






November 2012

NSSE Scores across First Generation Status

Highlights:

- ❖ **First generation students are well represented in the NSSE sample**
- ❖ **First-year first generation students have very similar benchmark mean scores compared to first-year non-first generation students**
- ❖ **Senior first generation students have very similar benchmark mean scores compared to senior non-first generation 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 first generation students and non-first generation students. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE across first generation status. Since NSSE surveys at the first-year and senior student levels comparisons of NSSE responses always need to be made within a student level.

There are no statistically significant differences between first generation and non-first generation students for either first-year or senior students. This lack of statistical difference is not due to small sample size. First generation students are well represented (25% and 24% of the first year and senior samples) in the NSSE samples and their representation in the samples are proportionally similar to the CSU population.

First generation students in the Fall 2011 cohort persisted to the second year at a rate that is 8.2 percentage points lower than non-first generation students and in the Fall 2006 cohort first generation students have a 6 year graduation rate that is 8.9 percentage points lower than the non-first generation students. First generation students at CSU have lower retention and graduation rates compared to non-first generation students; however, lower levels of engagement do not appear to explain the gaps in persistence and completion rates.

Level of Academic Challenge (LAC)

Mean Comparisons

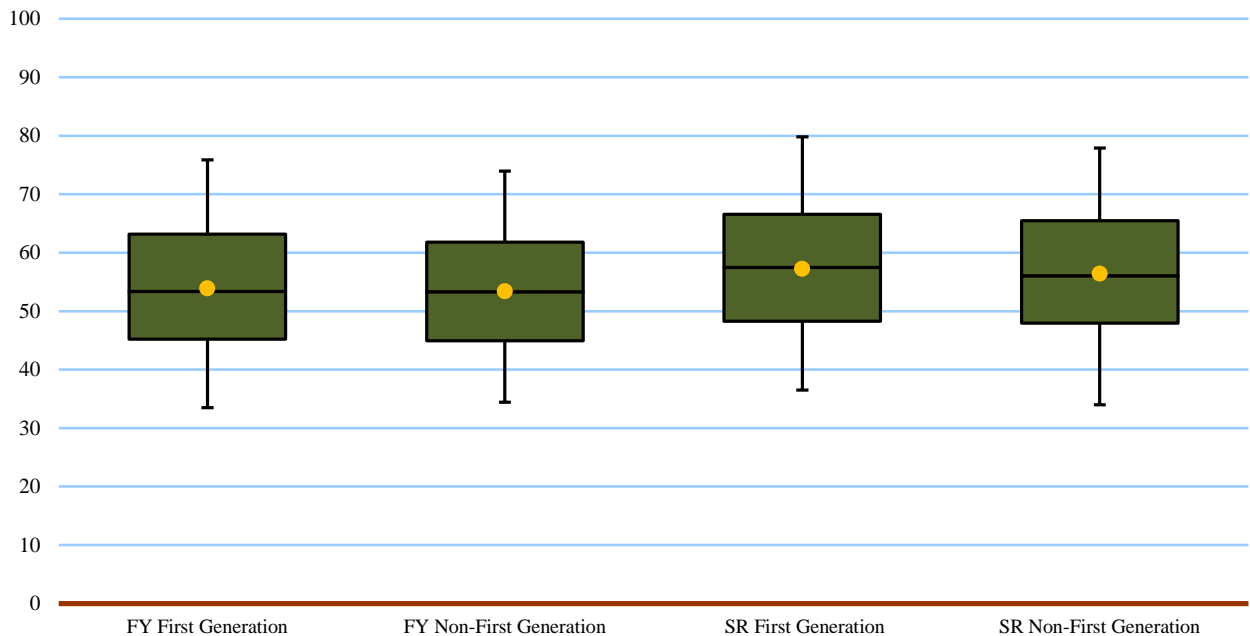
Class	First Generation		Non-First Generation		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	53.9	417	53.4	1236		
Senior	57.2	403	56.4	1260		

^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

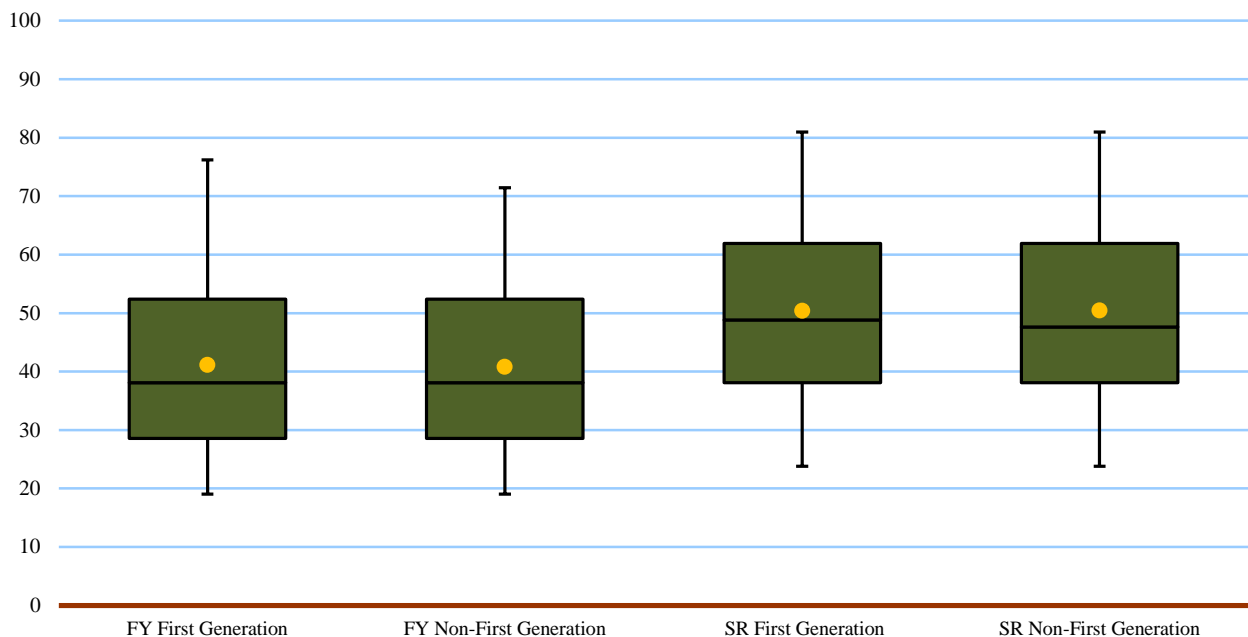
Class	First Generation		Non-First Generation		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	41.1	430	40.8	1261		
Senior	50.4	416	50.4	1293		

^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.

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

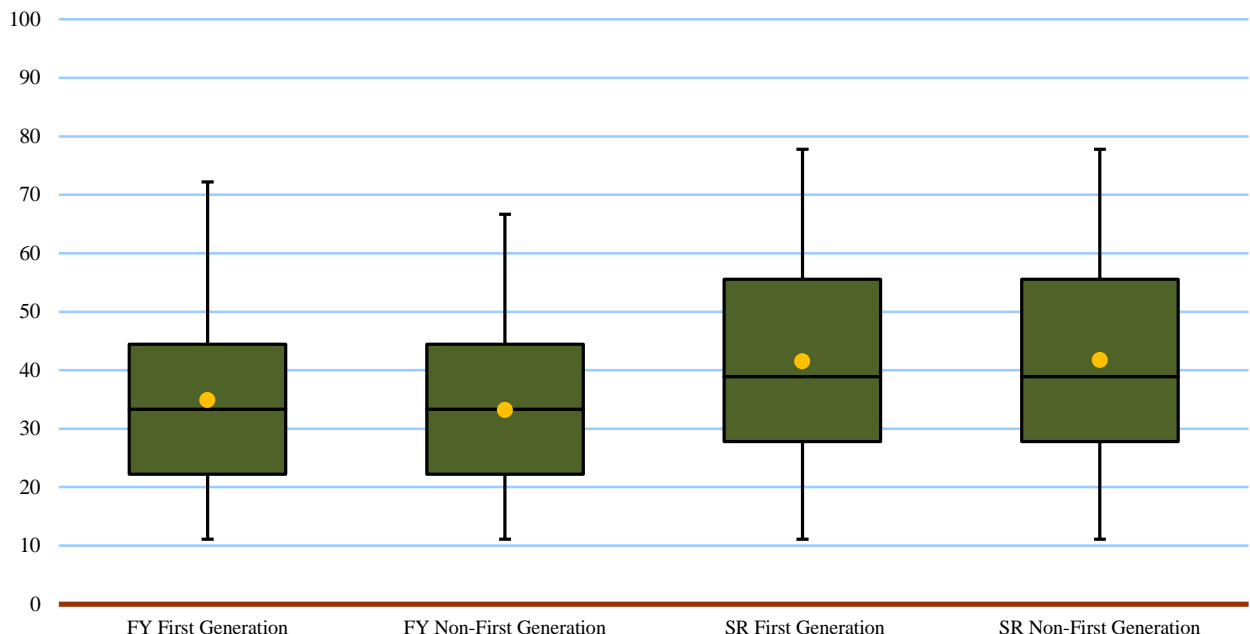
Class	First Generation		Non-First Generation		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	34.9	419	33.2	1234		
Senior	41.5	407	41.7	1259		

^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.

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

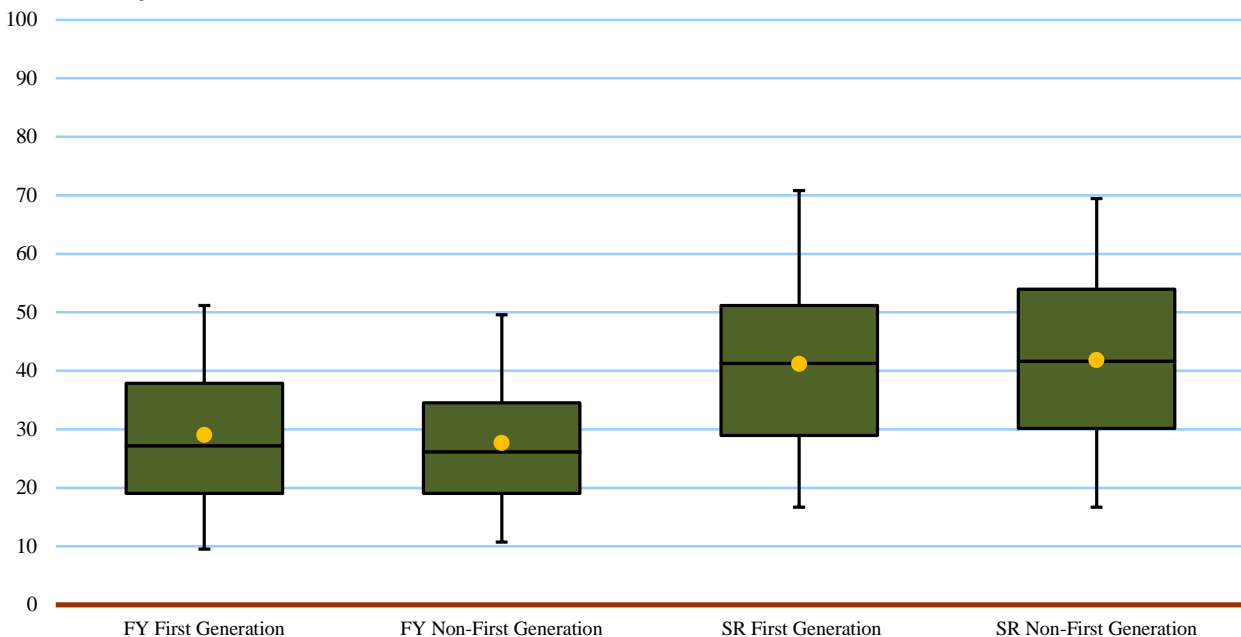
Class	First Generation		Non-First Generation		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	29.0	414	27.7	1223		
Senior	41.2	403	41.8	1259		

^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.

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

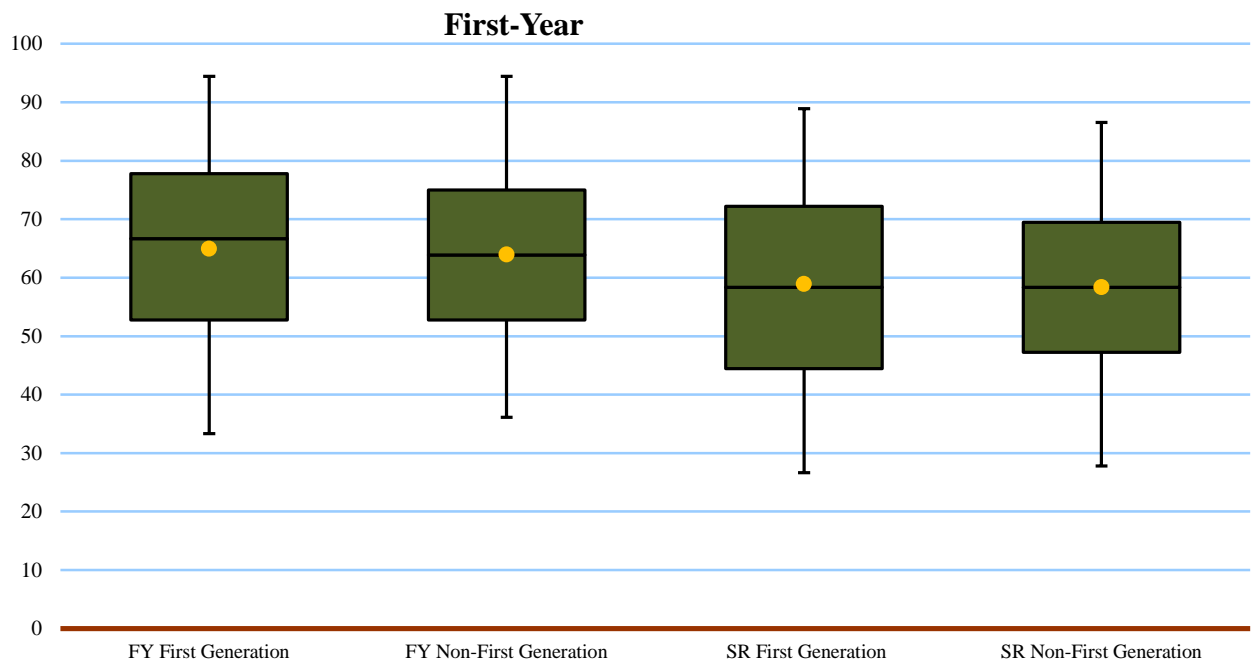
Class	First Generation		Non-First Generation		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	64.9	410	64.0	1214		
Senior	58.9	400	58.4	1244		

^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.

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
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	25	6%	99	8%	12	3%	39	3%
		Sometimes	211	49%	593	47%	166	40%	453	35%
		Often	124	29%	385	31%	117	28%	422	33%
		Very often	70	16%	181	14%	121	29%	377	29%
		Total		430	100%	1,258	100%	416	100%	1,291
1b.	Made a class presentation	CLPRESEN (ACL) Never	100	23%	315	25%	41	10%	92	7%
		Sometimes	233	55%	655	53%	154	37%	522	41%
		Often	68	16%	225	18%	145	35%	434	34%
		Very often	25	6%	52	4%	75	18%	234	18%
		Total		426	100%	1,247	100%	415	100%	1,282
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	58	14%	205	16%	69	17%	229	18%
		Sometimes	145	34%	427	34%	169	41%	515	40%
		Often	163	38%	417	33%	113	27%	354	27%
		Very often	62	14%	199	16%	63	15%	190	15%
		Total		428	100%	1,248	100%	414	100%	1,288
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	10	2%	24	2%	6	1%	12	1%
		Sometimes	89	21%	262	21%	35	8%	159	12%
		Often	199	46%	569	45%	153	37%	462	36%
		Very often	131	31%	397	32%	220	53%	652	51%
		Total		429	100%	1,252	100%	414	100%	1,285
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	26	6%	97	8%	45	11%	142	11%
		Sometimes	135	32%	443	35%	143	35%	461	36%
		Often	178	42%	503	40%	136	33%	432	34%
		Very often	88	21%	210	17%	89	22%	245	19%
		Total		427	100%	1,253	100%	413	100%	1,280
1f.	Come to class without completing readings or assignments	CLUNPREP Never	84	20%	261	21%	70	17%	188	15%
		Sometimes	248	58%	720	57%	238	57%	731	57%
		Often	63	15%	192	15%	74	18%	250	19%
		Very often	31	7%	80	6%	32	8%	117	9%
		Total		426	100%	1,253	100%	414	100%	1,286
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	72	17%	211	17%	44	11%	154	12%
		Sometimes	194	45%	572	46%	167	40%	548	43%
		Often	117	27%	361	29%	134	32%	404	31%
		Very often	45	11%	103	8%	70	17%	180	14%
		Total		428	100%	1,247	100%	415	100%	1,286



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	<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	34	8%	119	9%	31	7%	43	3%
		(ACL)	183	43%	483	38%	120	29%	358	28%
			137	32%	456	36%	138	33%	483	37%
			73	17%	200	16%	127	31%	408	32%
		Total		427	100%	1,258	100%	416	100%	1,292
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	16	4%	38	3%	8	2%	27	2%
			155	37%	454	37%	73	18%	230	18%
			165	39%	507	41%	175	43%	562	45%
			82	20%	236	19%	153	37%	441	35%
		Total		418	100%	1,235	100%	409	100%	1,260
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	197	47%	579	47%	171	42%	468	37%
		(ACL)	150	36%	429	35%	149	36%	469	37%
			51	12%	151	12%	51	12%	203	16%
			21	5%	77	6%	39	10%	120	10%
		Total		419	100%	1,236	100%	410	100%	1,260
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	260	62%	776	63%	210	52%	692	55%
		(ACL)	90	22%	301	24%	111	27%	345	27%
			44	11%	92	7%	43	11%	131	10%
			23	6%	64	5%	41	10%	87	7%
		Total		417	100%	1,233	100%	405	100%	1,255
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	54	13%	151	12%	60	15%	143	11%
		(EEE)	136	32%	381	31%	122	30%	371	29%
			118	28%	363	29%	103	25%	361	29%
			111	26%	341	28%	123	30%	386	31%
		Total		419	100%	1,236	100%	408	100%	1,261
1m.	Used e-mail to communicate with an instructor	EMAIL	7	2%	28	2%	5	1%	4	0%
			103	25%	329	27%	59	14%	172	14%
			170	41%	465	38%	146	36%	409	32%
			136	33%	410	33%	200	49%	674	54%
		Total		416	100%	1,232	100%	410	100%	1,259
1n.	Discussed grades or assignments with an instructor	FACGRADE	35	8%	128	10%	19	5%	67	5%
		(SFI)	193	46%	575	47%	164	40%	492	39%
			125	30%	376	30%	135	33%	426	34%
			65	16%	157	13%	90	22%	270	22%
		Total		418	100%	1,236	100%	408	100%	1,255



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

First Generation Students

			First-Year Students				Seniors				
			First Generation		Non-First Generation		First Generation		Non-First Generation		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	63	15%	230	19%	59	14%	184	15%	
		(SFI)	185	45%	588	48%	162	40%	517	41%	
			101	24%	293	24%	126	31%	357	28%	
			Very often	66	16%	124	10%	62	15%	198	16%
		Total		415	100%	1,235	100%	409	100%	1,256	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	166	40%	514	42%	120	29%	375	30%	
		(SFI)	170	41%	487	39%	180	44%	576	46%	
			Often	59	14%	165	13%	78	19%	203	16%
			Very often	22	5%	69	6%	32	8%	105	8%
		Total		417	100%	1,235	100%	410	100%	1,259	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	28	7%	94	8%	26	6%	67	5%	
		(SFI)	160	38%	481	39%	150	37%	472	38%	
			Often	168	40%	511	42%	168	41%	540	43%
			Very often	63	15%	144	12%	64	16%	176	14%
		Total		419	100%	1,230	100%	408	100%	1,255	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	28	7%	99	8%	26	6%	88	7%	
		(LAC)	159	38%	483	39%	139	34%	454	36%	
			Often	164	39%	461	38%	160	39%	465	37%
			Very often	68	16%	185	15%	82	20%	251	20%
		Total		419	100%	1,228	100%	407	100%	1,258	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	215	52%	679	55%	179	44%	533	43%	
		(SFI)	131	32%	360	29%	132	33%	411	33%	
			Often	49	12%	144	12%	53	13%	197	16%
			Very often	18	4%	43	4%	42	10%	108	9%
		Total		413	100%	1,226	100%	406	100%	1,249	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	22	5%	48	4%	6	1%	35	3%	
		(ACL)	156	37%	410	33%	109	27%	371	30%	
			Often	137	33%	477	39%	173	43%	501	40%
			Very often	103	25%	296	24%	118	29%	347	28%
		Total		418	100%	1,231	100%	406	100%	1,254	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	54	13%	176	14%	47	12%	187	15%	
		(EEE)	124	30%	454	37%	169	42%	495	39%	
			Often	124	30%	348	28%	98	24%	316	25%
			Very often	117	28%	253	21%	93	23%	257	20%
		Total		419	100%	1,231	100%	407	100%	1,255	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors				
			First Generation		Non-First Generation		First Generation		Non-First Generation		
	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	33	8%	94	8%	28	7%	92	7%
			Sometimes	109	26%	404	33%	155	38%	444	35%
			Often	146	35%	425	34%	123	30%	391	31%
			Very often	132	31%	310	25%	100	25%	332	26%
			Total	420	100%	1,233	100%	406	100%	1,259	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	21	5%	32	3%	31	8%	81	6%
			Some	85	20%	296	24%	117	29%	344	27%
			Quite a bit	177	43%	538	44%	149	37%	463	37%
			Very much	133	32%	368	30%	109	27%	365	29%
			Total	416	100%	1,234	100%	406	100%	1,253	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	8	2%	12	1%	9	2%	13	1%
			Some	72	17%	199	16%	41	10%	145	12%
			Quite a bit	190	46%	583	48%	165	41%	531	42%
			Very much	142	34%	433	35%	188	47%	563	45%
			Total	412	100%	1,227	100%	403	100%	1,252	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	20	5%	37	3%	15	4%	34	3%
			Some	108	26%	319	26%	71	18%	277	22%
			Quite a bit	194	47%	542	44%	154	38%	491	39%
			Very much	93	22%	331	27%	162	40%	444	36%
			Total	415	100%	1,229	100%	402	100%	1,246	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	18	4%	50	4%	14	3%	64	5%
			Some	113	27%	328	27%	83	20%	314	25%
			Quite a bit	183	44%	554	45%	167	41%	501	40%
			Very much	103	25%	299	24%	141	35%	370	30%
			Total	417	100%	1,231	100%	405	100%	1,249	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	16	4%	39	3%	9	2%	39	3%
			Some	79	19%	228	19%	54	13%	183	15%
			Quite a bit	172	41%	502	41%	143	35%	440	35%
			Very much	149	36%	463	38%	200	49%	590	47%
			Total	416	100%	1,232	100%	406	100%	1,252	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	2	0%	11	1%	8	2%	19	2%
			1-4	83	20%	277	22%	128	32%	432	34%
			5-10	200	48%	608	49%	152	38%	468	37%
			11-20	82	20%	234	19%	68	17%	201	16%
			More than 20	46	11%	107	9%	47	12%	137	11%
			Total	413	100%	1,237	100%	403	100%	1,257	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors				
			First Generation		Non-First Generation		First Generation		Non-First Generation		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	137	33%	315	26%	94	23%	222	18%	
			218	52%	676	55%	217	54%	675	54%	
			38	9%	161	13%	56	14%	213	17%	
			11-20	11	3%	36	3%	18	4%	73	6%
			More than 20	12	3%	44	4%	17	4%	71	6%
			Total	416	100%	1,232	100%	402	100%	1,254	100%
3c.	Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	353	85%	1,055	86%	215	53%	626	50%	
			45	11%	130	11%	163	40%	527	42%	
			10	2%	28	2%	17	4%	64	5%	
			11-20	4	1%	11	1%	4	1%	19	2%
			More than 20	4	1%	7	1%	4	1%	19	2%
		Total	416	100%	1,231	100%	403	100%	1,255	100%	
3d.	Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	58	14%	192	16%	51	13%	154	12%	
			244	59%	754	61%	181	45%	594	47%	
			96	23%	229	19%	111	28%	321	25%	
			14	3%	50	4%	38	9%	144	11%	
			More than 20	5	1%	7	1%	20	5%	46	4%
		Total	417	100%	1,232	100%	401	100%	1,259	100%	
3e.	Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	2	0%	17	1%	25	6%	74	6%	
			123	29%	361	29%	151	37%	391	31%	
			172	41%	511	41%	115	29%	402	32%	
			91	22%	252	20%	62	15%	234	19%	
			More than 20	29	7%	95	8%	50	12%	158	13%
		Total	417	100%	1,236	100%	403	100%	1,259	100%	
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	40	10%	121	10%	67	17%	202	16%	
			138	33%	425	34%	125	31%	426	34%	
			155	37%	425	34%	107	27%	337	27%	
			44	11%	149	12%	50	12%	128	10%	
			More than 6	38	9%	116	9%	54	13%	166	13%
			Total	415	100%	1,236	100%	403	100%	1,259	100%
4b.	Number of problem sets that take you less than an hour to complete	PROBSETB	27	6%	129	10%	124	31%	351	28%	
			152	37%	435	35%	158	40%	490	39%	
			127	31%	346	28%	68	17%	245	20%	
			53	13%	163	13%	18	5%	74	6%	
			More than 6	57	14%	162	13%	32	8%	96	8%
			Total	416	100%	1,235	100%	400	100%	1,256	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors					
			First Generation		Non-First Generation		First Generation		Non-First Generation			
	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	2	0%	7	1%	3	1%	5	0%
			2		1	0%	9	1%	6	1%	24	2%
			3		7	2%	37	3%	8	2%	48	4%
			4		37	9%	119	10%	32	8%	118	9%
			5		144	35%	400	32%	118	29%	391	31%
			6		142	34%	426	34%	147	36%	443	35%
		7	Very much	83	20%	240	19%	89	22%	229	18%	
		Total	416	100%	1,238	100%	403	100%	1,258	100%		
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	125	30%	382	31%	148	37%	423	34%	
			Sometimes	203	49%	577	47%	188	47%	592	47%	
			Often	59	14%	173	14%	38	9%	156	12%	
			Very often	29	7%	95	8%	28	7%	86	7%	
		Total	416	100%	1,227	100%	402	100%	1,257	100%		
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	19	5%	42	3%	27	7%	78	6%	
			Sometimes	133	32%	269	22%	124	31%	319	25%	
			Often	114	27%	387	32%	123	31%	341	27%	
			Very often	149	36%	528	43%	127	32%	515	41%	
		Total	415	100%	1,226	100%	401	100%	1,253	100%		
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	216	52%	563	46%	197	49%	583	46%	
			Sometimes	92	22%	317	26%	111	28%	340	27%	
			Often	59	14%	165	13%	46	11%	137	11%	
			Very often	49	12%	185	15%	48	12%	195	16%	
		Total	416	100%	1,230	100%	402	100%	1,255	100%		
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	36	9%	101	8%	32	8%	86	7%	
			Sometimes	157	38%	457	37%	131	33%	418	33%	
			Often	146	35%	449	37%	152	38%	488	39%	
			Very often	74	18%	223	18%	85	21%	256	21%	
		Total	413	100%	1,230	100%	400	100%	1,248	100%		
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	17	4%	62	5%	14	3%	68	5%	
			Sometimes	141	34%	389	32%	108	27%	379	30%	
			Often	162	39%	489	40%	160	40%	483	39%	
			Very often	95	23%	284	23%	119	30%	319	26%	
		Total	415	100%	1,224	100%	401	100%	1,249	100%		
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	8	2%	32	3%	10	2%	33	3%	
			Sometimes	117	28%	392	32%	112	28%	325	26%	
			Often	181	44%	494	40%	164	41%	569	45%	
			Very often	109	26%	310	25%	116	29%	329	26%	
		Total	415	100%	1,228	100%	402	100%	1,256	100%		



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	38	9%	133	11%	28	7%	77	6%
		(EEE)	11	3%	40	3%	59	15%	147	12%
			340	82%	966	79%	97	24%	328	26%
			24	6%	82	7%	218	54%	704	56%
		Total		413	100%	1,221	100%	402	100%	1,256
7b.	Community service or volunteer work	VOLNTR04	41	10%	127	10%	26	6%	82	7%
		(EEE)	10	2%	63	5%	47	12%	155	12%
			219	53%	591	48%	51	13%	162	13%
			143	35%	438	36%	277	69%	849	68%
		Total		413	100%	1,219	100%	401	100%	1,248
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	117	29%	331	27%	35	9%	133	11%
		(EEE)	85	21%	339	28%	231	58%	724	58%
			97	24%	290	24%	31	8%	82	7%
			110	27%	253	21%	103	26%	315	25%
		Total		409	100%	1,213	100%	400	100%	1,254
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	143	35%	412	34%	69	17%	192	15%
		(SFI)	64	16%	213	18%	187	46%	571	45%
			185	45%	504	41%	58	14%	183	15%
			20	5%	87	7%	89	22%	309	25%
		Total		412	100%	1,216	100%	403	100%	1,255
7e.	Foreign language coursework	FORLNG04	91	22%	271	22%	39	10%	84	7%
		(EEE)	147	36%	505	41%	223	56%	692	55%
			103	25%	248	20%	26	6%	75	6%
			71	17%	197	16%	113	28%	406	32%
		Total		412	100%	1,221	100%	401	100%	1,257
7f.	Study abroad	STDABR04	104	25%	356	29%	38	9%	101	8%
		(EEE)	83	20%	241	20%	298	74%	843	67%
			217	53%	597	49%	25	6%	84	7%
			7	2%	23	2%	40	10%	226	18%
		Total		411	100%	1,217	100%	401	100%	1,254
7g.	Independent study or self-designed major	INDSTD04	136	33%	361	30%	43	11%	108	9%
		(EEE)	211	51%	665	55%	258	65%	837	67%
			53	13%	152	13%	26	7%	101	8%
			11	3%	37	3%	71	18%	201	16%
		Total		411	100%	1,215	100%	398	100%	1,247



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
	SNRX04	Have not decided	155	38%	393	32%	13	3%	47	4%
	(EEE)	Do not plan to do	34	8%	115	9%	31	8%	95	8%
		Plan to do	213	52%	688	56%	127	32%	443	35%
		Done	10	2%	25	2%	230	57%	669	53%
		Total	412	100%	1,221	100%	401	100%	1,254	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	5	1%	8	1%	4	1%	9	1%
		2	11	3%	15	1%	9	2%	30	2%
		3	16	4%	48	4%	24	6%	39	3%
		4	40	10%	117	10%	47	12%	111	9%
		5	105	25%	235	19%	75	19%	265	21%
		6	129	31%	421	34%	135	34%	461	37%
		7 Friendly, Supportive, Sense of belonging	107	26%	378	31%	107	27%	340	27%
		Total	413	100%	1,222	100%	401	100%	1,255	100%
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	3	1%	9	1%	5	1%	11	1%
		2	10	2%	15	1%	5	1%	23	2%
		3	40	10%	72	6%	25	6%	73	6%
		4	75	18%	278	23%	58	14%	159	13%
		5	102	25%	365	30%	87	22%	336	27%
		6	128	31%	334	27%	136	34%	447	36%
		7 Available, Helpful, Sympathetic	55	13%	149	12%	87	22%	204	16%
		Total	413	100%	1,222	100%	403	100%	1,253	100%
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	7	2%	21	2%	19	5%	36	3%
		2	21	5%	59	5%	25	6%	89	7%
		3	37	9%	111	9%	45	11%	144	11%
		4	94	23%	328	27%	80	20%	283	23%
		5	98	24%	302	25%	89	22%	321	26%
		6	102	25%	261	21%	84	21%	240	19%
		7 Helpful, Considerate, Flexible	54	13%	139	11%	61	15%	142	11%
		Total	413	100%	1,221	100%	403	100%	1,255	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	<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>
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hrs/wk	1	0%	4	0%	0	0%	4	0%
		1-5 hrs/wk	28	7%	100	8%	33	8%	133	11%
		6-10 hrs/wk	85	21%	264	22%	79	20%	239	19%
		11-15 hrs/wk	91	22%	257	21%	99	25%	236	19%
		16-20 hrs/wk	90	22%	260	21%	85	21%	230	18%
		21-25 hrs/wk	61	15%	160	13%	40	10%	146	12%
		26-30 hrs/wk	36	9%	78	6%	32	8%	103	8%
		30+ hrs/wk	20	5%	90	7%	35	9%	158	13%
	Total		412	100%	1,213	100%	403	100%	1,249	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	314	76%	1,003	83%	260	65%	810	65%
		1-5 hrs/wk	10	2%	39	3%	9	2%	38	3%
		6-10 hrs/wk	38	9%	74	6%	35	9%	111	9%
		11-15 hrs/wk	24	6%	58	5%	37	9%	117	9%
		16-20 hrs/wk	15	4%	23	2%	26	7%	80	6%
		21-25 hrs/wk	8	2%	8	1%	18	5%	36	3%
		26-30 hrs/wk	1	0%	4	0%	8	2%	26	2%
		30+ hrs/wk	1	0%	4	0%	7	2%	30	2%
	Total		411	100%	1,213	100%	400	100%	1,248	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	318	78%	983	81%	176	44%	678	54%
		1-5 hrs/wk	18	4%	78	6%	24	6%	83	7%
		6-10 hrs/wk	19	5%	59	5%	28	7%	88	7%
		11-15 hrs/wk	17	4%	36	3%	32	8%	115	9%
		16-20 hrs/wk	17	4%	28	2%	34	8%	112	9%
		21-25 hrs/wk	9	2%	12	1%	40	10%	73	6%
		26-30 hrs/wk	4	1%	4	0%	26	6%	44	4%
		30+ hrs/wk	4	1%	10	1%	42	10%	60	5%
	Total		406	100%	1,210	100%	402	100%	1,253	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	162	39%	385	32%	178	44%	457	37%
		1-5 hrs/wk	134	33%	439	36%	108	27%	435	35%
		6-10 hrs/wk	65	16%	205	17%	49	12%	162	13%
		11-15 hrs/wk	35	8%	113	9%	38	9%	91	7%
		16-20 hrs/wk	8	2%	42	3%	14	3%	53	4%
		21-25 hrs/wk	3	1%	16	1%	7	2%	21	2%
		26-30 hrs/wk	3	1%	6	0%	3	1%	19	2%
		30+ hrs/wk	2	0%	12	1%	5	1%	14	1%
	Total		412	100%	1,218	100%	402	100%	1,252	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	7	2%	9	1%	4	1%	9	1%
		1-5 hrs/wk	83	20%	210	17%	116	29%	305	24%
		6-10 hrs/wk	122	30%	369	31%	128	32%	365	29%
		11-15 hrs/wk	96	24%	273	23%	74	18%	277	22%
		16-20 hrs/wk	53	13%	181	15%	50	12%	167	13%
		21-25 hrs/wk	20	5%	89	7%	13	3%	68	5%
		26-30 hrs/wk	10	2%	34	3%	7	2%	17	1%
		30+ hrs/wk	15	4%	43	4%	10	2%	39	3%
	Total		406	100%	1,208	100%	402	100%	1,247	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	358	88%	1,092	91%	292	73%	967	78%
		1-5 hrs/wk	25	6%	62	5%	36	9%	122	10%
		6-10 hrs/wk	8	2%	21	2%	20	5%	53	4%
		11-15 hrs/wk	8	2%	11	1%	12	3%	31	2%
		16-20 hrs/wk	4	1%	11	1%	3	1%	16	1%
		21-25 hrs/wk	1	0%	3	0%	8	2%	7	1%
		26-30 hrs/wk	1	0%	0	0%	4	1%	2	0%
		30+ hrs/wk	2	0%	6	0%	24	6%	47	4%
	Total		407	100%	1,206	100%	399	100%	1,245	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	30	7%	89	7%	12	3%	35	3%
		1-5 hrs/wk	297	73%	899	74%	298	74%	951	76%
		6-10 hrs/wk	44	11%	158	13%	65	16%	189	15%
		11-15 hrs/wk	15	4%	36	3%	23	6%	46	4%
		16-20 hrs/wk	12	3%	15	1%	3	1%	14	1%
		21-25 hrs/wk	4	1%	4	0%	0	0%	2	0%
		26-30 hrs/wk	3	1%	1	0%	0	0%	2	0%
		30+ hrs/wk	4	1%	6	0%	1	0%	8	1%
	Total		409	100%	1,208	100%	402	100%	1,247	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	2	0%	12	1%	5	1%	17	1%
		Some	39	10%	151	12%	52	13%	205	16%
		Quite a bit	175	43%	581	48%	186	47%	602	48%
		Very much	191	47%	471	39%	155	39%	419	34%
		Total	407	100%	1,215	100%	398	100%	1,243	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	7	2%	12	1%	10	3%	46	4%
		Some	66	16%	186	15%	96	24%	293	24%
		Quite a bit	167	41%	577	48%	170	43%	585	47%
		Very much	165	41%	431	36%	119	30%	313	25%
		Total	405	100%	1,206	100%	395	100%	1,237	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	36	9%	103	9%	82	21%	232	19%
		Some	94	23%	363	30%	132	33%	475	38%
		Quite a bit	126	31%	430	36%	114	29%	349	28%
		Very much	149	37%	312	26%	70	18%	184	15%
	Total		405	100%	1,208	100%	398	100%	1,240	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	56	14%	209	17%	128	32%	435	35%
		Some	159	39%	486	40%	157	40%	482	39%
		Quite a bit	124	30%	362	30%	88	22%	233	19%
		Very much	69	17%	152	13%	22	6%	92	7%
	Total		408	100%	1,209	100%	395	100%	1,242	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	39	10%	110	9%	84	21%	261	21%
		Some	139	34%	419	35%	163	41%	531	43%
		Quite a bit	137	34%	463	38%	118	30%	326	26%
		Very much	93	23%	214	18%	35	9%	118	10%
	Total		408	100%	1,206	100%	400	100%	1,236	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	14	3%	40	3%	30	8%	86	7%
		Some	96	23%	282	23%	103	26%	350	28%
		Quite a bit	163	40%	529	44%	172	43%	522	42%
		Very much	137	33%	362	30%	94	24%	278	22%
	Total		410	100%	1,213	100%	399	100%	1,236	100%
10g. Using computers in academic work	ENVCOMPT	Very little	9	2%	19	2%	10	3%	18	1%
		Some	57	14%	177	15%	38	10%	110	9%
		Quite a bit	132	32%	426	35%	126	32%	388	31%
		Very much	210	51%	588	49%	224	56%	722	58%
	Total		408	100%	1,210	100%	398	100%	1,238	100%
11a. Acquiring a broad general education	NGENLED	Very little	5	1%	18	1%	14	4%	32	3%
		Some	67	16%	211	18%	61	15%	206	17%
		Quite a bit	176	43%	565	47%	153	38%	506	41%
		Very much	160	39%	409	34%	172	43%	493	40%
	Total		408	100%	1,203	100%	400	100%	1,237	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	34	8%	77	6%	25	6%	73	6%
		Some	115	28%	352	29%	73	18%	239	19%
		Quite a bit	145	35%	459	38%	139	35%	407	33%
		Very much	115	28%	316	26%	161	40%	518	42%
	Total		409	100%	1,204	100%	398	100%	1,237	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	14	3%	62	5%	19	5%	56	5%
		Some	100	25%	315	26%	75	19%	287	23%
		Quite a bit	182	45%	525	43%	173	43%	504	41%
		Very much	112	27%	307	25%	133	33%	390	32%
		Total		408	100%	1,209	100%	400	100%	1,237
11d. Speaking clearly and effectively	GNSPEAK	Very little	38	9%	143	12%	23	6%	91	7%
		Some	115	28%	382	32%	101	25%	329	27%
		Quite a bit	164	40%	424	35%	148	37%	460	37%
		Very much	88	22%	255	21%	125	31%	352	29%
		Total		405	100%	1,204	100%	397	100%	1,232
11e. Thinking critically and analytically	GNANALY	Very little	5	1%	25	2%	10	3%	23	2%
		Some	56	14%	184	15%	29	7%	142	12%
		Quite a bit	189	47%	520	43%	139	35%	442	36%
		Very much	156	38%	472	39%	222	56%	625	51%
		Total		406	100%	1,201	100%	400	100%	1,232
11f. Analyzing quantitative problems	GNQUANT	Very little	21	5%	47	4%	24	6%	59	5%
		Some	96	24%	285	24%	57	14%	243	20%
		Quite a bit	171	42%	490	41%	151	38%	428	35%
		Very much	120	29%	380	32%	168	42%	504	41%
		Total		408	100%	1,202	100%	400	100%	1,234
11g. Using computing and information technology	GNCMPTS	Very little	20	5%	53	4%	21	5%	55	4%
		Some	100	25%	272	23%	72	18%	240	19%
		Quite a bit	150	37%	489	41%	135	34%	423	34%
		Very much	138	34%	392	33%	170	43%	518	42%
		Total		408	100%	1,206	100%	398	100%	1,236
11h. Working effectively with others	GNOTHERS	Very little	19	5%	61	5%	20	5%	38	3%
		Some	103	25%	287	24%	78	20%	245	20%
		Quite a bit	163	40%	500	41%	149	37%	456	37%
		Very much	122	30%	357	30%	153	38%	499	40%
		Total		407	100%	1,205	100%	400	100%	1,238
11i. Voting in local, state, or national elections	GNCITIZN	Very little	175	43%	559	47%	136	34%	423	35%
		Some	141	35%	364	30%	149	38%	460	38%
		Quite a bit	59	14%	184	15%	82	21%	239	20%
		Very much	33	8%	88	7%	30	8%	103	8%
		Total		408	100%	1,195	100%	397	100%	1,225



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	19	5%	62	5%	19	5%	67	5%
		Some	94	23%	266	22%	76	19%	253	21%
		Quite a bit	186	46%	547	46%	166	42%	491	40%
		Very much	105	26%	316	27%	134	34%	412	34%
	Total		404	100%	1,191	100%	395	100%	1,223	100%
11k. Understanding yourself	GNSELF	Very little	34	8%	99	8%	47	12%	135	11%
		Some	91	22%	335	28%	105	27%	324	27%
		Quite a bit	173	43%	452	38%	139	36%	426	35%
		Very much	109	27%	304	26%	100	26%	337	28%
	Total		407	100%	1,190	100%	391	100%	1,222	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	42	10%	157	13%	74	19%	246	20%
		Some	119	29%	445	37%	145	37%	460	38%
		Quite a bit	159	39%	404	34%	111	28%	332	27%
		Very much	88	22%	187	16%	66	17%	188	15%
	Total		408	100%	1,193	100%	396	100%	1,226	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	30	7%	114	10%	34	9%	101	8%
		Some	146	36%	381	32%	109	27%	342	28%
		Quite a bit	151	37%	491	41%	137	35%	446	36%
		Very much	80	20%	210	18%	117	29%	335	27%
	Total		407	100%	1,196	100%	397	100%	1,224	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	41	10%	160	13%	51	13%	202	17%
		Some	110	27%	359	30%	107	27%	367	30%
		Quite a bit	139	34%	421	35%	132	34%	384	31%
		Very much	114	28%	254	21%	104	26%	268	22%
	Total		404	100%	1,194	100%	394	100%	1,221	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	53	13%	182	15%	56	14%	191	16%
		Some	133	33%	408	34%	144	36%	424	35%
		Quite a bit	127	31%	408	34%	123	31%	390	32%
		Very much	94	23%	196	16%	72	18%	216	18%
	Total		407	100%	1,194	100%	395	100%	1,221	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	158	39%	528	44%	237	60%	724	59%
		Some	115	28%	309	26%	97	24%	275	23%
		Quite a bit	71	17%	223	19%	37	9%	131	11%
		Very much	62	15%	135	11%	26	7%	91	7%
	Total		406	100%	1,195	100%	397	100%	1,221	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
First Generation Students

			First-Year Students				Seniors			
			First Generation		Non-First Generation		First Generation		Non-First Generation	
	<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>
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE								
		Poor	15	4%	25	2%	37	9%	104	8%
		Fair	48	12%	142	12%	78	20%	222	18%
		Good	190	47%	566	47%	162	41%	522	42%
		Excellent	155	38%	475	39%	123	31%	386	31%
		Total	408	100%	1,208	100%	400	100%	1,234	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP								
		Poor	3	1%	9	1%	10	3%	20	2%
		Fair	39	10%	101	8%	34	9%	120	10%
		Good	211	52%	592	49%	196	49%	580	47%
		Excellent	156	38%	505	42%	159	40%	515	42%
		Total	409	100%	1,207	100%	399	100%	1,235	100%
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL								
		Definitely no	10	2%	15	1%	10	3%	46	4%
		Probably no	39	10%	98	8%	41	10%	102	8%
		Probably yes	157	38%	484	40%	161	40%	495	40%
		Definitely yes	203	50%	612	51%	186	47%	593	48%
		Total	409	100%	1,209	100%	398	100%	1,236	100%