



NSSE 2023

Engagement Indicators

Truman State University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with COPLAC	Your first-year students compared with Natl Liberal Arts	Your first-year students compared with NSSE 2022 & 2023
Academic Challenge	Higher-Order Learning	--	▽	--
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	--	△
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	△	--	--
	Effective Teaching Practices	--	▽	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	▽	▼	▼

Seniors

Theme	Engagement Indicator	Your seniors compared with COPLAC	Your seniors compared with Natl Liberal Arts	Your seniors compared with NSSE 2022 & 2023
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	▽	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	△	--	△
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	▲	--	△
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	--	▽	▽
	Supportive Environment	--	▼	▽

Academic Challenge: First-year students

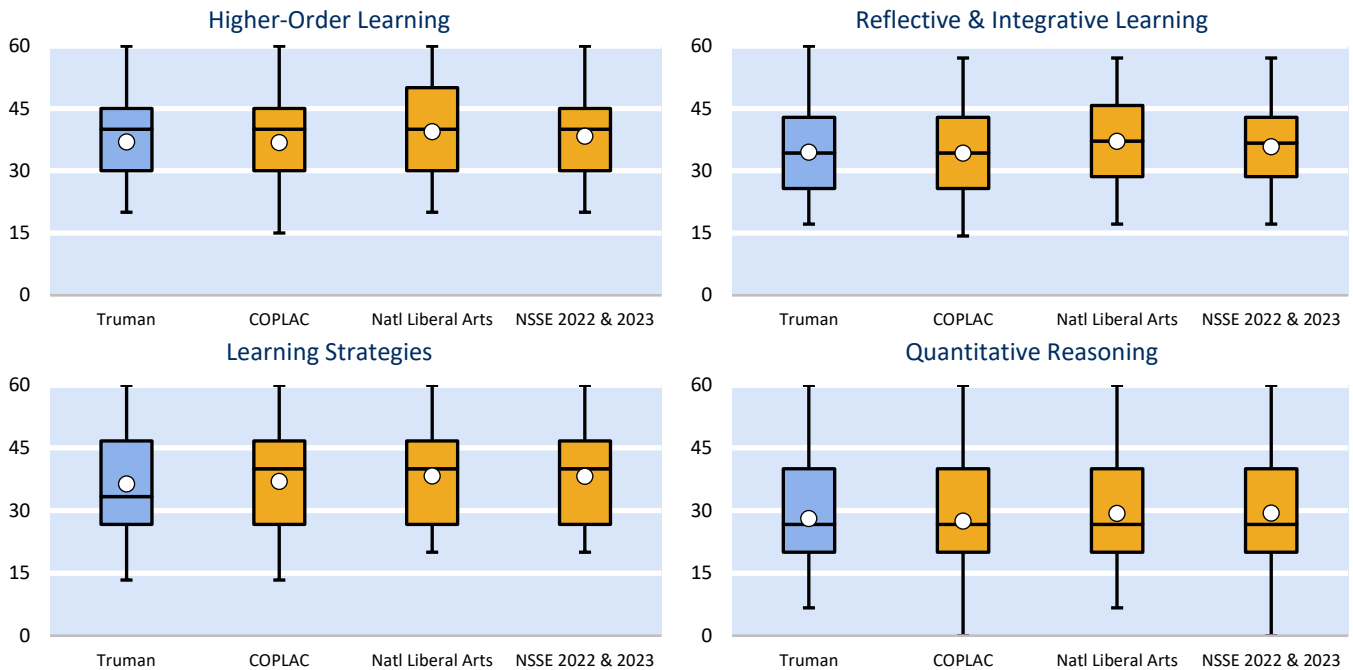
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC Mean	COPLAC Effect size	Natl Liberal Arts Mean	Natl Liberal Arts Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	36.9	36.8	.01	39.4 **	-.20	38.3	-.10
Reflective & Integrative Learning	34.5	34.3	.02	37.1 ***	-.22	35.8	-.11
Learning Strategies	36.4	36.9	-.04	38.3	-.14	38.2	-.13
Quantitative Reasoning	28.1	27.5	.04	29.3	-.08	29.4	-.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Truman	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	+1	-4	+0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	+2	-5	-1
4d. Evaluating a point of view, decision, or information source	61	-3	-10	-9
4e. Forming a new idea or understanding from various pieces of information	70	+3	-3	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53	+4	-3	-0
2b. Connected your learning to societal problems or issues	49	+0	-10	-4
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+2	-7	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	+3	-3	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	69	+1	-3	-2
2f. Learned something that changed the way you understand an issue or concept	64	-1	-6	-3
2g. Connected ideas from your courses to your prior experiences and knowledge	72	-3	-10	-6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	62	-8	-15	-11
9b. Reviewed your notes after class	61	-0	-2	-4
9c. Summarized what you learned in class or from course materials	62	-1	-2	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	-1	-2	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	39	+1	-4	-5
6c. Evaluated what others have concluded from numerical information	40	+2	-4	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

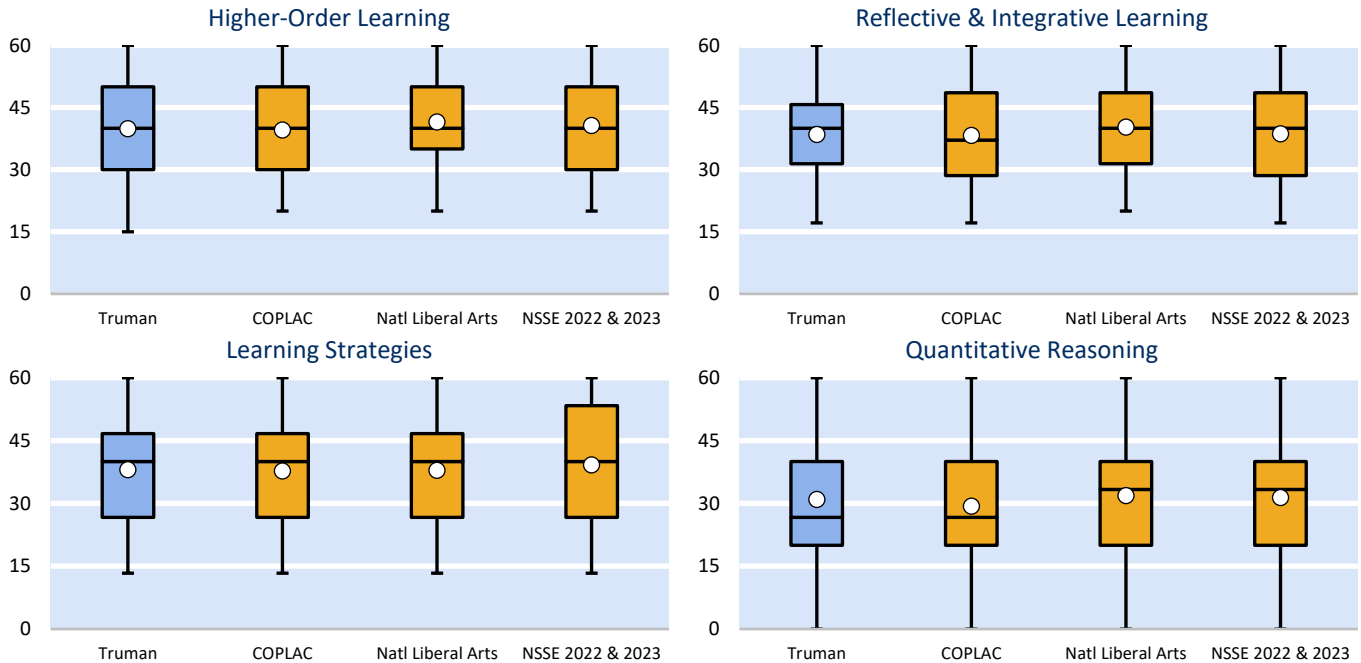
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC Mean	COPLAC Effect size	Natl Liberal Arts Mean	Natl Liberal Arts Effect size	NSSE 2022 & 2023 Mean	NSSE 2022 & 2023 Effect size
Higher-Order Learning	39.9	39.6	.02	41.5	-.12	40.7	-.06
Reflective & Integrative Learning	38.5	38.3	.02	40.3 *	-.15	38.7	-.01
Learning Strategies	38.1	37.7	.02	37.9	.01	39.2	-.07
Quantitative Reasoning	30.9	29.3	.10	31.8	-.05	31.4	-.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	Truman	Percentage point difference ^a between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	+3	-1	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	+4	-1	+2
4d. Evaluating a point of view, decision, or information source	73	+3	-2	+0
4e. Forming a new idea or understanding from various pieces of information	73	+3	-3	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	75	+6	+2	+6
2b. Connected your learning to societal problems or issues	64	+2	-5	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63	+8	-0	+7
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70	+5	+0	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+1	-2	-1
2f. Learned something that changed the way you understand an issue or concept	70	-0	-5	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-5	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	+0	-5	-1
9b. Reviewed your notes after class	59	+0	+4	-6
9c. Summarized what you learned in class or from course materials	63	+0	+1	-4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	57	+6	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4	-1	-2
6c. Evaluated what others have concluded from numerical information	51	+7	-1	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

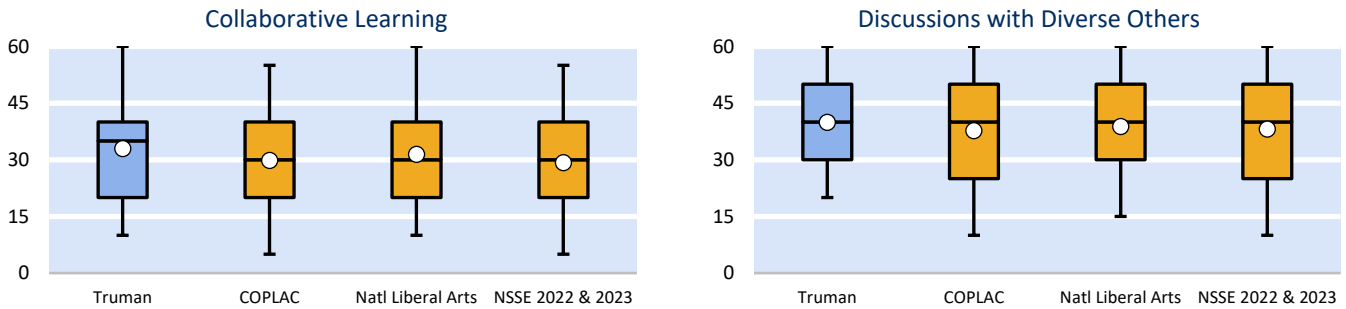
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.9	29.8 ***	.22	31.5	.11	29.2 ***	.25
Discussions with Diverse Others	39.8	37.7 *	.14	38.8	.07	38.1	.11

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Performance on Indicator Items

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Collaborative Learning	Truman %	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	50	+4	+2	+6
1c. Explained course material to one or more students	57	+8	+3	+9
1d. Prepared for exams by discussing or working through course material with other students	49	+8	+4	+8
1e. Worked with other students on course projects or assignments	61	+11	+7	+11
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	70	+1	-0	+1
8b. People from economic backgrounds other than your own	79	+10	+6	+9
8c. People with religious beliefs other than your own	74	+9	+11	+10
8d. People with political views other than your own	64	+7	+6	+5

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Learning with Peers: Seniors

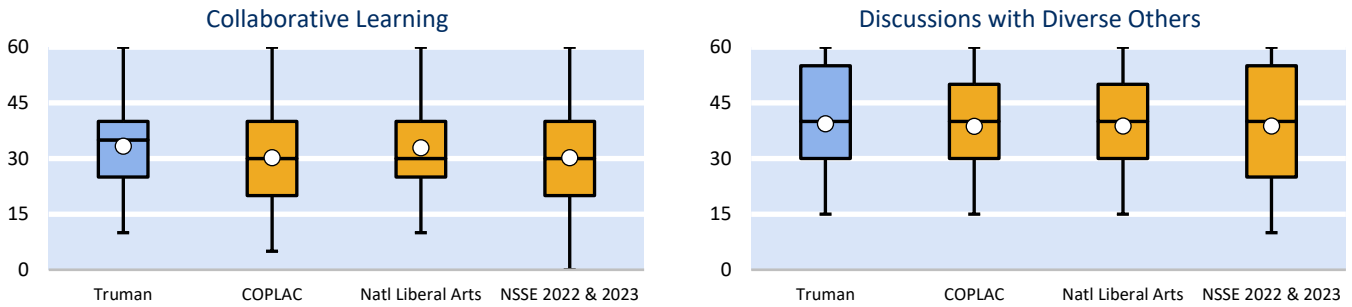
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC		Nat'l Liberal Arts		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	30.3 ***	.20	32.9	.03	30.3 ***	.19
Discussions with Diverse Others	39.4	38.7	.05	38.8	.04	38.8	.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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Collaborative Learning	Truman %	Percentage point difference ^a between your seniors and		
		COPLAC	Nat'l Liberal Arts	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1b. Asked another student to help you understand course material	48	+8	+3	+7
1c. Explained course material to one or more students	60	+8	+1	+8
1d. Prepared for exams by discussing or working through course material with other students	46	+7	+1	+6
1e. Worked with other students on course projects or assignments	69	+8	+4	+9
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of races or ethnicities other than your own	64	-6	-5	-6
8b. People from economic backgrounds other than your own	68	-1	-5	-2
8c. People with religious beliefs other than your own	72	+7	+10	+7
8d. People with political views other than your own	69	+11	+10	+8

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Experiences with Faculty: First-year students

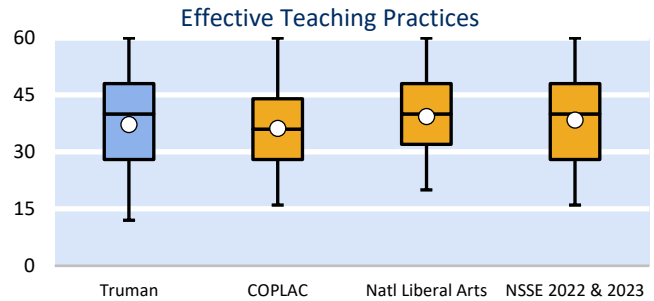
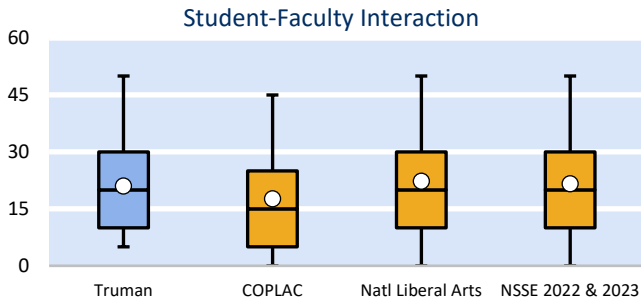
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.0	17.6 ***	.22	22.3	-.09	21.6	-.04
Effective Teaching Practices	37.2	36.2	.08	39.3 *	-.17	38.4	-.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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Student-Faculty Interaction	Truman %	Percentage point difference ^a between your FY students and			
		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023	
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
3a. Talked about career plans with a faculty member	36	+7	-0	-2	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	+8	+3	+3	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	-0	-8	-5	
3d. Discussed your academic performance with a faculty member	25	+0	-7	-7	
<i>Effective Teaching Practices</i>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	77	+3	-3	+0	
5b. Taught course sessions in an organized way	73	+3	-5	-0	
5c. Used examples or illustrations to explain difficult points	70	-2	-7	-4	
5d. Provided feedback on a draft or work in progress	62	+6	-3	-2	
5e. Provided prompt and detailed feedback on tests or completed assignments	59	+6	-4	-1	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Experiences with Faculty: Seniors

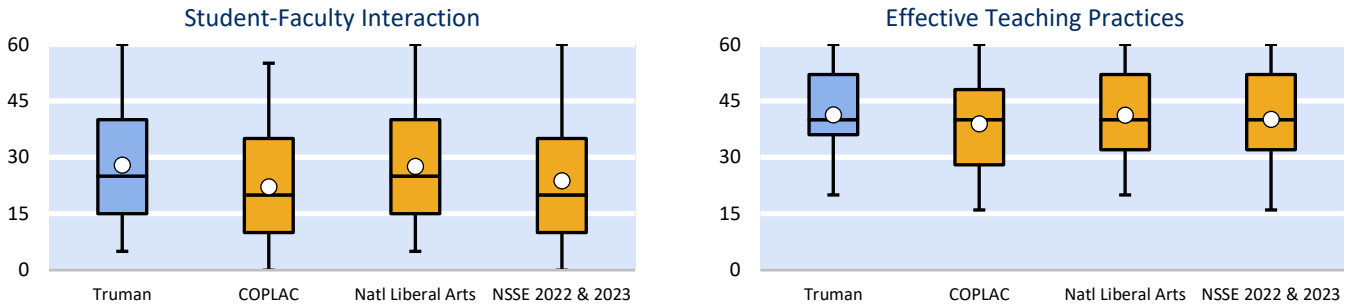
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.9	22.1 ***	.36	27.5	.02	23.7 ***	.25
Effective Teaching Practices	41.3	38.8 **	.17	41.1	.01	40.0	.09

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *p < .05, **p < .01, ***p < .001 (2-tailed).

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		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	51	+14	+2	+9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	35	+9	-0	+8
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	+8	-4	+6
3d. Discussed your academic performance with a faculty member	42	+13	+6	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	+5	+2	+4
5b. Taught course sessions in an organized way	84	+8	+3	+8
5c. Used examples or illustrations to explain difficult points	83	+9	+3	+7
5d. Provided feedback on a draft or work in progress	66	+8	-1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+9	+3	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

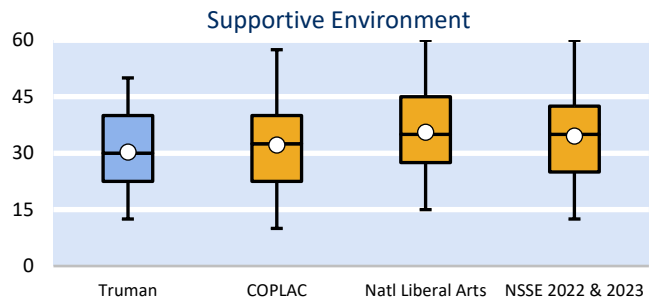
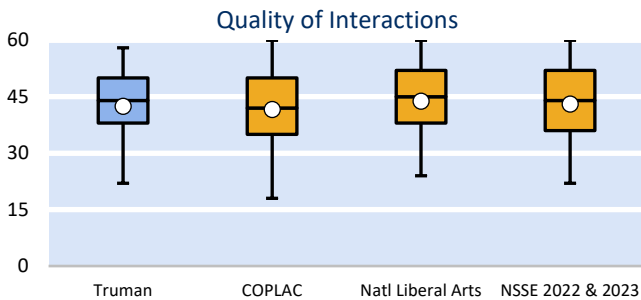
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your first-year students compared with					
		COPLAC		Natl Liberal Arts		NSSE 2022 & 2023	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.4	41.7	.07	43.9	-.13	43.0	-.05
Supportive Environment	30.4	32.2 *	-.14	35.6 ***	-.41	34.6 ***	-.31

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Truman	Percentage point difference ^a between your FY students and		
		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+10	+5	+8
13b. Academic advisors	37	-11	-17	-17
13c. Faculty	53	+7	-4	+1
13d. Student services staff (career services, student activities, housing, etc.)	43	-2	-5	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	+1	-4	-2
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	61	-4	-14	-10
14c. Using learning support services (tutoring services, writing center, etc.)	58	-10	-17	-14
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	51	-3	-8	-8
14e. Providing opportunities to be involved socially	73	+10	+2	+5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	49	-11	-17	-16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	22	-8	-14	-17
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	+2	-7	-2
14i. Attending events that address important social, economic, or political issues	32	-9	-20	-13

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

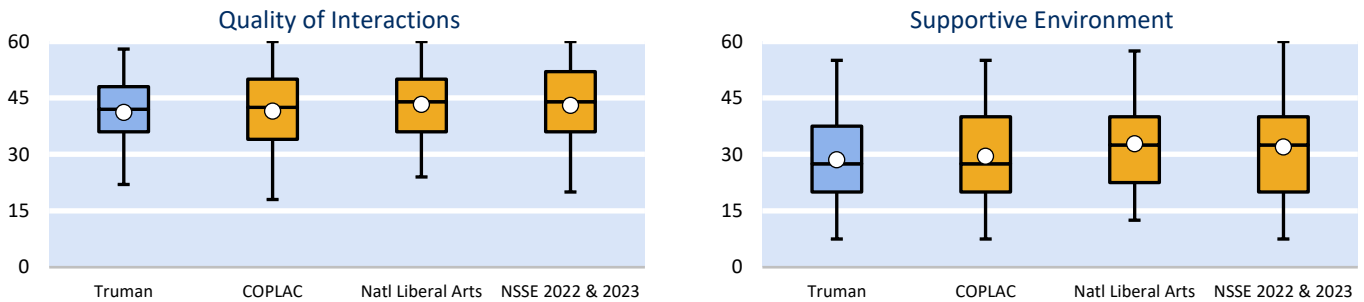
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Truman Mean	Your seniors compared with					
		COPLAC		Natl Liberal Arts		NSSE 2022 & 2023	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.2	41.5	-.03	43.3 **	-.19	43.0 *	-.15
Supportive Environment	28.6	29.5	-.06	32.8 ***	-.32	32.0 ***	-.23

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Truman	Percentage point difference ^a between your seniors and		
		COPLAC	Natl Liberal Arts	NSSE 2022 & 2023
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	64	+8	+7	+6
13b. Academic advisors	44	-4	-14	-10
13c. Faculty	53	+1	-10	-5
13d. Student services staff (career services, student activities, housing, etc.)	34	-7	-8	-12
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-2	-4	-8
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	57	-2	-14	-11
14c. Using learning support services (tutoring services, writing center, etc.)	53	-4	-15	-12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	48	-0	-3	-6
14e. Providing opportunities to be involved socially	65	+7	-2	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	42	-9	-15	-16
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	17	-6	-11	-15
14h. Attending campus activities and events (performing arts, athletic events, etc.)	52	+2	-8	-2
14i. Attending events that address important social, economic, or political issues	30	-9	-17	-10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2022 and 2023 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2022 and 2023 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Truman Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	36.9	39.5 **	-.20		42.2 ***	-.42	
Academic	Reflective and Integrative Learning	34.5	37.2 ***	-.23		39.8 ***	-.46	
Challenge	Learning Strategies	36.4	39.8 ***	-.24		42.8 ***	-.46	
	Quantitative Reasoning	28.1	30.7 *	-.17		33.4 ***	-.35	
Learning	Collaborative Learning	32.9	33.2	-.02	✓	36.5 ***	-.26	
with Peers	Discussions with Diverse Others	39.8	40.5	-.05	✓	43.6 ***	-.27	
Experiences	Student-Faculty Interaction	21.0	25.4 ***	-.29		29.3 ***	-.54	
with Faculty	Effective Teaching Practices	37.2	40.1 **	-.22		43.3 ***	-.46	
Campus	Quality of Interactions	42.4	45.2 ***	-.25		48.1 ***	-.47	
Environment	Supportive Environment	30.4	36.8 ***	-.49		39.6 ***	-.73	

Seniors

Theme	Engagement Indicator	Truman Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.9	42.1 *	-.16		44.7 ***	-.37	
Academic	Reflective and Integrative Learning	38.5	40.6 *	-.17		43.1 ***	-.38	
Challenge	Learning Strategies	38.1	40.9 **	-.20		43.6 ***	-.39	
	Quantitative Reasoning	30.9	32.7	-.10		36.3 ***	-.33	
Learning	Collaborative Learning	33.4	34.7	-.09	✓	38.1 ***	-.35	
with Peers	Discussions with Diverse Others	39.4	41.1	-.11		43.9 ***	-.31	
Experiences	Student-Faculty Interaction	27.9	29.6	-.11		34.3 ***	-.40	
with Faculty	Effective Teaching Practices	41.3	42.1	-.06	✓	44.7 ***	-.26	
Campus	Quality of Interactions	41.2	45.4 ***	-.35		47.9 ***	-.53	
Environment	Supportive Environment	28.6	34.5 ***	-.41		37.7 ***	-.65	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all current- and prior-year institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Truman (N = 231)	36.9	12.9	.85	20	30	40	45	60				
COPLAC	36.8	13.4	.20	15	30	40	45	60	4,543	.2	.851	.013
Natl Liberal Arts	39.4	12.7	.11	20	30	40	50	60	14,605	-2.5	.003	-.196
NSSE 2022 & 2023	38.3	13.3	.03	20	30	40	45	60	242,395	-1.4	.119	-.103
Top 50%	39.5	13.2	.03	20	30	40	50	60	155,929	-2.6	.003	-.197
Top 10%	42.2	12.8	.09	20	35	40	55	60	19,115	-5.3	.000	-.415
Reflective & Integrative Learning												
Truman (N = 245)	34.5	12.1	.77	17	26	34	43	60				
COPLAC	34.3	12.2	.18	14	26	34	43	57	5,003	.2	.773	.019
Natl Liberal Arts	37.1	11.9	.10	17	29	37	46	57	15,868	-2.6	.001	-.217
NSSE 2022 & 2023	35.8	12.2	.02	17	29	37	43	57	265,130	-1.3	.089	-.109
Top 50%	37.2	12.0	.03	20	29	37	46	60	146,491	-2.8	.000	-.231
Top 10%	39.8	11.8	.09	20	31	40	49	60	19,262	-5.4	.000	-.455
Learning Strategies												
Truman (N = 214)	36.4	14.7	1.00	13	27	33	47	60				
COPLAC	36.9	13.9	.22	13	27	40	47	60	4,178	-.6	.570	-.040
Natl Liberal Arts	38.3	13.5	.12	20	27	40	47	60	219	-1.9	.063	-.140
NSSE 2022 & 2023	38.2	13.9	.03	20	27	40	47	60	223,319	-1.8	.061	-.128
Top 50%	39.8	13.9	.04	20	27	40	53	60	213	-3.4	.001	-.243
Top 10%	42.8	14.0	.09	20	33	40	60	60	26,299	-6.4	.000	-.457
Quantitative Reasoning												
Truman (N = 216)	28.1	15.2	1.03	7	20	27	40	60				
COPLAC	27.5	15.4	.24	0	20	27	40	60	4,238	.6	.575	.039
Natl Liberal Arts	29.3	15.2	.13	7	20	27	40	60	13,749	-1.2	.239	-.081
NSSE 2022 & 2023	29.4	15.5	.03	0	20	27	40	60	227,248	-1.3	.205	-.086
Top 50%	30.7	15.3	.04	7	20	27	40	60	152,470	-2.6	.013	-.170
Top 10%	33.4	15.4	.10	7	20	33	40	60	24,648	-5.3	.000	-.346
Learning with Peers												
Collaborative Learning												
Truman (N = 266)	32.9	14.7	.90	10	20	35	40	60				
COPLAC	29.8	14.4	.20	5	20	30	40	55	5,489	3.1	.001	.218
Natl Liberal Arts	31.5	13.8	.11	10	20	30	40	60	17,144	1.5	.086	.106
NSSE 2022 & 2023	29.2	15.0	.03	5	20	30	40	55	288,522	3.7	.000	.247
Top 50%	33.2	13.9	.03	10	25	35	40	60	170,478	-.3	.718	-.022
Top 10%	36.5	13.7	.07	15	25	35	45	60	34,454	-3.6	.000	-.264
Discussions with Diverse Others												
Truman (N = 212)	39.8	13.5	.93	20	30	40	50	60				
COPLAC	37.7	15.8	.25	10	25	40	50	60	243	2.2	.025	.138
Natl Liberal Arts	38.8	14.4	.12	15	30	40	50	60	219	1.0	.263	.073
NSSE 2022 & 2023	38.1	15.8	.03	10	25	40	50	60	212	1.7	.062	.110
Top 50%	40.5	14.8	.04	20	30	40	55	60	212	-.7	.463	-.046
Top 10%	43.6	13.9	.11	20	35	40	60	60	217	-3.8	.000	-.273

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Truman (N = 234)	21.0	13.7	.89	5	10	20	30	50				
COPLAC	17.6	15.0	.22	0	5	15	25	45	263	3.3	.000	.223
Natl Liberal Arts	22.3	14.8	.12	0	10	20	30	50	242	-1.3	.156	-.087
NSSE 2022 & 2023	21.6	15.1	.03	0	10	20	30	50	234	-.6	.500	-.040
Top 50%	25.4	15.3	.05	5	15	25	35	60	235	-4.4	.000	-.287
Top 10%	29.3	15.3	.14	5	20	25	40	60	245	-8.3	.000	-.541
Effective Teaching Practices												
Truman (N = 227)	37.2	13.2	.88	12	28	40	48	60				
COPLAC	36.2	13.3	.20	16	28	36	44	60	4,534	1.0	.263	.076
Natl Liberal Arts	39.3	12.6	.10	20	32	40	48	60	14,570	-2.1	.012	-.169
NSSE 2022 & 2023	38.4	13.3	.03	16	28	40	48	60	241,370	-1.2	.190	-.087
Top 50%	40.1	13.5	.04	16	32	40	52	60	108,036	-2.9	.001	-.217
Top 10%	43.3	13.3	.11	20	36	44	56	60	14,257	-6.1	.000	-.455
Campus Environment												
Quality of Interactions												
Truman (N = 192)	42.4	10.4	.75	22	38	44	50	58				
COPLAC	41.7	11.9	.21	18	35	42	50	60	221	.8	.322	.065
Natl Liberal Arts	43.9	10.7	.10	24	38	45	52	60	12,579	-1.4	.065	-.134
NSSE 2022 & 2023	43.0	11.8	.03	22	36	44	52	60	191	-.6	.429	-.050
Top 50%	45.2	11.5	.04	24	38	46	54	60	192	-2.8	.000	-.246
Top 10%	48.1	12.1	.10	24	42	50	60	60	197	-5.7	.000	-.473
Supportive Environment												
Truman (N = 194)	30.4	11.5	.83	13	23	30	40	50				
COPLAC	32.2	13.6	.22	10	23	33	40	58	221	-1.9	.031	-.137
Natl Liberal Arts	35.6	12.9	.11	15	28	35	45	60	13,146	-5.2	.000	-.408
NSSE 2022 & 2023	34.6	13.5	.03	13	25	35	43	60	193	-4.2	.000	-.312
Top 50%	36.8	13.1	.04	15	28	38	45	60	94,266	-6.4	.000	-.491
Top 10%	39.6	12.8	.12	20	30	40	50	60	11,300	-9.3	.000	-.728

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
 e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
 g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Truman (N = 223)	39.9	13.9	.93	15	30	40	50	60				
COPLAC	39.6	13.5	.21	20	30	40	50	60	4,408	.3	.726	.024
Natl Liberal Arts	41.5	12.9	.12	20	35	40	50	60	11,491	-1.6	.070	-.123
NSSE 2022 & 2023	40.7	13.8	.03	20	30	40	50	60	257,604	-.8	.405	-.056
Top 50%	42.1	13.7	.04	20	35	40	55	60	119,872	-2.2	.018	-.158
Top 10%	44.7	12.8	.12	20	40	45	60	60	11,666	-4.8	.000	-.375
Reflective & Integrative Learning												
Truman (N = 233)	38.5	12.7	.83	17	31	40	46	60				
COPLAC	38.3	12.6	.19	17	29	37	49	60	4,697	.3	.768	.020
Natl Liberal Arts	40.3	12.2	.11	20	31	40	49	60	12,176	-1.8	.027	-.147
NSSE 2022 & 2023	38.7	12.9	.02	17	29	40	49	60	274,980	-.2	.852	-.012
Top 50%	40.6	12.5	.04	20	31	40	51	60	108,640	-2.1	.011	-.167
Top 10%	43.1	11.8	.11	23	34	43	54	60	11,224	-4.6	.000	-.385
Learning Strategies												
Truman (N = 213)	38.1	14.7	1.01	13	27	40	47	60				
COPLAC	37.7	14.6	.23	13	27	40	47	60	4,128	.3	.737	.024
Natl Liberal Arts	37.9	14.1	.14	13	27	40	47	60	10,856	.2	.831	.015
NSSE 2022 & 2023	39.2	14.6	.03	13	27	40	53	60	242,247	-1.1	.275	-.075
Top 50%	40.9	14.5	.04	20	33	40	53	60	128,379	-2.9	.004	-.199
Top 10%	43.6	14.1	.10	20	33	40	60	60	18,839	-5.5	.000	-.390
Quantitative Reasoning												
Truman (N = 215)	30.9	16.9	1.15	0	20	27	40	60				
COPLAC	29.3	16.7	.27	0	20	27	40	60	4,175	1.7	.156	.099
Natl Liberal Arts	31.8	16.7	.16	0	20	33	40	60	10,985	-.9	.458	-.051
NSSE 2022 & 2023	31.4	16.6	.03	0	20	33	40	60	245,571	-.4	.694	-.027
Top 50%	32.7	16.5	.04	7	20	33	40	60	150,656	-1.7	.124	-.105
Top 10%	36.3	16.2	.15	7	20	40	47	60	12,294	-5.3	.000	-.328
Learning with Peers												
Collaborative Learning												
Truman (N = 244)	33.4	13.4	.86	10	25	35	40	60				
COPLAC	30.3	15.2	.22	5	20	30	40	60	276	3.1	.001	.205
Natl Liberal Arts	32.9	14.4	.13	10	25	30	40	60	12,770	.4	.637	.031
NSSE 2022 & 2023	30.3	16.0	.03	0	20	30	40	60	243	3.1	.000	.194
Top 50%	34.7	14.2	.04	10	25	35	45	60	120,388	-1.3	.139	-.095
Top 10%	38.1	13.6	.11	15	30	40	50	60	16,541	-4.7	.000	-.348
Discussions with Diverse Others												
Truman (N = 214)	39.4	14.8	1.01	15	30	40	55	60				
COPLAC	38.7	15.3	.24	15	30	40	50	60	4,155	.7	.500	.047
Natl Liberal Arts	38.8	14.4	.14	15	30	40	50	60	10,890	.6	.553	.041
NSSE 2022 & 2023	38.8	16.2	.03	10	25	40	55	60	243,472	.6	.589	.037
Top 50%	41.1	15.6	.04	15	30	40	55	60	132,388	-1.7	.121	-.106
Top 10%	43.9	14.8	.12	20	35	45	60	60	14,304	-4.5	.000	-.306

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Truman (N = 228)	27.9	15.3	1.01	5	15	25	40	60				
COPLAC	22.1	16.2	.25	0	10	20	35	55	4,550	5.8	.000	.356
Natl Liberal Arts	27.5	16.0	.15	5	15	25	40	60	11,811	.4	.737	.022
NSSE 2022 & 2023	23.7	16.5	.03	0	10	20	35	60	265,529	4.1	.000	.250
Top 50%	29.6	16.2	.07	5	20	30	40	60	57,727	-1.7	.110	-.106
Top 10%	34.3	15.8	.20	10	20	35	45	60	6,801	-6.4	.000	-.404
Effective Teaching Practices												
Truman (N = 220)	41.3	12.3	.83	20	36	40	52	60				
COPLAC	38.8	14.0	.22	16	28	40	48	60	251	2.4	.005	.173
Natl Liberal Arts	41.1	12.9	.12	20	32	40	52	60	11,448	.1	.883	.010
NSSE 2022 & 2023	40.0	14.1	.03	16	32	40	52	60	220	1.2	.141	.087
Top 50%	42.1	13.8	.05	20	32	40	56	60	221	-.9	.289	-.064
Top 10%	44.7	13.4	.11	20	36	44	56	60	228	-3.4	.000	-.257
Campus Environment												
Quality of Interactions												
Truman (N = 201)	41.2	10.8	.76	22	36	42	48	58				
COPLAC	41.5	12.4	.21	18	34	43	50	60	232	-.3	.685	-.026
Natl Liberal Arts	43.3	11.0	.11	24	36	44	50	60	10,293	-2.1	.008	-.190
NSSE 2022 & 2023	43.0	12.4	.03	20	36	44	52	60	200	-1.9	.016	-.150
Top 50%	45.4	12.1	.04	22	38	48	55	60	201	-4.2	.000	-.346
Top 10%	47.9	12.5	.08	22	40	50	60	60	204	-6.7	.000	-.535
Supportive Environment												
Truman (N = 205)	28.6	12.9	.90	8	20	28	38	55				
COPLAC	29.5	14.0	.23	8	20	28	40	55	230	-.9	.337	-.064
Natl Liberal Arts	32.8	13.2	.13	13	23	33	40	58	10,651	-4.2	.000	-.320
NSSE 2022 & 2023	32.0	14.5	.03	8	20	33	40	60	204	-3.4	.000	-.233
Top 50%	34.5	14.3	.05	10	25	35	45	60	205	-5.9	.000	-.415
Top 10%	37.7	13.9	.15	15	28	38	48	60	215	-9.1	.000	-.652

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.



NSSE 2023

High-Impact Practices

Truman State University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices has the potential to be very influential and rewarding (Kilgo et al., 2015; Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience

Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Social Identities and Experiences (p. 6-End)

Displays your students' participation in each HIP by selected student social identities and experiences.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It is equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table beginning on page 6 provides an initial look at how HIP participation varies by selected student social identities and experiences. Your NSSE Tableau dashboard and Report Builder (released in the fall) offer further perspectives on internal variation to help you investigate your students' HIP participation in depth.

Kilgo, C. A., Sheets, J. K. E., & Pascarella, E. T. (2015). The link between high-impact practices and student learning: Some longitudinal evidence. *Higher Education*, 69, 509-525.

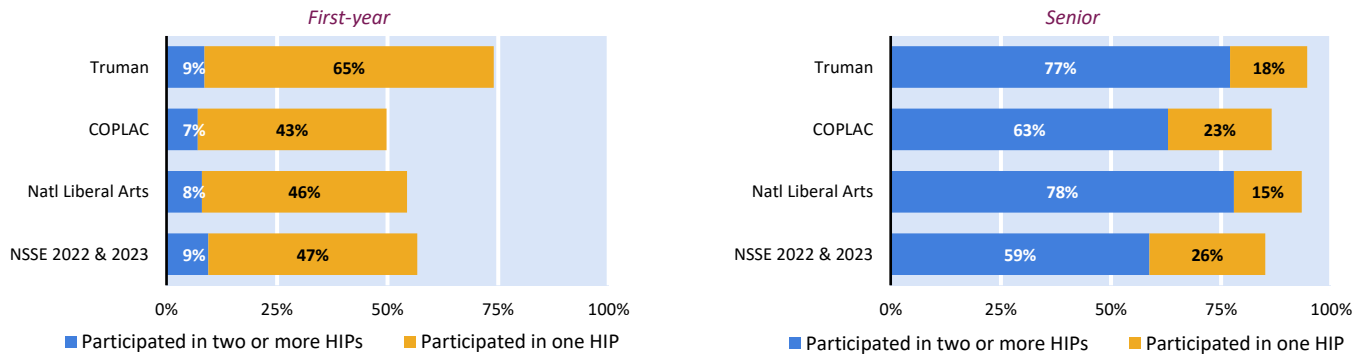
Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Indiana University Center for Postsecondary Research.

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.

Overall HIP Participation

The figures below display the level of participation of students in High-Impact Practices. Both figures include participation in service-learning, learning communities, and research with faculty. The senior figure also includes participation in internships or field experiences, study abroad, and culminating senior experiences. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	Truman	COPLAC		Natl Liberal Arts		NSSE 2022 & 2023	
	%	Difference ^a	ES ^b	Difference ^a	ES ^b	Difference ^a	ES ^b
First-year							
Service-Learning	73	+28	*** .58	+24	*** .49	+22	*** .45
Learning Community	7	-2	-.07	-1	-.05	-4	-.14
Research with Faculty	6	+2	.10	-0	.00	+1	.02
Participated in at least one	74	+24	*** .50	+20	*** .41	+17	*** .37
Participated in two or more	9	+1	.06	+1	.02	-1	-.03
Senior							
Service-Learning	66	+10	** .20	+5	.10	+7	* .14
Learning Community	21	-1	-.03	-5	-.12	-1	-.03
Research with Faculty	35	+8	* .18	-6	-.12	+12	*** .28
Internship or Field Exp.	51	-2	-.04	-11	*** -.23	+3	.07
Study Abroad	8	+1	.06	-12	*** -.35	-0	-.01
Culminating Senior Exp.	74	+27	*** .57	+8	* .17	+28	*** .59
Participated in at least one	95	+8	*** .28	+1	.05	+10	*** .33
Participated in two or more	77	+14	*** .31	-1	-.02	+18	*** .40

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018).

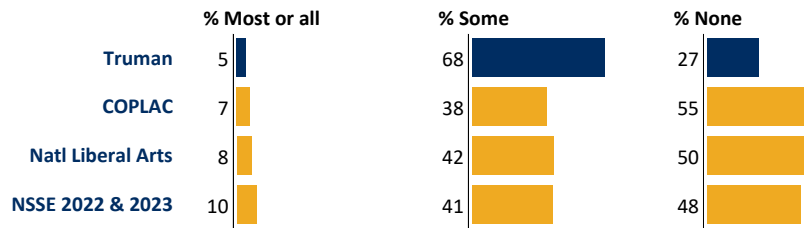
p* < .05, *p* < .01, ****p* < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "done or in progress" except for service-learning which is the percentage who responded that at least "some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First-year students

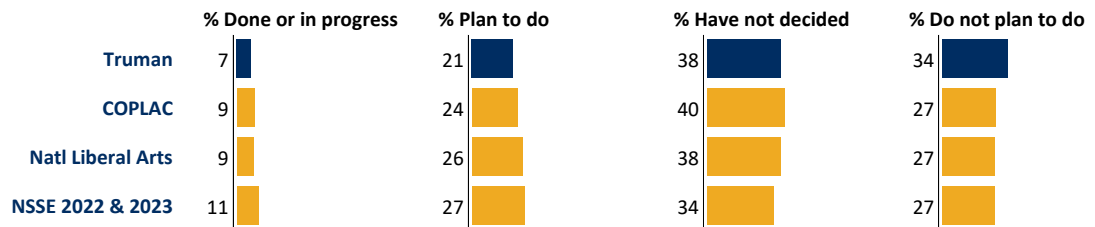
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



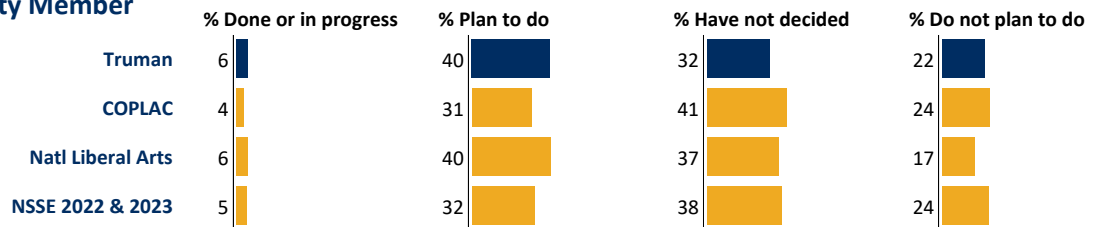
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Research with a Faculty Member

Work with a faculty member on a research project.



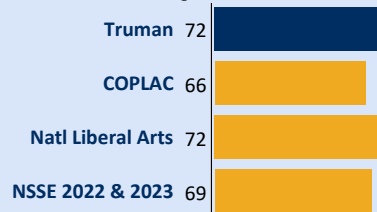
Plans to Participate^a

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

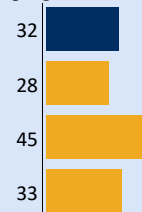
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



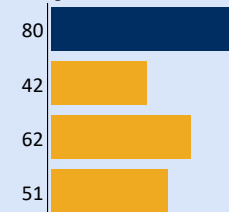
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



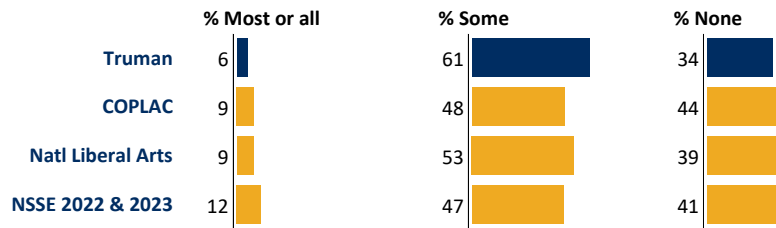
a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

Seniors

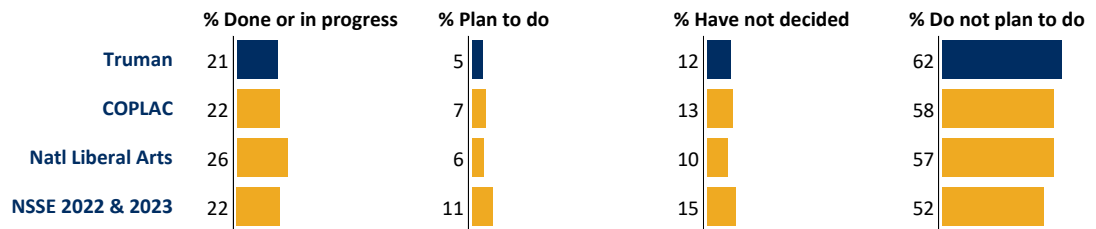
Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



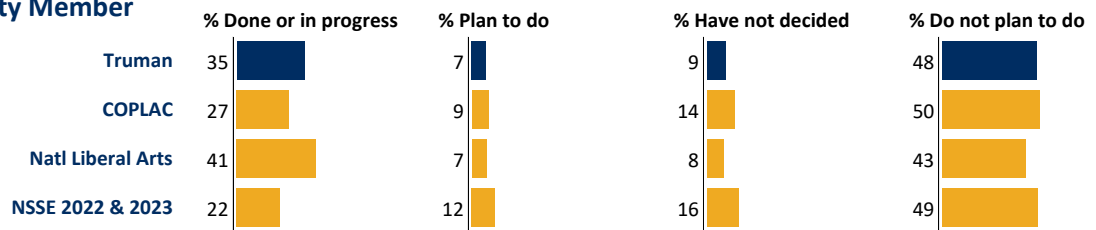
Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



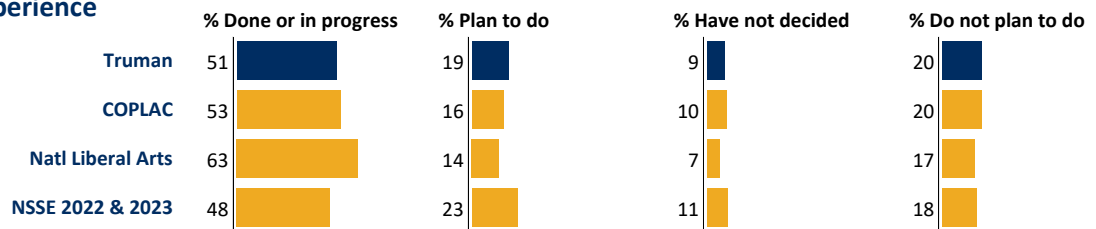
Research with a Faculty Member

Work with a faculty member on a research project.



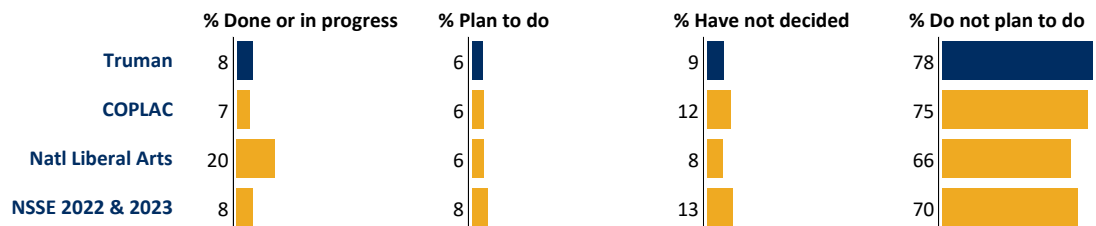
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



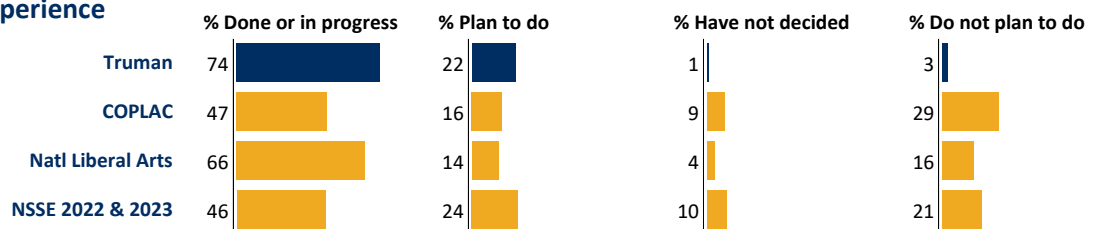
Study Abroad

Participate in a study abroad program.



Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).



Note: Results weighted by institution-reported sex (including "Another" and "Unknown" when provided) and enrollment status (and institutional size for comparison groups).

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	First-year						Senior											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
Major category ^a	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Arts & humanities	22/28	79	0/28	0	2/28	7	25/37	68	4/37	11	11/36	31	16/37	43	2/36	6	29/37	78
Bio. sci., agric., and natural res.	22/25	88	2/25	8	4/25	16	14/24	58	6/24	25	11/24	46	11/24	46	2/24	8	20/24	83
Physical sci., math, computer sci.	17/24	71	2/24	8	1/24	4	6/12	50	2/12	17	3/12	25	6/12	50	1/12	8	7/12	58
Social sciences	18/30	60	1/30	3	1/30	3	16/29	55	2/29	7	16/29	55	10/29	34	1/29	3	22/29	76
Business	16/23	70	2/23	9	0/23	0	17/26	65	6/26	23	3/26	12	14/26	54	5/26	19	21/26	81
Communications, media, public rel.	2/4	50	0/4	0	0/4	0	4/7	57	0/7	0	3/7	43	4/7	57	0/7	0	6/7	86
Education	9/11	82	2/11	18	1/11	9	5/8	63	2/8	25	4/8	50	3/8	38	1/8	13	8/8	100
Engineering	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Health professions	31/39	79	5/39	13	3/39	8	36/49	73	18/49	37	15/49	31	35/49	71	2/49	4	30/49	61
Social service professions	2/3	67	0/3	0	0/3	0	4/6	67	1/6	17	2/6	33	4/6	67	0/6	0	5/6	83
Undecided/undeclared	5/6	83	0/6	0	0/6	0	0/0		0/0		0/0		0/0		0/0		0/0	
Transfer status	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Started here	128/173	74	10/173	6	9/173	5	104/162	64	33/162	20	55/161	34	89/162	55	14/161	9	122/162	75
Started elsewhere	13/18	72	4/18	22	3/18	17	25/39	64	8/39	21	13/39	33	15/39	38	1/39	3	26/39	67
Enrollment status ^b	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Not full-time	2/3	67	0/3	0	0/3	0	3/7	43	0/7	0	0/7	0	2/7	29	0/7	0	4/7	57
Full-time	146/198	74	15/204	7	13/204	6	136/204	67	44/205	21	73/203	36	109/206	53	17/203	8	153/204	75
First-generation ^c	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Continuing generation	106/144	74	11/144	8	9/144	6	99/156	63	32/156	21	57/155	37	77/156	49	11/155	7	116/156	74
First-generation	30/41	73	2/41	5	3/41	7	29/43	67	9/43	21	11/43	26	26/43	60	4/43	9	32/43	74
I prefer not to respond	4/5	80	1/5	20	0/5	0	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	0/2	0
Race/ethnicity ^d	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Asian	9/12	75	1/12	8	1/12	8	12/16	75	3/16	19	4/16	25	8/16	50	4/16	25	10/16	63
Black or African American	8/11	73	0/11	0	0/11	0	7/9	78	2/9	22	4/9	44	3/9	33	0/9	0	5/9	56
Hispanic, Latina/o, Latine, or Latinx	7/10	70	0/10	0	1/10	10	5/5	100	0/5	0	1/5	20	2/5	40	1/5	20	3/5	60
Indigenous, American Indian, etc.	2/2	100	0/2	0	0/2	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Middle Eastern or North African	2/2	100	0/2	0	0/2	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100
Native Hawaiian or Pacific Islander	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
White	122/167	73	12/167	7	10/167	6	110/177	62	35/177	20	60/176	34	94/177	53	11/176	6	133/177	75
Another race or ethnicity	1/1	100	0/1	0	0/1	0	1/1	100	1/1	100	1/1	100	1/1	100	0/1	0	1/1	100
I prefer not to respond	1/1	100	1/1	100	0/1	0	1/2	50	2/2	100	2/2	100	1/2	50	0/2	0	2/2	100

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
International status																		
Not an international student	131/178	74	13/178	7	11/178	6	118/188	63	38/188	20	66/187	35	99/188	53	11/187	6	141/188	75
International student	9/12	75	0/12	0	0/12	0	11/13	85	3/13	23	2/13	15	5/13	38	4/13	31	7/13	54
Gender identity^d																		
Woman	99/131	76	11/131	8	9/131	7	83/134	62	26/134	19	42/133	32	73/134	54	10/133	8	102/134	76
Man	34/50	68	3/50	6	2/50	4	41/61	67	15/61	25	23/61	38	28/61	46	4/61	7	42/61	69
Agender or gender neutral	4/4	100	0/4	0	0/4	0	1/2	50	0/2	0	2/2	100	1/2	50	0/2	0	2/2	100
Demigender	1/1	100	0/1	0	0/1	0	1/1	100	0/1	0	1/1	100	0/1	0	0/1	0	0/1	0
Genderqueer, non-binary, etc.	8/11	73	0/11	0	0/11	0	3/4	75	0/4	0	2/4	50	2/4	50	1/4	25	1/4	25
Genderfluid	1/1	100	0/1	0	0/1	0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Two-spirit	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Cis/Cisgender	17/23	74	2/23	9	0/23	0	18/22	82	4/22	18	11/21	52	12/22	55	2/22	9	16/22	73
Trans/Transgender	5/5	100	0/5	0	0/5	0	2/4	50	1/4	25	3/4	75	3/4	75	0/4	0	3/4	75
Questioning or unsure	5/7	71	0/7	0	2/7	29	1/2	50	0/2	0	0/2	0	1/2	50	0/2	0	2/2	100
Another gender identity	1/1	100	0/1	0	0/1	0	0/1	0	0/1	0	1/1	100	0/1	0	0/1	0	1/1	100
I prefer not to respond	1/1	100	0/1	0	0/1	0	2/2	100	0/2	0	1/2	50	1/2	50	0/2	0	2/2	100
Sexual orientation^d																		
Straight or heterosexual	93/128	73	12/128	9	7/128	5	92/136	68	31/136	23	46/135	34	72/136	53	11/136	8	99/136	73
Bisexual	24/34	71	1/34	3	1/34	3	21/36	58	2/36	6	11/36	31	14/36	39	2/36	6	24/36	67
Lesbian	8/10	80	0/10	0	2/10	20	4/7	57	1/7	14	3/7	43	6/7	86	0/7	0	7/7	100
Gay	3/5	60	0/5	0	0/5	0	5/8	63	3/8	38	3/8	38	4/8	50	0/8	0	7/8	88
Queer	13/17	76	1/17	6	1/17	6	6/8	75	0/8	0	3/8	38	3/8	38	0/7	0	5/8	63
Pansexual or polysexual	6/7	86	0/7	0	0/7	0	4/4	100	0/4	0	1/4	25	1/4	25	1/4	25	1/4	25
Ace, gray, or asexual	5/6	83	0/6	0	0/6	0	7/10	70	0/10	0	3/10	30	5/10	50	1/10	10	6/10	60
Demisexual	3/5	60	0/5	0	0/5	0	2/5	40	0/5	0	1/5	20	3/5	60	0/5	0	4/5	80
Questioning or unsure	14/16	88	0/16	0	2/16	13	6/11	55	4/11	36	2/11	18	7/11	64	1/11	9	6/11	55
Another sexual orientation	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
I prefer not to respond	2/3	67	1/3	33	0/3	0	3/7	43	3/7	43	4/7	57	4/7	57	0/7	0	6/7	86
Age^b																		
FY 21+, Seniors 25+	5/6	83	1/6	17	1/6	17	4/6	67	0/6	0	0/6	0	1/6	17	0/6	0	3/6	50
FY < 21, Seniors < 25	143/195	73	14/201	7	12/201	6	135/205	66	44/206	21	73/204	36	110/207	53	17/204	8	154/205	75

Participation in High-Impact Practices by Student Social Identities and Experiences

Examining participation rates for different groups offers insight into how engagement varies within your student population. The table below displays participation in each HIP by selected social identities and experiences. Details include the number of HIP participants (N), the number within the group who responded to the item (total), and the group participation percentage (%).

	<i>First-year</i>						<i>Senior</i>											
	Service-Learning		Learning Community		Research with Faculty		Service-Learning		Learning Community		Research with Faculty		Internship or Field Experience		Study Abroad		Culminating Senior Experience	
	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%	N/total	%
Disability status^d																		
Sensory disability	0/0		0/0		0/0		1/1	100	1/1	100	0/1	0	1/1	100	0/1	0	1/1	100
Physical disability	0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0		0/0	
Mental health or develop. disability	26/34	76	0/34	0	1/34	3	21/32	66	6/32	19	11/32	34	19/32	59	1/32	3	25/32	78
Another disability or condition	1/2	50	0/2	0	1/2	50	3/6	50	2/6	33	2/6	33	3/6	50	0/6	0	3/6	50
Multiple types of disab. or cond.	14/19	74	3/19	16	1/19	5	8/15	53	5/15	33	3/15	20	8/15	53	1/15	7	10/15	67
No disability or condition	90/124	73	10/124	8	7/124	6	93/141	66	27/141	19	49/140	35	71/141	50	13/140	9	105/141	74
I prefer not to respond	9/10	90	1/10	10	2/10	20	2/4	50	0/4	0	2/4	50	1/4	25	0/4	0	4/4	100
Residence																		
Not on campus	22/29	76	2/29	7	3/29	10	99/148	67	28/148	19	49/147	33	78/148	53	11/147	7	115/148	78
On campus	119/162	73	12/162	7	9/162	6	29/52	56	12/52	23	19/52	37	26/52	50	3/52	6	32/52	62
Athlete status						0				0								
Not an athlete	129/177	73	14/177	8	12/177	7	120/185	65	36/185	19	62/184	34	92/185	50	15/184	8	135/185	73
Student-athlete	13/15	87	0/15	0	0/15	0	9/16	56	5/16	31	6/16	38	12/16	75	0/16	0	13/16	81
Greek membership																		
Not a member	106/145	73	8/145	6	7/145	5	86/137	63	24/137	18	44/137	32	71/137	52	11/136	8	94/137	69
Member	33/44	75	5/44	11	4/44	9	41/60	68	17/60	28	23/59	39	33/60	55	3/60	5	52/60	87
Military status																		
No military service	142/190	75	14/190	7	12/190	6	125/195	64	37/195	19	65/194	34	99/195	51	13/194	7	143/195	73
Current or former military service	0/1	0	0/1	0	0/1	0	2/3	67	1/3	33	2/3	67	3/3	100	1/3	33	2/3	67
Satisfaction^e																		
Fair or poor	25/43	58	2/43	5	1/43	2	27/41	66	9/41	22	15/41	37	18/41	44	3/41	7	28/41	68
Good or excellent	118/150	79	12/150	8	12/150	8	104/162	64	32/162	20	55/161	34	87/162	54	12/161	7	122/162	75
Overall	148/201	73	15/207	7	13/207	6	139/211	66	44/212	21	73/210	35	111/213	51	17/210	8	157/211	74

Notes: Results are of those responding "done or in progress" except for service-learning which is the percentage responding that at least "some" courses included a community-based project. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status. Percentages are within-group and can be read, for example, "X% of business major respondents participated in a learning community."

- a. NSSE's default categories, based on first major if more than one was reported. Customizable major categories are available in your NSSE Tableau dashboards and Report Builder (released in the fall). Excludes majors categorized as "all other."
- b. Institution-reported variable.
- c. No parent, guardian, or person who raised you holds a bachelor's degree.
- d. Select-all-that-apply item; students may be represented in more than one category.
- e. Based on responses to "How would you evaluate your entire educational experience at this institution?"