

January 2014

NSSE Scores by Gender

Highlights:

- ❖ Females are over represented in the NSSE sample
- ❖ First-year female students have a statistically significant higher mean score compared to first-year male students for *Level of Academic Challenge*
- ❖ First year and senior females have statistically significant higher mean scores compared to males for *Enriching Education Experiences*
- ❖ All statistically significant mean differences have a small effect size

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 by gender. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE by gender. Since NSSE surveys at the first-year (FY) and senior student (SR) levels comparisons of NSSE responses always need to be made within a student level. This NSSE administration occurred during the spring 2012 semester.

Females are over represented in the NSSE samples compared to the overall CSU undergraduate population. Among the NSSE sample 63% and 60% of the first-year and senior samples, respectively, are female compared to 51% of undergraduates at CSU in spring 2012. Over representation of females in the 2012 NSSE sample is expected since this is a common response bias within higher education surveys and is present in all of CSU's previous NSSE samples.

Overall, NSSE results are relatively similar across gender. When there are statistically significant differences; female students have higher means compared to male students, but these differences have little practical significance as evidenced by small effect sizes. However, female students have lower freshman retention rates and higher graduation rates compared to male students. The findings of equivalency in NSSE scores by gender show that male and female students have many similar experiences while at CSU despite their differences in persistence and completion rates.

Level of Academic Challenge (LAC)

Mean Comparisons

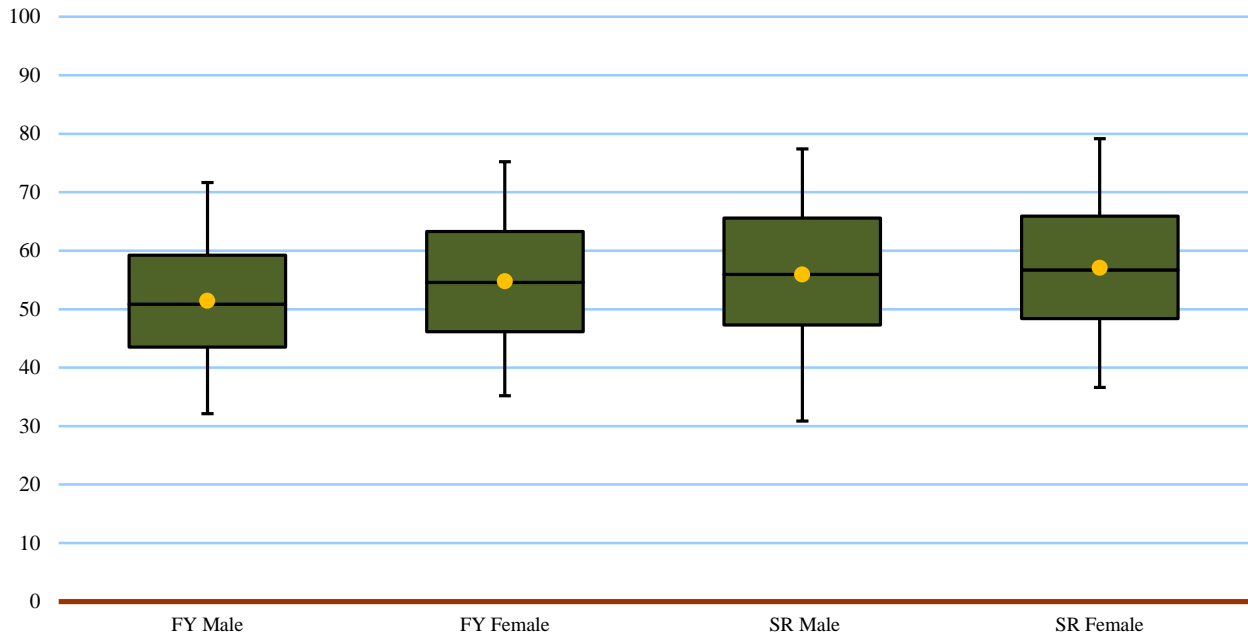
Class	Male		Female		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	51.4	624	54.8	1029	***	.27
Senior	55.9	677	57.1	986		

^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

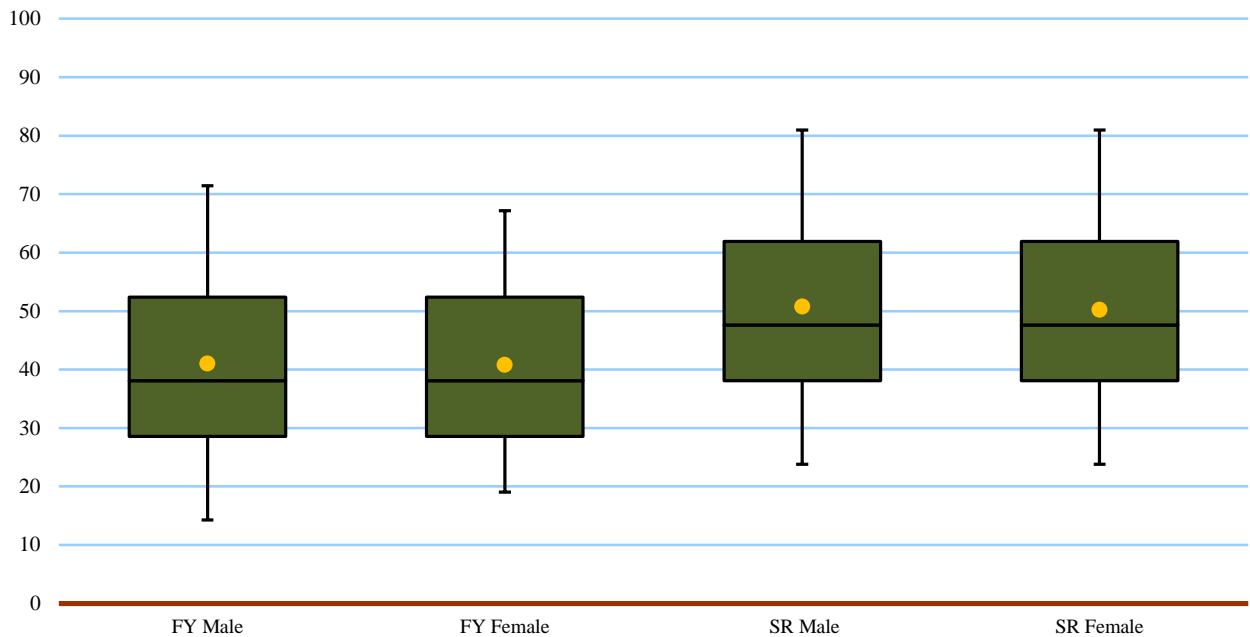
Class	Male		Female		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	41.0	634	40.8	1057		
Senior	50.8	689	50.2	1020		

^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

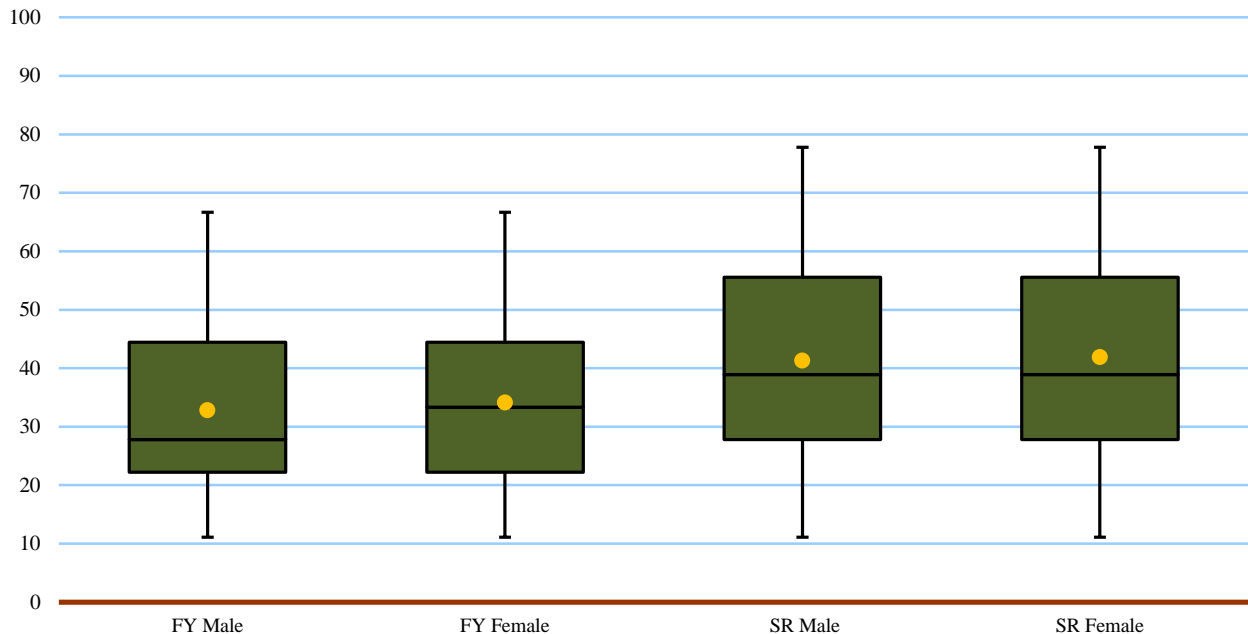
Class	Male		Female		Effect Size ^c
	Mean ^a	n	Mean ^a	n	
First-Year	32.8	622	34.1	1031	
Senior	41.3	677	41.9	989	

^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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Distributions of Student Benchmark Scores



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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

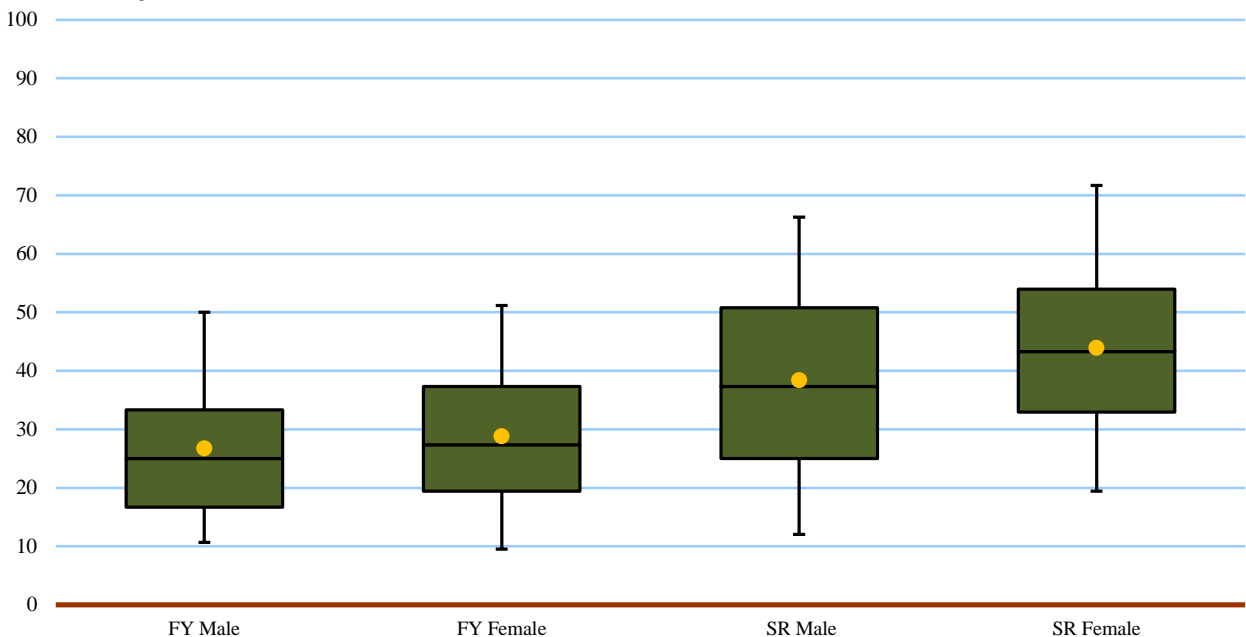
Class	Male		Female		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	26.7	618	28.8	1019	**	.16
Senior	38.4	675	43.9	987	***	.34

^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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Distributions of Student Benchmark Scores



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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

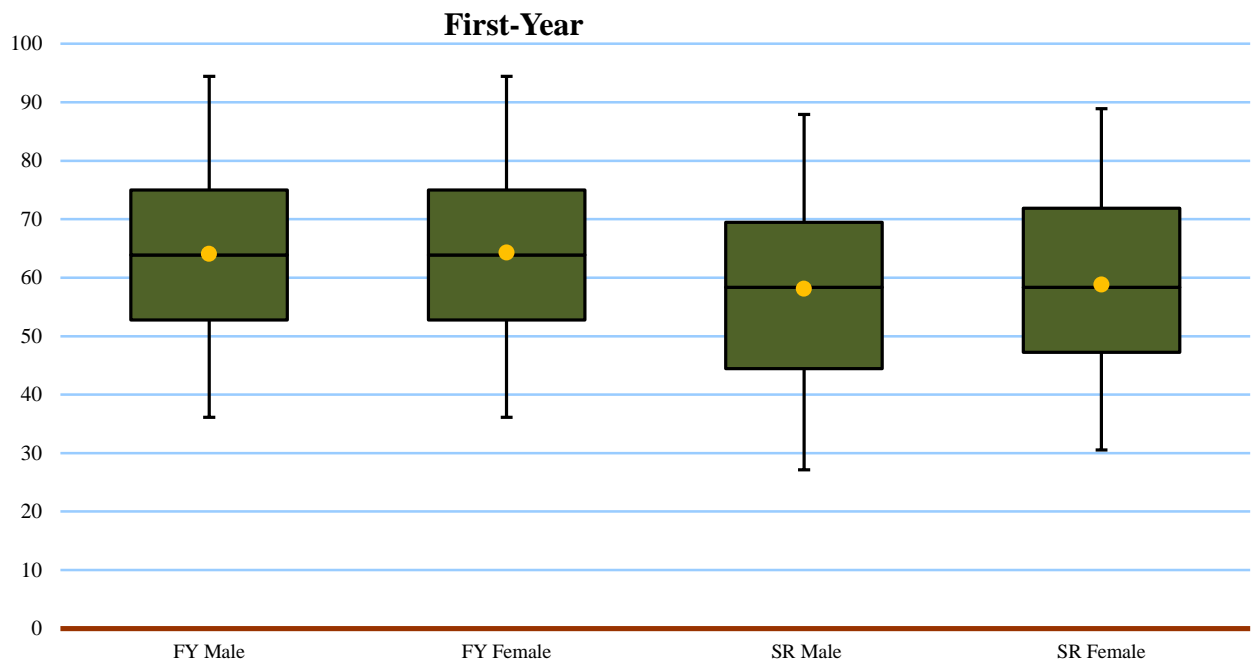
Class	Male		Female		Effect Size ^c
	Mean ^a	n	Mean ^a	n	
First-Year	64.1	611	64.3	1013	
Senior	58.1	668	58.8	976	

^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

Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	42	7%	82	8%	20	3%	31	3%
		Sometimes	295	47%	509	48%	235	34%	384	38%
		Often	206	33%	303	29%	244	35%	295	29%
		Very often	88	14%	163	15%	191	28%	307	30%
		Total		631	100%	1,057	100%	690	100%	1,017
1b.	Made a class presentation	CLPRESEN (ACL) Never	204	33%	211	20%	75	11%	58	6%
		Sometimes	299	48%	589	56%	268	39%	408	40%
		Often	93	15%	200	19%	228	33%	351	35%
		Very often	31	5%	46	4%	115	17%	194	19%
		Total		627	100%	1,046	100%	686	100%	1,011
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	114	18%	149	14%	120	17%	178	18%
		Sometimes	230	37%	342	33%	278	40%	406	40%
		Often	212	34%	368	35%	204	30%	263	26%
		Very often	73	12%	188	18%	87	13%	166	16%
		Total		629	100%	1,047	100%	689	100%	1,013
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	23	4%	11	1%	9	1%	9	1%
		Sometimes	148	23%	203	19%	98	14%	96	10%
		Often	308	49%	460	44%	256	37%	359	36%
		Very often	151	24%	377	36%	326	47%	546	54%
		Total		630	100%	1,051	100%	689	100%	1,010
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	69	11%	54	5%	104	15%	83	8%
		Sometimes	219	35%	359	34%	267	39%	337	33%
		Often	254	41%	427	41%	213	31%	355	35%
		Very often	85	14%	213	20%	101	15%	233	23%
		Total		627	100%	1,053	100%	685	100%	1,008
1f.	Come to class without completing readings or assignments	CLUNPREP Never	107	17%	238	23%	99	14%	159	16%
		Sometimes	347	55%	621	59%	389	57%	580	57%
		Often	126	20%	129	12%	131	19%	193	19%
		Very often	49	8%	62	6%	67	10%	82	8%
		Total		629	100%	1,050	100%	686	100%	1,014
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	121	19%	162	15%	83	12%	115	11%
		Sometimes	269	43%	497	47%	261	38%	454	45%
		Often	181	29%	297	28%	225	33%	313	31%
		Very often	52	8%	96	9%	119	17%	131	13%
		Total		623	100%	1,052	100%	688	100%	1,013



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	53	8%	100	9%	21	3%	53	5%
		(ACL)	221	35%	445	42%	165	24%	313	31%
			248	39%	345	33%	230	33%	391	38%
			110	17%	163	15%	273	40%	262	26%
		Total		632	100%	1,053	100%	689	100%	1,019
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	23	4%	31	3%	9	1%	26	3%
			254	41%	355	34%	99	15%	204	21%
			254	41%	418	41%	305	45%	432	43%
			91	15%	227	22%	261	39%	333	33%
		Total		622	100%	1,031	100%	674	100%	995
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	244	39%	532	51%	213	32%	426	43%
		(ACL)	237	38%	342	33%	270	40%	348	35%
			91	15%	111	11%	128	19%	126	13%
			49	8%	49	5%	65	10%	94	9%
		Total		621	100%	1,034	100%	676	100%	994
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	392	63%	644	63%	396	59%	506	51%
		(ACL)	144	23%	247	24%	180	27%	276	28%
			57	9%	79	8%	64	10%	110	11%
			28	5%	59	6%	30	4%	98	10%
		Total		621	100%	1,029	100%	670	100%	990
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	73	12%	132	13%	94	14%	109	11%
		(EEE)	208	33%	309	30%	192	28%	301	30%
			188	30%	293	28%	197	29%	267	27%
			153	25%	299	29%	192	28%	317	32%
		Total		622	100%	1,033	100%	675	100%	994
1m.	Used e-mail to communicate with an instructor	EMAIL	26	4%	9	1%	3	0%	6	1%
			196	32%	236	23%	124	18%	107	11%
			238	38%	397	39%	250	37%	305	31%
			161	26%	385	37%	299	44%	575	58%
		Total		621	100%	1,027	100%	676	100%	993
1n.	Discussed grades or assignments with an instructor	FACGRADE	60	10%	103	10%	31	5%	55	6%
		(SFI)	307	49%	461	45%	266	40%	390	39%
			186	30%	315	31%	243	36%	318	32%
			70	11%	152	15%	133	20%	227	23%
		Total		623	100%	1,031	100%	673	100%	990



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Gender

			First-Year Students				Seniors				
			Male		Female		Male		Female		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	Never	130	21%	163	16%	106	16%	137	14%
		(SFI)	Sometimes	294	47%	479	47%	280	41%	399	40%
			Often	138	22%	256	25%	184	27%	299	30%
			Very often	58	9%	132	13%	105	16%	155	16%
			Total	620	100%	1,030	100%	675	100%	990	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	243	39%	437	42%	160	24%	335	34%
		(SFI)	Sometimes	238	38%	419	41%	320	47%	436	44%
			Often	99	16%	125	12%	131	19%	150	15%
			Very often	40	6%	51	5%	65	10%	72	7%
			Total	620	100%	1,032	100%	676	100%	993	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	Never	52	8%	70	7%	36	5%	57	6%
		(SFI)	Sometimes	259	42%	382	37%	272	40%	350	35%
			Often	250	40%	429	42%	279	41%	429	43%
			Very often	59	10%	148	14%	88	13%	152	15%
			Total	620	100%	1,029	100%	675	100%	988	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	54	9%	73	7%	56	8%	58	6%
		(LAC)	Sometimes	272	44%	370	36%	248	37%	345	35%
			Often	223	36%	402	39%	255	38%	370	37%
			Very often	74	12%	179	17%	118	17%	215	22%
			Total	623	100%	1,024	100%	677	100%	988	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	327	53%	567	55%	313	46%	399	41%
		(SFI)	Sometimes	174	28%	317	31%	209	31%	334	34%
			Often	93	15%	100	10%	98	14%	152	16%
			Very often	23	4%	38	4%	56	8%	94	10%
			Total	617	100%	1,022	100%	676	100%	979	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	Never	27	4%	43	4%	15	2%	26	3%
		(ACL)	Sometimes	229	37%	337	33%	216	32%	264	27%
			Often	241	39%	373	36%	279	41%	395	40%
			Very often	125	20%	274	27%	166	25%	299	30%
			Total	622	100%	1,027	100%	676	100%	984	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	83	13%	147	14%	103	15%	131	13%
		(EEE)	Sometimes	226	36%	352	34%	255	38%	409	41%
			Often	185	30%	287	28%	177	26%	237	24%
			Very often	129	21%	241	23%	141	21%	209	21%
			Total	623	100%	1,027	100%	676	100%	986	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Gender

			First-Year Students				Seniors				
			Male		Female		Male		Female		
	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	56	9%	71	7%	56	8%	64	6%
			Sometimes	196	31%	317	31%	241	36%	358	36%
			Often	222	36%	349	34%	211	31%	303	31%
			Very often	150	24%	292	28%	169	25%	263	27%
			Total	624	100%	1,029	100%	677	100%	988	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	23	4%	30	3%	49	7%	63	6%
			Some	175	28%	206	20%	195	29%	266	27%
			Quite a bit	294	47%	421	41%	251	37%	361	37%
			Very much	129	21%	372	36%	176	26%	298	30%
			Total	621	100%	1,029	100%	671	100%	988	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	9	1%	11	1%	14	2%	8	1%
			Some	106	17%	165	16%	72	11%	114	12%
			Quite a bit	306	50%	467	46%	275	41%	421	43%
			Very much	197	32%	378	37%	310	46%	441	45%
			Total	618	100%	1,021	100%	671	100%	984	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	24	4%	33	3%	23	3%	26	3%
			Some	179	29%	248	24%	148	22%	200	20%
			Quite a bit	279	45%	457	45%	253	38%	392	40%
			Very much	136	22%	288	28%	244	37%	362	37%
			Total	618	100%	1,026	100%	668	100%	980	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	26	4%	42	4%	31	5%	47	5%
			Some	181	29%	260	25%	161	24%	236	24%
			Quite a bit	266	43%	471	46%	268	40%	400	41%
			Very much	148	24%	254	25%	209	31%	302	31%
			Total	621	100%	1,027	100%	669	100%	985	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	26	4%	29	3%	23	3%	25	3%
			Some	120	19%	187	18%	105	16%	132	13%
			Quite a bit	262	42%	412	40%	232	35%	351	36%
			Very much	212	34%	400	39%	312	46%	478	48%
			Total	620	100%	1,028	100%	672	100%	986	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	9	1%	4	0%	21	3%	6	1%
			1-4	181	29%	179	17%	238	35%	322	33%
			5-10	302	48%	506	49%	257	38%	363	37%
			11-20	96	15%	220	21%	93	14%	176	18%
			More than 20	36	6%	117	11%	66	10%	118	12%
			Total	624	100%	1,026	100%	675	100%	985	100%



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	219	35%	233	23%	140	21%	176	18%
		1-4	322	52%	572	56%	382	57%	510	52%
		5-10	54	9%	145	14%	97	14%	172	17%
		11-20	13	2%	34	3%	24	4%	67	7%
		More than 20	15	2%	41	4%	26	4%	62	6%
	Total		623	100%	1,025	100%	669	100%	987	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	511	82%	897	88%	345	51%	496	50%
		1-4	77	12%	98	10%	269	40%	421	43%
		5-10	19	3%	19	2%	42	6%	39	4%
		11-20	8	1%	7	1%	10	1%	13	1%
		More than 20	7	1%	4	0%	8	1%	15	2%
Total		622	100%	1,025	100%	674	100%	984	100%	
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	119	19%	131	13%	99	15%	106	11%
		1-4	361	58%	637	62%	324	48%	451	46%
		5-10	120	19%	205	20%	147	22%	285	29%
		11-20	14	2%	50	5%	82	12%	100	10%
		More than 20	7	1%	5	0%	23	3%	43	4%
Total		621	100%	1,028	100%	675	100%	985	100%	
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	12	2%	7	1%	57	8%	42	4%
		1-4	215	35%	269	26%	209	31%	333	34%
		5-10	243	39%	440	43%	201	30%	316	32%
		11-20	110	18%	233	23%	112	17%	184	19%
		More than 20	43	7%	81	8%	97	14%	111	11%
Total		623	100%	1,030	100%	676	100%	986	100%	
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	55	9%	106	10%	77	11%	192	19%
		1-2	214	34%	349	34%	213	32%	338	34%
		3-4	215	35%	365	36%	192	28%	252	26%
		5-6	68	11%	125	12%	85	13%	93	9%
		More than 6	71	11%	83	8%	109	16%	111	11%
Total		623	100%	1,028	100%	676	100%	986	100%	
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	60	10%	96	9%	182	27%	293	30%
		1-2	244	39%	343	33%	264	39%	384	39%
		3-4	161	26%	312	30%	128	19%	185	19%
		5-6	74	12%	142	14%	35	5%	57	6%
		More than 6	83	13%	136	13%	65	10%	63	6%
Total		622	100%	1,029	100%	674	100%	982	100%	



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Gender

			First-Year Students				Seniors				
			Male		Female		Male		Female		
	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	8	1%	1	0%	5	1%	3	0%
			2	1%	5	0%	14	2%	16	2%	
			3	3%	25	2%	20	3%	36	4%	
			4	9%	97	9%	67	10%	83	8%	
			5	34%	333	32%	206	31%	303	31%	
			6	33%	362	35%	243	36%	347	35%	
			7 Very much	116	19%	207	20%	120	18%	198	20%
		Total	624	100%	1,030	100%	675	100%	986	100%	
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	221	35%	286	28%	270	40%	301	31%
			Sometimes	285	46%	495	49%	293	43%	487	49%
			Often	78	13%	154	15%	71	11%	123	13%
			Very often	39	6%	85	8%	41	6%	73	7%
		Total	623	100%	1,020	100%	675	100%	984	100%	
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	20	3%	41	4%	47	7%	58	6%
			Sometimes	128	21%	274	27%	173	26%	270	28%
			Often	191	31%	310	30%	167	25%	297	30%
			Very often	281	45%	396	39%	286	42%	356	36%
		Total	620	100%	1,021	100%	673	100%	981	100%	
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	306	49%	473	46%	324	48%	456	46%
			Sometimes	158	25%	251	25%	180	27%	271	28%
			Often	80	13%	144	14%	73	11%	110	11%
			Very often	79	13%	155	15%	96	14%	147	15%
		Total	623	100%	1,023	100%	673	100%	984	100%	
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	40	6%	97	10%	48	7%	70	7%
			Sometimes	222	36%	392	38%	208	31%	341	35%
			Often	245	39%	350	34%	270	40%	370	38%
			Very often	115	18%	182	18%	143	21%	198	20%
		Total	622	100%	1,021	100%	669	100%	979	100%	
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	36	6%	43	4%	38	6%	44	5%
			Sometimes	216	35%	314	31%	221	33%	266	27%
			Often	226	36%	425	42%	249	37%	394	40%
			Very often	142	23%	237	23%	165	25%	273	28%
		Total	620	100%	1,019	100%	673	100%	977	100%	
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	15	2%	25	2%	20	3%	23	2%
			Sometimes	196	31%	313	31%	188	28%	249	25%
			Often	267	43%	408	40%	292	43%	441	45%
			Very often	145	23%	274	27%	175	26%	270	27%
		Total	623	100%	1,020	100%	675	100%	983	100%	



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
	<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>
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	84	14%	87	9%	50	7%	55	6%
		Do not plan to do	27	4%	24	2%	90	13%	116	12%
		Plan to do	464	75%	842	83%	204	30%	221	22%
		Done	42	7%	64	6%	329	49%	593	60%
		Total	617	100%	1,017	100%	673	100%	985	100%
7b.	Community service or volunteer work	VOLNTR04 (EEE)	89	14%	79	8%	62	9%	46	5%
		Do not plan to do	56	9%	17	2%	126	19%	76	8%
		Plan to do	287	47%	523	51%	95	14%	118	12%
		Done	184	30%	397	39%	386	58%	740	76%
		Total	616	100%	1,016	100%	669	100%	980	100%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	185	30%	263	26%	76	11%	92	9%
		Do not plan to do	162	26%	262	26%	391	58%	564	57%
		Plan to do	152	25%	235	23%	61	9%	52	5%
		Done	115	19%	248	25%	143	21%	275	28%
		Total	614	100%	1,008	100%	671	100%	983	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	224	36%	331	33%	107	16%	154	16%
		Do not plan to do	106	17%	171	17%	294	44%	464	47%
		Plan to do	252	41%	437	43%	121	18%	120	12%
		Done	33	5%	74	7%	151	22%	247	25%
		Total	615	100%	1,013	100%	673	100%	985	100%
7e.	Foreign language coursework	FORLNG04 (EEE)	146	24%	216	21%	54	8%	69	7%
		Do not plan to do	279	45%	373	37%	410	61%	505	51%
		Plan to do	121	20%	230	23%	46	7%	55	6%
		Done	71	12%	197	19%	164	24%	355	36%
		Total	617	100%	1,016	100%	674	100%	984	100%
7f.	Study abroad	STDABR04 (EEE)	197	32%	263	26%	53	8%	86	9%
		Do not plan to do	172	28%	152	15%	496	74%	645	66%
		Plan to do	229	37%	585	58%	45	7%	64	7%
		Done	18	3%	12	1%	78	12%	188	19%
		Total	616	100%	1,012	100%	672	100%	983	100%
7g.	Independent study or self-designed major	INDSTD04 (EEE)	188	31%	309	31%	66	10%	85	9%
		Do not plan to do	322	52%	554	55%	430	65%	665	68%
		Plan to do	85	14%	120	12%	67	10%	60	6%
		Done	21	3%	27	3%	101	15%	171	17%
		Total	616	100%	1,010	100%	664	100%	981	100%



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	215	35%	333	33%	27	4%	33	3%
		Do not plan to do	57	9%	92	9%	50	7%	76	8%
		Plan to do	322	52%	579	57%	251	37%	319	32%
		Done	22	4%	13	1%	344	51%	555	56%
		Total	616	100%	1,017	100%	672	100%	983	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	6	1%	7	1%	4	1%	9	1%
		2	11	2%	15	1%	15	2%	24	2%
		3	21	3%	43	4%	32	5%	31	3%
		4	56	9%	101	10%	60	9%	98	10%
		5	116	19%	224	22%	134	20%	206	21%
		6	230	37%	320	31%	240	36%	356	36%
		7 Friendly, Supportive, Sense of belonging	178	29%	307	30%	187	28%	260	26%
	Total	618	100%	1,017	100%	672	100%	984	100%	
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	8	1%	4	0%	9	1%	7	1%
		2	10	2%	15	1%	10	1%	18	2%
		3	48	8%	64	6%	44	7%	54	5%
		4	130	21%	223	22%	86	13%	131	13%
		5	179	29%	288	28%	170	25%	253	26%
		6	159	26%	303	30%	244	36%	339	34%
		7 Available, Helpful, Sympathetic	83	13%	121	12%	108	16%	183	19%
	Total	617	100%	1,018	100%	671	100%	985	100%	
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	14	2%	14	1%	24	4%	31	3%
		2	25	4%	55	5%	48	7%	66	7%
		3	61	10%	87	9%	73	11%	116	12%
		4	157	25%	265	26%	141	21%	222	23%
		5	154	25%	246	24%	165	25%	245	25%
		6	141	23%	222	22%	135	20%	189	19%
		7 Helpful, Considerate, Flexible	65	11%	128	13%	86	13%	117	12%
	Total	617	100%	1,017	100%	672	100%	986	100%	



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
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 (LAC)	0 hrs/wk	5	1%	0	0%	4	1%	0	0%
		1-5 hrs/wk	59	10%	69	7%	69	10%	97	10%
		6-10 hrs/wk	154	25%	195	19%	113	17%	205	21%
		11-15 hrs/wk	131	21%	217	21%	141	21%	194	20%
		16-20 hrs/wk	128	21%	222	22%	122	18%	193	20%
		21-25 hrs/wk	74	12%	147	15%	72	11%	114	12%
		26-30 hrs/wk	29	5%	85	8%	53	8%	82	8%
		30+ hrs/wk	32	5%	78	8%	96	14%	97	10%
	Total		612	100%	1,013	100%	670	100%	982	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	502	82%	815	80%	430	64%	640	65%
		1-5 hrs/wk	21	3%	28	3%	17	3%	30	3%
		6-10 hrs/wk	33	5%	79	8%	58	9%	88	9%
		11-15 hrs/wk	31	5%	51	5%	62	9%	92	9%
		16-20 hrs/wk	13	2%	25	2%	46	7%	60	6%
		21-25 hrs/wk	6	1%	10	1%	19	3%	35	4%
		26-30 hrs/wk	1	0%	4	0%	17	3%	17	2%
		30+ hrs/wk	4	1%	1	0%	20	3%	17	2%
	Total		611	100%	1,013	100%	669	100%	979	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	494	81%	807	80%	350	52%	504	51%
		1-5 hrs/wk	29	5%	67	7%	41	6%	66	7%
		6-10 hrs/wk	24	4%	54	5%	46	7%	70	7%
		11-15 hrs/wk	26	4%	27	3%	48	7%	99	10%
		16-20 hrs/wk	13	2%	32	3%	62	9%	84	9%
		21-25 hrs/wk	9	1%	12	1%	54	8%	59	6%
		26-30 hrs/wk	6	1%	2	0%	23	3%	47	5%
		30+ hrs/wk	10	2%	4	0%	49	7%	53	5%
	Total		611	100%	1,005	100%	673	100%	982	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	208	34%	339	33%	269	40%	366	37%
		1-5 hrs/wk	191	31%	382	38%	215	32%	328	33%
		6-10 hrs/wk	103	17%	167	16%	88	13%	123	13%
		11-15 hrs/wk	71	12%	77	8%	55	8%	74	8%
		16-20 hrs/wk	26	4%	24	2%	23	3%	44	4%
		21-25 hrs/wk	4	1%	15	1%	6	1%	22	2%
		26-30 hrs/wk	6	1%	3	0%	4	1%	18	2%
		30+ hrs/wk	6	1%	8	1%	10	1%	9	1%
	Total		615	100%	1,015	100%	670	100%	984	100%



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	10	2%	6	1%	7	1%	6	1%
		1-5 hrs/wk	92	15%	201	20%	163	24%	258	26%
		6-10 hrs/wk	160	26%	331	33%	183	27%	310	32%
		11-15 hrs/wk	143	23%	226	23%	137	20%	214	22%
		16-20 hrs/wk	107	18%	127	13%	98	15%	119	12%
		21-25 hrs/wk	50	8%	59	6%	39	6%	42	4%
		26-30 hrs/wk	20	3%	24	2%	14	2%	10	1%
		30+ hrs/wk	28	5%	30	3%	28	4%	21	2%
	Total		610	100%	1,004	100%	669	100%	980	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	537	88%	913	91%	513	77%	746	76%
		1-5 hrs/wk	31	5%	56	6%	70	10%	88	9%
		6-10 hrs/wk	14	2%	15	1%	29	4%	44	5%
		11-15 hrs/wk	9	1%	10	1%	18	3%	25	3%
		16-20 hrs/wk	7	1%	8	1%	8	1%	11	1%
		21-25 hrs/wk	4	1%	0	0%	4	1%	11	1%
		26-30 hrs/wk	0	0%	1	0%	2	0%	4	0%
		30+ hrs/wk	6	1%	2	0%	24	4%	47	5%
	Total		608	100%	1,005	100%	668	100%	976	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	53	9%	66	7%	17	3%	30	3%
		1-5 hrs/wk	433	71%	763	76%	510	76%	739	75%
		6-10 hrs/wk	83	14%	119	12%	101	15%	153	16%
		11-15 hrs/wk	20	3%	31	3%	28	4%	41	4%
		16-20 hrs/wk	10	2%	17	2%	10	1%	7	1%
		21-25 hrs/wk	4	1%	4	0%	1	0%	1	0%
		26-30 hrs/wk	2	0%	2	0%	1	0%	1	0%
		30+ hrs/wk	4	1%	6	1%	2	0%	7	1%
	Total		609	100%	1,008	100%	670	100%	979	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	8	1%	6	1%	7	1%	15	2%
		Some	76	12%	114	11%	109	16%	148	15%
		Quite a bit	285	47%	471	47%	322	48%	466	48%
		Very much	243	40%	419	41%	230	34%	344	35%
		Total	612	100%	1,010	100%	668	100%	973	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	13	2%	6	1%	26	4%	30	3%
		Some	94	16%	158	16%	168	25%	221	23%
		Quite a bit	287	47%	457	45%	301	45%	454	47%
		Very much	211	35%	385	38%	170	26%	262	27%
		Total	605	100%	1,006	100%	665	100%	967	100%



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Gender

			First-Year Students				Seniors				
			Male		Female		Male		Female		
	<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>	
10c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	54	9%	85	8%	125	19%	189	19%
			Some	190	31%	267	27%	237	35%	370	38%
			Quite a bit	208	34%	348	35%	195	29%	268	28%
			Very much	157	26%	304	30%	111	17%	143	15%
			Total	609	100%	1,004	100%	668	100%	970	100%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	100	16%	165	16%	234	35%	329	34%
			Some	237	39%	408	40%	256	38%	383	39%
			Quite a bit	178	29%	308	30%	129	19%	192	20%
			Very much	92	15%	129	13%	47	7%	67	7%
			Total	607	100%	1,010	100%	666	100%	971	100%
10e.	Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	57	9%	92	9%	158	24%	187	19%
			Some	204	34%	354	35%	270	40%	424	44%
			Quite a bit	232	38%	368	37%	179	27%	265	27%
			Very much	114	19%	193	19%	61	9%	92	10%
			Total	607	100%	1,007	100%	668	100%	968	100%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	25	4%	29	3%	61	9%	55	6%
			Some	153	25%	225	22%	191	29%	262	27%
			Quite a bit	261	43%	431	43%	273	41%	421	43%
			Very much	173	28%	326	32%	141	21%	231	24%
			Total	612	100%	1,011	100%	666	100%	969	100%
10g.	Using computers in academic work	ENVCOMPT	Very little	13	2%	15	1%	12	2%	16	2%
			Some	76	12%	158	16%	69	10%	79	8%
			Quite a bit	217	36%	341	34%	201	30%	313	32%
			Very much	303	50%	495	49%	381	57%	565	58%
			Total	609	100%	1,009	100%	663	100%	973	100%
11a.	Acquiring a broad general education	NGENLED	Very little	10	2%	13	1%	21	3%	25	3%
			Some	104	17%	174	17%	117	18%	150	15%
			Quite a bit	289	48%	452	45%	283	42%	376	39%
			Very much	204	34%	365	36%	245	37%	420	43%
			Total	607	100%	1,004	100%	666	100%	971	100%
11b.	Acquiring job or work-related knowledge and skills	GNWORK	Very little	40	7%	71	7%	44	7%	54	6%
			Some	183	30%	284	28%	109	16%	203	21%
			Quite a bit	216	36%	388	39%	221	33%	325	33%
			Very much	169	28%	262	26%	288	44%	391	40%
			Total	608	100%	1,005	100%	662	100%	973	100%



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	30	5%	46	5%	38	6%	37	4%
		Some	176	29%	239	24%	160	24%	202	21%
		Quite a bit	261	43%	446	44%	288	43%	389	40%
		Very much	143	23%	276	27%	180	27%	343	35%
		Total	610	100%	1,007	100%	666	100%	971	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	74	12%	107	11%	50	8%	64	7%
		Some	199	33%	298	30%	192	29%	238	25%
		Quite a bit	222	37%	366	37%	244	37%	364	38%
		Very much	112	18%	231	23%	174	26%	303	31%
		Total	607	100%	1,002	100%	660	100%	969	100%
11e. Thinking critically and analytically	GNANALY	Very little	18	3%	12	1%	17	3%	16	2%
		Some	87	14%	153	15%	64	10%	107	11%
		Quite a bit	274	45%	435	43%	227	34%	354	37%
		Very much	226	37%	402	40%	356	54%	491	51%
		Total	605	100%	1,002	100%	664	100%	968	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	24	4%	44	4%	23	3%	60	6%
		Some	145	24%	236	24%	89	13%	211	22%
		Quite a bit	248	41%	413	41%	237	36%	342	35%
		Very much	191	31%	309	31%	317	48%	355	37%
		Total	608	100%	1,002	100%	666	100%	968	100%
11g. Using computing and information technology	GNCMPTS	Very little	26	4%	47	5%	33	5%	43	4%
		Some	122	20%	250	25%	99	15%	213	22%
		Quite a bit	239	39%	400	40%	211	32%	347	36%
		Very much	222	36%	308	31%	319	48%	369	38%
		Total	609	100%	1,005	100%	662	100%	972	100%
11h. Working effectively with others	GNOTHERS	Very little	32	5%	48	5%	26	4%	32	3%
		Some	159	26%	231	23%	133	20%	190	20%
		Quite a bit	242	40%	421	42%	254	38%	351	36%
		Very much	175	29%	304	30%	253	38%	399	41%
		Total	608	100%	1,004	100%	666	100%	972	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	252	42%	482	48%	236	36%	323	34%
		Some	192	32%	313	31%	222	34%	387	40%
		Quite a bit	99	16%	144	14%	136	21%	185	19%
		Very much	59	10%	62	6%	65	10%	68	7%
		Total	602	100%	1,001	100%	659	100%	963	100%



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	34	6%	47	5%	42	6%	44	5%
		Some	143	24%	217	22%	131	20%	198	21%
		Quite a bit	291	48%	442	44%	274	42%	383	40%
		Very much	133	22%	288	29%	210	32%	336	35%
	Total		601	100%	994	100%	657	100%	961	100%
11k. Understanding yourself	GNSELF	Very little	63	10%	70	7%	88	13%	94	10%
		Some	182	30%	244	25%	178	27%	251	26%
		Quite a bit	217	36%	408	41%	232	35%	333	35%
		Very much	140	23%	273	27%	157	24%	280	29%
	Total		602	100%	995	100%	655	100%	958	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	94	16%	105	11%	147	22%	173	18%
		Some	219	36%	345	35%	250	38%	355	37%
		Quite a bit	201	33%	362	36%	172	26%	271	28%
		Very much	88	15%	187	19%	89	14%	165	17%
	Total		602	100%	999	100%	658	100%	964	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	57	9%	87	9%	54	8%	81	8%
		Some	198	33%	329	33%	162	25%	289	30%
		Quite a bit	243	40%	399	40%	242	37%	341	35%
		Very much	104	17%	186	19%	201	31%	251	26%
	Total		602	100%	1,001	100%	659	100%	962	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	93	15%	108	11%	118	18%	135	14%
		Some	180	30%	289	29%	185	28%	289	30%
		Quite a bit	204	34%	356	36%	229	35%	287	30%
		Very much	124	21%	244	24%	124	19%	248	26%
	Total		601	100%	997	100%	656	100%	959	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	109	18%	126	13%	120	18%	127	13%
		Some	223	37%	318	32%	240	37%	328	34%
		Quite a bit	177	29%	358	36%	208	32%	305	32%
		Very much	94	16%	196	20%	89	14%	199	21%
	Total		603	100%	998	100%	657	100%	959	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	272	45%	414	41%	401	61%	560	58%
		Some	145	24%	279	28%	139	21%	233	24%
		Quite a bit	109	18%	185	19%	61	9%	107	11%
		Very much	76	13%	121	12%	56	9%	61	6%
	Total		602	100%	999	100%	657	100%	961	100%



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Gender

			First-Year Students				Seniors			
			Male		Female		Male		Female	
	<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	13	2%	27	3%	57	9%	84	9%
		Fair	82	13%	108	11%	133	20%	167	17%
		Good	285	47%	471	47%	271	41%	413	43%
		Excellent	231	38%	399	40%	202	30%	307	32%
		Total	611	100%	1,005	100%	663	100%	971	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP								
		Poor	6	1%	6	1%	20	3%	10	1%
		Fair	48	8%	92	9%	74	11%	80	8%
		Good	319	52%	484	48%	308	46%	468	48%
		Excellent	238	39%	423	42%	263	40%	411	42%
		Total	611	100%	1,005	100%	665	100%	969	100%
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL								
		Definitely no	7	1%	18	2%	27	4%	29	3%
		Probably no	49	8%	88	9%	63	9%	80	8%
		Probably yes	233	38%	408	41%	273	41%	383	40%
		Definitely yes	322	53%	493	49%	302	45%	477	49%
		Total	611	100%	1,007	100%	665	100%	969	100%