86	-0.22 -0.14	-0.20	652	2.91	0.87	0.05	
			0.88							0.89	-0.14 -0.24	0.20	652 748		0.90		
Female	301	2.97		2038	2.96	0.85	0.01	751	3.21			-0.29	-	3.01		-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															

		Truman		Compreh	ensive Colle	ege & Univ	TRU-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General I	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 yourself your abiliti												_					
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															
Understanding other people and the a	bilitv to get al	ong with diff	erent kinds	of people													
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															
Ability to function as a team member																	
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															
Developing good health habits and phy	vsical fitness																
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	-0.03	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																	
(Fall - Spring) Male		0.04 -0.09															
(Fall - Spring) Female		-0.09															
Understanding the nature of science at	-		0.05	0407	0.04	0.00	0.40	4050	0.40	4.00	0.00		4440	0.00	0.00	0.11	
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 Female	187 303	2.57 2.44	0.96	1100 2030	2.41 2.26	0.93 0.93	0.16 0.18 0.19	292 751	2.52 2.43	1.01	0.05 0.01		651	2.51	0.95 0.96	0.06 0.18	
Female Fall 2001 - Total	467	2.44	0.95	2030	2.26	0.93	0.18 0.19 0.16 0.17	1052	2.43	1.04 1.03	0.01		748 1418	2.26	0.96	0.18	
Fall 2001 - Total Male	467 173	2.47 2.61	0.94 0.95	1100	2.31	0.93	0.16 0.17	292	2.46	1.03	0.01		1418 651	2.38 2.51	0.96	0.09	
Female	291	2.61	0.95	2030	2.41	0.93	0.20	292 751	2.52	1.01	-0.05		748	2.51	0.95	0.10	
Difference (Fall - Spring) Total	291	-0.02	0.92	2030	2.20	0.93	0.12	101	2.43	1.04	-0.05		140	2.20	0.90	0.12	
(Fall - Spring) Male		-0.02															
(Fall - Spring) Male (Fall - Spring) Female		-0.06															
		0.00															

N Mean S0 Mean M S0 Mean Loft Effect Sep N Mean S0 Mean Loft Effect Sep Mean Loft Sep Sep			Truman		Compreh	ensive Colle	ege & Univ	TRU-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General I	iberal Arts	Colleges	TRU	-GLA
Spring 2011 Teal 443 2.41 0.80 117 2.44 0.85 0.03 Made 488 2.52 0.58 1097 2.51 0.53 0.10 1052 2.54 1.03 0.03 4115 2.44 0.55 0.03 Fail 2001 Table 486 2.52 0.58 1087 2.51 0.05 0.06 2.52 2.54 1.03 0.03 4115 2.44 0.55 0.66 Made 773 2.52 0.58 0.07 0.06 2.52 2.54 1.03 0.00 716 2.54 0.52 0.66 Made 773 2.54 0.53 0.00 751 2.54 0.60 764 2.54 0.55 0.66 0.00 Made 743 2.54 0.53 0.62 0.02 751 2.54 0.60 0.66 751 2.55 0.62 0.00 761 2.41 0.44 -0.05 761		Ν	Mean	SD	N	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Mae 186 2.52 0.55 107 2.44 0.82 0.68 2.52 2.54 1.02 -0.62 -0.60 2.58 0.52 0.03 Part 2011 Line Line <thline< th=""> Line Line <th< td=""><td>Understanding new scientific and techn</td><td>ical develop</td><td>ments</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<></thline<>	Understanding new scientific and techn	ical develop	ments															
Penale Single 23 0.33 2.44 0.03 0.11 7f1 2.33 1.03 0.04 1.15 2.44 0.05 Main 173 2.52 0.66 107 2.44 0.02 0.00 2.02 2.00 4.00 <t< td=""><td>Spring 2001 - Total</td><td>493</td><td>2.41</td><td>0.90</td><td>3167</td><td></td><td></td><td>0.10</td><td></td><td></td><td></td><td>0.03</td><td></td><td>1415</td><td></td><td></td><td></td><td></td></t<>	Spring 2001 - Total	493	2.41	0.90	3167			0.10				0.03		1415				
Pail 201- 1 total 469 2.34 0.95 107 2.31 0.03 0.02 2.88 1.02 0.04 1415 2.44 0.85 0.01 Parate 203 2.38 0.04 0.04 1.02 0.04 1.02 0.04 1.02 0.04 1.01 Difference (Frait-Spring) have 0.03 0.04 751 2.33 1.03 0.09 744 2.20 0.65 0.06 Parate 0.01 Parate 0.01 Parate 0.01 Parate 0.02 Parate 0.04 1.17 2.45 0.85 0.06 927 0.08 927	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	
Main 13 2.82 0.06 0.07 2.44 0.02 0.00 771 2.31 1.03 0.09 740 2.80 0.06 2.00 711 2.31 1.03 0.09 740 2.80 0.06 2.00 0.06 2.00 0.06 2.80 0.06 2.80 0.06 2.80 0.06 2.80 0.06 2.80 0.06 2.80 0.06 2.80 0.06 2.80 0.06 0.07 0.06 0.07 0.06 0.07 0.06 0.07 0.06 0.07 0.07 0.06 0.07 0.06 0.07 0.06 0.07 0.06 0.07 0.07 0.06 0.07<																		
Fernale Difference (rel. Sopring Yand (rel. Sopring Yand) 2,24 0,24 0,20 716 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,09 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 746 2,32 0,00 <																		
Difference (rail - Spring) Mais (rail - Spr	Male																	
(Fail - Spring) Finale 0.00 Grie - Spring) Finale 0.01 Becoming event of the consequence of opplications in science and echaology 0.00 1417 2.45 0.52 0.52 0.00 0.00 Male 193 2.52 0.87 0.30 0.02 2.77 0.81 0.00 1417 2.45 0.52 0.52 0.00 0.00 Famile 0.20 2.27 0.87 0.00 0.01 751 2.37 0.81 0.00 1117 2.45 0.52 0.90 0.00 Male 173 2.45 0.87 0.03 0.02 751 2.37 0.83 0.00 1117 2.45 0.92 0.00 Famile 2.02 0.83 0.02 751 2.37 0.83 0.01 766 2.39 0.81 0.02 Male 173 2.45 0.86 0.10 1051 3.24 0.79 0.37 0.41 2.47 0.82 0.02 0.02 Male 171 2.52 0.81 0.05 0.05 0.		293		0.94	2033	2.24	0.93	0.00	751	2.33	1.03	-0.09		746	2.32	0.95	-0.08	
(fal - Spring) Female 0.11 Bacoming envire of the consequence of opplications in science and tochnology: 0.88 156 2.35 0.92 0.02 1051 2.41 0.94 0.00 1417 2.45 0.92 0.00 Fine 102 2.57 0.08 1052 2.29 0.06 0.00 771 2.27 0.08 0.00 771 2.25 0.06 0.00 Fine 102 2.37 0.08 0.00 771 2.37 0.08 0.00 776 2.28 0.00 0.01 Final 103 0.24 0.93 0.20 2.27 0.93 0.02 771 2.37 0.86 0.07 762 2.28 0.80 0.01 Final 0.01 0.02 2.27 0.93 0.02 771 0.02 0.37 1417 2.48 0.80 0.00 Final 0.01 2.85 0.84 0.00 700 0.01 2.29 0.35 642 2.98 0.81 0.06 Final 0.01 2.85 0																		
Activity Spring 2011 Total 490 2.37 0.88 1165 2.36 0.92 0.02 101 2.41 0.94 -0.04 117 2.45 0.92 0.00 Mole 184 2.52 0.88 0.00 751 2.37 0.83 -0.10 746 2.38 0.00 -0.11 746 2.38 0.00 -0.12 0.00 751 2.37 0.83 -0.01 746 2.38 0.00 -0.01	(1 0)																	
Spring 2011 - Total 460 2.37 0.88 3165 2.35 0.92 0.02 1051 2.41 0.04 4117 2.46 0.92 -0.08 Female 302 2.27 0.87 2009 2.48 0.00 751 2.37 0.36 -0.10 7.46 2.39 0.03 -0.12 Mate 173 2.45 0.91 1088 2.46 0.00 751 2.37 0.36 -0.10 7.42 2.39 0.03 -0.12 Mate 173 2.45 0.81 1098 2.48 0.00 2.37 0.33 -0.08 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.	(Fall - Spring) Female		-0.11															
Spring 2011 - Total 460 2.37 0.88 3165 2.35 0.92 0.02 1051 2.41 0.04 4117 2.46 0.92 -0.08 Female 302 2.27 0.87 2009 2.48 0.00 751 2.37 0.36 -0.10 7.46 2.39 0.03 -0.12 Mate 173 2.45 0.91 1088 2.46 0.00 751 2.37 0.36 -0.10 7.42 2.39 0.03 -0.12 Mate 173 2.45 0.81 1098 2.48 0.00 2.37 0.33 -0.08 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.10 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.11 -0.	Becoming aware of the consequences o	f application	s in science a	nd technol	ogv													
Male 184 2.52 0.87 1099 2.48 0.90 0.04 221 2.28 0.96 0.00 662 2.28 0.90 0.00 Fail 2001 - Total 468 2.25 0.93 0.90 0.00 1051 2.41 0.94 -0.06 1417 2.45 0.93 0.01 Fail 2001 - Total 468 2.25 0.93 0.91 0.03 291 2.23 0.93 0.01 Fail 2001 - Total 400 2.55 0.93 0.02 751 2.37 0.83 -0.06 1417 2.45 0.82 0.40 Under conduct analytically and logical						2.35	0.92	0.02	1051	2.41	0.94	-0.04		1417	2.45	0.92	-0.08	
Female 302 2.27 0.87 2.03 0.00 751 2.37 0.93 -0.10 746 2.38 0.03 -0.12 Male 173 2.45 0.91 1096 2.44 0.92 0.00 1051 2.41 0.93 0.02 751 2.37 0.93 0.06 141 2.45 0.93 0.01 Female -0.02 (rail-Spring) Mate -0.02 (rail-Spring) Mate 0.02 751 2.37 0.93 0.08 746 2.39 0.93 0.10 Ifference (Fail-Spring) Mate -0.02 -0.03 751 2.37 0.93 0.08 746 2.39 0.93 0.10 (rail-Spring) Mate -0.02 -0.03 105 0.06 1051 3.24 0.76 0.37 1412 2.47 0.82 0.01 (rail-Spring) Mate 103 2.05 0.83 0.17 2.02 0.31 6.32 0.80 0.32 0.02 0.02																		
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Spring 2001 - Total 490 2.95 0.82 3.188 2.85 0.04 100 1051 3.24 0.78 -0.28 -0.37 1112 2.97 0.82 -0.02 Female 301 2.88 0.85 2028 2.84 0.85 0.04 770 0.31 -0.39 743 2.98 0.82 -0.08 Female 301 2.88 0.81 2.85 0.84 0.06 1061 3.24 0.78 -0.31 -0.39 743 2.98 0.81 -0.06 Male 171 2.92 0.81 1004 2.89 0.83 0.03 2.92 3.34 0.77 -0.42 -0.55 650 2.98 0.81 -0.06 (rail -Spring) Total -0.15 -0.14 -0.15 -0.14 -0.14 2.45 0.89 -0.01 -0.11 -0.39 743 2.96 0.82 -0.08 Male 193 2.52 0.89 10.13 2.92																		
Spring 2001 - Total 490 2.95 0.82 3.188 2.85 0.04 100 1051 3.24 0.78 -0.28 -0.37 1112 2.97 0.82 -0.02 Female 301 2.88 0.85 2028 2.84 0.85 0.04 770 0.31 -0.39 743 2.98 0.82 -0.08 Female 301 2.88 0.81 2.85 0.84 0.06 1061 3.24 0.78 -0.31 -0.39 743 2.98 0.81 -0.06 Male 171 2.92 0.81 1004 2.89 0.83 0.03 2.92 3.34 0.77 -0.42 -0.55 650 2.98 0.81 -0.06 (rail -Spring) Total -0.15 -0.14 -0.15 -0.14 -0.14 2.45 0.89 -0.01 -0.11 -0.39 743 2.96 0.82 -0.08 Male 193 2.52 0.89 10.13 2.92	Ability to think analytically and logical	ŀ																
Male Hab 3.06 0.77 1004 2.89 0.83 0.17 292 3.34 0.77 -0.28 -0.36 650 2.88 0.81 0.08 Fail 201 - Total 467 2.90 0.80 3158 2.84 0.85 0.06 1051 3.24 0.78 -0.34 -0.39 743 2.96 0.82 -0.06 Fail 201 - Total 467 2.90 0.80 3158 2.85 0.84 0.05 1051 3.24 0.78 -0.34 -0.39 743 2.96 0.82 -0.06 Female 233 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 Ifference (Fail - Spring) Male -0.05 -0.14 -0.14 -0.39 743 2.96 0.82 -0.08 -0.10 -0.39 743 2.96 0.82 -0.08 Ping 2001 - Total 403			2.05	0.82	3158	2.85	0.84	0.10	1051	3.24	0.78	-0.20	-0.37	1/12	2 07	0.82	-0.02	
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 Male 171 2.92 0.81 1094 2.89 0.83 0.03 292 3.34 0.77 -0.42 0.65 660 2.98 0.81 -0.06 Difference (Fail - Spring) Total (Fai - Spring) Male -0.15 -0.15 -0.16 -0.16 -0.16 -0.16 -0.16 -0.16 -0.16 -0.16 -0.16 -0.17 -0.04 1414 2.63 0.94 -0.11 Quantitative thinking - Understanding probabilities, proportions, etc. - Spring Prenale 0.00 752 2.46 0.04 -0.11 -0.04 1414 2.63 0.94 -0.11 Male 183 2.56 1.02 -0.04 1414 2.63 0.94 -0.01 Male 183 2.54 0.88 3170 2.47 0.93 0.00 <td></td>																		
Fail 2001 - Total 467 2.00 0.80 3156 2.85 0.84 0.05 1051 3.24 0.78 -0.34 -0.44 1412 2.97 0.82 -0.07 Female 293 2.88 0.80 2028 2.84 0.85 0.04 750 3.19 0.79 -0.37 -0.39 743 2.96 0.82 -0.08 Difference (Fail - Spring) Total -0.05 -0.14 -0.04 1412 2.96 0.82 -0.08 Quantitative timking - Understanding probabilities, propertions, etc. -0.04 1414 2.63 0.94 -0.11 Male 186 2.70 0.87 1101 2.57 0.91 0.03 2.56 1.02 -0.04 1414 2.63 0.94 -0.11 Male 186 2.70 0.87 1101 2.57 0.91 0.03 2.56 1.02 -0.04 1414 2.63 0.94 -0.01 Female 203 2.44 0.89 233 0.07 1653 2.56 1.02 -0.02 1414 2.																		
Male 171 2.92 0.81 1004 2.89 0.83 0.03 292 3.34 0.77 0.42 0.55 650 2.88 0.81 -0.06 Difference (Fail - Spring) Total (Fail - Spring) Male -0.05 -0.04 -0.05 -0.05 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.09 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.08 -0.01 -0.03 743 2.96 0.82 -0.08 -0.01 -0.09 -0.01 -						-								-				
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) Male (Fall - Spring) Total -0.01 -0.14 -0.04 -0.14																		
Difference (Fall - Spring) Total (Fall - Spring) Female -0.05 -0.14 (Fall - Spring) Female -0.05 -0.04 Quantitative thinking - Understanding probabilities, proportions, etc. -0.04 1414 2.63 0.94 -0.11 Male 186 2.70 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 0.07 1053 2.56 1.02 -0.06 747 2.52 0.95 -0.11 Male 173 2.68 0.89 103 0.05 752 2.47 0.99 -0.06 747 2.52 0.95 -0.09 Ibference (Fall - Spring) Total 0.02 0.05 0.05 752 2.47 0.99 -0.01																		
(ral - Spring) Male (Fal - Spring) Female -0.14 0.00 Quantitative thinking - Understanding probabilities, propertions, etc. 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 0.93 0.00 752 2.47 0.99 -0.06 747 2.52 0.95 -0.11 Fall 2001 - Total 469 2.54 0.88 1101 2.57 0.91 0.11 292 2.80 1.03 -0.12 648 2.77 0.91 -0.09 -0.06 747 2.52 0.95 -0.06 Difference (Fall - Spring) Total (Fall - Spring) Male -0.02 (fall - Spring) Male -0.02 -0.02 -0.02 -0.02 -0.01 747 <td></td> <td>235</td> <td></td> <td>0.00</td> <td>2020</td> <td>2.04</td> <td>0.05</td> <td>0.04</td> <td>750</td> <td>5.15</td> <td>0.79</td> <td>-0.57</td> <td>-0.55</td> <td>745</td> <td>2.30</td> <td>0.02</td> <td>-0.00</td> <td></td>		235		0.00	2020	2.04	0.05	0.04	750	5.15	0.79	-0.57	-0.55	745	2.30	0.02	-0.00	
(Fall - Spring) Female 0.00 Quantitative thinking - Understanding probabilities, proportions, etc. 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 493 2.52 0.89 3170 2.47 0.93 0.00 752 2.47 0.99 -0.06 747 2.52 0.95 -0.11 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 Male 173 2.68 0.88 3170 2.47 0.93 0.05 752 2.47 0.99 -0.01 747 2.52 0.95 -0.06 Difference (Fall - Spring) Nate -0.02 -0.04 1414 2.63 0.44 0.49 0.09 -0.01 747 2.52 0.95 -0.06 C																		
Quanitative thinking - Understanding probabilities, proportions, etc. 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 2000 752 2.47 0.99 -0.06 747 2.52 0.95 -0.01 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 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 0.02 0.61 747 2.52 0.95 -0.06 1414 2.98 0.78<																		
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 Female 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 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 Difference (Fall - Spring) Male 0.02 0.05 1051 3.34 0.73 -0.48 1416 2.98 0.78 0.01 Male 185 <t< td=""><td>(i all - Spring) i ernale</td><td></td><td>0.00</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>	(i all - Spring) i ernale		0.00															
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 201 713 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 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) Male -0.02 (Fall - Spring) Total 0.05 0.71 0.33					2170	2.47	0.02	0.05	1052	2 56	1.02	0.04		1414	2 62	0.04	0.11	
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 Male 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 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 (Fall - Spring) Male 0.02	1 0																	
Fall 2001 - Total Male 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 Difference (Fall - Spring) Total (Fall - Spring) Female 0.02 0.02 0.05 752 2.47 0.99 -0.01 747 2.52 0.95 -0.06 Ability to put ideas together, to see relationships, similarities, and differences between ideas 0.05 1051 3.34 0.73 -0.35 -0.48 1416 2.98 0.78 0.01 Male 185 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 0.77 1000 2.86 0.79 0.01 751 3.33 0.73 -0.47 746 3.00 0.78 -0.01 <td></td>																		
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 Difference (Fall - Spring) Total (Fall - Spring) Male 0.02 0.02 752 2.47 0.99 -0.01 747 2.52 0.95 -0.06 Ability to put ideas together, to see relationships, similarities, and differences between ideas 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 0.01 751 3.33 0.73 -0.35 -0.48 1416 2.98 0.78 0.01 Male 185 2.99 0.74 1100 2.86 0.79 0.01 751 3.33 0.73 -0.48 1416 2.98 0.78 0.01 Female 302 2.99 0.77 2038 2.98 0.79 0.04 1051 3.34 0.73																		
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) Male (Fall - Spring) Male -0.02 -0.02 -0.05 -0.05 -0.05 -0.05 -0.04 1416 2.98 0.78 0.01 Ability to put ideas together, to see relationships, similarities, and differences between ideas																		
Difference (Fall - Spring) Total (Fall - Spring) Male (Fall - Spring) Female 0.02 0.05 Ability to put ideas together, to see relationships, similarities, and differences between ideas Spring 2001 - Total 491 2.99 0.76 3174 2.94 0.79 0.05 1051 3.34 0.73 -0.48 1416 2.98 0.78 0.01 Male 185 2.99 0.74 1100 2.86 0.79 0.01 751 3.33 0.73 -0.47 746 3.00 0.78 -0.01 Female 302 2.99 0.77 2038 2.94 0.79 -0.04 1051 3.34 0.73 -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 -0.01 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 -0.0																		
(Fall - Spring) Male (Fall - Spring) Female -0.02 0.05 Ability to put ideas together, to see relationships, similarities, and differences between ideas 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 0.01 751 3.33 0.73 -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 -0.47 746 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 -0.01 Female 173 2.91 0.79 1100 2.86 0.79 0.05 291 3.36 0.71 -0.44 -0.60 1416 2.98 0.78 -0.08		293		0.89	2033	2.41	0.93	0.05	752	2.47	0.99	-0.01		/4/	2.52	0.95	-0.06	
(Fall - Spring) Female 0.05 Ability to put ideas together, to see relationships, similarities, and differences between ideas 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 0.01 751 3.33 0.73 -0.47 746 3.00 0.78 -0.01 Female 302 2.99 0.77 2038 2.98 0.79 -0.04 1051 3.34 0.73 -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 -0.47 746 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 -0.16 -0.58 -																		
Ability to put ideas together, to see relationships, similarities, and differences between ideas Spring 2001 - Total 491 2.99 0.76 3174 2.94 0.79 0.05 1051 3.34 0.73 -0.48 1416 2.98 0.78 0.01 Male 185 2.99 0.77 2038 2.98 0.79 0.01 751 3.33 0.73 -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 -0.01 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.																		
Spring 2001 - Total 401 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 -0.35 -0.48 1416 2.98 0.78 0.01 Female 302 2.99 0.77 2038 2.98 0.79 0.01 751 3.33 0.73 -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 -0.44 -0.60 1416 2.98 0.78 -0.08 Male 173 2.91 0.79 1000 2.86 0.79 -0.05 291 3.36 0.71 <td>(Fail - Spring) Female</td> <td></td> <td>0.05</td> <td></td>	(Fail - Spring) Female		0.05															
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 -0.44 -0.60 1416 2.98 0.78 -0.08 Female 293 2.90 0.78 2038 2.98 0.79 -0.08 751 3.33 0.73 -0.44 -0.60 1651 2.96 0.77 -0.05 Female 293 2.90 0.78 2038 2.98 0.79 -0.08 751 3.33 <	2 1 0 .	1 .						0.05	1051		0 70		- <i></i>			. =.		
Female 302 2.99 0.77 2038 2.98 0.79 0.01 751 3.33 0.73 -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 -0.63 651 2.96 0.77 -0.05 Female 293 2.90 0.78 2038 2.98 0.79 -0.08 751 3.33 0.73 -0.63 651 2.96 0.77 -0.05 Female 293 2.90 0.78 2038 2.98 0.79 -0.08 751 3.33 0.73 -0.63 651 2.96 0.77 -0.05 Difference (Fall - Spring) Male -0.08 -0.79 -0.08 -0.98 <td>1 9</td> <td></td>	1 9																	
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 -0.63 651 2.96 0.77 -0.05 Difference (Fall - Spring) Total (Fall - Spring) Male -0.09 -0.08 751 3.33 0.73 -0.43 -0.59 746 3.00 0.78 -0.10													and the second					
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 -0.69 746 3.00 0.78 -0.10 Difference (Fall - Spring) Male -0.08 -0.08 -0.10 -0.10 -0.10 -0.10																		
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 (Fall - Spring) Male -0.09 -0.08 -0.08 -0.08 -0.08 -0.08 -0.05																		
Difference (Fall - Spring) Total (Fall - Spring) Male -0.08																		
(Fall - Spring) Male -0.08		293		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	
(rail - spring) remaie -0.09	(Fall - Spring) Female		-0.09															

		Truman		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts.	Colleges	TRU	-GLA
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Ability to learn on your own, pursue id	eas, and find	information y	vou need															
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																
Gain: Adapting to Change																		
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																

Reading, Writing, Satisfaction Questions

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

		Truman		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TR	U-SLA	General	Liberal Arts	Colleges	TR	U-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books r	ead																	
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	9.00	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																
Number of course packets read																		
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	1.10	-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	0.20
Fall 2001 - Total	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	
Difference (Fall - Spring) Total		-0.19							-									
(Fall - Spring) Male		-0.19																
(Fall - Spring) Female		-0.19																
Numvber of non-assigned books read													•					
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																
Number of essays exams written																		
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																
Number of term papers written																		
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	1.04	0.21	0.20	286	3.25	1.00	0.00		632	2.88	1.00	0.43	0.40
Female	302	3.31	0.94	2017	3.16	1.00	0.15	0.00	749	3.21	0.99	0.10		732	2.88	1.05	0.44	0.40
Fall 2001 - Total	467	2.80	0.94	3117	3.10	1.03	-0.30	-0.29	1044	3.25	1.00	-0.45	-0.45	1380	2.88	1.03	-0.08	0.71
Male	166	2.80	0.92	1066	2.98	1.04	-0.18	0.20	286	3.23	1.00	-0.41	-0.43	632	2.87	1.00	-0.03	
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	0.01	2011	0.10			0.01		0.21	0.00	0	0		2.00		0.00	
(Fall - Spring) Male		-0.51																
(Fall - Spring) Female		-0.51																
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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 me 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		Compreh	ensive Colle	ge & Univ	TRU	I-CCU	Selective	e Liberal Arts	Colleges	TRU	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
How well college is liked																		
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) Male (Fall - Spring) Female

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

-0.02

		Truman		Compreh	ensive Colleg	ge & Univ	TRU	I-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
	Ν	Mean	SD	Ν	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																		
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		Compreh	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TR	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfaction	Index																	
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																

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

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

 Small = 0.2 to 0.5 (regular font, no shading)
 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		Truman		Compreh	ensive Colle	ae & Univ	TPI	-CCU	Selective	e Liberal Arts (Colleges	TDI	J-SLA	General	Liberal Arts	Colleges	TRU	-GLA
Undergraduate Education)	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	IN	wear	30	IN	Wear	30	Wear Dill	Lifect Size	IN	Wear	30	Mean Din	Lifect Size	IN	Wear	30	Mean Din	LITECT 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	7.40	-0.32	
Female	298	28.10	7.05	1995	20.09	7.19	0.00		746	29.04	7.53	-0.94		737	28.52	7.24	-0.41	
Fall 2001 - Total	458	27.99	7.18	3114	27.15	7.32	0.93		1043	28.77	7.51	-0.94		1400	28.21	7.46	-0.42	
Male	171	27.99	7.58	1082	26.89	7.19	1.10		287	28.08	7.44	-0.08		646	27.90	7.40	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	205	0.10	0.35	1335	27.15	7.40	0.07		740	23.04	1.55	-1.02		151	20.52	1.24	-0.50	
(Fall-Spring) Male		0.50																
(Fall-Spring) Female		-0.08																
(Fail-Spring) Fernale		-0.00																
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	40.20	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	40.17	6.74	1987	40.52	7.45	-0.19		740	43.08	6.92	-2.42	-0.35	726	40.75	7.40	-0.92	
Difference (Fall-Spring) Total	200	-0.28	0.14	1007	-10.0L	1.10	0.10		140	42.10	0.02	2.72	0.00	120	71.20	7.14	0.02	
(Fall-Spring) Male		-0.28																
(Fall-Spring) Female		-0.31																
(rail-Sprilly) Felliale		-0.34																

Good Practice and Capacity for Lifelong-Learning Indices

		Truman		Compreh	ensive Colle	ge & Univ	TRU	J-CCU	Selective	e Liberal Arts (Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Experiences with Diversity Index																		
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																
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
Spring 2001 - Total Male	190	133.15	24.18	1114	128.89	24.34	4.26	0.21	295	135.97	23.80	-3.16		660	131.64	24.55	2.68	0.15
Female	306	133.15	25.92	2066	128.89	24.25 24.17	4.20 5.74	0.24	295 157	135.97	24.70 23.41	-2.83 -2.87		754	130.47	23.22	3.72	
	481	136.59	23.03	3220	130.85	24.17	4.49	0.24	1062	139.47			-0.16	1433	132.67	23.22	3.01	
Fall 2001 - Total	176		24.31						295		23.80	-3.85 -0.58	-0.16		131.64		4.92	
Male Female		135.39	25.33 23.57	1114	128.89	24.25	6.51 2.49	0.27		135.97	24.70		0.22	660		25.71		
	301	134.33 -0.69	23.37	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																		
(Fall-Spring) Male		2.24																
(Fall-Spring) Female		-2.26																
Quality of Effort Scales Social Factor																		
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																
Scholarly Environment Factor																		
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																
Personal Relations Environmental Factor																		
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	494 187	15.28	3.07	1103	15.57	3.28 3.44	-0.29 -0.44		291	16.34	2.85	-1.00	-0.34 -0.43	655	16.06	3.19	-1.03	-0.32
Female	303	14.99	3.34 2.90	2043	15.44	3.44 3.19	-0.44 -0.20		754	16.21	2.85	-1.21 -0.95	-0.43	753	16.06	3.17	-1.07	-0.34 -0.33
Fall 2001 - Total	474	15.45	3.00	3185	15.65	3.19	-0.20		1055	16.40	3.09	-0.95	-0.27	1427	16.30	3.18	-0.79	-0.33
Male	173	15.52	3.00	1103	15.57	3.44	-0.05		291	16.34	2.85	-0.83	-0.35	655	16.06	3.19	-0.79	-0.25
Female	298	15.23	2.86	2043	15.65	3.44	0.03		754	16.40	2.65	-0.98	-0.23	753	16.50	3.17	-0.82	-0.26
Difference (Fall-Spring) Total	290	0.24	2.00	2043	15.05	3.19	0.03		704	10.40	3.17	-0.72	-0.23	100	10.50	3.10	-0.02	-0.20
(Fall-Spring) Total (Fall-Spring) Male		0.24																
(Fall-Spring) Male (Fall-Spring) Female		0.23																
(i all-opinig) i entale		0.20																

Good Practice and Capacity for Lifelong-Learning Indices

		Truman		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	e Liberal Arts (`olleges	трі	I-SLA	General	Liberal Arts	Colleges	TPU	-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
Practical Environmental Factor		Wear	00		wear	00	Mean Bill	Elicot Olzo		Mean	00	Wear Din	Encor Oize		Wear	00	Mean Bill	Elicorolizo
Spring 2001 - Total	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
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
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
Fall 2001 - Total	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
Difference (Fall-Spring) Total		-0.12																
(Fall-Spring) Male		-0.05																
(Fall-Spring) Female		-0.22																
Personal Development Gains Factor																		
Spring 2001 - Total	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	184 298	17.18	3.68	1088	17.20	3.94	-0.02		291 747	17.81	3.70	-0.63 -0.44		647 744	17.43	3.90	-0.25 -0.46	
Female Fall 2001 - Total	466	17.65 17.41	3.68 3.67	2022 3145	17.97 17.69	3.79 3.87	-0.31 -0.28		1047	18.09 18.01	3.64	-0.44 -0.60	-0.16	1410	18.11 17.77	3.63 3.79	-0.46	
Male	400	16.99	4.03	1088	17.09	3.94	-0.28		291	17.81	3.00	-0.82	-0.16	647	17.43	3.79	-0.44	
Female	292	17.66	3.43	2022	17.20	3.94	-0.21		747	18.09	3.64	-0.82		744	17.43	3.63	-0.44 -0.45	
Difference (Fall-Spring) Total	292	-0.02	3.43	2022	17.97	3.79	-0.30		/4/	10.09	3.04	-0.43		/44	10.11	3.03	-0.45	
(Fall-Spring) Male		-0.02																
(Fall-Spring) Female		0.01																
(rail-opinig) remaie		0.01																
Science and Technology Gains Factor																		
Spring 2001 - Total	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	
Fall 2001 - Total	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	
Difference (Fall-Spring) Total		-0.08																
(Fall-Spring) Male		-0.06																
(Fall-Spring) Female		-0.10																
General Education Gains Factor																		
Spring 2001 - Total	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	0.32
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	
Fall 2001 - Total	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	0.26
Male	172	15.00 14.65	3.91 3.73	1092 2017	14.43 14.42	3.72 3.68	0.57 0.23		292 748	16.58 17.01	3.90 3.65	-1.58 -2.36	-0.40	648 742	13.94 14.89	3.99 3.87	1.06	0.26
Female Difference (Fall-Spring) Total	292	-0.15	3.73	2017	14.42	3.00	0.23		740	17.01	3.05	-2.30	-0.65	742	14.09	3.07		
(Fall-Spring) Male		-0.15																
(Fall-Spring) Female		-0.22																
(Fail-Spring) Fernale		-0.08																
Vocational Preparation Gains Factor																		
Spring 2001 - Total	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
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
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
Fall 2001 - Total	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
Male	173	8.28	2.15	1099	8.49	1.97	-0.21		292	8.50	1.94	-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		743	9.01	1.96	-0.74	-0.38
Difference (Fall-Spring) Total		-0.18																
(Fall-Spring) Male		-0.07																
(Fall-Spring) Female		-0.29																
Intellectual Skills Gains Factor																		
Spring 2001 - Total	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	
Fall 2001 - Total	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	
Male	170	17.45	3.77	1077	17.28	3.56	0.17		291	18.92	3.45	-1.47	-0.43	648	17.65	3.46	-0.20	
Female	288	17.60	3.30	2003	17.73	3.54	-0.13		745	18.92	3.43	-1.32	-0.39	734	18.06	3.45	-0.46	
Difference (Fall-Spring) Total (Fall-Spring) Male		-0.13 -0.19																
		-0.19 -0.11																
(Fall-Spring) Female		-0.11																

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

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

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

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group *Bold Italic* = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group **Bold** = Significant Differences (<u>Truman Means</u> 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])

		Trues		Company		· • • • • • •	TDU		Coloction			TDU		Canan-	ih a na l A n' - C	Dellemen	TDU	
	N	Truman Mean	SD	Comprehe N	nsive Colleg Mean	SD	Mean Diff	I-CCU Effect Size	N	Liberal Arts Mean	SD	TRU- Mean Diff	-SLA Effect Size	General I N	Liberal Arts C Mean	SD	Mean Diff	-GLA Effect Size
Library Experiences (8 Questions)	IN	Wearr	30	IN	wear	30	Mean Din	Ellect Size	IN	Wearr	30	Mean Dill	Ellect Size	IN	wear	30	Mean Din	Ellect Size
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)	771	-0.54	0.04	0107	17.10	4.20	0.50	0.20	1040	10.02	4.02	-1.00	-0.00	1400	10.14	4.02	2.00	0.41
Emerence (Fair Opinig)		0.01																
Computer and Information Technology (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
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																
Course Learning (Different Scale Used, h	high to low:	1																
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	0.14		1079	34.24	4.99	-1.10	-0.24	1397	32.53	5.69	0.61	
Difference (Fall - Spring)	405	0.10	0.42	0124	02.00	0.02	0.24		1045	04.24	4.55	-1.10	-0.22	1007	02.00	0.00	0.01	
Difference (Fail - Opining)		0.10																
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	
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																
Experiences with Faculty (10 Question	ns)																	
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)	100	-0.08	0.70	0101	2	0.00	0.01		1001	20.20	0.20	0.02		1110	22.00	0.12	0.00	
Emerende (Fuir Opinig)		0.00																
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
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																
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
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)	400	0.06	4.00	0100	10.77	4.00	1.00	0.00	1001	15.10	4.02	-0.73	-0.10	1414	10.77	4.00	1.00	0.00
Emerende (Fuir Opinig)		0.00																
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
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																
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
Fall 2001	467	20.01	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)	-07	-0.47	7.12	0101	20.14	0.11	0.00		10-10	20.21	7.52	-0.07		1741	10.20	0.04	0.00	0.10
Encicine (Fair - Opinig)		-01																

			Truman		Comprehe	ensive Colle	ge & Univ	TRL	J-CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General	Liberal Arts (Colleges	TRL	J-GLA
		Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
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
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																
Science/Quantitative Experi	iences (10 Questic	ons)																	
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																
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	
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																
Information in Conversation	ns (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	
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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General I	iberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Acad	· · ·	<i>.</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																
Emphasis on Developing Aesth	atia Expras	aina and Cu	antina Oua	lition														
Spring 2001	enc, Express 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	-0.25	-0.20	1426	4.77	1.43	0.02	
Difference (Fall - Spring)	-1-	0.02	1.40	5105	4.75	1.55	0.07		1002	5.00	1.45	-0.20	-0.10	1420	7.11	1.45	0.05	
Difference (Pail - Spring)		0.00																
Emphasis on Being Critical, E																		
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																
Environmental Emphasis:Dive	ri.																	
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																
Environmental Emphasis: Info		~																
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																
Emphasis on Developing Voca	tional and O	ccupational	Competen	се														
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																
Emphasis on Personal Relevan																		
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		Compreh	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts (Colleges	TRU	J-SLA	General L	iberal Arts	Colleges	TRU	-GLA
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with other student																		
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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRL	J-SLA	General L	iberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with administrativ	e personne	l and offices																
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

Ĩ		Truman		Compreher	nsive College	e & Univ	TRU	-CCU	Selective L	beral Arts Co	olleges	TRU	I-SLA	General Lil	oeral Arts C	olleges	TRU	-GLA
-	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with faculty memb																		
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 (<u>Truman Means</u> differ by 0.3 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading)

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

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

		Truman		Comprehe	ensive Colleg	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	I-SLA	General L	iberal Arts C	olleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge & skills	applicable t	1 5 5	~1	<i>.</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																
Acquiring background & specialization for furthe					5	0.04	0.44		4054	0.04	0.70	0.04	0.40	4.440	0.00	0.00	0.01	
Spring 2001	493 469	2.90 2.82	0.80 0.79	3181 3181	2.79 2.79	0.81 0.81	0.11 0.03		1054	3.24 3.24	0.79 0.79	-0.34	-0.43	1419	2.89 2.89	0.80 0.80	0.01 -0.07	
Fall 2001	469	-0.08	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																
Gaining a broad general education about differen	t fields of kno	owledge																
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																
Gaining a range of information that may be releve	int to a caree	er																
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																
Developing an understanding and enjoyment of an																		
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																
Broadening your acquaintance and enjoyment of i	literature																	
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	0.00	00	2.20	0.00	0.00			2.00		0.20	0.20		2.20	0.01	0.00	
Seeing the importance of history for understanding	g the present	and the past																
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																
Caining Incordada about other parts of the second	and other -	aanla																
Gaining knowledge about other parts of the world Spring 2001	ana otner pe 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	493 470	2.15	0.92	3175	2.19	0.90	-0.04		1054	2.61	0.95	-0.40	-0.46 -0.45	1418	2.20	0.94	-0.05	
Difference (Fall-Spring)	470	2.18	0.91	31/5	2.19	0.90	-0.01		1054	2.01	0.95	-0.43	-0.45	1410	2.20	0.94	-0.02	
Difference (rail-spring)		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	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																
r or																		

r		Truman		Compreh	ensive Colle	ne & Llniv	TRU-	CCU	Selectivo	Liberal Arts	Colleges	TDU	-SLA	General	iberal Arts C		трн	-GLA
L	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Speaking effectively	IN I	Mean	50	IN	INICALL	50	Mean Din	Lifect Size	IN IN	Wear	50	Wear Dill	Lifect Size	IN	Wearr	50	Mean Din	Lifect Size
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)	100	0.03	0.11	0110	2.00	0.70	0.01		1001	2.00	0.00	0.10	0.10	1110	2.02	0.10	0.00	
Billerenee (I all Spillig)		0.00																
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	-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																
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	-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																
Developing your own values and ethical standard:																		
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																
	1	1.																
Understanding yourself your abilities, interests,	-		0.78	3172	2.42	0.00	-0.02		1052	3.37	0.74	0.00	0.05	1420	2.44	0.78	-0.03	
Spring 2001	494 468	3.11 3.12	0.78	3172	3.13 3.13	0.80	-0.02		1052	3.37	0.74 0.74	-0.26 -0.25	-0.35 -0.34	1420	3.14 3.14	0.78		
Fall 2001	408	3.12 0.01	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																
Understanding other people and the ability to get a	along with d	lifferent 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	-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																
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	-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																
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	
Fall 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	
Difference (Fall-Spring)	-07	-0.03	0.33	5107	2.00	0.30	-0.07		1052	2.00	1.02	0.10		1410	2.00	0.33	-0.11	
Difference (Fail-Spring)		-0.03																
Understanding the nature of science and experiment	ntation																	
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																

		Truman		Comprehe	nsive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General	Liberal Arts C	olleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Understanding new scientific and technical develops	nents																	
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																
Becoming aware of the consequences of applications	s in scienc	e and techno	logy															
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																
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	
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																
Quantitative thinking - Understanding probabilities,	proportio	ns, 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	
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																
Ability to put ideas together, to see relationships, sin	nilarities, d	and differenc	es 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	
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																
Ability to learn on your own, pursue ideas, and find	informatio	on 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	
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											-					
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	
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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual)

Г		Truman		Compreh	ensive Colleg	ge & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General	Liberal Arts	Colleges	TRU	I-GLA
-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books rea	ad																	
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																
Number of course packets read																		
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																
Numvber of non-assigned books read																		
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																
Number of essays exams written																		
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																
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		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	00
Difference (Fall-Spring)	101	-0.51	0.02	0.17	0.10	1.04	0.00	0.20	1044	0.20	1.00	0.40	0.10		2.00	1.00	0.00	

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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading) Moderate = 0.5 to 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative]) Large = Greater than 0.8 (**bold** [Truman positive] or **bold italic** [Truman negative])

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

		Truman		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Art	s Colleges	TRU	-SLA	General	Liberal Arts	Colleges	TRU-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size
How well college is liked																	
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		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General I	Liberal Arts	Colleges	TRU-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size
Would attend same institution again																	
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		Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General I	_iberal Arts	Colleges	TRU-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size
Overall opinion of college Satisfaction	Index																
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															

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										Large – Or		10.0 (DOID [1	ruman posit			umanneg	auve])	
(Three Principles of Good Practice in		Truman		Compreh	nensive Coll	ege & Univ	TRU	J-CCU	Selective	Liberal Art	s Colleges	TRU	-SLA	General	Liberal Arts	s Colleges	TRI	J-GLA
Undergraduate Education) 1. Faculty-Student Interaction Index	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Spring 2001 Fall 2001	485	27.89 27.99	7.21 7.18	3114 3114	27.05 27.05	7.32 7.32	0.84 0.93		1043 1043	28.77 28.77	7.51 7.51	-0.88 -0.78		1400 1400	28.21 28.21	7.46 7.46	-0.32 -0.23	
Difference (Fall-Spring)	458	0.10	7.10	3114	27.05	1.52	0.93		1043	20.77	7.51	-0.76		1400	20.21	7.40	-0.23	
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 Difference (Fall-Spring)	445	54.13 -0.62	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																		
Spring 2001 Fall 2001	484 464	25.62 25.77	4.93 4.92	3141 3141	24.65 24.65	4.99 4.99	0.97 1.12	0.19 0.23	1046 1046	25.50 25.50	4.78 4.78	0.12 0.27		1413 1413	23.77 23.77	5.11 5.10	1.85 2.00	0.36 0.39
Difference (Fall-Spring)	404	0.15	4.92	5141	24.05	4.99	1.12	0.23	1040	25.50	4.70	0.27		1413	23.11	5.10	2.00	0.39
Capacity for Lifelong-learning Index	470	10 51	7 00		40.00	7.40	0.04		10.10	10.00		0.00	0.00	1000	44.04	7.00	0.47	
Spring 2001 Fall 2001	479 458	40.54 40.26	7.22 7.21	3088 3088	40.23 40.23	7.49 7.49	0.31 0.03		1040 1040	42.83 42.83	6.94 6.94	-2.29 -2.57	-0.33 -0.37	1382 1382	41.01 41.01	7.33 7.33	-0.47 -0.76	
Difference (Fall-Spring)		-0.28																
Experiences with Diversity Index	.=0													1000	05.45			
Spring 2001 Fall 2001	479 457	25.43 25.93	5.49 5.47	3104 3104	24.91 24.91	5.74 5.74	0.52 1.02	0.18	1040 1040	28.32 28.32	5.83 5.83	-2.89 -2.39	-0.50 -0.41	1398 1398	25.15 25.15	5.79 5.79	0.28 0.78	
Difference (Fall-Spring)	101	0.50	0.17	0101	21.01	0.11		0.10	1010	20.02	0.00	2.00	0.11	1000	20.10	0.10	0.10	
Quality of Effort Scales Academic Factor																		
Spring 2001 Fall 2001	500 481	135.33 134.64	24.18 24.31	3220 3220	130.15 130.15	24.34 24.34	5.18 4.49	0.21 0.18	1062 1062	138.49 138.49	23.80 23.80	-3.16 -3.85	-0.16	1433 1433	131.64 131.64	24.55 24.55	3.69 3.01	0.15
Difference (Fall-Spring)	401	-0.69	24.01	5220	150.15	24.54	4.43	0.10	1002	100.49	23.00	-3.05	-0.10	1455	101.04	24.00	5.01	
Quality of Effort Scales Social Factor																		
Spring 2001 Fall 2001	496 480	99.83 100.60	20.25 20.84	3202 3202	97.03 97.03	20.47 20.47	2.80 3.57	0.14 0.17	1060 1060	107.88 107.88	19.72 19.72	-8.05 -7.28	-0.41 -0.37	1434 1434	96.35 96.35	20.36 20.36	3.48 4.25	0.17 0.21
Difference (Fall-Spring)	-00	0.77	20.04	0202	01.00	20.77	0.01	0.17	1000	107.00	10.72	-1.20	0.01	TOT	00.00	20.00	7.20	0.21
Scholarly Environment Factor	40.5	40.40	0.00	0400	45.07	0.40		0.05	4054	47 70	0.50	1.00	0.50	4.407	45 70	0.40	0 = 1	0.00
Spring 2001 Fall 2001	494 474	16.46 16.65	2.80 2.57	3186 3186	15.37 15.37	3.13 3.13	1.09 1.27	0.35 0.41	1054 1054	17.72 17.72	2.50 2.50	-1.26 -1.07	-0.50 -0.43	1427 1427	15.72 15.72	3.18 3.18	0.74 0.92	0.23 0.29
								-										

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

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, Ocassionally = 2, Never = 1

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

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group **Bold Italic** = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group **Bold** = Significant Differences (<u>Truman Means</u> 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		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Eliberal Arts	Colleges			General Liberal Arts Colleges			TRU-GLA	
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Library Ewxperiences (8 Questions)																		
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																		
Computer and IT Scale (9 Question	s)																	
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																		
Course Learning (Different Scale Used	l, high to lo	w; 11 Questic	ons)															
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																		
Experience in Writing (7 Question	s)																	
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			
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																		
Experiences with Faculty (10 Questio	ns)																	
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																

T		Truman		Compreh	ensive Colle	ege & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General L	iberal Arts	Colleges	TRU	-GLA
•	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Art, Music, & Theater (7 Questions)																		
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																		
Campus Facilities Scale (8 Questions)																		
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		0.20			0.00					0.00					0.00			
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)	200	0.69	1.00	2010	0.06	1.01	2.40	0.00	140	-0.35	4.07	0.01	0.01	140	-0.35	1.00		0.01
Effect Size		0.00			0.00					0.00					0.00			
Clubs & Organizations (5 Questions)																		
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	0.13	652	9.30	4.31	2.18	0.51
Difference (Junior- First Year)	107	3.06	4.15	1100	0.58	4.07	2.05	0.05	205	1.18	4.12		0.27	052	0.28	4.51	2.10	0.51
Effect Size		0.74			0.56					1.10					0.20			
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	3.14 4.10	2034	8.50 9.36	3.96 4.35	-0.09 2.31	0.53	750	9.46 10.65	4.26	1.02	0.24	2565 749	9.40 9.83	4.20 4.35	1.84	-0.24 0.42
Difference (Junior- First Year)	303	3.26	4.10	2034	9.30 0.86	4.55	2.31	0.55	750	1.17	4.20	1.02	0.24	749	9.83 0.43	4.55	1.04	0.42
Effect Size		0.80			0.80					1.17					0.43			
Personal Experiences (8 Questions)		0.00																
, , , ,	356	10.10	E 02	7630	18.30	E 0E	0.10		754	10.10	E 01	4.00	0.20	2204	10.07	E 07	0.00	
Fall 2000 First-Year Male	356 186	18.18 19.16	5.03	1100	18.30	5.05 4.83	-0.12 0.75		754 292	19.18 18.37	5.01 4.52	-1.00 0.79	-0.20	2284 652	18.27 17.69	5.07 5.09	-0.09 1.47	0.00
Spring 2001 Junior Male	180		5.01	1100		4.83	0.75		292		4.52	0.79		652		5.09	1.47	0.29
Difference (Junior- First Year)		0.98			0.11					-0.81					-0.58			
Effect Size		~~~~			~~~~					o						=		
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																		
Student Acquaintances (10 Questions																		
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																		
Science/ Quantitative Experience (10 Qu	iestions)																	
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																		

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Г		Truman		Comprehensive College & Univ			TRU	TRU-CCU		Liberal Arts	Colleges	TRU	J-SLA	General Liberal Arts Colleges			TRU-GLA	
	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Topics of Conversation (10 Questions))																	
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)		1.04			0.25					3.08					0.46			
Effect Size																		
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)		0.50			0.55					2.97					0.45			
Effect Size																		
Information in Conversations (6 Questions	s)																	
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)		0.94			0.07					1.33					0.21			
Effect Size																		
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)		0.91			0.38					1.17					0.19			
Effect Size																		

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		Comprehe	nsive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	s 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	Ν	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, Se	cholarly, and	Intellectual Q	Qualities															
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) Effect Size		0.09			0.19					0.59					0.01			
Emphasis on Developing Aesthetic, Ex	pressive, and	l Creative Qu	alities															
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				10.000	. = 0				1000									o / =
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) Effect Size		-0.37			0.00					-0.18					-0.09			
Emphasis on Being Critical, Evaluativ	e, and Analy	tical																
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																		
Environmental Emphasis: Diversity	000	4.00	4 40	7004	4 70	4.40	0.00		700	4.00	4.00	0.40		0004	1.00	4 50	0.00	
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) Effect Size		-0.16			-0.03					0.62					-0.02			
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		Comprehe	ensive Colleg	ge & 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	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Environmental Emphasis: Information	n Literacy Ski	lls																
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																		
Emphasis on Developing Vocational of	and Occupatio	onal Compete	nce															
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																		
Emphasis on Personal Relevance and	Practical Val	lue of Course:	5															
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			

Environment

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

		Truman		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRU	I-SLA	General	Liberal Arts	Colleges	TRU-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect Size
Relationships with other students																	
Fall 2000 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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General	Liberal Arts	Colleges	TRU	-GLA
	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with administrative pers	onnel and of	fices																
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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	I-SLA	General	Liberal Arts	Colleges	TRL	I-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members																		
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

Fourth Edition (2000)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group Bold Italic = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group Bold = Significant Differences (<u>Truman Means</u> differ by 0.3 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading)

		Truman		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective I	_iberal Arts	Colleges	TR	U-SLA	General	Liberal Arts C	olleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge &				vpe of work														
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																
Acquiring background & specialization for						0.83	-0.08		759					2289		0.81		
Fall 2000 First-Year Male	363	2.56	0.81	7657	2.64					2.63	0.82	-0.07	0.54		2.71		-0.15	-0.19
Spring 2001 Junior Male	187	2.88	0.74	1102	2.77 0.13	0.79	0.11		292	3.27 0.64	0.76	-0.39	-0.51	651	2.86 0.15	0.78	0.02	
Difference (Junior- First Year) Effect Size		0.32			0.15					0.64					0.15			
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	2.39	0.82	2041	2.87	0.82	0.12	-0.33	753	3.22	0.80	-0.20 -0.29	-0.23	2572 749	2.77	0.87	0.01	-0.44
Difference (Junior- First Year)	302	0.54	0.62	2041	0.14	0.62	0.12		755	0.63	0.00	-0.29	-0.30	749	0.15	0.65	0.01	
Effect Size		0.66			0.14					0.05					0.15			
Gaining a broad general education about d	iffarant fields o																	
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	0.04	0.30	292	3.30	0.72	-0.24	-0.33	653	2.82	0.76	0.03	0.32
Difference (Junior- First Year)	101	0.27	0.10		0.08	0.70	0.20	0.00	202	0.43	0.72		0.00	000	0.06	0.70		0.02
Effect Size		0.21			0.00					0.10					0.00			
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																		
Gaining a range of information that may be	relevant to a c	areer																
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																
Developing an understanding and enjoymen																		
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									4007	o 10					0.05			
Fall 2000 First-Year Female	643 302	2.28	0.97	13392	2.20	0.97	0.08		1297	2.49	1.01	-0.21	-0.21	2565 747	2.25 2.28	1.01	0.03	
Spring 2001 Junior Female	302	2.37 0.09	0.94	2034	2.22 0.02	0.94	0.15		753	2.69 0.20	0.99	-0.32	-0.32	/4/	2.28	0.97	0.09	
Difference (Junior- First Year) Effect Size		0.09			0.02					0.20					0.05			
Broadening your acquaintance and enjoyme	ant of litourstan																	
Fall 2000 First-Year Male	ani oj ilierature 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	2.14	0.89	1103	2.15	0.89	-0.01 0.22	0.24	292	2.37	0.91	-0.09	-0.25	651	2.00	0.90	0.14	0.34
Difference (Junior- First Year)	107	0.23	0.00	1100	0.00	0.00	0.22	0.24	202	0.09	0.00	0.00		001	0.06	0.00	0.01	0.04
Effect Size		0.20			0.00					0.00					0.00			
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	0.10
Difference (Junior- First Year)	001	0.20	0.00	2000	0.05	0.00	0.00			0.17		0.00	0.00		0.06	0.01	0.01	
Effect Size																		

		Truman		Compreh	ensive Colle	ae & Univ	TDI	-CCU	Selective	Liberal Arts	Colleges	трі	J-SLA	Ceneral	Liberal Arts C	olleges	TDI	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Seeing the importance of history for understand			00		moun	00	mouri Dill	211001 0126		mourt	00	mean bill	211001 0126		moun	00	Mean Dill	211000 0120
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																		
Gaining knowledge about other parts of the wo. Fall 2000 First-Year Male	rld and othe 361	er people 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	2.09	0.94	1102	2.25	0.91	-0.01	-0.16	292	2.25	0.91	-0.16 -0.32	-0.34	652	2.17	0.95	-0.08	
Difference (Junior-First Year)	107	0.17	0.00	1102	0.02	0.30	-0.01		232	0.33	0.55	-0.52	-0.34	052	0.01	0.35	0.00	
Effect Size		0.17			0.02					0.00					0.01			
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																		
Writing clearly and effectively																		
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	0.4.4	0.74	0.04	13374	2.83	0.00	0.40	0.44	1000	0.00	0.00	0.00	0.00	2563	0.00	0.82	0.00	0.04
Fall 2000 First-Year Female Spring 2001 Junior Female	641 302	2.71 2.90	0.91 0.82	2025	2.83	0.83 0.80	-0.12 0.00	-0.14	1293 749	3.03 3.15	0.82 0.82	-0.32 -0.25	-0.39 -0.30	2563 748	2.99 2.94	0.82	-0.28 -0.04	-0.34
Difference (Junior-First Year)	302	0.19	0.02	2025	0.07	0.00	0.00		749	0.12	0.02	-0.25	-0.30	740	-0.05	0.01	-0.04	
Effect Size		0.13			0.07					0.12					-0.05			
Speaking effectively																		
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																		
Acquiring familiarity with the use of computers 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
	363 187	2.85	0.93	1102	2.95	0.89	-0.10		291	2.89	0.86	-0.04		2283 651	3.09	0.85	-0.24 -0.21	-0.28
Spring 2001 Junior Male Difference (Junior- First Year)	107	2.90	0.60	1102	0.05	0.04	-0.10		291	2.97	0.69	-0.07		001	0.02	0.65	-0.21	-0.25
Effect Size		0.05			0.05					0.00					0.02			
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																		
Becoming aware of different philosophies, culti																		
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	0.91	2034	2.57	0.85	-0.04		753	3.06	0.88	-0.19 -0.53	-0.22 -0.65	2566	2.64	0.90	-0.17	-0.12
Difference (Junior-First Year)	301	0.00	0.08	2004	0.02	0.00	-0.00		100	0.34	0.02	-0.00	-0.00	140	0.07	0.00	-0.70	-0.20
Effect Size		0.00			0.02					0.01					0.07			
Developing your own values and ethical standa																		
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		0.34																
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																		

		Truman		Compreh	ensive Colle	ae & Univ	TDII	-CCU	Selective	Liberal Arts	Colleges	тр	J-SLA	General	Liberal Arts C	olleges	трії	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 yourself your abilities, in			00		wear	00	Wear Diff	Elicotolize		Moun	00	Mean Din	Elicot Olze		wear	00	Mean Bill	Elicorolize
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																		
Understanding other people and the ability Fall 2000 First-Year Male	to get along wi 361	th different k 2.83	inds of pec 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	2.83	0.82	1098	2.87	0.80	-0.04		292	2.90	0.85	-0.07		651	2.98	0.82	-0.05	-0.16
Difference (Junior- First Year)	107	0.09	0.00	1030	0.10	0.00	-0.05		232	0.09	0.00	-0.07		031	-0.01	0.00	-0.05	
Effect Size		0.00			0.10					0.00					0.01			
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																		
Ability to function as a team member																		
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	0.40	0.00	0.00	13362	0.00	0.00	0.04	0.07	4000	0.00	0.00	0.00	0.00	0500	0.07	0.00	0.00	0.44
Fall 2000 First-Year Female Spring 2001 Junior Female	643 303	2.69 2.94	0.90 0.86	2036	2.93 3.04	0.88 0.82	-0.24 -0.10	-0.27	1292 751	2.92 2.90	0.89 0.90	-0.23 0.04	-0.26	2562 747	3.07 3.07	0.86 0.81	-0.38 -0.13	-0.44
Difference (Junior - First Year)	303	2.94	0.00	2030	0.11	0.62	-0.10		751	-0.02	0.90	0.04		/4/	0.00	0.01	-0.13	
Effect Size		0.25			0.11					-0.02					0.00			
Developing good health habits and physica	l fitness																	
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																		
Understanding the nature of science and ex Fall 2000 First-Year Male	cperimentation 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	2.51	0.96	1100	2.30	0.93	-0.07		292	2.40	1.01	-0.09		651	2.59	0.95	0.06	
Difference (Junior- First Year)	107	0.26	0.90	1100	0.03	0.95	0.10		292	0.12	1.01	0.05		001	0.12	0.95	0.00	
Effect Size		0.20			0.00					0.12					0.12			
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		0.37	-															
Understanding new scientific and technical																		
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	2.20	0.93	0.11	-0.17	751	2.33	1.03	0.02		746	2.23	0.95	0.03	-0.20
Difference (Junior- First Year)	000	0.31	0.00	2000	0.04	0.00	0.11		701	0.23	1.00	0.02		140	0.09	0.00	0.00	
Effect Size		0.33													2.00			
Becoming aware of the consequences of ap	plications in sci		hnology															
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																		

		Truman		Comprehe	ensive Colle	ege & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts (Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Ability to think analytically and logically																		
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																		
Quantitative thinking Understanding probabi																	0.10	
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		0.40	0.00	13364	0.00	0.00	0.47	0.40	1005	0.00	0.00	0.44		0500	0.40	0.95	0.00	0.04
Fall 2000 First-Year Female	644 303	2.19 2.41	0.93 0.89	2033	2.36 2.41	0.93 0.93	-0.17 0.00	-0.18	1295 752	2.30 2.47	0.96 0.99	-0.11 -0.06		2560 747	2.42 2.52	0.95	-0.23 -0.11	-0.24
Spring 2001 Junior Female Difference (Junior- First Year)	303	0.22	0.69	2033	0.05	0.95	0.00		752	2.47	0.99	-0.06		/4/	2.52	0.95	-0.11	
Effect Size		0.22			0.05					0.17					0.10			
Ability to put ideas together, to see relationship	e cimilariti	or and diffor	ances here	aan idaas														
Fall 2000 First-Year Male	3, 31/11/11/11/ 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	0.03	1100	2.86	0.79	0.13		291	3.36	0.03	-0.37	-0.52	651	2.96	0.03	0.03	-0.13
Difference (Junior- First Year)	100	0.31	0.7 1		0.08	0.10	0.10		201	0.59	0.1 1	0.07	0.02	001	0.12	0.77	0.00	
Effect Size		0.42			0.00					0.00					0.12			
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																		
Ability to learn on your own, pursue ideas, and	find inform	ation you nee	d															
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																		
Gain: Adapting to Change 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	2.89	0.83	-0.09		291	3.05	0.80	-0.00		651	3.01	0.84	-0.13	
Difference (Junior-First Year)	100	2.00	0.65	1099	2.94	0.65	-0.06		291	0.19	0.62	-0.17		051	0.05	0.01	-0.13	
Effect Size		0.08			0.05					0.19					0.05			
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	-0.03		750	3.10	0.86	-0.06		748	3.07	0.80	-0.03	0.12
Difference (Junior- First Year)	001	0.04	0.00	2000	0.05	0.01	0.04		. 00	0.01	0.00	0.00		. 40	-0.03	0.00	0.00	
Effect Size		0.04			0.00					0.01					0.00			

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)

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group *Bold Italic* = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group **Bold** = Significant Differences (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading)

ſ		Truman		Comprehe	ensive Coll	ege & Univ	TRI	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
-	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books r																		
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	0.40	0.68	0.40	10111	0.00	0.00	0.04		1011	0.50	0.04	0.75		0504	0.40	0.00	0.00	
Fall 2000 First-Year Female	643	2.75	2.43	13444	3.06	0.90	-0.31	0.00	1311	3.50	0.94	-0.75	0.40	2564	3.13	0.96	-0.38	0.40
Spring 2001 Junior Female Difference (Junior- First Year)	303	3.36 0.61	0.83	2041	3.13 0.07	0.87	0.23	0.26	753	3.80 0.30	0.96	-0.44	-0.46	753	3.00 -0.13	0.90	0.36	0.40
Effect Size		0.81			0.07					0.30					-0.15			
Number of course packets read		0.75																
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																
Number of non-assigned books read																		
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 Fall 2000 First-Year Female	635	0.21 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	2.11	1.02	-0.17		750	2.13	1.03	-0.19 -0.34	-0.33	735	2.23	0.99	0.29	
Difference (Junior-First Year)	505	0.34	1.05	2020	0.06	1.00	0.11		750	0.49	1.05	-0.34	-0.55	755	-0.16	0.33	0.21	
Effect Size		0.33			0.00					0.10					0.10			
Number of essays exams written																		
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) Effect Size		0.22			0.03					-0.54					-0.12			
Number of term papers written		0.21																
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	1.02	0.10		632	2.87	1.14	0.44	0.40
Difference (Junior- First Year)	100	0.38	1.00	1000	0.02	1.00	0.00	0.00	200	-0.26	1.01	0.10		002	-0.25		0.11	0.40
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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual)

Effect Size = Indicator of "practical significance" of the magnitude of the difference between 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		Comprehe	ensive Colle	ge & Univ	TRU	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
How well college is liked																		
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		Comprehe	ensive Colle	ge & Univ	TRI	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
· · · · · · · · · · · · · · · · · · ·	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Would attend same institution again																		
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		-0.27																
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		Comprehe	ensive Colle	ge & Univ	TRI	J-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfa	ction Index																	
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		-0.15																
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																		

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

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

 Small = 0.2 to 0.5 (regular font, no shading)
 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		Truman		Comprehe	ensive Colleg			-CCU	Selective L			TRU			iberal Arts C	- J		-GLA
Undergraduate Education)	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
1. Faculty-Student Interaction																		
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) Effect Size		3.09 0.43			0.95					0.08					-0.20			
Effect Size	1			Comments	ensive Collea	a 0 1 India	TOU	-CCU	Selective L	ik a val Avta C	Nellense	TRU		Osessell	ike wal Anta (TRU	
		Truman	SD				-					-	-	N N	iberal Arts (SD	-	-
2. Active Learning	N	Mean	5D	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	IN	Mean	5D	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	50.55	9.33	-0.03 2.42	0.26	287	53.00	9.15	0.52	-0.20	626	50.40	10.04	-0.14 3.26	0.32
Difference (Junior- First Year)	175	3.20	0.00	1001	0.75	9.00	2.42	0.20	207	0.57	5.15	0.52		020	-0.20	10.55	5.20	0.52
Effect Size		0.20			0.75					0.07					-0.20			
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	0.20	724	54.16	9.45	1.27	0.10
Difference (Junior- First Year)	201	2.79	0.00	1000	1.41	0.00	1.00		100	1.17	0.20	1.21		121	-0.30	0.10	1.21	
Effect Size																		
Effect Size		Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective L	iberal Arts C	Colleges	TRU	-SLA	General L	iberal Arts (Colleges	TRU	-GLA
Effect Size	N	Truman Mean	SD	Comprehe	ensive Colleg Mean	e & Univ SD	TRU Mean Diff	-CCU Effect Size	Selective L	<mark>iberal Arts C</mark> Mean	Colleges SD	TRU Mean Diff	-	General L N	<mark>.iberal Arts (</mark> Mean	Colleges SD	-	-GLA Effect Size
3. Peer Cooperation/ Cooperation Among	N Students		SD		Ŭ		-				J	-	-				-	-
			SD 5.45		Ŭ		-				J	-	-				-	-
3. Peer Cooperation/ Cooperation Among	Students	Mean		N	Mean	SD	Mean Diff		N	Mean	SD	Mean Diff	-	N	Mean	SD	Mean Diff	-
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male	Students 363	Mean 22.60	5.45	N 7803	Mean 22.22	SD 5.15	Mean Diff 0.38	Effect Size	N 784	Mean 23.14	SD 5.32	Mean Diff -0.54	-	N 2317	Mean 22.57	SD 5.08	Mean Diff 0.03	Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male	Students 363	Mean 22.60 24.30	5.45	N 7803	Mean 22.22 22.78	SD 5.15	Mean Diff 0.38	Effect Size	N 784	Mean 23.14 24.13	SD 5.32	Mean Diff -0.54	-	N 2317	Mean 22.57 22.33	SD 5.08	Mean Diff 0.03	Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female	<i>Students</i> 363 184 649	Mean 22.60 24.30 1.70 24.86	5.45 4.91 4.75	N 7803 1095 13599	Mean 22.22 22.78 0.56 24.87	SD 5.15 4.86 4.99	Mean Diff 0.38 1.52 -0.01	Effect Size	N 784	Mean 23.14 24.13 0.99 26.05	SD 5.32 4.75 4.79	Mean Diff -0.54 0.16 -1.19	-	N 2317 650 2590	Mean 22.57 22.33 -0.24 25.21	SD 5.08 4.87 4.93	Mean Diff 0.03	Effect Size 0.40
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female	Students 363 184	Mean 22.60 24.30 1.70 24.86 26.42	5.45 4.91	N 7803 1095	Mean 22.22 22.78 0.56 24.87 25.67	SD 5.15 4.86	Mean Diff 0.38 1.52	Effect Size	N 784 290	Mean 23.14 24.13 0.99 26.05 26.06	SD 5.32 4.75	Mean Diff -0.54 0.16	Effect Size	N 2317 650	Mean 22.57 22.33 -0.24 25.21 25.09	SD 5.08 4.87	Mean Diff 0.03 1.97	Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year)	<i>Students</i> 363 184 649	Mean 22.60 24.30 1.70 24.86	5.45 4.91 4.75	N 7803 1095 13599	Mean 22.22 22.78 0.56 24.87	SD 5.15 4.86 4.99	Mean Diff 0.38 1.52 -0.01	Effect Size	N 784 290 1320	Mean 23.14 24.13 0.99 26.05	SD 5.32 4.75 4.79	Mean Diff -0.54 0.16 -1.19	Effect Size	N 2317 650 2590	Mean 22.57 22.33 -0.24 25.21	SD 5.08 4.87 4.93	Mean Diff 0.03 1.97 -0.35	Effect Size 0.40
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female	<i>Students</i> 363 184 649	Mean 22.60 24.30 1.70 24.86 26.42 1.56	5.45 4.91 4.75	N 7803 1095 13599 2009	Mean 22.22 22.78 0.56 24.87 25.67 0.80	SD 5.15 4.86 4.99 4.79	Mean Diff 0.38 1.52 -0.01 0.76	Effect Size	N 784 290 1320 746	Mean 23.14 24.13 0.99 26.05 26.06 0.01	SD 5.32 4.75 4.79 4.68	Mean Diff -0.54 0.16 -1.19 0.36	Effect Size	N 2317 650 2590 744	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12	SD 5.08 4.87 4.93 4.95	Mean Diff 0.03 1.97 -0.35 1.33	Effect Size 0.40 0.27
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year)	Students 363 184 649 296	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman	5.45 4.91 4.75 4.79	N 7803 1095 13599 2009 Comprehe	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg	SD 5.15 4.86 4.99 4.79 e & Univ	Mean Diff 0.38 1.52 -0.01 0.76 TRU	Effect Size 0.31	N 784 290 1320 746 Selective L	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts C	SD 5.32 4.75 4.79 4.68 Colleges	Mean Diff -0.54 0.16 -1.19 0.36 TRU	Effect Size -0.25 -SLA	N 2317 650 2590 744 General L	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 iberal Arts (SD 5.08 4.87 4.93 4.95 Colleges	Mean Diff 0.03 1.97 -0.35 1.33 TRU	Effect Size 0.40 0.27 GLA
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size	<i>Students</i> 363 184 649	Mean 22.60 24.30 1.70 24.86 26.42 1.56	5.45 4.91 4.75	N 7803 1095 13599 2009	Mean 22.22 22.78 0.56 24.87 25.67 0.80	SD 5.15 4.86 4.99 4.79	Mean Diff 0.38 1.52 -0.01 0.76	Effect Size	N 784 290 1320 746	Mean 23.14 24.13 0.99 26.05 26.06 0.01	SD 5.32 4.75 4.79 4.68	Mean Diff -0.54 0.16 -1.19 0.36	Effect Size -0.25 -SLA	N 2317 650 2590 744	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12	SD 5.08 4.87 4.93 4.95	Mean Diff 0.03 1.97 -0.35 1.33 TRU	Effect Size 0.40 0.27
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index	Students 363 184 649 296 N	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean	5.45 4.91 4.75 4.79 SD	N 7803 1095 13599 2009 Comprehe N	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean	SD 5.15 4.86 4.99 4.79 e & Univ SD	Mean Diff 0.38 1.52 -0.01 0.76 TRU Mean Diff	Effect Size 0.31	N 784 290 1320 746 Selective L N	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts C Mean	SD 5.32 4.75 4.79 4.68 SD	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff	Effect Size -0.25 -SLA	N 2317 650 2590 744 General L N	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 	SD 5.08 4.87 4.93 4.95 Colleges SD	Mean Diff 0.03 1.97 -0.35 1.33 TRU: Mean Diff	Effect Size 0.40 0.27 GLA Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male	Students 363 184 649 296 N 363	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37	5.45 4.91 4.75 4.79 SD 7.82	N 7803 1095 13599 2009 Comprehe N 7671	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52	SD 5.15 4.86 4.99 4.79 e & Univ SD 8.12	Mean Diff 0.38 1.52 -0.01 0.76 TRU Mean Diff -1.15	Effect Size 0.31	N 784 290 1320 746 Selective L N 762	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts C Mean 38.52	SD 5.32 4.75 4.79 4.68 SD 8.23	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff -1.15	-0.25 -SLA Effect Size	N 2317 650 2590 744 General L N 2291	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 iberal Arts (Mean 39.60	SD 5.08 4.87 4.93 4.95 Colleges SD 7.88	Mean Diff 0.03 1.97 -0.35 1.33 TRU Mean Diff -2.23	Effect Size 0.40 0.27 GLA
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male Spring 2001 Junior Male	Students 363 184 649 296 N	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37 40.48	5.45 4.91 4.75 4.79 SD	N 7803 1095 13599 2009 Comprehe N	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52 39.76	SD 5.15 4.86 4.99 4.79 e & Univ SD	Mean Diff 0.38 1.52 -0.01 0.76 TRU Mean Diff	Effect Size 0.31	N 784 290 1320 746 Selective L N	Mean 23.14 24.13 0.99 26.05 26.06 0.01 beral Arts (Mean 38.52 43.08	SD 5.32 4.75 4.79 4.68 SD	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff	Effect Size -0.25 -SLA	N 2317 650 2590 744 General L N	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 iberal Arts (Mean 39.60 40.75	SD 5.08 4.87 4.93 4.95 Colleges SD	Mean Diff 0.03 1.97 -0.35 1.33 TRU: Mean Diff	Effect Size 0.40 0.27 GLA Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year)	Students 363 184 649 296 N 363	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37 40.48 3.11	5.45 4.91 4.75 4.79 SD 7.82	N 7803 1095 13599 2009 Comprehe N 7671	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52	SD 5.15 4.86 4.99 4.79 e & Univ SD 8.12	Mean Diff 0.38 1.52 -0.01 0.76 TRU Mean Diff -1.15	Effect Size 0.31	N 784 290 1320 746 Selective L N 762	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts C Mean 38.52	SD 5.32 4.75 4.79 4.68 SD 8.23	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff -1.15	-0.25 -SLA Effect Size	N 2317 650 2590 744 General L N 2291	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 iberal Arts (Mean 39.60	SD 5.08 4.87 4.93 4.95 Colleges SD 7.88	Mean Diff 0.03 1.97 -0.35 1.33 TRU Mean Diff -2.23	Effect Size 0.40 0.27 GLA Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size	Students 363 184 649 296 N 363 181	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37 40.48 3.11 0.44	5.45 4.91 4.75 4.79 SD 7.82 7.13	N 7803 1095 13599 2009 Comprehe N 7671 1065	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52 39.76 1.24	SD 5.15 4.86 4.99 4.79 e & Univ SD 8.12 7.55	Mean Diff 0.38 -0.01 0.76 TRU Mean Diff -1.15 0.72	Effect Size 0.31 -CCU Effect Size	N 784 290 1320 746 Selective L N 762 291	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts (Mean 38.52 43.08 4.56	SD 5.32 4.75 4.79 4.68 SD 8.23 6.98	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff -1.15 -2.60	-0.25 -SLA Effect Size -0.37	N 2317 650 2590 744 General L N 2291 638	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 	SD 5.08 4.87 4.93 4.95 SD 7.88 7.88 7.88	Mean Diff 0.03 1.97 -0.35 1.33 TRU Mean Diff -2.23 -0.27	Effect Size 0.40 0.27 -GLA Effect Size -0.28
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female	Students 363 184 649 296 N 363 181 645	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37 40.48 3.11 0.44 37.58	5.45 4.91 4.75 4.79 SD 7.82 7.13 7.63	N 7803 1095 13599 2009 Comprehe N 7671 1065 13447	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52 39.76 1.24 39.06	SD 5.15 4.86 4.99 4.79 e & Univ SD 8.12 7.55 7.97	Mean Diff 0.38 1.52 -0.01 0.76 TRU Mean Diff -1.15 0.72 -1.48	Effect Size 0.31	N 784 290 1320 746 Selective L N 762 291 1301	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts C Mean 38.52 43.08 4.56 39.75	SD 5.32 4.75 4.79 4.68 SD 8.23 6.98 7.69	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff -1.15 -2.60 -2.17	-0.25 SLA Effect Size -0.37 -0.28	N 2317 650 2590 744 General L N 2291 638 2575	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 	SD 5.08 4.87 4.93 4.95 SD 7.88 7.88 7.88 7.88 7.88	Mean Diff 0.03 1.97 -0.35 1.33 TRU Mean Diff -2.23 -0.27 -3.05	Effect Size 0.40 0.27 GLA Effect Size
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female	Students 363 184 649 296 N 363 181	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37 40.48 3.11 0.44 37.58 40.68	5.45 4.91 4.75 4.79 SD 7.82 7.13	N 7803 1095 13599 2009 Comprehe N 7671 1065	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52 39.76 1.24 39.06 40.52	SD 5.15 4.86 4.99 4.79 e & Univ SD 8.12 7.55	Mean Diff 0.38 -0.01 0.76 TRU Mean Diff -1.15 0.72	Effect Size 0.31 -CCU Effect Size	N 784 290 1320 746 Selective L N 762 291	Mean 23.14 24.13 0.99 26.05 26.06 0.01 beral Arts C Mean 38.52 43.08 4.56 39.75 42.75	SD 5.32 4.75 4.79 4.68 SD 8.23 6.98	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff -1.15 -2.60	-0.25 -SLA Effect Size -0.37	N 2317 650 2590 744 General L N 2291 638	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 iberal Arts (Mean 39.60 40.75 1.15 40.63 41.25	SD 5.08 4.87 4.93 4.95 SD 7.88 7.88 7.88	Mean Diff 0.03 1.97 -0.35 1.33 TRU Mean Diff -2.23 -0.27	Effect Size 0.40 0.27 -GLA Effect Size -0.28
3. Peer Cooperation/ Cooperation Among Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female Spring 2001 Junior Female Difference (Junior- First Year) Effect Size Capacity for Lifelong-learning Index Fall 2000 First-Year Male Spring 2001 Junior Male Difference (Junior- First Year) Effect Size Fall 2000 First-Year Female	Students 363 184 649 296 N 363 181 645	Mean 22.60 24.30 1.70 24.86 26.42 1.56 Truman Mean 37.37 40.48 3.11 0.44 37.58	5.45 4.91 4.75 4.79 SD 7.82 7.13 7.63	N 7803 1095 13599 2009 Comprehe N 7671 1065 13447	Mean 22.22 22.78 0.56 24.87 25.67 0.80 ensive Colleg Mean 38.52 39.76 1.24 39.06	SD 5.15 4.86 4.99 4.79 e & Univ SD 8.12 7.55 7.97	Mean Diff 0.38 1.52 -0.01 0.76 TRU Mean Diff -1.15 0.72 -1.48	Effect Size 0.31 -CCU Effect Size	N 784 290 1320 746 Selective L N 762 291 1301	Mean 23.14 24.13 0.99 26.05 26.06 0.01 iberal Arts C Mean 38.52 43.08 4.56 39.75	SD 5.32 4.75 4.79 4.68 SD 8.23 6.98 7.69	Mean Diff -0.54 0.16 -1.19 0.36 TRU Mean Diff -1.15 -2.60 -2.17	-0.25 SLA Effect Size -0.37 -0.28	N 2317 650 2590 744 General L N 2291 638 2575	Mean 22.57 22.33 -0.24 25.21 25.09 -0.12 	SD 5.08 4.87 4.93 4.95 SD 7.88 7.88 7.88 7.88 7.88	Mean Diff 0.03 1.97 -0.35 1.33 TRU Mean Diff -2.23 -0.27 -3.05	Effect Size 0.40 0.27 -GLA Effect Size -0.28

		Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective I	iberal Arts C	Colleges	TRU-SLA	G	eneral Li	iberal Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect		N	Mean		-	Effect Size
Experiences with Diversity Index																		
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	0.40	05 50	5.00	40575	04 77	0.00		0.44	1010	00.47	0.00	0.00		0500	05.00	5.05	0.40	
Fall 2000 First-Year Female Spring 2001 Junior Female	648 293	25.59 25.02	5.99 5.44	13575 1990	24.77 24.98	6.00 5.74	0.82 0.04	0.14	1318 741	26.47 28.59	6.09 5.80		0.14 0.61	2590 741	25.69 25.72	5.85 5.58	-0.10 -0.70	
Difference (Junior- First Year)	293	-0.57	5.44	1990	0.21	5.74	0.04		741	28.59	5.60	-3.37 -		741	0.03	5.56	-0.70	
Effect Size		-0.57			0.21					2.12					0.03			
		Truman		Comprehe	ensive Collea	e & Univ	TRU	-CCU	Selective I	iberal Arts C	Colleges	TRU-SLA	G	eneral Li	iberal Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect		N	Mean	9.00	-	Effect Size
Quality of Effort Scales Academic Factor																		
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		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		Truman		Comproh	ensive Colleg		TDU	-CCU	Solootivo I	iberal Arts C	Collogos	TRU-SLA		oporal Li	iberal Arts C	Collogon	три	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect S		N	Mean			Effect Size
Quality of Effort Scales Social Factor		Wearr	00		wear	00	Mean Din	Effect 0ize	i N	wear	00	Mean Din Eneer	120		wear	00	Mcan Din	
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
Effect Size																		
Difference (Junior- First Year)		29.43			27.55					33.04					22.71			
Fall 2000 First-Year Female	648	72.65	14.64	13540	70.11	15.63	2.54	0.16	1315	75.72	15.52		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 -).44	755	99.88	19.40	0.12	
Difference (Junior- First Year) Effect Size		27.34			28.19					32.96					27.68			
Encotoize		Truman		Comprehe	ensive Collea	e & Univ	TRU	-CCU	Selective L	iberal Arts C	Colleges	TRU-SLA	G	eneral Li	iberal Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect	Size	N	Mean			Effect Size
Scholarly Environment Factor																		
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	643 303	17.11	2.59	13442	15.17	3.16	1.94	0.61	1304	16.65	2.98		0.15	2575	16.04	3.11	1.07	0.34
Spring 2001 Junior Female Difference (Junior- First Year)	303	16.67 -0.44	2.75	2043	15.51 0.34	3.10	1.16	0.37	754	17.77 1.12	2.41	-1.09	0.45	753	16.04 0.00	3.26	0.63	0.19
Effect Size		-0.44			0.34					1.12					0.00			
Elicotolizo		Truman		Comprehe	ensive Collea	e & Univ	TRU	-CCU	Selective I	iberal Arts C	Colleges	TRU-SLA	G	eneral Li	iberal Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect		N	Mean		-	Effect Size
Personal Relations Environmental Factor																		
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												o o-						
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) Effect Size		-0.86			0.07					0.04					-0.18			
Ellect Size																		

		Truman		Comprehe	ensive Colleg	e & Univ	TRU-	CCU	Selective L	iberal Arts C	Colleges	TRU-SLA	General L	iberal Arts (Colleges	TRU-	GLA
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Practical Environmental Factor Fall 2000 First-Year Male	202	9.35	0.57	7672	9.48	0.04	-0.13		770	9.48	0.00	-0.13	2295	0.00	0.50	0.54	0.00
Spring 2001 Junior Male	363 187	9.35 17.99	2.57 4.45	1103	9.48 19.26	2.64 4.29		-0.30	290	9.48 17.63	2.63 4.37	-0.13 0.36	2295 655	9.89 19.72	2.50 4.35	-0.54 -1.73	-0.22 -0.40
Difference (Junior- First Year)	107	8.64	4.45	1105	9.78	4.23	-1.27	-0.50	230	8.15	4.57	0.50	000	9.83	4.55	-1.75	-0.40
Effect Size		0.01			0.10					0.10				0.00			
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		Τ	1	Carranak	analise Calles	• 0 = : · ·	TRU-	0011	Calcolina	iberal Arts C		TRU-SLA	Canada	iberal Arts (TRU-	
	N	Truman Mean	SD	Comprehe N	Mean	e & Univ SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect Size		Mean	5	-	GLA Effect Size
Personal Development Gains Factor	IN	Mean	30	IN IN	Mean	30	Wear Din	Lifect Size	IN IN	Incan	30		IN IN	Mean	50	Wear Din	
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	645 298	13.91 17.65	3.37 3.68	13422 2022	14.55 17.97	3.49 3.79		-0.18	1300 747	14.82 18.09	3.43 3.64	-0.91 -0.23 -0.44	2571 744	15.02 18.11	3.38 3.63	-1.11 -0.46	-0.33
Spring 2001 Junior Female Difference (Junior- First Year)	298	3.74	3.08	2022	3.42	3.79	-0.31		747	3.27	3.04	-0.44	744	3.09	3.03	-0.46	
Effect Size		5.74			0.42					5.27				5.05			
		Truman		Comprehe	ensive Colleg	e & Univ	TRU-	CCU	Selective L	iberal Arts C	Colleges	TRU-SLA	General L	iberal Arts (Colleges	TRU-	GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size	N	Mean	SD	Mean Diff	Effect Size
Science and Technology Gains Factor																	
Fall 2000 First-Year Male	362	6.81	2.58	7636	7.26	2.43		-0.19	759	7.20	2.47	-0.39	2285	7.32	2.44	-0.51	-0.21
Spring 2001 Junior Male Difference (Junior- First Year)	184	10.32 3.51	2.94	1095	9.91 2.65	3.04	0.41		291	10.38 3.18	3.39	-0.07	645	10.39 3.07	3.09	-0.07	
Effect Size		3.51			2.05					3.10				3.07			
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		_															
	N	Truman Mean	SD	Comprehe N	ensive Colleg Mean	e & Univ SD	TRU- Mean Diff	CCU Effect Size	Selective L	iberal Arts C Mean	SD	TRU-SLA Mean Diff Effect Size		iberal Arts (Mean	5	TRU- Mean Diff	GLA Effect Size
General Education Gains Factor	IN	Mean	30	IN	Mean	3D	Mean Dill	Ellect Size	IN	wear	30	Mean Dill Ellect Size	IN	wear	30	wear Dill	Ellect Size
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 -0.3	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	645 299	11.00 14.73	3.35 3.69	13427 2017	11.22 14.42	3.42 3.68			1301 748	12.19 17.01	3.49 3.65	-1.19 -0.34 -2.28 -0.63		11.74 14.89	3.58 3.87	-0.74 -0.16	-0.21
Spring 2001 Junior Female Difference (Junior- First Year)	299	3.73	3.09	2017	3.20	3.00	0.31		/40	4.82	3.05	-2.20 -0.03	/42	3.15	3.07	-0.10	
Effect Size		0.10			0.20					4.02				0.10			
		Truman		Comprehe	ensive Colleg	e & Univ	TRU-	CCU	Selective L	iberal Arts C	Colleges	TRU-SLA	General L	iberal Arts (Colleges	TRU-	GLA
	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Vocational Preparation Gains Factor						.											
Fall 2000 First-Year Male	363 186	7.58	2.11	7672 1099	8.10	2.14 1.97	-0.52	-0.24	763 292	7.84	2.10	-0.26	2292 645	8.42	2.06 1.89	-0.84	-0.41
Spring 2001 Junior Male Difference (Junior- First Year)	180	8.35 0.77	1.82	1099	8.49 0.39	1.97	-0.14		292	8.50 0.66	1.94	-0.15	645	8.86 0.44	1.89	-0.51	-0.27
Effect Size		0.11			0.59					0.00				0.44			
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																	

		Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective L	iberal Arts C	Colleges	TRU-SLA	General	Liberal Arts Co	olleges	TRU	-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff Effect Size	e N	Mean	SD	Mean Diff	Effect Size
Intellectual Skills Gains Factor																	
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	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 -0.3	7 648	17.65	3.46	-0.01	
Difference (Junior- First Year)		1.60			0.65					2.38				0.60			
Effect Size																	
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 -0.2	3 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 -0.3	5 734	18.06	3.45	-0.35	
Difference (Junior- First Year)		1.69			1.05					1.90				0.71			
Effect Size																	

Activity

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

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

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

Bold = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Greater than Comparison Group *Bold Italic* = Significant Differences (Scheffe Post Hoc at .05 level), Truman Mean Less than Comparison Group **Bold** = Significant Differences (<u>Truman Means</u> 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)

		Truman		Comprehe	ensive Colle	ge & Univ	TRU	CCU	Selective	Liberal Arts	Colleges	TRU	-SLA	General I	Liberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Library Experieinces (8 Questions)																		
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																		
Computer and IT Scale (9 Ques	,																	
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																		
Course Learning (Different Scale L	Jsed, high t																	
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																		
Experience in Writing (7 Ques	stions)																	
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																		
Experiences with Faculty (10 Que	estions)																	
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																		
Art, Music, & Theater (7 Ques	,																	
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																		
Campus Facilities Scale (8 Ques	,																	
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																		
Clubs & Organizations (5 Ques																		
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

ſ		Truman		Comprehe	ensive Colle	ae & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU	-GLA
Personal Experiences (8 Question	N	Mean	SD	N	Mean	SD	Mean Diff		N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD		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																		
Student Acquaintances (10 Que	stions)																	
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		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																		
Science/Quantitative Experieinces	(10 Questi	ions)																
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																		
Topics of Conversation (10 Que	stions)																	
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																		
Information in Conversation (6 Que	stions)																	
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																		

Environment

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 (<u>Truman Means</u> 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)

		Truman		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General	Liberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Emphasis on Developing Academic, S	Scholarly, a	nd Intellectu	ıal Qualitie	s														
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																		
Emphasis on Developing Aesthetic, E	Expressive, a	and Creative	Qualities															
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																		
Emphasis on Being Critical, Evaluati	ive, and And	alytical																
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																		
Environmental Emphasis: Diversity																		
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																		
Environmental Emphasis: Informatio	n Literacy S	Skills																
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																		
Emphasis on Developing Vocational	and Occup	ational Com	petence															
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																		
Emphasis on Personal Relevance and	l Practical	Value of Coi	urses															
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																		

Environment

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

	Truman			Comprehe	ensive Colle	ege & Univ	TRI	J-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General	Liberal Arts	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Dif	f Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with other students																		
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			Comprehe	ensive Colle	ege & Univ	TRU	I-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General	Liberal Arts	s Colleges	TRL	-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with administrative pe	rsonnel and	offices																
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			Compreh	ensive Colle	ege & Univ	TRU	-CCU	Selective	Liberal Arts	s Colleges	TRU	-SLA	General	Liberal Art	s Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Relationships with faculty members																		
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 (<u>Truman Means</u> differ by 0.3 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading)

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

		Truman		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts (Colleges	TRU	-SLA	General I	Liberal Arts C	Colleges	TRU	-GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Vocational training, acquiring knowledge &																		
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	, ·		1 0 11													
Acquiring background & specialization for for Fall 2000 First-Year	urtner eaucation 1015	on in projessi 2.45	onal, scien 0.82	11910, or schou 21463	ariy field 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	2.45	0.82	3181	2.02	0.85	0.11	-0.20	1054	3.24	0.85	-0.70	-0.19	1419	2.75	0.85	0.01	-0.55
Difference (Junior- First Year)	490	0.45	0.00	5101	0.17	0.01	0.11		1054	0.63	0.75	-0.34	-0.45	1415	0.14	0.00	0.01	
Effect Size		0.56			0.17					0.00					0.14			
Gaining a broad general education about di	ferent fields o																	
Fall 2000 First-Year	1014 1014	2.85	0.77	21426	2.77	0.78	0.08	0.10	2091	2.92	0.81	-0.07		4943	2.82	0.78	0.03	
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																		
Gaining a range of information that may be	relevant to a c	areer																
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		1053	2.91	0.87	-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																
Developing an understanding and enjoyment	<i>y</i>																	
Fall 2000 First-Year	1013	2.25	0.97	21414	2.17	0.97	0.08		2085	2.41	1.01	-0.16	-0.16	4941	2.11	0.99	0.14	0.14
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																		
Broadening your acquaintance and enjoymer Fall 2000 First-Year	n oj illeralure 1012	2.13	0.91	21397	2.20	0.91	-0.07		2080	2.42	0.94	-0.29	-0.31	4940	2.17	0.94	-0.04	
Spring 2001 Junior	492	2.13	0.91	3175	2.20	0.91	0.12		1053	2.42	1.00	-0.23	-0.23	1419	2.17	0.94	0.12	
Difference (Junior- First Year)	452	0.22	0.52	0170	0.03	0.50	0.12		1000	0.16	1.00	-0.20	-0.20	1415	0.06	0.04	0.12	
Effect Size		0.22			0.00					0.10					0.00			
Seeing the importance of history for understa	unding the nre	sent and past																
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		1052	2.74	0.98	-0.36	-0.37	1417	2.39	0.91	-0.01	
Difference (Junior- First Year)		0.24			0.02					0.35					0.03			
Effect Size																		
Gaining knowledge about other parts of the	world and othe	er people																
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		1054	2.61	0.95	-0.46	-0.48	1418	2.20	0.94	-0.05	
Difference (Junior- First Year)		0.11			0.01					0.37					0.03			
Effect Size																		
Writing clearly and effectively																		
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		1050	3.11	0.84	-0.20	-0.24	1418	2.85	0.82	0.06	
Difference (Junior- First Year)		0.22			0.05					0.14					-0.04			
Effect Size																		

N Mar. S0 N Mar. S0 Mar.			Truman		Comprehe	ensive Colle	ege & Univ	TRI	-CCU	Selective I	Liberal Arts (Colleges	TRI	-SLA	General	Liberal Arts (Colleges	TRU	GLA	
wind interview wind in		N		SD			Ŭ													
Fill 2010 [First-Ner 1013 212 0.85 0.477 0.20 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.409 2.87 0.85 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.407 0.408 0.407 0.10 0.408 0.407 0.10 0.408 0.407 0.10 0.407 0.10 0.407 0.10 0.407 0.10 0.10 0.10 0.10 0.10 0.10	Sneaking effectively	14	mean	50		mean	50	mour Dill	211001 0120		mean	50	moun bill	211001 0120		mean	50	Moun Dill	_11000 0120	
spin of large space with the spin of large spin of larg		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	
Difference Lumber-Init Y and Part Company. 0.21 0.11 0.12 0.12 0.12 0.12 0.13 0.05<									0.11										0.00	
<th colspan<="" td=""><td></td><td></td><td></td><td>0.10</td><td>0110</td><td></td><td>0.10</td><td>0.02</td><td></td><td></td><td></td><td>0.00</td><td></td><td>0.10</td><td></td><td></td><td>0.10</td><td>0.00</td><td></td></th>	<td></td> <td></td> <td></td> <td>0.10</td> <td>0110</td> <td></td> <td>0.10</td> <td>0.02</td> <td></td> <td></td> <td></td> <td>0.00</td> <td></td> <td>0.10</td> <td></td> <td></td> <td>0.10</td> <td>0.00</td> <td></td>				0.10	0110		0.10	0.02				0.00		0.10			0.10	0.00	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $																				
Fail 200 Fras-Year 1017 2.82 0.89 2140 2.80 0.87 2.03 0.88 6.71 0.13 4.838 0.80 0.85 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.13 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.83 0.71 0.73 0.83 0.71 0.73 0.83 0.71 0.73 0.73 0.73 0.73 0.73		275																		
Spring 2001 Junic 433 2.65 0.68 1.05 0.68 0.05 0.05 0.07 1.417 0.08 0.83 4.73 0.18 Difference (Junic) 1013 2.00 0.85 0.05 0.07 0.85 0.07 0.441 0.08 0.83 4.73 0.18 Difference (Junic) 1013 2.00 0.88 1.413 2.66 0.85 0.01 0.08 0.02 0.404 0.494 2.65 0.00 0.05 0.05 0.01 0.02 0.049 0.494 0.4			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	
Difference (Lablic): First Year) 0.13 Use of the set size of different plane of differen																				
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	1 0																			
Fail 200 First-Year 113 2.60 0.88 2.413 2.66 0.88 -0.06 2088 2.07 0.88 0.23 0.41 2.60 0.89 -0.05 Difference (Junice - Fiel Year) 0.10 2.74 0.00 2.82 0.01 0.31																				
Fail 200 First-Year 113 2.60 0.88 2.413 2.66 0.88 -0.06 2088 2.07 0.88 0.23 0.41 2.60 0.89 -0.05 Difference (Junice - Fiel Year) 0.10 2.74 0.00 2.82 0.01 0.31	Becoming aware of different philosophies, cu	ltures, and w	avs of life																	
Difference (Lunicer, First Year) 0.10 0.63 0.31 0.31 0.33 Directing your own vulnes and acked standards 0.44 0.45 0.45 0.45 0.44 0.48 0.42 0.48 0.41 0.24 0.48 0.41 0.24 0.48 0.41 0.24 0.48 0.41 0.24 0.48 0.41 0.24 0.48 0.41 0.25 0.43 0.44 0.48 0.41 0.48 0.41 0.48 0.41 0.48 0.41 0.48 0.41 0.48 0.41 0.44 0.41 0.45 <th< td=""><td></td><td></td><td></td><td>0.88</td><td>21413</td><td>2.56</td><td>0.88</td><td>-0.06</td><td></td><td>2088</td><td>2.70</td><td>0.88</td><td>-0.20</td><td>-0.23</td><td>4941</td><td>2.55</td><td>0.90</td><td>-0.05</td><td></td></th<>				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		
Line Line Line 1 Line Line Line Line Line Line Line Line	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		
Lifex Is a University of the standards University			0.10			0.03					0.31					0.08				
Fail 2000 First-Year 1013 2.74 0.08 2.82 0.91 0.021 -0.24 4888 2.88 0.01 0.07 0.05 Difference (Lunior- First Year) 0.22 0.08 0.08 0.23 0.23 0.05																				
Spin 2001 Junior 492 2.86 0.85 3.76 2.90 0.88 0.06 1052 3.18 0.86 0.22 0.20 1419 2.91 0.87 0.08 Difference (unior-Fint Vear) 0.12 2.91 0.80 3.16 0.80 0.23 0.23 0.23 0.24 0.25 0.26 4440 3.12 0.81 0.27 0.26 0	Developing your own values and ethical stan	dards																		
Difference (Junior- First Year) 0.2 0.08 0.08 0.03 0.03 0.03 Effect Size Understanding yourself> your abilities, interests, and personality 0.08 0.07 0.03 0.02 0.03 0.03 Difference (Junior- First Year) 0.22 21 0.80 0.05 0.02 0.01 0.26 0.02 0.03 0.02 0.03 Difference (Junior- First Year) 0.20 0.00 0.03 0.01 0.02 0.03 0.02 0.03 0.02 0.03 0.02 0.03 0.02 0.03 0.02 0.03 0.03 0.03 0.03 0.03 0.03 0.03 0.03 <td>Fall 2000 First-Year</td> <td>1013</td> <td>2.74</td> <td>0.90</td> <td>21406</td> <td>2.82</td> <td>0.91</td> <td>-0.08</td> <td></td> <td>2091</td> <td>2.95</td> <td>0.88</td> <td>-0.21</td> <td>-0.24</td> <td>4938</td> <td>2.88</td> <td>0.91</td> <td>-0.14</td> <td>-0.15</td>	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	
Lifter Stag Lifter Stag <thlifter stag<="" th=""> <thlifter stag<="" th=""></thlifter></thlifter>	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		
Understanding source (sour abilities, interest, and personality:	Difference (Junior- First Year)		0.22			0.08					0.23					0.03				
Fail 2000 First-Year 1012 2.91 0.80 21390 3.03 0.07 2.083 3.12 0.81 0.021 0.026 0.35 1.20 0.14 0.027 0.026 0.35 1.20 0.14 0.027 0.026 0.35 1.20 3.14 0.61 0.027 0.26 0.35 1.20 0.14 0.14 0.16 0.027 0.26 0.35 1.20 0.35 1.20 0.35 1.20 0.35 1.20 0.35 1.20 0.35 1.20 0.35 0.26 0.27 0.26 0.35 0.20 0.35 0.20 0.35 0.20 0.35 0.26 0.35	Effect Size																			
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 Effect Size 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.01 4936 3.09 0.61 -0.15 0.02 0.01 4936 3.09 0.61 -0.15 0.01 0.00 0.01 0.00 0.01 0.00 0.01 0.00 0.01 0.00 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.02 0.01 0.02 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.01 0.03 0.01 0.01 0.03 0.01 0.03 0.01 0.01 0.02 0.03 0.01 0.01 0.02 0.03 0.01 0.01 0.02 0.03 0.01 0.01 0.02 0.03 0.01 0.01 0.02 0.02 0.02 0.02 0.02 0.01 0.02	Understanding yourself your abilities, inte	erests, and per	rsonality																	
Difference (Lunior-First Year) 0.20 0.88 0.88 0.25 0.25 0.02 Effect Size 0.0100-First Year 493 2.97 0.80 2138 0.80 0.81 0.11 1050 0.09 0.81 0.09 0.01 1418 3.06 0.08 0.09 0.03 0.03 0.03 0.03 0.03 0.03 0.02 0.88 0.02 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.02 0.01 0.02 0.01 0.02 0.01 0.02	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	
Leffect Size Junior and the propie and the billy toget and we with different kinds of people Fail 2000 First-Year 1015 2.97 0.80 21383 3.02 0.84 -0.05 0.81 -0.05 0.86 0.84 -0.09 0.81 -0.12 14936 3.09 0.81 -0.12 0.03 0.01 1418 3.06 0.81 -0.03 0.01 0.03 0.01 1418 3.06 0.81 -0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.03 0.01 0.01	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		
Understanding other proper and the ability to get along with different kinds of parallelity. Year 0.81 0.81 0.61 <th co<="" td=""><td>Difference (Junior- First Year)</td><td></td><td>0.20</td><td></td><td></td><td>0.08</td><td></td><td></td><td></td><td></td><td>0.25</td><td></td><td></td><td></td><td></td><td>0.02</td><td></td><td></td><td></td></th>	<td>Difference (Junior- First Year)</td> <td></td> <td>0.20</td> <td></td> <td></td> <td>0.08</td> <td></td> <td></td> <td></td> <td></td> <td>0.25</td> <td></td> <td></td> <td></td> <td></td> <td>0.02</td> <td></td> <td></td> <td></td>	Difference (Junior- First Year)		0.20			0.08					0.25					0.02			
Fail 2000 Frist-Vear 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 11418 3.06 0.78 -0.03 -0.12 0.06 0.01 -0.03 -0.04 -0.01 -0.03 -0.01 -0.03 -0.01 -0.03 -0.01 -0.02 -0.01 -0.01 -0.02 -0.12 -0.01 -0.12 -0.01 -0.12 <th< td=""><td>Effect Size</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>	Effect Size																			
Spring 2001 Junior 493 2.97 0.82 3168 0.81 -0.11 1050 3.09 0.81 -0.12 1418 3.06 0.78 -0.09 Effect Size -0.00 -0.03 -0.02 -0.03 -0.02 -0.02 -0.03 -0.03 -0.03 -0.02	Understanding other people and the ability to	o get along wi	th different k	inds of peop	ple															
Difference (unior - First Year) 0.00 0.06 0.03 -0.03 Altify to function as a team member	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	
Leffect Size Control Control <thcontrol< th=""> Control Control<!--</td--><td>Spring 2001 Junior</td><td>493</td><td>2.97</td><td>0.82</td><td>3168</td><td>3.08</td><td>0.81</td><td>-0.11</td><td></td><td>1050</td><td>3.09</td><td>0.81</td><td>-0.12</td><td></td><td>1418</td><td>3.06</td><td>0.78</td><td>-0.09</td><td></td></thcontrol<>	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		
Addition of meetings of second cardination of the consequences of sparing 2001 Junior 491 2000 First-Year 1011 2.88 0.89 0.11 0.12 0.11 0.01 <th< td=""><td>Difference (Junior- First Year)</td><td></td><td>0.00</td><td></td><td></td><td>0.06</td><td></td><td></td><td></td><td></td><td>0.03</td><td></td><td></td><td></td><td></td><td>-0.03</td><td></td><td></td><td></td></th<>	Difference (Junior- First Year)		0.00			0.06					0.03					-0.03				
Fail 2000 First-Year 1011 2.69 0.89 21353 2.88 0.89 -0.19 2.07 0.88 -0.18 -0.20 4930 3.02 0.86 -0.33 -0.38 Spring 2001 Junior 493 0.24 0.11 0.44 -0.06 1052 2.90 0.90 0.03 1418 3.04 0.86 -0.11 -0.20 Developing cond multi habits and physical fitness - - - - - - - 0.88 -0.12 0.90 0.03 1418 3.04 0.81 -0.11 -0.12 -0.20 -0.20 - -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 -0.12 -0.12 4930 3.02 0.61 -0.12 -0.12 4930 -0.12 -0.12 4930 2.01 -0.12 -0.12	Effect Size																			
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 0.11 0.03 0.03 0.03 0.03 0.03 0.02 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.03 0.03 0.03 0.03 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.02 0.01 0.01 0.01 0.01 0.02 0.01 0.01 0.02 0.01 0.01 0.02 0.01 0.01 0.01 0.01 0.02 0.01 0.01 0.01 0.01 0.01 0.01 0.02 0.01 0.01 0.02 0.01 0.01 0.02 0.01 0.01 0.02 0.01 0.01 0.02 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01	Ability to function as a team member								_											
Difference (Junior- First Year) 0.24 0.11 0.03 0.03 0.02 Effect Size 0.01 0.02 0.02 0.02 0.02 Fail 2000 First-Year 1012 2.49 0.99 2.57 1.00 -0.08 2079 2.61 0.98 -0.12 4929 2.61 1.00 -0.62 -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 -0.02 -0.03 -0.02 -0.03	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	
Effect Size Developing good health habits and physical fitness: Developing good health habits and physical fitness: Pail 2000 First-Year 1012 2.49 0.99 21359 2.57 1.00 -0.12 4929 2.61 1.00 -0.12 6.0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 4929 2.61 1.00 -0.12 -0.12 40.12 -0.12 -0.12 -0.12 -0.12 -0.12 -0.12 -0.12 -0.10 -0.12 -0.12 -0.12 -0.14 -0.16 -0.16 -0.17 -0.14 -0.16 -0.17 -0.14	Spring 2001 Junior	493	2.93	0.86	3170	2.99	0.84	-0.06		1052	2.90	0.90	0.03		1418		0.81	-0.11		
Developing good health habits and physical fitness Fail 2000 First-Year 012 2.49 0.99 21359 2.57 1.00 -0.08 2079 2.61 0.98 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02 -0.12 4929 2.61 1.00 -0.02	Difference (Junior- First Year)		0.24			0.11					0.03					0.02				
Fail 2000 First-Year 1012 2.49 0.99 21359 2.57 1.00 -0.08 2079 2.61 0.98 -0.12 4929 2.61 1.00 -0.12 -0.12 500 -0.12 4929 2.61 1.00 -0.12 -0.12 -0.12 500 -0.02 -0.01 -0.01 -0.02 -0.03 -0.01 -0.01 -0.02 -0.02 -0.01 -0.01 -0.01 -0.01 -0.02 -0.01 -0.01 -0.01 -0	Effect Size																			
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 -0.02 -0.02 -0.02 -0.23 -0.23 -0.03 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.03 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.02 -0.03 -0.03 -0.03 -0.03 -0.03 -0.03 -0.03 -0.03 -0.11 2082 2.25 0.99 -0.08 4932 2.31 0.96 -0.14 -0.15 -0.16 0.21 0.21 0.03 1418 2.38 0.96 0.11 -0.15 -0.16 0.21 0.21 0.03 1418 2.38 0.96 0.11 -0.15 -0.16 -0.17 1303 0.03 1418	Developing good health habits and physical j	fitness																		
Difference (Junior - First Year) 0.02 -0.02 -0.02 -0.02 Effect Size -0.02 -0.02 -0.02 -0.02 -0.02 Understanding the nature of science and experimentation -0.11 2.082 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 -0.15 Difference (Junior - First Year) 0.32 0.04 -0.15 -0.16 2079 2.21 0.97 -0.08 4934 2.34 0.95 -0.21 -0.23 Understanding new scientific and technical developments -0.04 -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 0.15 0.17 -0.08 4934 2.34 0.95 -0.21 -0.22 0.17 <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>-0.12</td><td></td><td></td><td></td><td></td><td>-0.12</td></th<>														-0.12					-0.12	
Effect Size Understanding the nature of science and experimentation Fail 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 4118 2.38 0.96 0.14 -0.15 Difference (Junior- First Year) 0.32 0.04 - 0.21 0.07 - 0.07 -	Spring 2001 Junior	491		0.99	3167		0.98	-0.04		1052		1.02	0.13		1418		0.99	-0.08		
Understanding the nature of science and experimentation Fail 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) 0.34 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 Understanding new scientific and technical developments Effect Size 0.34 0.93 0.10 1052 2.38 1.03 0.03 1415 2.44 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 -0.22 -0.21 0.17			0.02			-0.02					-0.23					-0.02				
Fail 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 -0.15 -0.16 2079 2.21 0.97 -0.08 4932 2.31 0.96 0.14 -0.15 Understanding new scientific and technical developments - 0.34 -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 -0.021 -0.22 Spring 2001 Junior 493 2.41 0.93 10.3 0.03 0.16 0.16 -0.16																				
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 0.04 0.21 0.21 0.21 0.07 0.07 0.07 0.11 Understanding new scientific and technical developments 0.04 0.04 0.01 0.07 0.03 0.02 0.02 0.02 0.02 0.02 0.01 0.07 0.03 0.02 0.02 0.01 0.07 0.03 0.02 0.02 0.02 0.01 0.01 0.01 0.01 0.02 0.02 0.02 0.02 </td <td></td>																				
Difference (Junior- First Year) 0.32 0.04 0.15 0.21 0.07 Effect Size 0.34 0.34 0.16 0.27 0.21 0.97 -0.08 4934 2.34 0.95 -0.21 -0.22 Vinderstanding new scientific and technical developments 0.11 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 -0.22 -0.21 0.17 0.10 0.10 -0.10 -0.10 -0.10 -0.17 -0.10																			-0.15	
Effect Size 0.34 Understanding new scientific and technical developments 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 -0.22 -0.03 0.10 0.		494		0.95	3167		0.93	0.18	0.19	1052		1.03	0.03		1418		0.96	0.11		
Understanding new scientific and technical developments Fail 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 0.93 -0.12 -0.22 -0.24 2079 2.26 0.95 -0.16 -0.17 4931 2.37 0.93 -0.27 -0.29 Becoming aware of the consequences of applications in science and technology 2.13 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 -0.29 <td>· · · · · · · · · · · · · · · · · · ·</td> <td></td> <td></td> <td></td> <td></td> <td>0.04</td> <td></td> <td></td> <td></td> <td></td> <td>0.21</td> <td></td> <td></td> <td></td> <td></td> <td>0.07</td> <td></td> <td></td> <td></td>	· · · · · · · · · · · · · · · · · · ·					0.04					0.21					0.07				
Fail 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 -0.03 -0.22 -0.24 2079 2.26 0.95 -0.16 -0.17 4931 2.37 0.93 -0.27 -0.29 Becoming aware of the consequences of applications in science and technology - - -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 0.02 0.02 0.15			0.34																	
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 0.03 0.17 0.17 0.17 0.10 0.10 Effect Size	8	-	0.10	0.07	040.40	0.00	0.01		0.10	0070	0.01	0.07	0.00		400.1	0.01	0.07	0.04	0.00	
Difference (Junior- First Year) 0.28 0.03 0.17 0.10 Effect Size Becoming aware of the consequences of applications in science and technology 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 0.15 0.08									-0.16										-0.22	
Effect Size Becoming aware of the consequences of applications in science and technology 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 0.15 0.08		493		0.90	3167		0.93	0.10		1052		1.03	0.03		1415		0.95	-0.03		
Becoming aware of the consequences of applications in science and technology 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 0.08 0.08			0.28			0.03					0.17					0.10				
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 0.15 0.08																				
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														o :-	10- ·	o				
Difference (Junior- First Year) 0.27 0.03 0.15 0.08									-0.24					-0.17					-0.29	
		490		0.88	3165		0.92	0.02		1051		0.94	-0.04		1417		0.92	-0.08		
LITECT SIZE			0.27			0.03					0.15					0.08				
	Effect Size																			

		Truman		Comprehensive College & Univ TRU-CC		I-CCU	Selective	Liberal Arts (Colleges	TRU	J-SLA	General I	_iberal Arts C	olleges	TRU	-GLA		
	N	Mean	SD	N	Mean	SD	Mean Diff		N	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Ability to think analytically and logically																		
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																		
Quantitative thinking Understanding proba	bilities, prope	ortions, etc.						_										
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																		
Ability to put ideas together, to see relationshi	ps, similariti	es, and differ	ences betwe	een ideas				_										
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																		
Ability to learn on your own, pursue ideas, and	5 5																	
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																		
Gain: Adapting to Change																		
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) Effect Size		0.05			0.04					0.08					0.01			

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)

		Truman		Comprehe	ensive Colleg	e & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
-	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Number of textbooks/ assigned books	read																	
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																
Number of course packets read																		
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																
Number of non-assigned books read																		
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																
Number of essays exams written																		
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																
Number of term papers written																		
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 (<u>Truman Means</u> differ by 0.2 or more per 1997 CSEQ manual) Effect Size = Indicator of "practical significance" of the magnitude of the difference between 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 negati

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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRI	J-SLA	General	Liberal Arts	Colleges	TR	J-GLA
	N	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
How well college is liked																		
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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General	Liberal Arts	Colleges	TRI	J-GLA
-	Ν	Mean	SD	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size
Would attend same institution again																		
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		Comprehe	ensive Colle	ge & Univ	TRU	-CCU	Selective	Liberal Arts	Colleges	TRU	J-SLA	General I	Liberal Arts	Colleges	TRI	J-GLA
	Ν	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	N	Mean	SD	Mean Diff	Effect Size
Overall opinion of college Satisfa	ction Index	x																
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																		

Fall 2000 First-Year & Spring 2001 Junior StudentsGood Practice, Capacity for Lifelong Learning, Diversity Indicex, 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, <u>Truman Means</u> differ by 2.0 or more on Faculty Student Interaction, Peer Cooperation, and Lifelong Learning, 4.0 or more on Active Learning per 1997 CSEQ manual Effect Size = Indicator of "practical significance" of the magnitude of the difference between means Small = 0.2 to 0.5 (regular font, no shading)

Good Practice Indices																		
(Three Principles of Good Practice in		Truman		Comprehe	nsive Colleg	ge & Univ	TRU	CCU	Selective I	Liberal Arts	Colleges	TRU	-SLA	General L	iberal Arts (Colleges	TRU	-GLA
Undergraduate Education)	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	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		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) Effect Size		2.94																
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		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) Effect Size		1.57																
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		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) Effect Size		0.09																
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) Effect Size		-43.18																
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) Effect Size		28.09 1.39																
		1.59																

		Truman		Compreher	nsive Colleg	ge & Univ	TRU-	CCU	Selective	_iberal Arts	Colleges	TRU	-SLA	General L	iberal Arts	Colleges	TRU-C	GLA
	N	Mean	SD	N	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff	Effect Size	Ν	Mean	SD	Mean Diff E	ffect 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		-0.39	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	0.00	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																		

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 0.5Moderate = 0.5 to 0.8Large = 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
Reading, Writing, and Satisfaction Q.'s Number of textbooks/assigned books read	Effect Size Moderate Positive
Number of textbooks/assigned books read	Moderate Positive
Number of textbooks/assigned books read Number of course packets read	Moderate Positive Small Positive
Number of textbooks/assigned books read Number of course packets read Number of non-assigned books read	Moderate Positive Small Positive Small Positive
Number of textbooks/assigned books read Number of course packets read Number of non-assigned books read Number of essays exams written	Moderate Positive Small Positive Small Positive Small Positive
Number of textbooks/assigned books read Number of course packets read Number of non-assigned books read Number of essays exams written Number of term papers written	Moderate Positive Small Positive Small Positive Small Positive Small Positive

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

Gender

Effect Size

Positive = Truman Fall 2000 First-year Student Mean Greater
Negative = Truman Spring 2001 Junior Mean Greater
Significant Differences per 1997 CSEQ ManualSmall = 0.2 to 0.5
Moderate = 0.5 to 0.8
Large = Greater than 0.8Activity ScalesGenderEffect SizeCourse LearningMaleSmall Positive

Experiences with FacultyFemaleSmall PositiveClubs and OrganizationsMaleModerate PositiveFemaleLarge Positive

Environment Scales

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

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