






November 2012

NSSE Scores across International Status

Highlights:

- ❖ **The sample size for first-year international students is small which limits the ability to detect statistically significant differences**
- ❖ **First-year international students have similar mean scores compared to first-year non-international students**
- ❖ **Senior international students have higher mean scores for *Level of Academic Challenge* and *Supportive Campus Environment* compared to senior non-international students**

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). 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 international students and non- international students. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE for international students and non- international students. Since NSSE surveys at the first-year and senior student levels comparisons of NSSE responses always need to be made within a student level.

The sample size for international first-year students is small (n=17), which limits the power of the analysis. The small sample size is most likely due to the small number of international students who come as first-year students (international students are only 2% of the FA12 freshmen class and they are only 1% of the first-year NSSE sample). Nonetheless, the mean differences between international first-year students and non-international first-year students across all five benchmarks are relatively small. Senior international students have a statistically higher mean score for Level of Academic Challenge and Supportive Campus Environment with small and moderate effect sizes. Senior international students have a slightly higher (not statistically significant) mean score for Student Faculty Interactions and very similar scores for Active and Collaborative Learning and Enriching Educational Experiences compared to senior non-international students.

Level of Academic Challenge (LAC)

Mean Comparisons

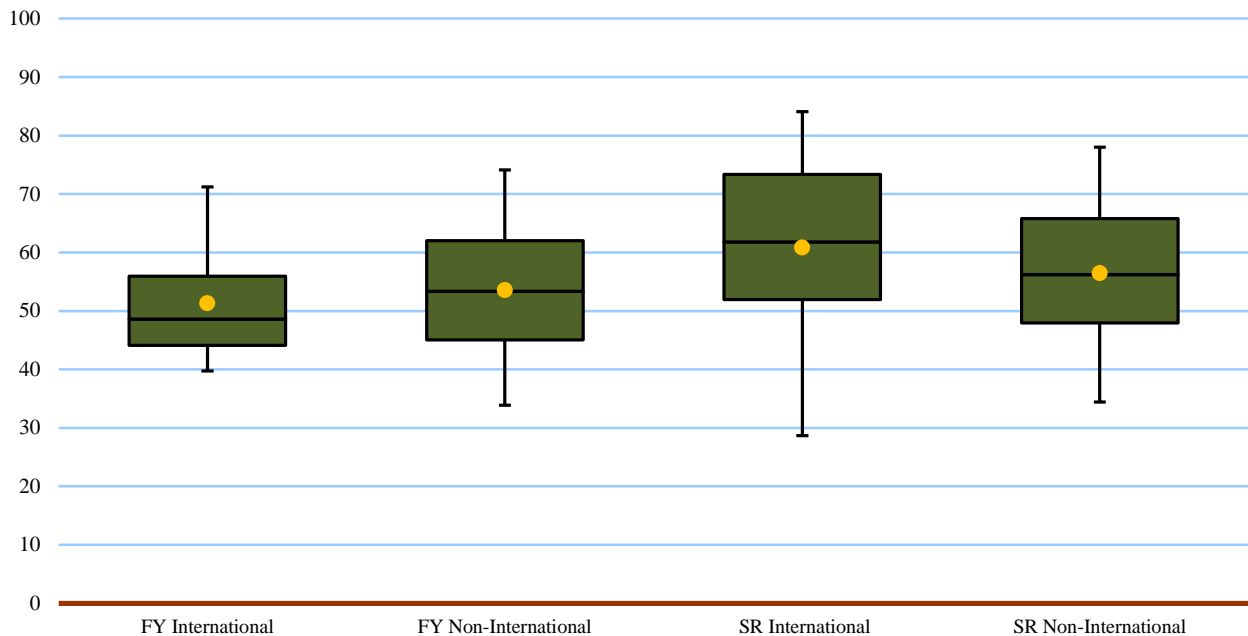
Class	International		Non-International		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	51.3	17	53.5	1636		
Senior	60.9	41	56.5	1624	*	.31

^a 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.

^b * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)

^c 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

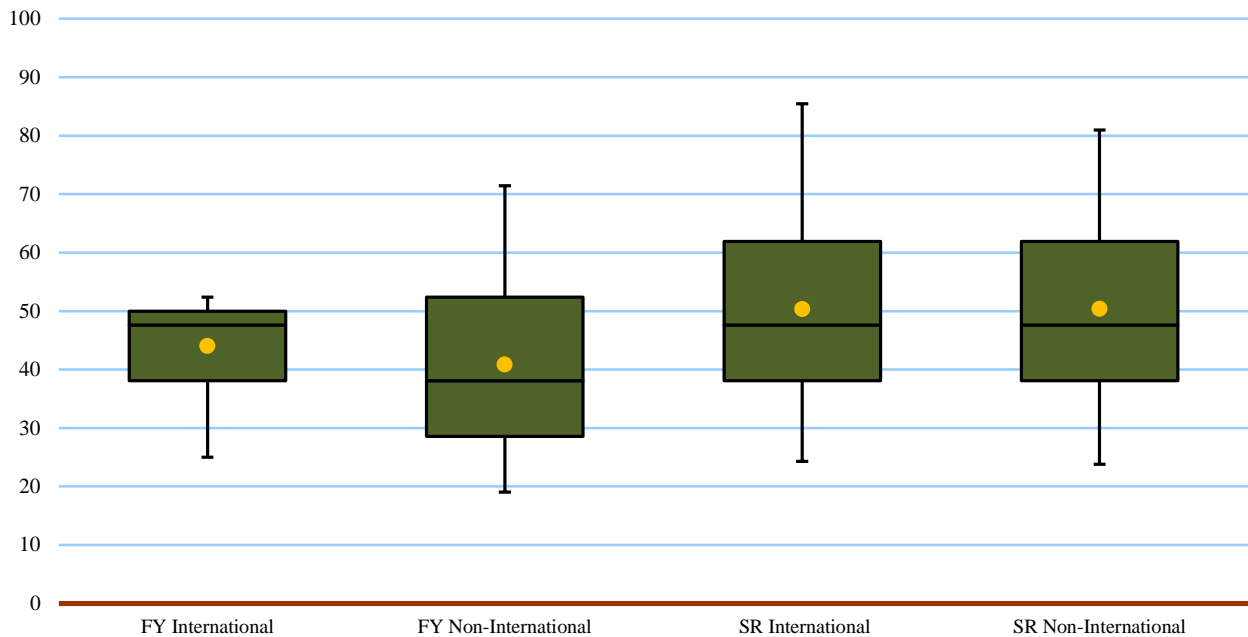
Class	International		Non-International		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	44.0	19	40.8	1672		
Senior	50.3	41	50.4	1670		

^a 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

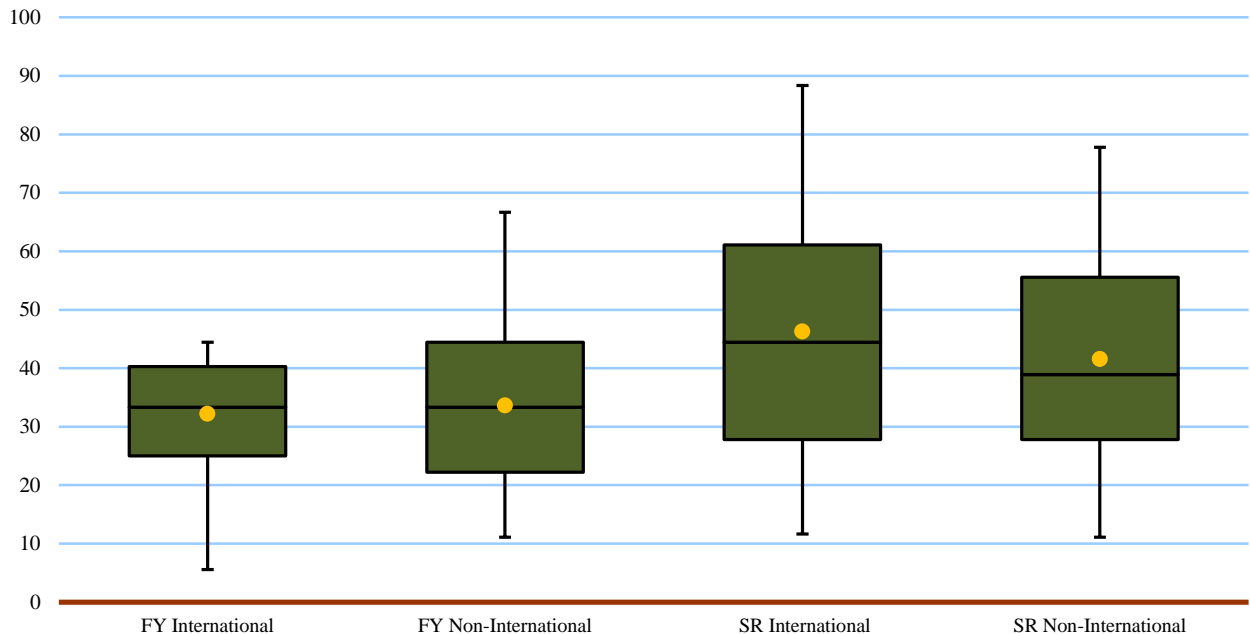
Class	International		Non-International		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	32.2	17	33.6	1636		
Senior	46.3	41	41.5	1627		

^a 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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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

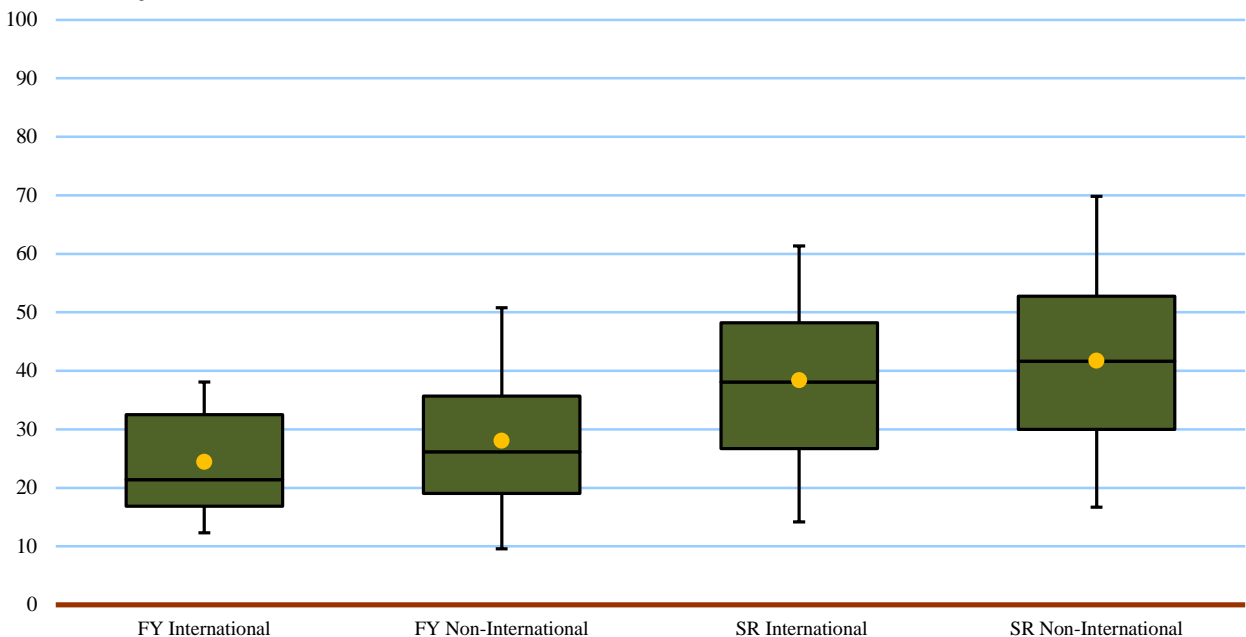
Class	International		Non-International		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	24.4	16	28.1	1621		
Senior	38.4	41	41.7	1623		

^a 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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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

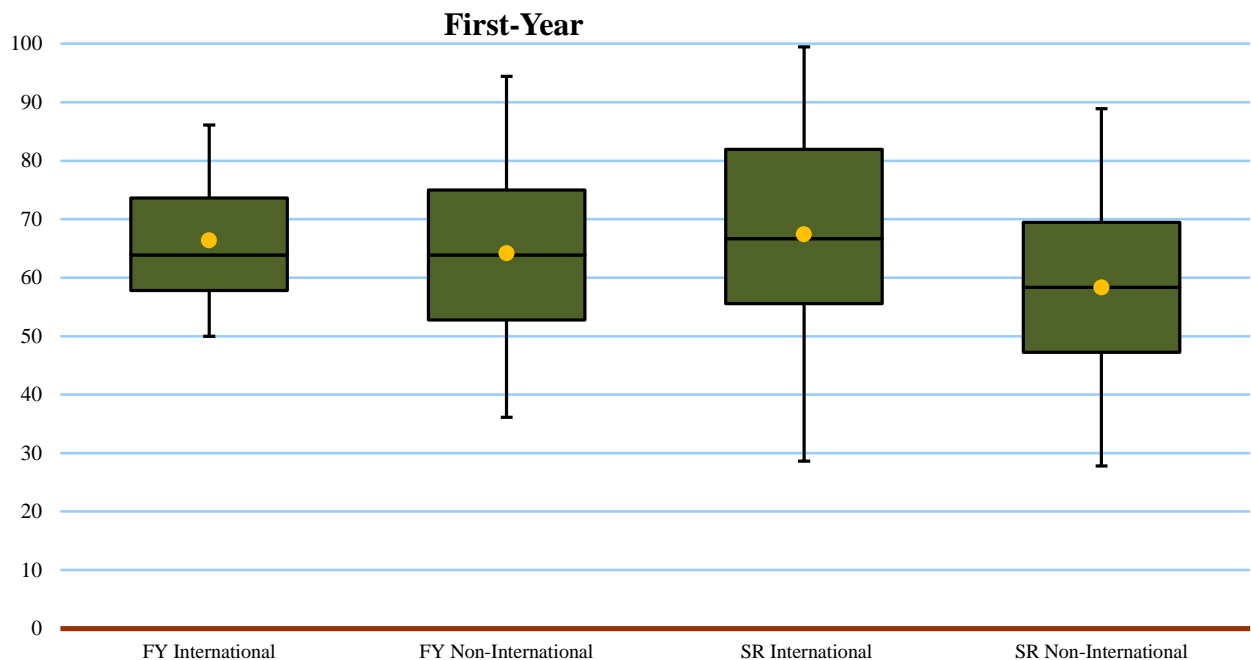
Class	International		Non-International		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	66.4	16	64.2	1608		
Senior	67.4	41	58.3	1605	***	.48

^a 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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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
 International Students

			First-Year Students				Seniors			
			International		Non-International		International		Non-International	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	0	0%	124	7%	2	5%	49	3%
		Sometimes	13	68%	791	47%	25	61%	596	36%
		Often	5	26%	504	30%	9	22%	530	32%
		Very often	1	5%	250	15%	5	12%	493	30%
		Total		19	100%	1,669	100%	41	100%	1,668
1b.	Made a class presentation	CLPRESEN (ACL) Never	3	16%	412	25%	1	3%	132	8%
		Sometimes	9	47%	879	53%	22	55%	655	39%
		Often	7	37%	286	17%	14	35%	566	34%
		Very often	0	0%	77	5%	3	8%	306	18%
		Total		19	100%	1,654	100%	40	100%	1,659
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	1	5%	262	16%	4	10%	296	18%
		Sometimes	8	42%	564	34%	11	28%	673	40%
		Often	7	37%	573	35%	16	40%	451	27%
		Very often	3	16%	258	16%	9	23%	244	15%
		Total		19	100%	1,657	100%	40	100%	1,664
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	0	0%	34	2%	0	0%	18	1%
		Sometimes	5	26%	346	21%	6	15%	188	11%
		Often	7	37%	761	46%	17	43%	600	36%
		Very often	7	37%	521	31%	17	43%	855	51%
		Total		19	100%	1,662	100%	40	100%	1,661
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	3	16%	120	7%	4	10%	184	11%
		Sometimes	7	37%	571	34%	14	34%	590	36%
		Often	8	42%	673	41%	15	37%	554	33%
		Very often	1	5%	297	18%	8	20%	326	20%
		Total		19	100%	1,661	100%	41	100%	1,654
1f.	Come to class without completing readings or assignments	CLUNPREP Never	7	37%	338	20%	8	20%	251	15%
		Sometimes	7	37%	961	58%	20	49%	950	57%
		Often	5	26%	250	15%	8	20%	316	19%
		Very often	0	0%	111	7%	5	12%	144	9%
		Total		19	100%	1,660	100%	41	100%	1,661
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	0	0%	283	17%	6	15%	192	12%
		Sometimes	8	42%	758	46%	10	25%	707	43%
		Often	10	53%	468	28%	17	43%	521	31%
		Very often	1	5%	147	9%	7	18%	243	15%
		Total		19	100%	1,656	100%	40	100%	1,663



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 International Students

			First-Year Students				Seniors				
			International		Non-International		International		Non-International		
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	2	11%	151	9%	2	5%	73	4%	
		(ACL)	6	32%	660	40%	10	24%	469	28%	
			11	58%	582	35%	16	39%	605	36%	
			Very often	0	0%	273	16%	13	32%	522	31%
		Total		19	100%	1,666	100%	41	100%	1,669	100%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	0	0%	54	3%	2	5%	33	2%	
			10	59%	599	37%	9	23%	295	18%	
			Often	4	24%	668	41%	19	48%	719	44%
			Very often	3	18%	315	19%	10	25%	584	36%
		Total		17	100%	1,636	100%	40	100%	1,631	100%
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	3	18%	773	47%	10	24%	629	39%	
		(ACL)	10	59%	569	35%	15	37%	604	37%	
			Often	3	18%	199	12%	11	27%	244	15%
			Very often	1	6%	97	6%	5	12%	154	9%
		Total		17	100%	1,638	100%	41	100%	1,631	100%
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	3	18%	1,033	63%	14	34%	889	55%	
		(ACL)	12	71%	379	23%	16	39%	441	27%	
			Often	2	12%	134	8%	8	20%	166	10%
			Very often	0	0%	87	5%	3	7%	125	8%
		Total		17	100%	1,633	100%	41	100%	1,621	100%
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	3	18%	202	12%	5	12%	199	12%	
		(EEE)	6	35%	511	31%	10	24%	484	30%	
			Often	5	29%	476	29%	10	24%	454	28%
			Very often	3	18%	449	27%	16	39%	493	30%
		Total		17	100%	1,638	100%	41	100%	1,630	100%
1m.	Used e-mail to communicate with an instructor	EMAIL	0	0%	35	2%	0	0%	9	1%	
			4	24%	428	26%	4	10%	227	14%	
			Often	7	41%	628	39%	12	29%	544	33%
			Very often	6	35%	540	33%	25	61%	850	52%
		Total		17	100%	1,631	100%	41	100%	1,630	100%
1n.	Discussed grades or assignments with an instructor	FACGRADE	3	18%	160	10%	1	2%	85	5%	
		(SFI)	8	47%	760	46%	18	44%	640	39%	
			Often	5	29%	496	30%	14	34%	547	34%
			Very often	1	6%	221	14%	8	20%	352	22%
		Total		17	100%	1,637	100%	41	100%	1,624	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 International Students

			First-Year Students				Seniors			
			International		Non-International		International		Non-International	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	4	24%	289	18%	5	12%	238	15%
		(SFI)	11	65%	762	47%	16	39%	664	41%
			2	12%	392	24%	10	24%	474	29%
			0	0%	190	12%	10	24%	250	15%
		Total		17	100%	1,633	100%	41	100%	1,626
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	3	18%	677	41%	8	20%	487	30%
		(SFI)	10	59%	647	40%	16	39%	741	45%
			3	18%	221	14%	13	32%	269	17%
			1	6%	90	6%	4	10%	133	8%
		Total		17	100%	1,635	100%	41	100%	1,630
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	1	6%	121	7%	3	8%	90	6%
		(SFI)	9	53%	632	39%	14	36%	610	38%
			6	35%	673	41%	14	36%	694	43%
			1	6%	206	13%	8	21%	232	14%
		Total		17	100%	1,632	100%	39	100%	1,626
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	1	6%	126	8%	1	3%	113	7%
		(LAC)	11	65%	631	39%	15	38%	580	36%
			4	24%	621	38%	17	43%	608	37%
			1	6%	252	15%	7	18%	326	20%
		Total		17	100%	1,630	100%	40	100%	1,627
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	5	33%	889	55%	14	36%	698	43%
		(SFI)	7	47%	484	30%	14	36%	531	33%
			3	20%	190	12%	8	21%	242	15%
			0	0%	61	4%	3	8%	147	9%
		Total		15	100%	1,624	100%	39	100%	1,618
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	0	0%	70	4%	1	3%	40	2%
		(ACL)	11	65%	555	34%	13	33%	468	29%
			3	18%	611	37%	20	50%	655	40%
			3	18%	396	24%	6	15%	459	28%
		Total		17	100%	1,632	100%	40	100%	1,622
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	3	18%	227	14%	6	16%	228	14%
		(EEE)	8	47%	570	35%	13	34%	652	40%
			1	6%	471	29%	10	26%	404	25%
			5	29%	365	22%	9	24%	342	21%
		Total		17	100%	1,633	100%	38	100%	1,626



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Colorado State University
 International Students

			First-Year Students				Seniors				
			International		Non-International		International		Non-International		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
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	4	24%	123	8%	5	13%	115	7%
			Sometimes	9	53%	504	31%	16	40%	584	36%
			Often	0	0%	571	35%	11	28%	504	31%
			Very often	4	24%	438	27%	8	20%	424	26%
			Total	17	100%	1,636	100%	40	100%	1,627	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	0	0%	53	3%	3	8%	109	7%
			Some	8	50%	373	23%	13	33%	448	28%
			Quite a bit	6	38%	709	43%	14	35%	600	37%
			Very much	2	13%	499	31%	10	25%	464	29%
			Total	16	100%	1,634	100%	40	100%	1,621	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	0	0%	20	1%	1	3%	21	1%
			Some	5	29%	266	16%	3	8%	184	11%
			Quite a bit	8	47%	765	47%	18	45%	679	42%
			Very much	4	24%	571	35%	18	45%	733	45%
			Total	17	100%	1,622	100%	40	100%	1,617	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	0	0%	57	4%	2	5%	48	3%
			Some	7	41%	420	26%	8	20%	340	21%
			Quite a bit	8	47%	728	45%	17	43%	629	39%
			Very much	2	12%	422	26%	13	33%	593	37%
			Total	17	100%	1,627	100%	40	100%	1,610	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	0	0%	68	4%	2	5%	76	5%
			Some	6	38%	435	27%	5	13%	393	24%
			Quite a bit	7	44%	730	45%	19	48%	650	40%
			Very much	3	19%	399	24%	14	35%	497	31%
			Total	16	100%	1,632	100%	40	100%	1,616	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	1	6%	54	3%	1	3%	47	3%
			Some	4	24%	303	19%	4	10%	234	14%
			Quite a bit	7	41%	667	41%	17	44%	567	35%
			Very much	5	29%	607	37%	17	44%	773	48%
			Total	17	100%	1,631	100%	39	100%	1,621	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	13	1%	1	2%	26	2%
			1-4	6	35%	354	22%	13	32%	548	34%
			5-10	10	59%	798	49%	14	34%	607	37%
			11-20	1	6%	315	19%	6	15%	263	16%
			More than 20	0	0%	153	9%	7	17%	177	11%
			Total	17	100%	1,633	100%	41	100%	1,621	100%



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			First-Year Students				Seniors				
			International		Non-International		International		Non-International		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	1	6%	451	28%	10	24%	306	19%	
			12	71%	882	54%	17	41%	877	54%	
			3	18%	196	12%	7	17%	262	16%	
			11-20	1	6%	46	3%	3	7%	88	5%
			More than 20	0	0%	56	3%	4	10%	84	5%
			Total	17	100%	1,631	100%	41	100%	1,617	100%
3c.	Number of written papers or reports of 20 pages or more	WRITEMOR	9	53%	1,399	86%	19	46%	823	51%	
		(LAC)	5	29%	170	10%	10	24%	681	42%	
			2	12%	36	2%	5	12%	76	5%	
			11-20	1	6%	14	1%	2	5%	21	1%
			More than 20	0	0%	11	1%	5	12%	18	1%
			Total	17	100%	1,630	100%	41	100%	1,619	100%
3d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	0	0%	250	15%	4	10%	201	12%	
		(LAC)	7	41%	991	61%	18	45%	758	47%	
			7	41%	318	19%	8	20%	425	26%	
			2	12%	62	4%	7	18%	175	11%	
			More than 20	1	6%	11	1%	3	8%	63	4%
			Total	17	100%	1,632	100%	40	100%	1,622	100%
3e.	Number of written papers or reports of fewer than 5 pages	WRITESML	0	0%	19	1%	3	8%	96	6%	
		(LAC)	6	35%	478	29%	12	30%	532	33%	
			6	35%	677	41%	10	25%	507	31%	
			2	12%	341	21%	6	15%	290	18%	
			More than 20	3	18%	121	7%	9	23%	199	12%
			Total	17	100%	1,636	100%	40	100%	1,624	100%
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	0	0%	161	10%	1	2%	268	17%	
			5	31%	558	34%	10	24%	541	33%	
			4	25%	576	35%	15	37%	429	26%	
			4	25%	189	12%	3	7%	176	11%	
			More than 6	3	19%	151	9%	12	29%	209	13%
			Total	16	100%	1,635	100%	41	100%	1,623	100%
4b.	Number of problem sets that take you less than an hour to complete	PROBSETB	1	6%	155	9%	10	26%	465	29%	
			4	25%	583	36%	10	26%	639	39%	
			2	13%	471	29%	8	21%	305	19%	
			4	25%	212	13%	4	10%	88	5%	
			More than 6	5	31%	214	13%	7	18%	122	8%
			Total	16	100%	1,635	100%	39	100%	1,619	100%



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Variable	Response Options		Count	%	Count	%	Count	%	Count	%
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%	9	1%	1	2%	7	0%
		2	0	0%	10	1%	2	5%	28	2%
		3	0	0%	44	3%	2	5%	54	3%
		4	7	41%	149	9%	3	7%	147	9%
		5	3	18%	541	33%	14	34%	497	31%
		6	4	24%	564	34%	11	27%	579	36%
		7 Very much	3	18%	320	20%	8	20%	310	19%
	Total		17	100%	1,637	100%	41	100%	1,622	100%
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	3	18%	504	31%	10	24%	562	35%
		Sometimes	13	76%	767	47%	20	49%	761	47%
		Often	0	0%	232	14%	9	22%	185	11%
		Very often	1	6%	123	8%	2	5%	112	7%
	Total		17	100%	1,626	100%	41	100%	1,620	100%
6b. Exercised or participated in physical fitness activities	EXRCSE05	Never	0	0%	61	4%	8	20%	97	6%
		Sometimes	7	41%	395	24%	15	37%	429	27%
		Often	6	35%	495	30%	14	34%	450	28%
		Very often	4	24%	673	41%	4	10%	639	40%
	Total		17	100%	1,624	100%	41	100%	1,615	100%
6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	1	6%	778	48%	20	50%	760	47%
		Sometimes	12	71%	397	24%	10	25%	442	27%
		Often	2	12%	222	14%	7	18%	177	11%
		Very often	2	12%	232	14%	3	8%	240	15%
	Total		17	100%	1,629	100%	40	100%	1,619	100%
6d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	0	0%	137	8%	6	15%	112	7%
		Sometimes	15	88%	599	37%	18	45%	532	33%
		Often	2	12%	593	36%	12	30%	629	39%
		Very often	0	0%	297	18%	4	10%	337	21%
	Total		17	100%	1,626	100%	40	100%	1,610	100%
6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	0	0%	79	5%	3	7%	79	5%
		Sometimes	9	53%	521	32%	19	46%	469	29%
		Often	7	41%	644	40%	10	24%	634	39%
		Very often	1	6%	378	23%	9	22%	429	27%
	Total		17	100%	1,622	100%	41	100%	1,611	100%
6f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	0	0%	40	2%	3	7%	40	2%
		Sometimes	9	53%	500	31%	14	34%	424	26%
		Often	8	47%	667	41%	16	39%	718	44%
		Very often	0	0%	419	26%	8	20%	437	27%
	Total		17	100%	1,626	100%	41	100%	1,619	100%



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 International Students

			First-Year Students				Seniors				
			International		Non-International		International		Non-International		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	3	19%	168	10%	3	8%	102	6%	
		(EEE)	2	13%	49	3%	3	8%	203	13%	
			Plan to do	11	69%	1,295	80%	25	63%	400	25%
			Done	0	0%	106	7%	9	23%	915	56%
			Total	16	100%	1,618	100%	40	100%	1,620	100%
7b.	Community service or volunteer work	VOLNTR04	1	6%	167	10%	5	13%	103	6%	
		(EEE)	4	25%	69	4%	6	15%	196	12%	
			Plan to do	9	56%	801	50%	14	35%	199	12%
			Done	2	13%	579	36%	15	38%	1,113	69%
			Total	16	100%	1,616	100%	40	100%	1,611	100%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	4	25%	444	28%	6	15%	162	10%	
		(EEE)	5	31%	419	26%	16	40%	941	58%	
			Plan to do	6	38%	381	24%	11	28%	102	6%
			Done	1	6%	362	23%	7	18%	411	25%
			Total	16	100%	1,606	100%	40	100%	1,616	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	3	19%	552	34%	10	24%	251	16%	
		(SFI)	3	19%	274	17%	9	22%	751	46%	
			Plan to do	9	56%	680	42%	9	22%	232	14%
			Done	1	6%	106	7%	13	32%	385	24%
			Total	16	100%	1,612	100%	41	100%	1,619	100%
7e.	Foreign language coursework	FORLNG04	1	6%	361	22%	4	10%	119	7%	
		(EEE)	3	19%	649	40%	8	20%	908	56%	
			Plan to do	9	56%	342	21%	11	27%	91	6%
			Done	3	19%	265	16%	18	44%	501	31%
			Total	16	100%	1,617	100%	41	100%	1,619	100%
7f.	Study abroad	STDABR04	1	6%	459	28%	3	7%	136	8%	
		(EEE)	5	31%	319	20%	12	29%	1,129	70%	
			Plan to do	6	38%	808	50%	6	15%	103	6%
			Done	4	25%	26	2%	20	49%	248	15%
			Total	16	100%	1,612	100%	41	100%	1,616	100%
7g.	Independent study or self-designed major	INDSTD04	2	13%	495	31%	8	20%	144	9%	
		(EEE)	4	25%	872	54%	8	20%	1,088	68%	
			Plan to do	9	56%	196	12%	13	32%	114	7%
			Done	1	6%	47	3%	12	29%	260	16%
			Total	16	100%	1,610	100%	41	100%	1,606	100%



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			First-Year Students				Seniors			
			International		Non-International		International		Non-International	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	1 Have not decided	4	25%	544	34%	8	20%	53	3%
		2 Do not plan to do	1	6%	148	9%	6	15%	120	7%
		3 Plan to do	10	63%	891	55%	18	45%	552	34%
		4 Done	1	6%	34	2%	8	20%	892	55%
		Total		16	100%	1,617	100%	40	100%	1,617
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	0	0%	13	1%	0	0%	13	1%
		2	0	0%	26	2%	2	5%	37	2%
		3	1	6%	63	4%	1	2%	62	4%
		4	2	13%	155	10%	7	17%	151	9%
		5	5	31%	335	21%	5	12%	335	21%
		6	5	31%	545	34%	14	34%	583	36%
		7 Friendly, Supportive, Sense of belonging	3	19%	482	30%	12	29%	436	27%
		Total		16	100%	1,619	100%	41	100%	1,617
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	0	0%	12	1%	0	0%	16	1%
		2	0	0%	25	2%	1	3%	27	2%
		3	2	13%	110	7%	4	10%	94	6%
		4	3	19%	350	22%	7	18%	210	13%
		5	6	38%	461	28%	3	8%	420	26%
		6	5	31%	457	28%	13	33%	571	35%
		7 Available, Helpful, Sympathetic	0	0%	204	13%	12	30%	280	17%
		Total		16	100%	1,619	100%	40	100%	1,618
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	0	0%	28	2%	0	0%	55	3%
		2	1	6%	79	5%	3	7%	111	7%
		3	0	0%	148	9%	6	15%	183	11%
		4	2	13%	420	26%	7	17%	356	22%
		5	5	31%	395	24%	8	20%	402	25%
		6	7	44%	356	22%	5	12%	319	20%
		7 Helpful, Considerate, Flexible	1	6%	192	12%	12	29%	193	12%
		Total		16	100%	1,618	100%	41	100%	1,619



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 International Students

			First-Year Students				Seniors			
			International		Non-International		International		Non-International	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	0 hrs/wk	0	0%	5	0%	1	3%	3	0%
	(LAC)	1-5 hrs/wk	2	13%	126	8%	6	15%	161	10%
		6-10 hrs/wk	3	19%	346	22%	0	0%	318	20%
		11-15 hrs/wk	3	19%	345	21%	6	15%	329	20%
		16-20 hrs/wk	3	19%	347	22%	4	10%	312	19%
		21-25 hrs/wk	4	25%	217	13%	7	18%	179	11%
		26-30 hrs/wk	0	0%	114	7%	5	13%	130	8%
		30+ hrs/wk	1	6%	109	7%	11	28%	182	11%
	Total		16	100%	1,609	100%	40	100%	1,614	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	11	69%	1,306	81%	26	63%	1,045	65%
		1-5 hrs/wk	1	6%	48	3%	0	0%	47	3%
		6-10 hrs/wk	0	0%	112	7%	1	2%	145	9%
		11-15 hrs/wk	1	6%	81	5%	8	20%	147	9%
		16-20 hrs/wk	2	13%	36	2%	3	7%	103	6%
		21-25 hrs/wk	1	6%	15	1%	1	2%	53	3%
		26-30 hrs/wk	0	0%	5	0%	1	2%	33	2%
		30+ hrs/wk	0	0%	5	0%	1	2%	36	2%
	Total		16	100%	1,608	100%	41	100%	1,609	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	12	75%	1,289	81%	34	83%	822	51%
		1-5 hrs/wk	1	6%	95	6%	1	2%	106	7%
		6-10 hrs/wk	1	6%	77	5%	0	0%	116	7%
		11-15 hrs/wk	0	0%	53	3%	1	2%	146	9%
		16-20 hrs/wk	2	13%	43	3%	0	0%	146	9%
		21-25 hrs/wk	0	0%	21	1%	3	7%	110	7%
		26-30 hrs/wk	0	0%	8	1%	1	2%	69	4%
		30+ hrs/wk	0	0%	14	1%	1	2%	101	6%
	Total		16	100%	1,600	100%	41	100%	1,616	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hrs/wk	6	38%	541	34%	21	51%	614	38%
	(EEE)	1-5 hrs/wk	4	25%	569	35%	12	29%	533	33%
		6-10 hrs/wk	2	13%	268	17%	3	7%	208	13%
		11-15 hrs/wk	1	6%	147	9%	2	5%	127	8%
		16-20 hrs/wk	2	13%	48	3%	3	7%	64	4%
		21-25 hrs/wk	0	0%	19	1%	0	0%	28	2%
		26-30 hrs/wk	1	6%	8	0%	0	0%	22	1%
		30+ hrs/wk	0	0%	14	1%	0	0%	19	1%
	Total		16	100%	1,614	100%	41	100%	1,615	100%



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			International		Non-International		International		Non-International	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	0	0%	16	1%	1	2%	12	1%
		1-5 hrs/wk	2	13%	291	18%	10	24%	412	26%
		6-10 hrs/wk	6	38%	485	30%	11	27%	483	30%
		11-15 hrs/wk	3	19%	366	23%	13	32%	338	21%
		16-20 hrs/wk	3	19%	231	14%	3	7%	214	13%
		21-25 hrs/wk	1	6%	108	7%	3	7%	78	5%
		26-30 hrs/wk	1	6%	43	3%	0	0%	24	1%
		30+ hrs/wk	0	0%	58	4%	0	0%	49	3%
	Total		16	100%	1,598	100%	41	100%	1,610	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	9	56%	1,441	90%	22	54%	1,238	77%
		1-5 hrs/wk	4	25%	83	5%	5	12%	154	10%
		6-10 hrs/wk	0	0%	29	2%	7	17%	66	4%
		11-15 hrs/wk	1	6%	18	1%	4	10%	39	2%
		16-20 hrs/wk	1	6%	14	1%	2	5%	17	1%
		21-25 hrs/wk	1	6%	3	0%	0	0%	15	1%
		26-30 hrs/wk	0	0%	1	0%	0	0%	6	0%
		30+ hrs/wk	0	0%	8	1%	1	2%	70	4%
	Total		16	100%	1,597	100%	41	100%	1,605	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	0	0%	119	7%	2	5%	45	3%
		1-5 hrs/wk	8	50%	1,188	74%	26	63%	1,225	76%
		6-10 hrs/wk	4	25%	198	12%	8	20%	246	15%
		11-15 hrs/wk	2	13%	49	3%	3	7%	66	4%
		16-20 hrs/wk	1	6%	26	2%	1	2%	16	1%
		21-25 hrs/wk	1	6%	7	0%	0	0%	2	0%
		26-30 hrs/wk	0	0%	4	0%	1	2%	1	0%
		30+ hrs/wk	0	0%	10	1%	0	0%	9	1%
	Total		16	100%	1,601	100%	41	100%	1,610	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	0	0%	14	1%	1	2%	21	1%
		Some	4	25%	186	12%	3	7%	255	16%
		Quite a bit	7	44%	749	47%	17	41%	772	48%
		Very much	5	31%	657	41%	20	49%	554	35%
		Total	16	100%	1,606	100%	41	100%	1,602	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	0	0%	19	1%	1	2%	55	3%
		Some	4	25%	248	16%	8	20%	383	24%
		Quite a bit	5	31%	739	46%	18	44%	737	46%
		Very much	7	44%	589	37%	14	34%	418	26%
		Total	16	100%	1,595	100%	41	100%	1,593	100%



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			International		Non-International		International		Non-International	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
10c.	ENVDIVRS (EEE)	Very little	0	0%	139	9%	4	10%	311	19%
		Some	5	31%	452	28%	13	32%	595	37%
		Quite a bit	8	50%	548	34%	12	29%	451	28%
		Very much	3	19%	458	29%	12	29%	242	15%
		Total	16	100%	1,597	100%	41	100%	1,599	100%
10d.	ENVNACAD (SCE)	Very little	1	6%	264	16%	4	10%	559	35%
		Some	5	31%	640	40%	11	28%	630	39%
		Quite a bit	7	44%	479	30%	16	40%	305	19%
		Very much	3	19%	218	14%	9	23%	105	7%
		Total	16	100%	1,601	100%	40	100%	1,599	100%
10e.	ENVSOCAL (SCE)	Very little	0	0%	149	9%	5	13%	340	21%
		Some	7	50%	551	34%	12	31%	683	43%
		Quite a bit	4	29%	596	37%	12	31%	433	27%
		Very much	3	21%	304	19%	10	26%	143	9%
		Total	14	100%	1,600	100%	39	100%	1,599	100%
10f.	ENVEVENT	Very little	2	13%	52	3%	7	18%	110	7%
		Some	5	31%	373	23%	10	26%	443	28%
		Quite a bit	5	31%	687	43%	11	28%	684	43%
		Very much	4	25%	495	31%	11	28%	361	23%
		Total	16	100%	1,607	100%	39	100%	1,598	100%
10g.	ENVCOMPT	Very little	0	0%	28	2%	1	3%	28	2%
		Some	3	19%	231	14%	3	8%	145	9%
		Quite a bit	2	13%	556	35%	8	20%	506	32%
		Very much	11	69%	787	49%	28	70%	919	58%
		Total	16	100%	1,602	100%	40	100%	1,598	100%
11a.	GNGENLED	Very little	0	0%	23	1%	1	2%	45	3%
		Some	5	31%	273	17%	4	10%	263	16%
		Quite a bit	7	44%	734	46%	17	41%	644	40%
		Very much	4	25%	565	35%	19	46%	646	40%
		Total	16	100%	1,595	100%	41	100%	1,598	100%
11b.	GNWORK	Very little	1	7%	110	7%	4	10%	94	6%
		Some	8	53%	459	29%	10	24%	304	19%
		Quite a bit	3	20%	601	38%	12	29%	534	33%
		Very much	3	20%	428	27%	15	37%	664	42%
		Total	15	100%	1,598	100%	41	100%	1,596	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 International Students

			First-Year Students				Seniors			
			International		Non-International		International		Non-International	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	0	0%	76	5%	1	2%	74	5%
		Some	4	25%	411	26%	6	15%	357	22%
		Quite a bit	9	56%	698	44%	18	44%	660	41%
		Very much	3	19%	416	26%	16	39%	507	32%
		Total		16	100%	1,601	100%	41	100%	1,598
11d. Speaking clearly and effectively	GNSPEAK	Very little	0	0%	181	11%	1	3%	113	7%
		Some	3	19%	494	31%	8	20%	423	27%
		Quite a bit	8	50%	580	36%	18	45%	591	37%
		Very much	5	31%	338	21%	13	33%	464	29%
		Total		16	100%	1,593	100%	40	100%	1,591
11e. Thinking critically and analytically	GNANALY	Very little	0	0%	30	2%	1	3%	32	2%
		Some	4	25%	236	15%	2	5%	170	11%
		Quite a bit	6	38%	703	44%	17	43%	565	35%
		Very much	6	38%	622	39%	20	50%	827	52%
		Total		16	100%	1,591	100%	40	100%	1,594
11f. Analyzing quantitative problems	GNQUANT	Very little	0	0%	68	4%	2	5%	81	5%
		Some	5	31%	376	24%	3	7%	298	19%
		Quite a bit	6	38%	655	41%	16	39%	564	35%
		Very much	5	31%	495	31%	20	49%	652	41%
		Total		16	100%	1,594	100%	41	100%	1,595
11g. Using computing and information technology	GNCMPTS	Very little	1	6%	72	5%	1	2%	75	5%
		Some	4	25%	368	23%	4	10%	308	19%
		Quite a bit	6	38%	633	40%	11	27%	549	34%
		Very much	5	31%	525	33%	25	61%	663	42%
		Total		16	100%	1,598	100%	41	100%	1,595
11h. Working effectively with others	GNOTHERS	Very little	0	0%	80	5%	1	2%	57	4%
		Some	4	27%	386	24%	6	15%	317	20%
		Quite a bit	4	27%	659	41%	16	39%	591	37%
		Very much	7	47%	472	30%	18	44%	634	40%
		Total		15	100%	1,597	100%	41	100%	1,599
11i. Voting in local, state, or national elections	GNCITIZN	Very little	7	47%	727	46%	16	41%	545	34%
		Some	3	20%	502	32%	11	28%	598	38%
		Quite a bit	4	27%	239	15%	10	26%	311	20%
		Very much	1	7%	120	8%	2	5%	131	8%
		Total		15	100%	1,588	100%	39	100%	1,585



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 International Students

			First-Year Students				Seniors			
			International		Non-International		International		Non-International	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	1	7%	80	5%	1	3%	85	5%
		Some	3	20%	357	23%	5	13%	324	20%
		Quite a bit	8	53%	725	46%	13	34%	646	41%
		Very much	3	20%	418	26%	19	50%	527	33%
	Total		15	100%	1,580	100%	38	100%	1,582	100%
11k. Understanding yourself	GNSELF	Very little	0	0%	133	8%	0	0%	182	12%
		Some	4	27%	422	27%	5	13%	424	27%
		Quite a bit	10	67%	615	39%	20	51%	547	35%
		Very much	1	7%	412	26%	14	36%	423	27%
	Total		15	100%	1,582	100%	39	100%	1,576	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	0	0%	199	13%	3	8%	318	20%
		Some	7	47%	557	35%	7	18%	599	38%
		Quite a bit	7	47%	556	35%	17	43%	426	27%
		Very much	1	7%	274	17%	13	33%	241	15%
	Total		15	100%	1,586	100%	40	100%	1,584	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	1	7%	143	9%	1	3%	135	9%
		Some	7	47%	520	33%	9	23%	442	28%
		Quite a bit	6	40%	636	40%	15	38%	569	36%
		Very much	1	7%	289	18%	15	38%	437	28%
	Total		15	100%	1,588	100%	40	100%	1,583	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	1	7%	200	13%	2	5%	252	16%
		Some	3	20%	466	29%	8	20%	467	30%
		Quite a bit	9	60%	551	35%	16	40%	500	32%
		Very much	2	13%	366	23%	14	35%	358	23%
	Total		15	100%	1,583	100%	40	100%	1,577	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	1	7%	234	15%	5	13%	242	15%
		Some	5	33%	536	34%	10	25%	560	35%
		Quite a bit	7	47%	528	33%	13	33%	500	32%
		Very much	2	13%	288	18%	12	30%	276	17%
	Total		15	100%	1,586	100%	40	100%	1,578	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	1	7%	685	43%	9	23%	953	60%
		Some	5	33%	419	26%	6	15%	366	23%
		Quite a bit	8	53%	286	18%	10	26%	159	10%
		Very much	1	7%	196	12%	14	36%	103	7%
	Total		15	100%	1,586	100%	39	100%	1,581	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
International Students

	<i>Variable</i>	<i>Response Options</i>	First-Year Students				Seniors				
			International		Non-International		International		Non-International		
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</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	0	0%	40	2%	2	5%	139	9%
			Fair	0	0%	190	12%	5	13%	295	18%
			Good	9	60%	747	47%	19	48%	666	42%
			Excellent	6	40%	624	39%	14	35%	496	31%
			Total	15	100%	1,601	100%	40	100%	1,596	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	0	0%	12	1%	0	0%	30	2%
			Fair	1	7%	139	9%	6	15%	148	9%
			Good	10	67%	793	50%	18	44%	758	48%
			Excellent	4	27%	657	41%	17	41%	659	41%
			Total	15	100%	1,601	100%	41	100%	1,595	100%
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	0	0%	25	2%	4	10%	52	3%
			Probably no	2	13%	135	8%	3	7%	140	9%
			Probably yes	9	60%	632	39%	23	56%	634	40%
			Definitely yes	4	27%	811	51%	11	27%	769	48%
			Total	15	100%	1,603	100%	41	100%	1,595	100%