






December 2012

## NSSE Scores across Study Abroad Participation Status

### Highlights:

- ❖ **12.5% of senior NSSE respondents have study abroad experience**
- ❖ **Seniors with a study abroad experience have a statistically significant higher mean score compared to seniors without a study abroad experience for three out of the five benchmarks**
- ❖ **Seniors with a study abroad experience have a considerably higher mean score for *Enriching Educational Experiences***

The National Survey of Student Engagement (NSSE) collects information from first-year (FY) and senior (SR) undergraduates from hundreds of universities about their participation in programs and activities relevant to their learning and personal development. The results provide an estimate of how students spend their time (which we know influences their success) and can be used as an indirect measure of student learning and development. The survey includes 85 items; 42 of the most critical items are used to build five 'Benchmarks of Effective Educational Practice'. The benchmarks reflect student behaviors and institutional features that are powerful contributors to student learning and personal development ([http://nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](http://nsse.iub.edu/pdf/nsse_benchmarks.pdf)). Benchmarks include:

-  Level of Academic Challenge
-  Active and Collaborative Learning
-  Student-Faculty Interaction
-  Enriching Educational Experiences
-  Supportive Campus Environment

The NSSE data is rich and there is interest from the campus community to at look at sub groups on campus (by department, learning community participation, honor's program participation, first generation status, Pell grant recipient status, ethnicity, etc.). The purpose of this report is to explore differences in benchmark means between seniors who have a study abroad experience (SA) and seniors who do not have a study abroad experience (non-SA). SA is defined as any senior NSSE respondent who earned credits as part of their experience abroad at any point throughout the 2007-08 and 2011-12 academic years. Since most first-year students have not had the opportunity to study abroad, analysis is only completed for the senior NSSE respondents. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE for both SA and non-SA seniors.

Across all five of the benchmarks SA seniors have a higher mean compared to non-SA seniors; although, the mean responses for *Level of Academic Challenge* and *Supportive Campus Environment* are nearly identical between SA and non-SA. There are statistically significant higher mean responses for SA seniors compared to non-SA seniors for *Active and Collaborative Learning* and *Student-Faculty Interactions*; however, the effect sizes for these two mean differences are considered small indicating that there is probably not much of a meaningful difference between SA and non-SA. There is a very large practical (and statistically significant) mean difference between SA and non-SA seniors for *Enriching Educational Experiences*.

## Level of Academic Challenge (LAC)

### Mean Comparisons

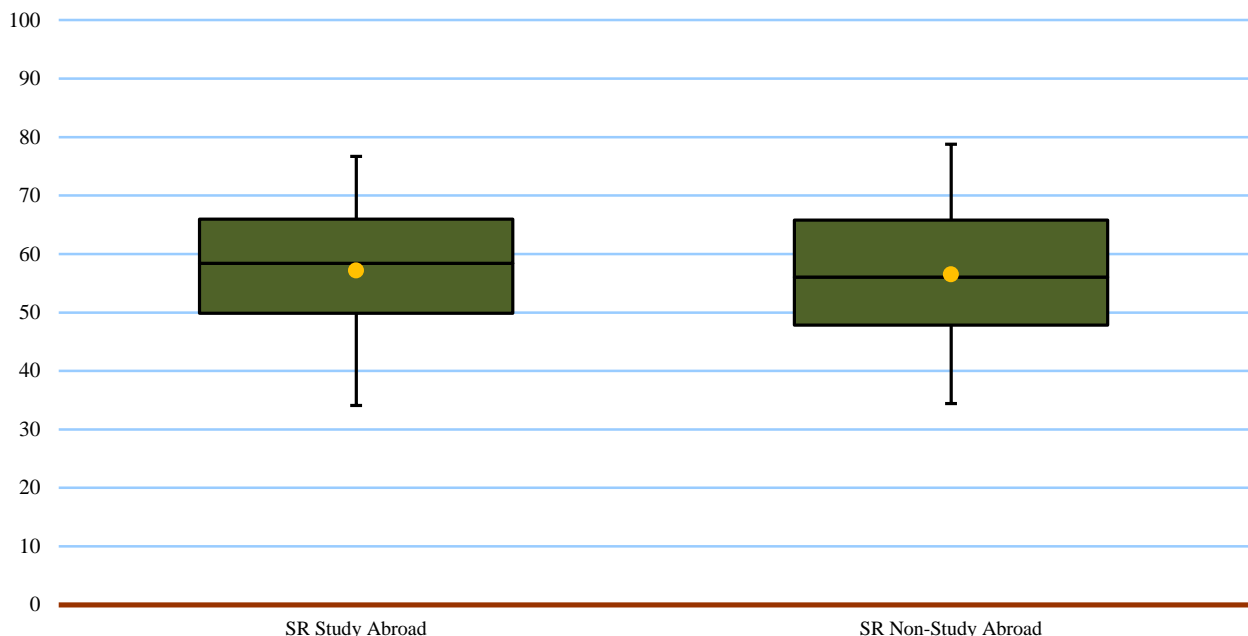
Class	Study Abroad		Non-Study Abroad		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
Senior	57.2	206	56.5	1457		

<sup>a</sup> Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

<sup>b</sup> \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$  (2-tailed)

<sup>c</sup> Effect size (only shown for statistically significant differences) indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large.

### Distributions of Student Benchmark Scores



Note: 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 shows the benchmark mean.

### Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc.)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

## Active and Collaborative Learning (ACL)

### Mean Comparisons

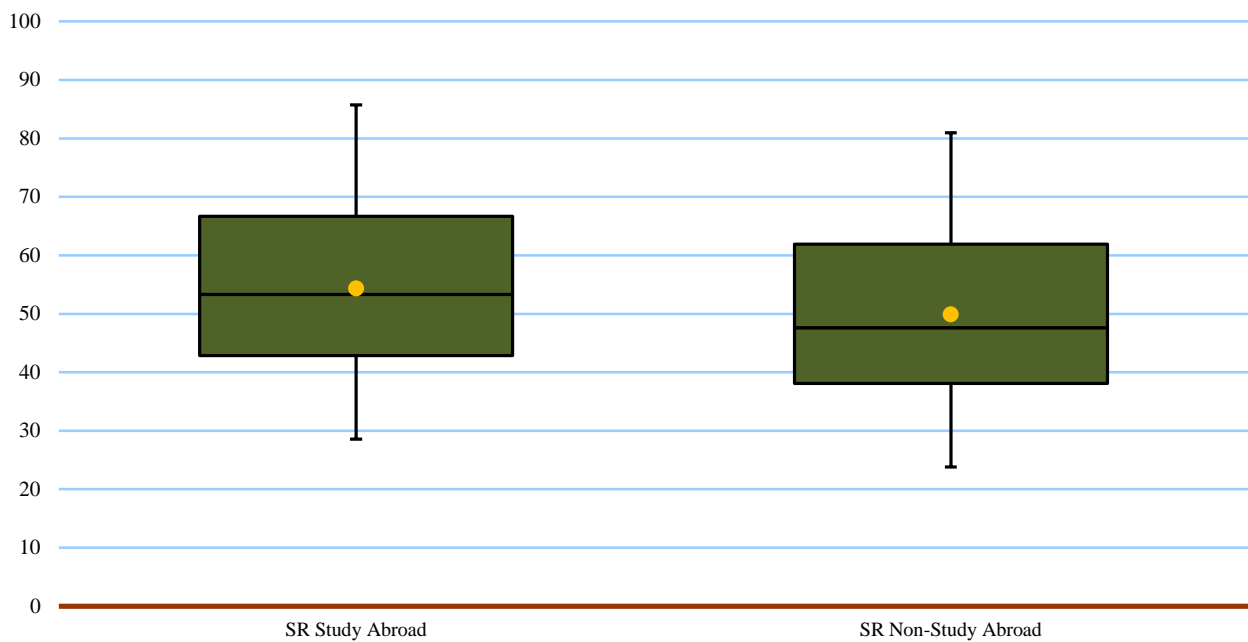
Class	Study Abroad		Non-Study Abroad		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
Senior	54.3	209	49.9	1500	***	.26

<sup>a</sup> Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

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### Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

## Student-Faculty Interaction (SFI)

### Mean Comparisons

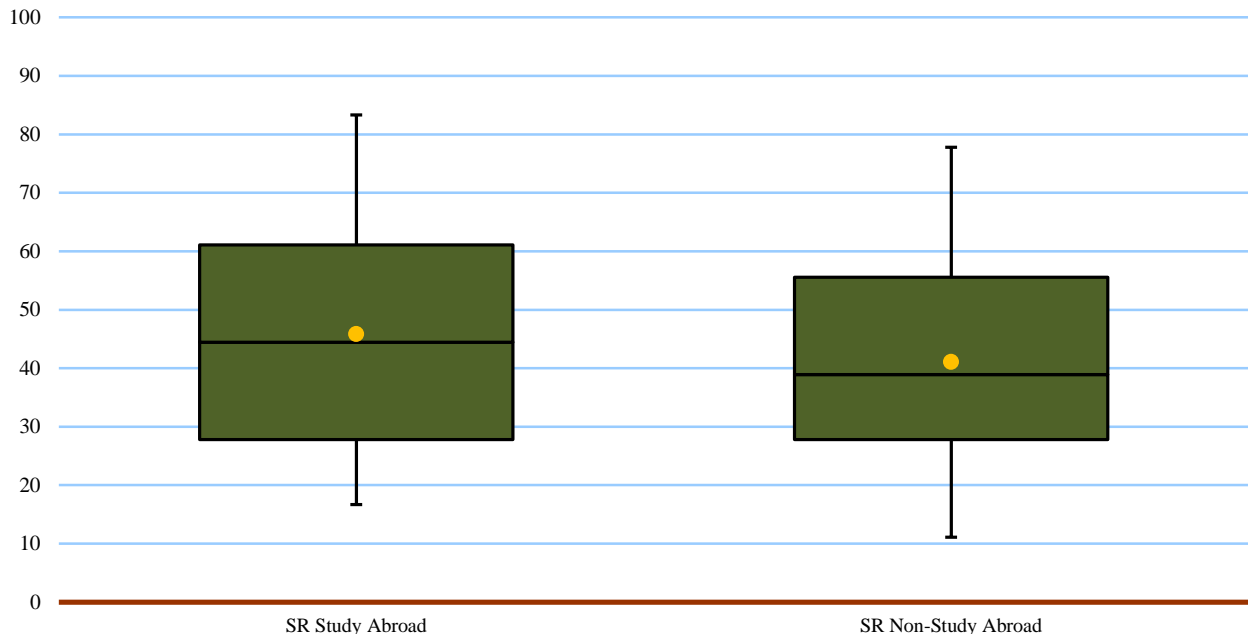
Class	Study Abroad		Non-Study Abroad		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
Senior	45.8	204	41.1	1462	**	.23

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### Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

## Enriching Educational Experiences (EEE)

### Mean Comparisons

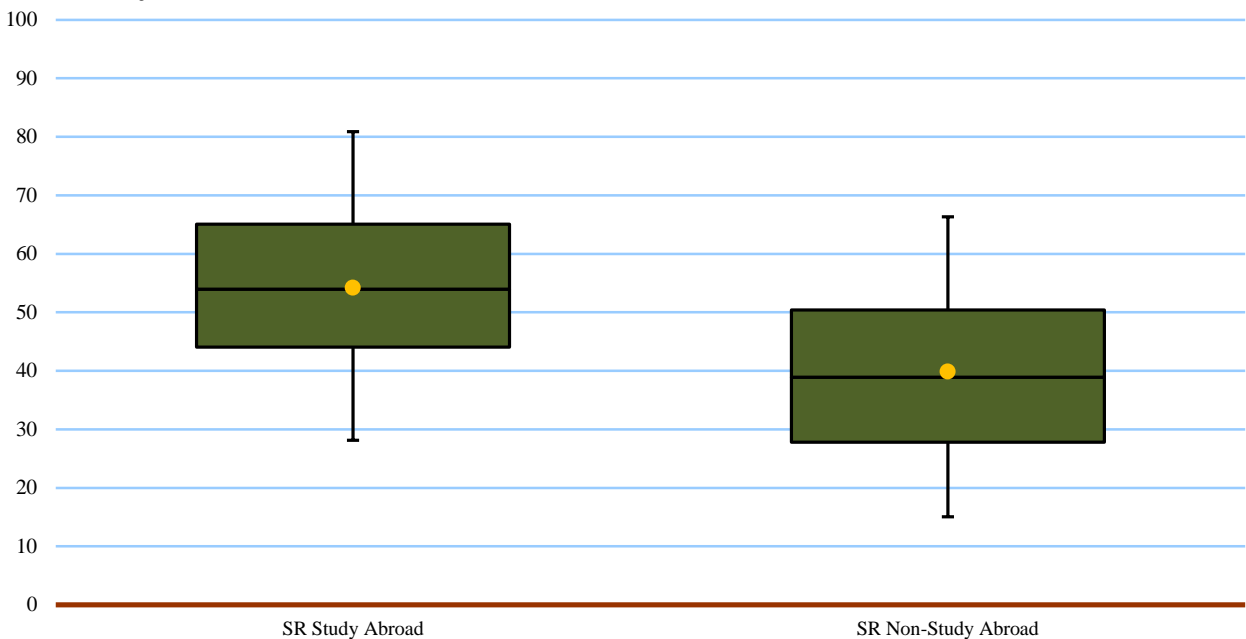
Class	Study Abroad		Non-Study Abroad		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
Senior	54.2	205	39.9	1457	***	.90

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### Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

## Supportive Campus Environment (SCE)

### Mean Comparisons

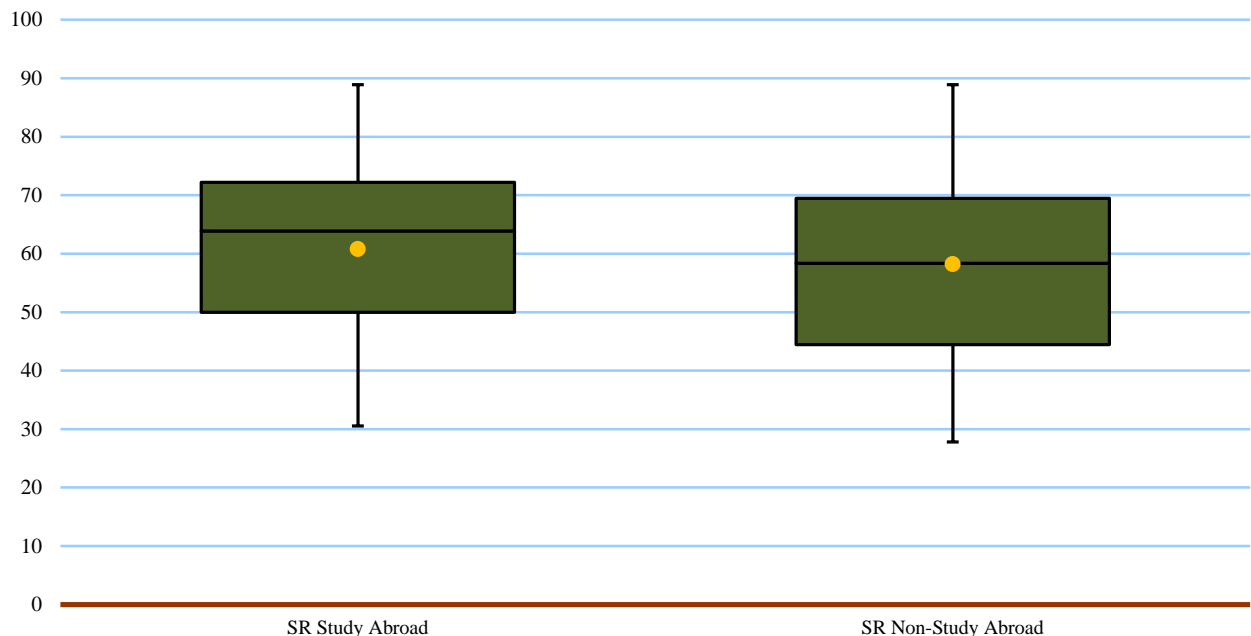
Class	Study Abroad		Non-Study Abroad		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
Senior	60.8	203	58.2	1441		

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### Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

**Seniors**

	Variable	Response Options	Study Abroad		Non-Study Abroad	
			Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	5	2%	46	3%
		Sometimes	58	28%	561	37%
		Often	66	32%	473	32%
		Very often	80	38%	418	28%
	Total		209	100%	1,498	100%
1b. Made a class presentation	CLPRESEN (ACL)	Never	6	3%	127	9%
		Sometimes	76	36%	600	40%
		Often	67	32%	512	34%
		Very often	60	29%	249	17%
	Total		209	100%	1,488	100%
1c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	40	19%	258	17%
		Sometimes	82	39%	602	40%
		Often	61	29%	406	27%
		Very often	26	12%	227	15%
	Total		209	100%	1,493	100%
1d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	1	0%	17	1%
		Sometimes	21	10%	173	12%
		Often	77	37%	538	36%
		Very often	109	52%	763	51%
	Total		208	100%	1,491	100%
1e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	12	6%	175	12%
		Sometimes	66	32%	538	36%
		Often	75	36%	493	33%
		Very often	54	26%	280	19%
	Total		207	100%	1,486	100%
1f. Come to class without completing readings or assignments	CLUNPREP	Never	18	9%	240	16%
		Sometimes	133	64%	836	56%
		Often	41	20%	283	19%
		Very often	16	8%	133	9%
	Total		208	100%	1,492	100%
1g. Worked with other students on projects <b>during class</b>	CLASSGRP (ACL)	Never	16	8%	182	12%
		Sometimes	95	46%	620	42%
		Often	63	30%	475	32%
		Very often	34	16%	216	14%
	Total		208	100%	1,493	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
lh. Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP (ACL)	Never	6	3%	68	5%
		Sometimes	55	26%	423	28%
		Often	79	38%	542	36%
		Very often	68	33%	467	31%
	Total		208	100%	1,500	100%
li. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	2	1%	33	2%
		Sometimes	45	22%	258	18%
		Often	82	40%	655	45%
		Very often	76	37%	518	35%
	Total		205	100%	1,464	100%
lj. Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never	82	40%	557	38%
		Sometimes	75	37%	543	37%
		Often	24	12%	230	16%
		Very often	24	12%	135	9%
	Total		205	100%	1,465	100%
lk. Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ (ACL)	Never	99	49%	803	55%
		Sometimes	59	29%	397	27%
		Often	20	10%	154	11%
		Very often	24	12%	104	7%
	Total		202	100%	1,458	100%
li. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never	29	14%	174	12%
		Sometimes	60	29%	433	30%
		Often	45	22%	419	29%
		Very often	71	35%	438	30%
	Total		205	100%	1,464	100%
lm. Used e-mail to communicate with an instructor	EMAIL	Never	0	0%	9	1%
		Sometimes	22	11%	209	14%
		Often	55	27%	500	34%
		Very often	127	62%	747	51%
	Total		204	100%	1,465	100%
ln. Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never	9	4%	77	5%
		Sometimes	80	40%	576	39%
		Often	66	33%	495	34%
		Very often	47	23%	313	21%
	Total		202	100%	1,461	100%





**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>				
			Study Abroad		Non-Study Abroad		
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	22	11%	221	15%
			Sometimes	74	36%	605	41%
			Often	64	31%	419	29%
			Very often	44	22%	216	15%
			<b>Total</b>	<b>204</b>	<b>100%</b>	<b>1,461</b>	<b>100%</b>
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	51	25%	444	30%
			Sometimes	96	47%	660	45%
			Often	35	17%	246	17%
			Very often	23	11%	114	8%
			<b>Total</b>	<b>205</b>	<b>100%</b>	<b>1,464</b>	<b>100%</b>
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	8	4%	85	6%
			Sometimes	76	37%	546	37%
			Often	89	44%	619	42%
			Very often	31	15%	209	14%
			<b>Total</b>	<b>204</b>	<b>100%</b>	<b>1,459</b>	<b>100%</b>
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	14	7%	100	7%
			Sometimes	76	37%	517	35%
			Often	69	34%	556	38%
			Very often	46	22%	287	20%
			<b>Total</b>	<b>205</b>	<b>100%</b>	<b>1,460</b>	<b>100%</b>
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	63	31%	649	45%
			Sometimes	64	31%	479	33%
			Often	47	23%	203	14%
			Very often	30	15%	120	8%
			<b>Total</b>	<b>204</b>	<b>100%</b>	<b>1,451</b>	<b>100%</b>
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	5	2%	36	2%
			Sometimes	41	20%	439	30%
			Often	91	44%	583	40%
			Very often	68	33%	397	27%
			<b>Total</b>	<b>205</b>	<b>100%</b>	<b>1,455</b>	<b>100%</b>
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	17	8%	217	15%
			Sometimes	79	39%	585	40%
			Often	55	27%	359	25%
			Very often	53	26%	297	20%
			<b>Total</b>	<b>204</b>	<b>100%</b>	<b>1,458</b>	<b>100%</b>



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 Study Abroad Students

			<b>Seniors</b>				
			Study Abroad		Non-Study Abroad		
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	11	5%	109	7%
			Sometimes	67	33%	532	36%
			Often	63	31%	451	31%
			Very often	62	31%	370	25%
		Total		203	100%	1,462	100%
2a.	Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	11	5%	101	7%
			Some	59	29%	402	28%
			Quite a bit	80	39%	532	37%
			Very much	55	27%	419	29%
		Total		205	100%	1,454	100%
2b.	Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	1	0%	21	1%
			Some	24	12%	162	11%
			Quite a bit	78	38%	618	43%
			Very much	102	50%	649	45%
		Total		205	100%	1,450	100%
2c.	Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	4	2%	45	3%
			Some	54	27%	294	20%
			Quite a bit	72	35%	573	40%
			Very much	73	36%	533	37%
		Total		203	100%	1,445	100%
2d.	Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	11	5%	67	5%
			Some	50	24%	347	24%
			Quite a bit	79	38%	589	41%
			Very much	66	32%	445	31%
		Total		206	100%	1,448	100%
2e.	Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	3	1%	45	3%
			Some	31	15%	206	14%
			Quite a bit	63	31%	520	36%
			Very much	109	53%	681	47%
		Total		206	100%	1,452	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	3	1%	24	2%
			1-4	61	30%	499	34%
			5-10	71	35%	549	38%
			11-20	44	21%	225	15%
			More than 20	26	13%	158	11%
		Total		205	100%	1,455	100%



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**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>				
			Study Abroad		Non-Study Abroad		
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	32	16%	284	20%
			1-4	109	53%	783	54%
			5-10	40	19%	229	16%
			11-20	18	9%	73	5%
			More than 20	7	3%	81	6%
			Total	206	100%	1,450	100%
3c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	None	100	49%	741	51%
		(LAC)	1-4	92	45%	598	41%
			5-10	9	4%	72	5%
			11-20	3	1%	20	1%
			More than 20	2	1%	21	1%
		Total	206	100%	1,452	100%	
3d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	None	17	8%	188	13%
		(LAC)	1-4	109	53%	666	46%
			5-10	50	24%	382	26%
			11-20	24	12%	158	11%
			More than 20	6	3%	60	4%
		Total	206	100%	1,454	100%	
3e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	None	5	2%	94	6%
		(LAC)	1-4	72	35%	470	32%
			5-10	73	35%	444	30%
			11-20	33	16%	263	18%
			More than 20	23	11%	185	13%
		Total	206	100%	1,456	100%	
4a.	Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	39	19%	230	16%
			1-2	59	29%	492	34%
			3-4	55	27%	389	27%
			5-6	24	12%	154	11%
			More than 6	28	14%	192	13%
		Total	205	100%	1,457	100%	
4b.	Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	56	27%	419	29%
			1-2	69	34%	579	40%
			3-4	51	25%	262	18%
			5-6	15	7%	77	5%
			More than 6	14	7%	114	8%
		Total	205	100%	1,451	100%	



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
5.	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS 1 Very little	0	0%	8	1%
		2	3	1%	27	2%
		3	7	3%	49	3%
		4	17	8%	133	9%
		5	76	37%	433	30%
		6	76	37%	514	35%
		7 Very much	25	12%	293	20%
		Total	204	100%	1,457	100%
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07 Never	55	27%	516	35%
		Sometimes	89	43%	691	48%
		Often	36	18%	158	11%
		Very often	25	12%	89	6%
		Total	205	100%	1,454	100%
6b.	Exercised or participated in physical fitness activities	EXRCSE05 Never	12	6%	93	6%
		Sometimes	46	23%	397	27%
		Often	53	26%	411	28%
		Very often	93	46%	549	38%
		Total	204	100%	1,450	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05 Never	87	43%	693	48%
		Sometimes	64	32%	387	27%
		Often	25	12%	158	11%
		Very often	27	13%	216	15%
		Total	203	100%	1,454	100%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW Never	9	5%	109	8%
		Sometimes	54	27%	495	34%
		Often	90	45%	550	38%
		Very often	46	23%	295	20%
		Total	199	100%	1,449	100%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW Never	8	4%	74	5%
		Sometimes	49	24%	438	30%
		Often	80	39%	563	39%
		Very often	67	33%	371	26%
		Total	204	100%	1,446	100%
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW Never	3	1%	40	3%
		Sometimes	44	21%	393	27%
		Often	93	45%	640	44%
		Very often	65	32%	380	26%
		Total	205	100%	1,453	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
Variable	Response Options		Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	Have not decided	10	5%	95	7%
	(EEE)	Do not plan to do	24	12%	182	13%
		Plan to do	45	22%	380	26%
		Done	126	61%	796	55%
	Total		205	100%	1,453	100%
7b. Community service or volunteer work	VOLNTR04	Have not decided	6	3%	102	7%
	(EEE)	Do not plan to do	9	4%	193	13%
		Plan to do	26	13%	187	13%
		Done	164	80%	962	67%
	Total		205	100%	1,444	100%
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	Have not decided	16	8%	152	10%
	(EEE)	Do not plan to do	110	54%	845	58%
		Plan to do	8	4%	105	7%
		Done	71	35%	347	24%
	Total		205	100%	1,449	100%
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04	Have not decided	30	15%	231	16%
	(SFI)	Do not plan to do	88	43%	670	46%
		Plan to do	33	16%	208	14%
		Done	53	26%	345	24%
	Total		204	100%	1,454	100%
7e. Foreign language coursework	FORLNG04	Have not decided	6	3%	117	8%
	(EEE)	Do not plan to do	58	28%	857	59%
		Plan to do	16	8%	85	6%
		Done	124	61%	395	27%
	Total		204	100%	1,454	100%
7f. Study abroad	STDABR04	Have not decided	0	0%	139	10%
	(EEE)	Do not plan to do	2	1%	1,139	78%
		Plan to do	20	10%	89	6%
		Done	182	89%	84	6%
	Total		204	100%	1,451	100%
7g. Independent study or self-designed major	INDSTD04	Have not decided	13	6%	138	10%
	(EEE)	Do not plan to do	126	62%	969	67%
		Plan to do	15	7%	112	8%
		Done	50	25%	222	15%
	Total		204	100%	1,441	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	2	1%	58	4%
		Do not plan to do	7	3%	119	8%
		Plan to do	75	37%	495	34%
		Done	121	59%	778	54%
	Total		205	100%	1,450	100%
8a. Quality of relationships with <b>other students</b>	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	0	0%	13	1%
		2	4	2%	35	2%
		3	9	4%	54	4%
		4	10	5%	148	10%
		5	31	15%	309	21%
		6	89	43%	507	35%
		7 Friendly, Supportive, Sense of belonging	62	30%	385	27%
		Total		205	100%	1,451
8b. Quality of relationships with <b>faculty members</b>	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	3	1%	13	1%
		2	3	1%	25	2%
		3	9	4%	89	6%
		4	15	7%	202	14%
		5	51	25%	372	26%
		6	93	45%	490	34%
		7 Available, Helpful, Sympathetic	31	15%	260	18%
		Total		205	100%	1,451
8c. Quality of relationships with <b>administrative personnel and offices</b>	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	5	2%	50	3%
		2	14	7%	100	7%
		3	22	11%	167	11%
		4	37	18%	326	22%
		5	66	32%	344	24%
		6	34	17%	290	20%
		7 Helpful, Considerate, Flexible	27	13%	176	12%
		Total		205	100%	1,453



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

		<b>Seniors</b>				
		Study Abroad		Non-Study Abroad		
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	0	0%	4	0%
		1-5 hrs/wk	18	9%	148	10%
		6-10 hrs/wk	40	20%	278	19%
		11-15 hrs/wk	42	20%	293	20%
		16-20 hrs/wk	30	15%	285	20%
		21-25 hrs/wk	35	17%	151	10%
		26-30 hrs/wk	16	8%	119	8%
		30+ hrs/wk	24	12%	169	12%
	Total		205	100%	1,447	100%
9b. Working for pay <b>on campus</b>	WORKON01	0 hrs/wk	123	60%	947	66%
		1-5 hrs/wk	12	6%	35	2%
		6-10 hrs/wk	26	13%	120	8%
		11-15 hrs/wk	24	12%	130	9%
		16-20 hrs/wk	14	7%	92	6%
		21-25 hrs/wk	3	1%	51	4%
		26-30 hrs/wk	1	0%	33	2%
		30+ hrs/wk	1	0%	36	2%
	Total		204	100%	1,444	100%
9c. Working for pay <b>off campus</b>	WORKOF01	0 hrs/wk	102	50%	752	52%
		1-5 hrs/wk	17	8%	90	6%
		6-10 hrs/wk	21	10%	95	7%
		11-15 hrs/wk	29	14%	118	8%
		16-20 hrs/wk	17	8%	129	9%
		21-25 hrs/wk	8	4%	105	7%
		26-30 hrs/wk	4	2%	66	5%
		30+ hrs/wk	7	3%	95	7%
	Total		205	100%	1,450	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hrs/wk	48	23%	587	41%
		1-5 hrs/wk	83	40%	460	32%
		6-10 hrs/wk	38	19%	173	12%
		11-15 hrs/wk	21	10%	108	7%
		16-20 hrs/wk	9	4%	58	4%
		21-25 hrs/wk	4	2%	24	2%
		26-30 hrs/wk	1	0%	21	1%
		30+ hrs/wk	1	0%	18	1%
	Total		205	100%	1,449	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	0	0%	13	1%
		1-5 hrs/wk	43	21%	378	26%
		6-10 hrs/wk	66	32%	427	30%
		11-15 hrs/wk	52	25%	299	21%
		16-20 hrs/wk	28	14%	189	13%
		21-25 hrs/wk	10	5%	71	5%
		26-30 hrs/wk	1	0%	23	2%
		30+ hrs/wk	5	2%	44	3%
		Total		205	100%	1,444
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	177	87%	1,082	75%
		1-5 hrs/wk	15	7%	143	10%
		6-10 hrs/wk	4	2%	69	5%
		11-15 hrs/wk	3	1%	40	3%
		16-20 hrs/wk	2	1%	17	1%
		21-25 hrs/wk	1	0%	14	1%
		26-30 hrs/wk	0	0%	6	0%
		30+ hrs/wk	1	0%	70	5%
	Total		203	100%	1,441	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	6	3%	41	3%
		1-5 hrs/wk	165	80%	1,084	75%
		6-10 hrs/wk	29	14%	225	16%
		11-15 hrs/wk	5	2%	64	4%
		16-20 hrs/wk	0	0%	17	1%
		21-25 hrs/wk	0	0%	2	0%
		26-30 hrs/wk	0	0%	2	0%
		30+ hrs/wk	0	0%	9	1%
	Total		205	100%	1,444	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	2	1%	20	1%
		Some	35	17%	222	15%
		Quite a bit	102	50%	686	48%
		Very much	63	31%	511	36%
	Total		202	100%	1,439	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	4	2%	52	4%
		Some	49	25%	340	24%
		Quite a bit	90	45%	665	46%
		Very much	57	29%	375	26%
	Total		200	100%	1,432	100%





**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	42	21%	272	19%
		Some	84	42%	523	36%
		Quite a bit	52	26%	411	29%
		Very much	22	11%	232	16%
	Total		200	100%	1,438	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	66	33%	497	35%
		Some	81	40%	558	39%
		Quite a bit	44	22%	277	19%
		Very much	12	6%	102	7%
	Total		203	100%	1,434	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	29	14%	316	22%
		Some	88	44%	606	42%
		Quite a bit	58	29%	386	27%
		Very much	26	13%	127	9%
	Total		201	100%	1,435	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	7	3%	109	8%
		Some	50	25%	403	28%
		Quite a bit	93	46%	601	42%
		Very much	51	25%	321	22%
	Total		201	100%	1,434	100%
10g. Using computers in academic work	ENVCOMPT	Very little	2	1%	26	2%
		Some	17	8%	131	9%
		Quite a bit	67	33%	447	31%
		Very much	116	57%	830	58%
	Total		202	100%	1,434	100%
11a. Acquiring a broad general education	GNGENLED	Very little	1	0%	45	3%
		Some	24	12%	243	17%
		Quite a bit	78	39%	581	40%
		Very much	99	49%	566	39%
	Total		202	100%	1,435	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	11	5%	87	6%
		Some	47	23%	265	19%
		Quite a bit	59	29%	487	34%
		Very much	86	42%	593	41%
	Total		203	100%	1,432	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
11c. Writing clearly and effectively	GNWRITE	Very little	12	6%	63	4%
		Some	37	18%	325	23%
		Quite a bit	91	45%	586	41%
		Very much	63	31%	460	32%
		Total		203	100%	1,434
11d. Speaking clearly and effectively	GNSPEAK	Very little	13	6%	101	7%
		Some	46	23%	384	27%
		Quite a bit	76	38%	532	37%
		Very much	67	33%	410	29%
		Total		202	100%	1,427
11e. Thinking critically and analytically	GNANALY	Very little	1	0%	32	2%
		Some	20	10%	151	11%
		Quite a bit	79	39%	502	35%
		Very much	102	50%	745	52%
		Total		202	100%	1,430
11f. Analyzing quantitative problems	GNQUANT	Very little	12	6%	71	5%
		Some	52	26%	248	17%
		Quite a bit	72	35%	507	35%
		Very much	67	33%	605	42%
		Total		203	100%	1,431
11g. Using computing and information technology	GNCMPTS	Very little	13	6%	63	4%
		Some	42	21%	270	19%
		Quite a bit	69	34%	489	34%
		Very much	78	39%	610	43%
		Total		202	100%	1,432
11h. Working effectively with others	GNOTHERS	Very little	3	1%	55	4%
		Some	36	18%	287	20%
		Quite a bit	78	38%	527	37%
		Very much	86	42%	566	39%
		Total		203	100%	1,435
11i. Voting in local, state, or national elections	GNCITIZN	Very little	56	28%	503	35%
		Some	90	45%	519	37%
		Quite a bit	37	18%	284	20%
		Very much	18	9%	115	8%
		Total		201	100%	1,421



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
11j. Learning effectively on your own	GNINQ	Very little	5	3%	81	6%
		Some	41	21%	288	20%
		Quite a bit	92	46%	565	40%
		Very much	62	31%	484	34%
	Total		200	100%	1,418	100%
11k. Understanding yourself	GNSELF	Very little	11	5%	171	12%
		Some	51	25%	378	27%
		Quite a bit	67	33%	498	35%
		Very much	72	36%	365	26%
	Total		201	100%	1,412	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	32	16%	288	20%
		Some	78	39%	527	37%
		Quite a bit	57	28%	386	27%
		Very much	34	17%	220	15%
	Total		201	100%	1,421	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	11	5%	124	9%
		Some	55	27%	396	28%
		Quite a bit	78	39%	505	36%
		Very much	57	28%	395	28%
	Total		201	100%	1,420	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	26	13%	227	16%
		Some	53	26%	421	30%
		Quite a bit	70	35%	446	32%
		Very much	52	26%	320	23%
	Total		201	100%	1,414	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	21	11%	226	16%
		Some	63	32%	505	36%
		Quite a bit	66	33%	447	32%
		Very much	49	25%	239	17%
	Total		199	100%	1,417	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	115	58%	846	60%
		Some	51	26%	321	23%
		Quite a bit	23	12%	145	10%
		Very much	11	6%	106	7%
	Total		200	100%	1,418	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
Study Abroad Students

			<b>Seniors</b>			
			Study Abroad		Non-Study Abroad	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	17	8%	124	9%
		Fair	38	19%	262	18%
		Good	82	41%	602	42%
		Excellent	65	32%	444	31%
	Total		202	100%	1,432	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	0	0%	30	2%
		Fair	18	9%	136	10%
		Good	93	46%	683	48%
		Excellent	92	45%	582	41%
	Total		203	100%	1,431	100%
14. If you could start over again, would you go to the <b>same institution</b> you are now attending?	SAMECOLL	Definitely no	7	3%	49	3%
		Probably no	17	8%	126	9%
		Probably yes	82	41%	574	40%
		Definitely yes	96	48%	683	48%
	Total		202	100%	1,432	100%