






October 2012

NSSE Scores among Journalism and Technical Communication Students (JTC)

Highlights:

- ❖ **First-year and senior JTC students tend to have higher NSSE benchmark means compared to non-JTC students.**
- ❖ **JTC first-year student's score statistically higher on *Enriching Educational Experiences* and *Active and Collaborative Learning* compared to non-JTC first year.**
- ❖ **JTC seniors score statistically higher on *Enriching Educational Experiences* compared to non-JTC seniors.**

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 Journalism and Technical Communication Students (JTC) and all other 2012 NSSE respondents who are not a JTC major (Non-JTC). An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE across JTC and non-JTC major 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.

FY JTC students score statistically higher than FY non-JTC students in the Level of Academic Challenge and Enriching Educational Experiences benchmarks. The effect sizes for these differences are, respectively, moderate and small. SR JTC students scored statistically higher than SR non-JTC students in the Enriching Educational Experiences benchmark. This difference has a moderate effect size. Across all other benchmarks there are not statistically significant differences between JTC students and non-JTC students; however, it is important to note that the only benchmark mean where JTC students scored lower than non-JTC students is for SR's on the Student-Faculty Interaction benchmark.

Level of Academic Challenge (LAC)

Mean Comparisons

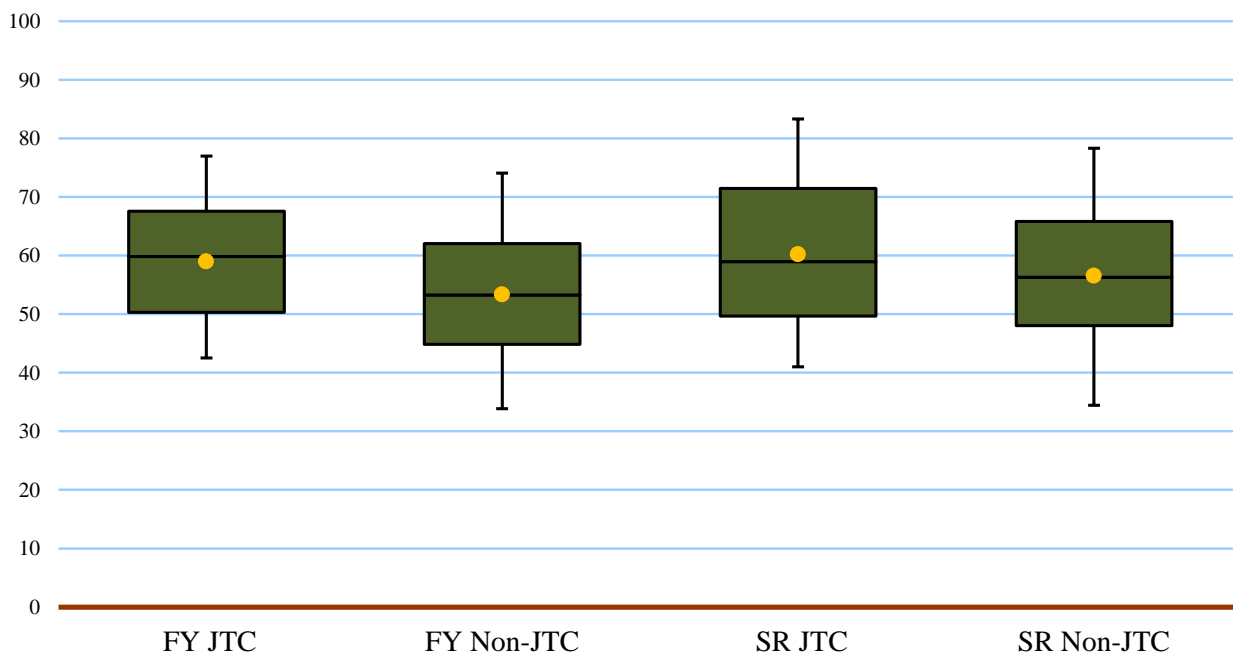
Class	JTC		Non-JTC		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	59.0	39	53.4	1614	**	.49
Senior	60.2	34	56.5	1629		

^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

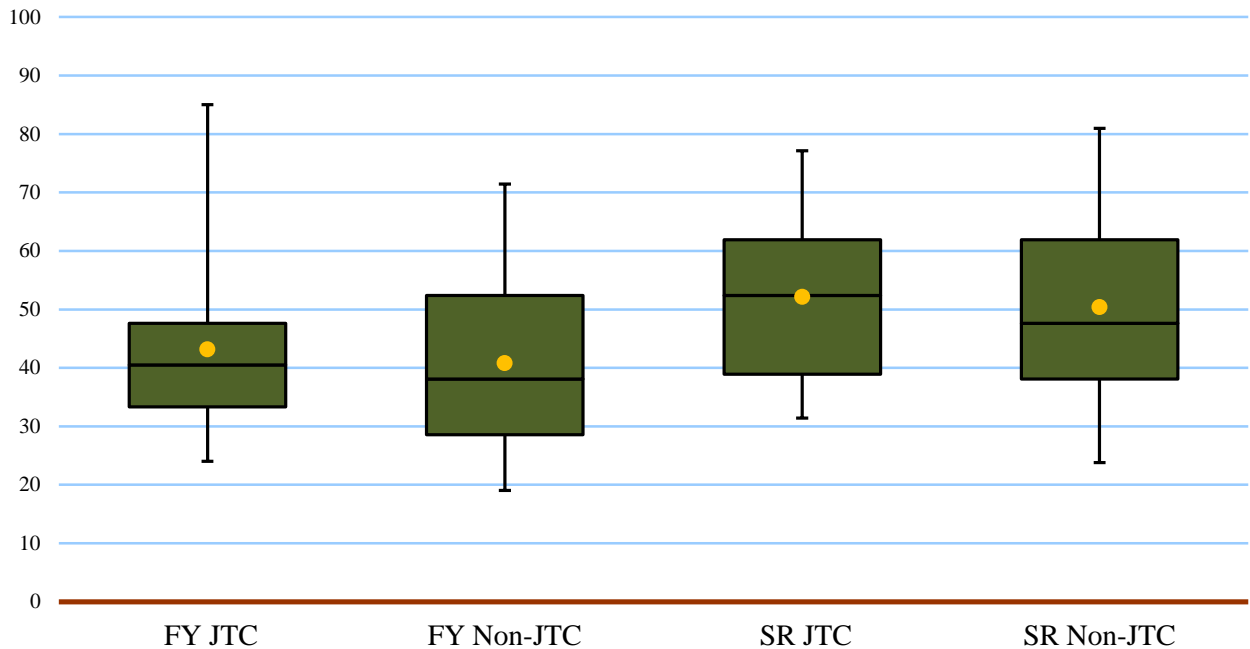
Class	JTC		Non-JTC		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	43.2	40	40.8	1651		
Senior	52.1	35	50.4	1674		

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

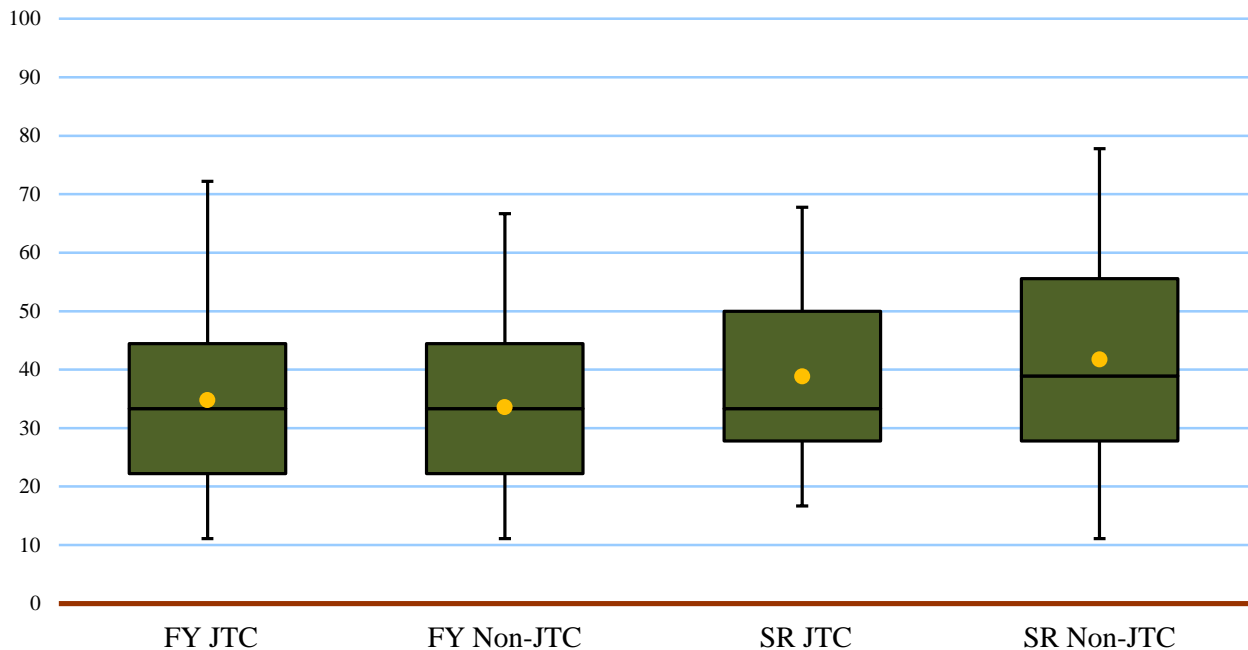
Class	JTC		Non-JTC		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	34.8	39	33.6	1614		
Senior	38.8	35	41.7	1631		

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

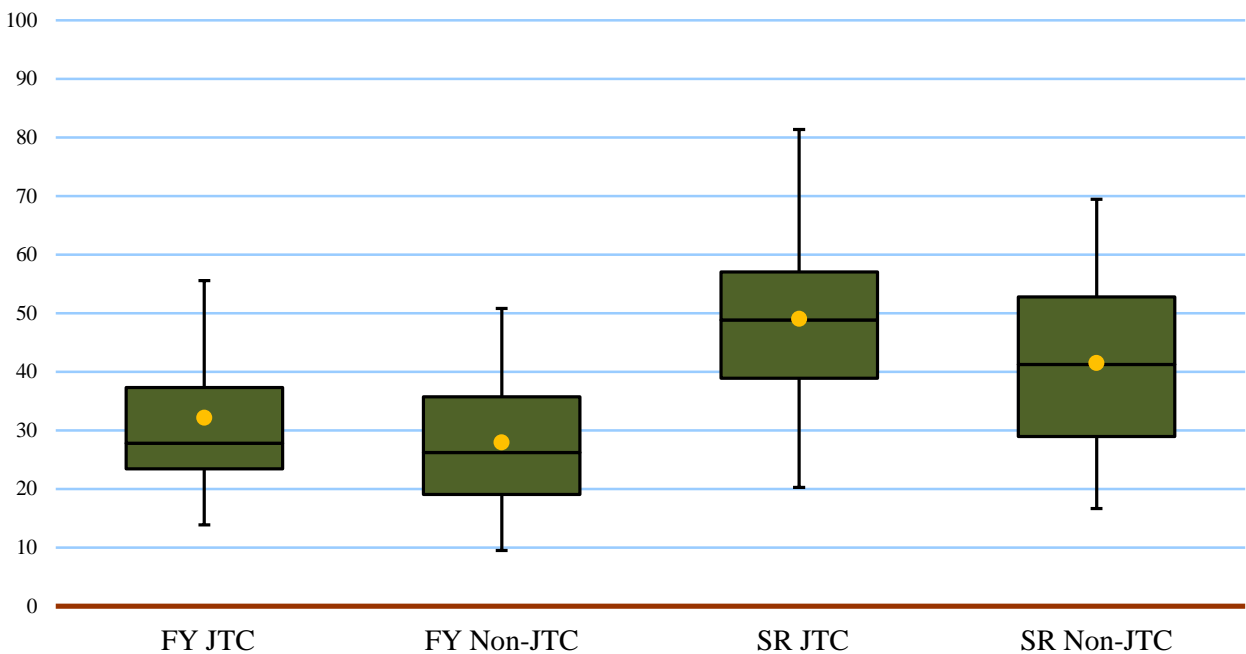
Class	JTC		Non-JTC		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	32.2	39	27.9	1598	*	.31
Senior	49.0	34	41.5	1628	**	.47

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

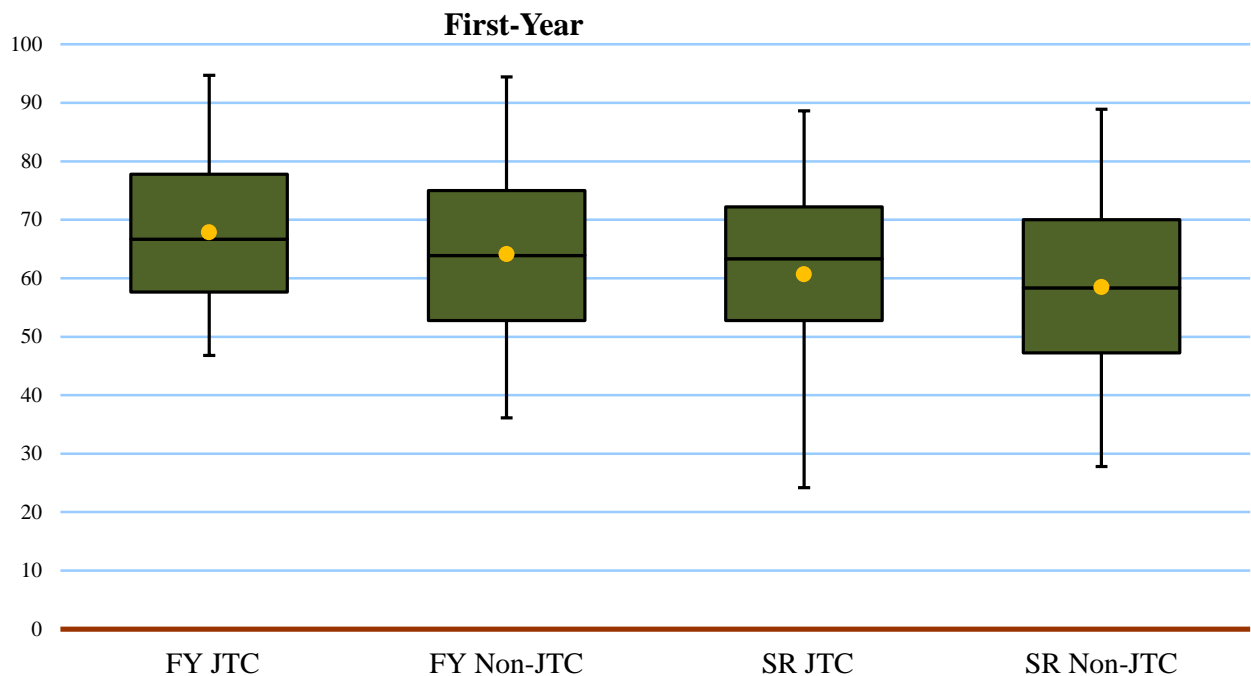
Class	JTC		Non-JTC		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	67.8	38	64.1	1586		
Senior	60.7	33	58.5	1611		

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

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	2	5%	122	7%	0	0%	51	3%
		Sometimes	12	30%	792	48%	13	37%	606	36%
		Often	14	35%	495	30%	8	23%	531	32%
		Very often	12	30%	239	15%	14	40%	484	29%
		Total		40	100%	1,648	100%	35	100%	1,672
1b.	Made a class presentation	CLPRESEN (ACL) Never	7	18%	408	25%	0	0%	133	8%
		Sometimes	17	44%	871	53%	9	26%	667	40%
		Often	10	26%	283	17%	12	35%	567	34%
		Very often	5	13%	72	4%	13	38%	296	18%
		Total		39	100%	1,634	100%	34	100%	1,663
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	4	10%	259	16%	6	17%	292	18%
		Sometimes	11	28%	561	34%	15	43%	669	40%
		Often	11	28%	569	35%	11	31%	456	27%
		Very often	13	33%	248	15%	3	9%	250	15%
		Total		39	100%	1,637	100%	35	100%	1,667
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	3	8%	348	21%	2	6%	192	12%
		Often	14	35%	754	46%	11	31%	604	36%
		Very often	23	58%	505	31%	22	63%	850	51%
		Total		40	100%	1,641	100%	35	100%	1,664
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	1	3%	122	7%	2	6%	185	11%
		Sometimes	6	15%	572	35%	11	31%	593	36%
		Often	21	53%	660	40%	14	40%	554	33%
		Very often	12	30%	286	17%	8	23%	326	20%
		Total		40	100%	1,640	100%	35	100%	1,658
1f.	Come to class without completing readings or assignments	CLUNPREP Never	9	23%	336	20%	3	9%	255	15%
		Sometimes	17	44%	951	58%	22	63%	947	57%
		Often	10	26%	245	15%	6	17%	318	19%
		Very often	3	8%	108	7%	4	11%	145	9%
		Total		39	100%	1,640	100%	35	100%	1,665
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	8	20%	275	17%	0	0%	198	12%
		Sometimes	16	40%	750	46%	15	44%	700	42%
		Often	14	35%	464	28%	15	44%	523	31%
		Very often	2	5%	146	9%	4	12%	246	15%
		Total		40	100%	1,635	100%	34	100%	1,667



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	5	13%	148	9%	2	6%	72	4%
		(ACL)	16	41%	650	39%	6	17%	472	28%
			13	33%	580	35%	14	40%	607	36%
			5	13%	268	16%	13	37%	522	31%
		Total		39	100%	1,646	100%	35	100%	1,673
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	0	0%	54	3%	1	3%	34	2%
			7	18%	602	37%	7	20%	296	18%
			19	49%	653	40%	16	46%	721	44%
			13	33%	305	19%	11	31%	583	36%
		Total		39	100%	1,614	100%	35	100%	1,634
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	25	63%	751	47%	21	60%	618	38%
		(ACL)	9	23%	570	35%	10	29%	608	37%
			4	10%	198	12%	1	3%	253	15%
			2	5%	96	6%	3	9%	156	10%
		Total		40	100%	1,615	100%	35	100%	1,635
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	23	58%	1,013	63%	17	49%	885	54%
		(ACL)	15	38%	376	23%	13	37%	443	27%
			0	0%	136	8%	5	14%	169	10%
			2	5%	85	5%	0	0%	128	8%
		Total		40	100%	1,610	100%	35	100%	1,625
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	6	15%	199	12%	1	3%	202	12%
		(EEE)	4	10%	513	32%	13	37%	480	29%
			17	43%	464	29%	7	20%	457	28%
			13	33%	439	27%	14	40%	495	30%
		Total		40	100%	1,615	100%	35	100%	1,634
1m.	Used e-mail to communicate with an instructor	EMAIL	0	0%	35	2%	0	0%	9	1%
			7	18%	425	26%	3	9%	228	14%
			15	38%	620	39%	8	23%	547	33%
			18	45%	528	33%	24	69%	850	52%
		Total		40	100%	1,608	100%	35	100%	1,634
1n.	Discussed grades or assignments with an instructor	FACGRADE	3	8%	160	10%	0	0%	86	5%
		(SFI)	16	40%	752	47%	10	29%	646	40%
			9	23%	492	30%	17	50%	544	33%
			12	30%	210	13%	7	21%	353	22%
		Total		40	100%	1,614	100%	34	100%	1,629



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors				
			JTC		Non-JTC		JTC		Non-JTC		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	Never	5	13%	288	18%	3	9%	240	15%
		(SFI)	Sometimes	21	54%	752	47%	16	46%	663	41%
			Often	9	23%	385	24%	14	40%	469	29%
			Very often	4	10%	186	12%	2	6%	258	16%
			Total	39	100%	1,611	100%	35	100%	1,630	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	21	53%	659	41%	12	34%	483	30%
		(SFI)	Sometimes	16	40%	641	40%	17	49%	739	45%
			Often	2	5%	222	14%	4	11%	277	17%
			Very often	1	3%	90	6%	2	6%	135	8%
			Total	40	100%	1,612	100%	35	100%	1,634	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	Never	1	3%	121	8%	1	3%	92	6%
		(SFI)	Sometimes	9	23%	632	39%	11	31%	611	38%
			Often	21	54%	658	41%	18	51%	690	42%
			Very often	8	21%	199	12%	5	14%	235	14%
			Total	39	100%	1,610	100%	35	100%	1,628	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	2	5%	125	8%	1	3%	113	7%
		(LAC)	Sometimes	15	38%	627	39%	10	29%	583	36%
			Often	14	36%	611	38%	17	49%	608	37%
			Very often	8	21%	245	15%	7	20%	326	20%
			Total	39	100%	1,608	100%	35	100%	1,630	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	23	59%	871	54%	14	40%	698	43%
		(SFI)	Sometimes	12	31%	479	30%	12	34%	531	33%
			Often	2	5%	191	12%	8	23%	242	15%
			Very often	2	5%	59	4%	1	3%	149	9%
			Total	39	100%	1,600	100%	35	100%	1,620	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	Never	0	0%	70	4%	2	6%	39	2%
		(ACL)	Sometimes	13	33%	553	34%	10	29%	470	29%
			Often	11	28%	603	37%	14	41%	660	41%
			Very often	15	38%	384	24%	8	24%	457	28%
			Total	39	100%	1,610	100%	34	100%	1,626	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	2	5%	228	14%	2	6%	232	14%
		(EEE)	Sometimes	9	23%	569	35%	13	37%	651	40%
			Often	13	33%	459	28%	10	29%	404	25%
			Very often	15	38%	355	22%	10	29%	340	21%
			Total	39	100%	1,611	100%	35	100%	1,627	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors				
			JTC		Non-JTC		JTC		Non-JTC		
	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	1	3%	126	8%	1	3%	119	7%
			Sometimes	6	15%	507	31%	14	40%	585	36%
			Often	15	38%	556	34%	9	26%	505	31%
			Very often	17	44%	425	26%	11	31%	421	26%
			Total	39	100%	1,614	100%	35	100%	1,630	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	0	0%	53	3%	2	6%	110	7%
			Some	6	15%	375	23%	10	29%	451	28%
			Quite a bit	18	46%	697	43%	12	34%	600	37%
			Very much	15	38%	486	30%	11	31%	463	29%
			Total	39	100%	1,611	100%	35	100%	1,624	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	3	8%	268	17%	5	14%	181	11%
			Quite a bit	18	46%	755	47%	19	54%	677	42%
			Very much	18	46%	557	35%	10	29%	741	46%
			Total	39	100%	1,600	100%	35	100%	1,620	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	0	0%	57	4%	2	6%	47	3%
			Some	7	18%	420	26%	7	21%	341	21%
			Quite a bit	13	33%	723	45%	12	35%	633	39%
			Very much	19	49%	405	25%	13	38%	593	37%
			Total	39	100%	1,605	100%	34	100%	1,614	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	0	0%	68	4%	0	0%	78	5%
			Some	6	15%	435	27%	9	26%	388	24%
			Quite a bit	19	49%	718	45%	13	37%	655	40%
			Very much	14	36%	388	24%	13	37%	498	31%
			Total	39	100%	1,609	100%	35	100%	1,619	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	1	3%	54	3%	2	6%	46	3%
			Some	2	5%	305	19%	4	12%	233	14%
			Quite a bit	20	51%	654	41%	9	26%	574	35%
			Very much	16	41%	596	37%	19	56%	771	47%
			Total	39	100%	1,609	100%	34	100%	1,624	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	13	1%	0	0%	27	2%
			1-4	5	13%	355	22%	8	24%	552	34%
			5-10	15	38%	793	49%	15	44%	605	37%
			11-20	12	31%	304	19%	9	26%	260	16%
			More than 20	7	18%	146	9%	2	6%	182	11%
			Total	39	100%	1,611	100%	34	100%	1,626	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
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	5	13%	447	28%	5	15%	311	19%
		1-4	22	58%	872	54%	20	59%	872	54%
		5-10	9	24%	190	12%	6	18%	263	16%
		11-20	1	3%	46	3%	3	9%	88	5%
		More than 20	1	3%	55	3%	0	0%	88	5%
	Total		38	100%	1,610	100%	34	100%	1,622	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	33	85%	1,375	86%	11	32%	830	51%
		1-4	5	13%	170	11%	21	62%	669	41%
		5-10	0	0%	38	2%	2	6%	79	5%
		11-20	1	3%	14	1%	0	0%	23	1%
		More than 20	0	0%	11	1%	0	0%	23	1%
	Total		39	100%	1,608	100%	34	100%	1,624	100%
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	3	8%	247	15%	0	0%	205	13%
		1-4	22	56%	976	61%	9	26%	766	47%
		5-10	10	26%	315	20%	16	47%	416	26%
		11-20	4	10%	60	4%	4	12%	178	11%
		More than 20	0	0%	12	1%	5	15%	61	4%
	Total		39	100%	1,610	100%	34	100%	1,626	100%
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	0	0%	19	1%	0	0%	99	6%
		1-4	8	21%	476	29%	5	15%	537	33%
		5-10	16	41%	667	41%	9	26%	508	31%
		11-20	13	33%	330	20%	8	24%	288	18%
		More than 20	2	5%	122	8%	12	35%	196	12%
	Total		39	100%	1,614	100%	34	100%	1,628	100%
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	9	24%	152	9%	10	29%	259	16%
		1-2	20	53%	543	34%	8	24%	543	33%
		3-4	6	16%	574	36%	12	35%	432	27%
		5-6	3	8%	190	12%	4	12%	174	11%
		More than 6	0	0%	154	10%	0	0%	220	14%
	Total		38	100%	1,613	100%	34	100%	1,628	100%
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	3	8%	153	9%	8	24%	467	29%
		1-2	16	42%	571	35%	12	35%	636	39%
		3-4	11	29%	462	29%	10	29%	303	19%
		5-6	5	13%	211	13%	2	6%	90	6%
		More than 6	3	8%	216	13%	2	6%	126	8%
	Total		38	100%	1,613	100%	34	100%	1,622	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors				
			JTC		Non-JTC		JTC		Non-JTC		
	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	3%	8	0%	0	0%	8	0%	
		1 Very little	0	0%	10	1%	0	0%	30	2%	
		2	2	5%	42	3%	2	6%	54	3%	
		3	2	5%	154	10%	5	15%	145	9%	
		4	16	41%	528	33%	12	35%	497	31%	
		5	11	28%	557	34%	12	35%	578	36%	
		6	7	18%	316	20%	3	9%	315	19%	
		7 Very much	Total	39	100%	1,615	100%	34	100%	1,627	100%
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	9	23%	498	31%	12	35%	559	34%	
		Never	17	44%	763	48%	10	29%	770	47%	
		Sometimes	8	21%	224	14%	10	29%	184	11%	
		Often	5	13%	119	7%	2	6%	112	7%	
		Very often	Total	39	100%	1,604	100%	34	100%	1,625	100%
6b.	Exercised or participated in physical fitness activities	EXRCSE05	1	3%	60	4%	0	0%	105	6%	
		Never	12	32%	390	24%	9	26%	434	27%	
		Sometimes	11	29%	490	31%	14	41%	450	28%	
		Often	14	37%	663	41%	11	32%	631	39%	
		Very often	Total	38	100%	1,603	100%	34	100%	1,620	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	21	54%	758	47%	16	47%	764	47%	
		Never	10	26%	399	25%	12	35%	439	27%	
		Sometimes	2	5%	222	14%	5	15%	178	11%	
		Often	6	15%	228	14%	1	3%	242	15%	
		Very often	Total	39	100%	1,607	100%	34	100%	1,623	100%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	3	8%	134	8%	1	3%	117	7%	
		Never	10	26%	604	38%	15	44%	534	33%	
		Sometimes	15	38%	580	36%	12	35%	628	39%	
		Often	11	28%	286	18%	6	18%	335	21%	
		Very often	Total	39	100%	1,604	100%	34	100%	1,614	100%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	2	5%	77	5%	1	3%	81	5%	
		Never	4	10%	526	33%	12	38%	475	29%	
		Sometimes	22	56%	629	39%	10	31%	633	39%	
		Often	11	28%	368	23%	9	28%	429	27%	
		Very often	Total	39	100%	1,600	100%	32	100%	1,618	100%
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	0	0%	40	2%	2	6%	41	3%	
		Never	6	15%	503	31%	7	21%	430	26%	
		Sometimes	18	46%	657	41%	17	50%	716	44%	
		Often	15	38%	404	25%	8	24%	437	27%	
		Very often	Total	39	100%	1,604	100%	34	100%	1,624	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors				
			JTC		Non-JTC		JTC		Non-JTC		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	1	3%	170	11%	0	0%	105	6%	
		(EEE)	0	0%	51	3%	2	6%	204	13%	
			Plan to do	35	90%	1,271	80%	4	12%	421	26%
			Done	3	8%	103	6%	28	82%	894	55%
			Total	39	100%	1,595	100%	34	100%	1,624	100%
7b.	Community service or volunteer work	VOLNTR04	4	10%	164	10%	2	6%	106	7%	
		(EEE)	1	3%	72	5%	5	15%	197	12%	
			Plan to do	19	49%	791	50%	2	6%	211	13%
			Done	15	38%	566	36%	25	74%	1,101	68%
			Total	39	100%	1,593	100%	34	100%	1,615	100%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	9	23%	439	28%	2	6%	166	10%	
		(EEE)	15	38%	409	26%	23	68%	932	58%	
			Plan to do	8	21%	379	24%	1	3%	112	7%
			Done	7	18%	356	22%	8	24%	410	25%
			Total	39	100%	1,583	100%	34	100%	1,620	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	18	46%	537	34%	4	12%	257	16%	
		(SFI)	8	21%	269	17%	24	71%	734	45%	
			Plan to do	12	31%	677	43%	5	15%	236	15%
			Done	1	3%	106	7%	1	3%	397	24%
			Total	39	100%	1,589	100%	34	100%	1,624	100%
7e.	Foreign language coursework	FORLNG04	8	21%	354	22%	1	3%	122	8%	
		(EEE)	17	45%	635	40%	18	53%	897	55%	
			Plan to do	8	21%	343	22%	1	3%	100	6%
			Done	5	13%	263	16%	14	41%	505	31%
			Total	38	100%	1,595	100%	34	100%	1,624	100%
7f.	Study abroad	STDABR04	13	33%	447	28%	3	9%	136	8%	
		(EEE)	5	13%	319	20%	24	71%	1,117	69%	
			Plan to do	19	49%	795	50%	2	6%	107	7%
			Done	2	5%	28	2%	5	15%	261	16%
			Total	39	100%	1,589	100%	34	100%	1,621	100%
7g.	Independent study or self-designed major	INDSTD04	15	38%	482	30%	2	6%	149	9%	
		(EEE)	20	51%	856	54%	25	74%	1,070	66%	
			Plan to do	3	8%	202	13%	2	6%	125	8%
			Done	1	3%	47	3%	5	15%	267	17%
			Total	39	100%	1,587	100%	34	100%	1,611	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
	<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>
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)								
		1 Have not decided	16	41%	532	33%	0	0%	60	4%
		2 Do not plan to do	5	13%	144	9%	0	0%	126	8%
		3 Plan to do	17	44%	884	55%	7	21%	563	35%
		4 Done	1	3%	34	2%	27	79%	872	54%
		Total	39	100%	1,594	100%	34	100%	1,621	100%
8a.	Quality of relationships with other students	ENVSTU (SCE)								
		1 Unfriendly, Unsupportive, Sense of alienation	1	3%	12	1%	1	3%	12	1%
		2	2	5%	24	2%	2	6%	37	2%
		3	0	0%	64	4%	1	3%	62	4%
		4	2	5%	155	10%	3	9%	155	10%
		5	4	11%	336	21%	8	24%	332	20%
		6	11	29%	539	34%	9	26%	587	36%
		7 Friendly, Supportive, Sense of belonging	18	47%	467	29%	10	29%	437	27%
		Total	38	100%	1,597	100%	34	100%	1,622	100%
8b.	Quality of relationships with faculty members	ENVFAC (SCE)								
		1 Unavailable, Unhelpful, Unsympathetic	1	3%	11	1%	0	0%	16	1%
		2	0	0%	25	2%	0	0%	28	2%
		3	2	5%	110	7%	1	3%	97	6%
		4	3	8%	350	22%	4	12%	213	13%
		5	13	34%	454	28%	9	26%	414	26%
		6	9	24%	453	28%	16	47%	567	35%
		7 Available, Helpful, Sympathetic	10	26%	194	12%	4	12%	287	18%
		Total	38	100%	1,597	100%	34	100%	1,622	100%
8c.	Quality of relationships with administrative personnel and offices	ENVADM (SCE)								
		1 Unhelpful, Inconsiderate, Rigid	1	3%	27	2%	1	3%	54	3%
		2	2	5%	78	5%	2	6%	112	7%
		3	4	11%	144	9%	2	6%	187	12%
		4	11	29%	411	26%	15	44%	348	21%
		5	5	13%	395	25%	6	18%	404	25%
		6	6	16%	357	22%	5	15%	319	20%
		7 Helpful, Considerate, Flexible	9	24%	184	12%	3	9%	200	12%
		Total	38	100%	1,596	100%	34	100%	1,624	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
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	1	3%	4	0%	0	0%	4	0%
		1-5 hrs/wk	1	3%	127	8%	3	9%	163	10%
		6-10 hrs/wk	11	29%	338	21%	6	18%	312	19%
		11-15 hrs/wk	11	29%	337	21%	12	35%	323	20%
		16-20 hrs/wk	5	13%	345	22%	7	21%	308	19%
		21-25 hrs/wk	4	11%	217	14%	1	3%	185	11%
		26-30 hrs/wk	3	8%	111	7%	2	6%	133	8%
		30+ hrs/wk	2	5%	108	7%	3	9%	190	12%
	Total		38	100%	1,587	100%	34	100%	1,618	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	29	76%	1,288	81%	17	50%	1,053	65%
		1-5 hrs/wk	4	11%	45	3%	0	0%	47	3%
		6-10 hrs/wk	2	5%	110	7%	0	0%	146	9%
		11-15 hrs/wk	1	3%	81	5%	3	9%	151	9%
		16-20 hrs/wk	1	3%	37	2%	5	15%	101	6%
		21-25 hrs/wk	1	3%	15	1%	3	9%	51	3%
		26-30 hrs/wk	0	0%	5	0%	4	12%	30	2%
		30+ hrs/wk	0	0%	5	0%	2	6%	35	2%
	Total		38	100%	1,586	100%	34	100%	1,614	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	35	92%	1,266	80%	18	53%	836	52%
		1-5 hrs/wk	0	0%	96	6%	2	6%	105	6%
		6-10 hrs/wk	0	0%	78	5%	2	6%	114	7%
		11-15 hrs/wk	2	5%	51	3%	3	9%	144	9%
		16-20 hrs/wk	1	3%	44	3%	3	9%	143	9%
		21-25 hrs/wk	0	0%	21	1%	2	6%	111	7%
		26-30 hrs/wk	0	0%	8	1%	0	0%	70	4%
		30+ hrs/wk	0	0%	14	1%	4	12%	98	6%
	Total		38	100%	1,578	100%	34	100%	1,621	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	10	26%	537	34%	12	35%	623	38%
		1-5 hrs/wk	12	32%	561	35%	8	24%	535	33%
		6-10 hrs/wk	11	29%	259	16%	6	18%	205	13%
		11-15 hrs/wk	3	8%	145	9%	4	12%	125	8%
		16-20 hrs/wk	0	0%	50	3%	2	6%	65	4%
		21-25 hrs/wk	1	3%	18	1%	0	0%	28	2%
		26-30 hrs/wk	0	0%	9	1%	0	0%	22	1%
		30+ hrs/wk	1	3%	13	1%	2	6%	17	1%
	Total		38	100%	1,592	100%	34	100%	1,620	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	1	3%	15	1%	0	0%	13	1%
		1-5 hrs/wk	4	11%	289	18%	3	9%	418	26%
		6-10 hrs/wk	13	34%	478	30%	10	29%	483	30%
		11-15 hrs/wk	6	16%	363	23%	9	26%	342	21%
		16-20 hrs/wk	8	21%	226	14%	9	26%	208	13%
		21-25 hrs/wk	3	8%	106	7%	1	3%	80	5%
		26-30 hrs/wk	1	3%	43	3%	1	3%	23	1%
		30+ hrs/wk	2	5%	56	4%	1	3%	48	3%
	Total		38	100%	1,576	100%	34	100%	1,615	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	37	97%	1,413	90%	26	76%	1,233	77%
		1-5 hrs/wk	1	3%	86	5%	5	15%	153	10%
		6-10 hrs/wk	0	0%	29	2%	1	3%	72	4%
		11-15 hrs/wk	0	0%	19	1%	1	3%	42	3%
		16-20 hrs/wk	0	0%	15	1%	0	0%	19	1%
		21-25 hrs/wk	0	0%	4	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	3%	70	4%
	Total		38	100%	1,575	100%	34	100%	1,610	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	1	3%	118	7%	1	3%	46	3%
		1-5 hrs/wk	29	76%	1,167	74%	25	74%	1,224	76%
		6-10 hrs/wk	6	16%	196	12%	5	15%	249	15%
		11-15 hrs/wk	2	5%	49	3%	2	6%	67	4%
		16-20 hrs/wk	0	0%	27	2%	0	0%	17	1%
		21-25 hrs/wk	0	0%	8	1%	0	0%	2	0%
		26-30 hrs/wk	0	0%	4	0%	1	3%	1	0%
		30+ hrs/wk	0	0%	10	1%	0	0%	9	1%
	Total		38	100%	1,579	100%	34	100%	1,615	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	0	0%	14	1%	0	0%	22	1%
		Some	2	5%	188	12%	6	18%	251	16%
		Quite a bit	22	58%	734	46%	15	45%	773	48%
		Very much	14	37%	648	41%	12	36%	562	35%
	Total		38	100%	1,584	100%	33	100%	1,608	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	0	0%	19	1%	1	3%	55	3%
		Some	3	8%	249	16%	4	13%	385	24%
		Quite a bit	16	42%	728	46%	18	56%	737	46%
		Very much	19	50%	577	37%	9	28%	423	26%
	Total		38	100%	1,573	100%	32	100%	1,600	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
	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	1	3%	138	9%	6	19%	308	19%
		Some	11	29%	446	28%	10	31%	597	37%
		Quite a bit	9	24%	547	35%	10	31%	453	28%
		Very much	17	45%	444	28%	6	19%	248	15%
	Total		38	100%	1,575	100%	32	100%	1,606	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	5	13%	260	16%	9	27%	554	35%
		Some	19	50%	626	40%	11	33%	628	39%
		Quite a bit	10	26%	476	30%	11	33%	310	19%
		Very much	4	11%	217	14%	2	6%	112	7%
	Total		38	100%	1,579	100%	33	100%	1,604	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	3	8%	146	9%	7	21%	338	21%
		Some	11	29%	547	35%	9	27%	685	43%
		Quite a bit	14	37%	586	37%	12	36%	432	27%
		Very much	10	26%	297	19%	5	15%	148	9%
	Total		38	100%	1,576	100%	33	100%	1,603	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	0	0%	54	3%	1	3%	115	7%
		Some	7	18%	371	23%	4	12%	449	28%
		Quite a bit	13	34%	679	43%	22	67%	672	42%
		Very much	18	47%	481	30%	6	18%	366	23%
	Total		38	100%	1,585	100%	33	100%	1,602	100%
10g. Using computers in academic work	ENVCOMPT	Very little	0	0%	28	2%	0	0%	28	2%
		Some	1	3%	233	15%	1	3%	147	9%
		Quite a bit	12	32%	546	35%	10	30%	504	31%
		Very much	25	66%	773	49%	22	67%	924	58%
	Total		38	100%	1,580	100%	33	100%	1,603	100%
11a. Acquiring a broad general education	NGENLED	Very little	0	0%	23	1%	2	6%	44	3%
		Some	3	8%	275	17%	3	9%	264	16%
		Quite a bit	10	27%	731	46%	13	39%	646	40%
		Very much	24	65%	545	35%	15	45%	650	41%
	Total		37	100%	1,574	100%	33	100%	1,604	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	0	0%	111	7%	1	3%	97	6%
		Some	10	27%	457	29%	5	15%	307	19%
		Quite a bit	11	30%	593	38%	13	39%	533	33%
		Very much	16	43%	415	26%	14	42%	665	42%
	Total		37	100%	1,576	100%	33	100%	1,602	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	0	0%	76	5%	0	0%	75	5%
		Some	6	16%	409	26%	1	3%	361	23%
		Quite a bit	9	24%	698	44%	14	42%	663	41%
		Very much	22	59%	397	25%	18	55%	505	31%
		Total		37	100%	1,580	100%	33	100%	1,604
11d. Speaking clearly and effectively	GNSPEAK	Very little	1	3%	180	11%	2	6%	112	7%
		Some	7	19%	490	31%	6	18%	424	27%
		Quite a bit	10	27%	578	37%	11	33%	597	37%
		Very much	19	51%	324	21%	14	42%	463	29%
		Total		37	100%	1,572	100%	33	100%	1,596
11e. Thinking critically and analytically	GNANALY	Very little	0	0%	30	2%	0	0%	33	2%
		Some	2	5%	238	15%	3	9%	168	11%
		Quite a bit	16	43%	693	44%	13	39%	568	36%
		Very much	19	51%	609	39%	17	52%	830	52%
		Total		37	100%	1,570	100%	33	100%	1,599
11f. Analyzing quantitative problems	GNQUANT	Very little	1	3%	67	4%	3	9%	80	5%
		Some	10	27%	371	24%	8	24%	292	18%
		Quite a bit	13	35%	648	41%	13	39%	566	35%
		Very much	13	35%	487	31%	9	27%	663	41%
		Total		37	100%	1,573	100%	33	100%	1,601
11g. Using computing and information technology	GNCMPTS	Very little	0	0%	73	5%	0	0%	76	5%
		Some	7	19%	365	23%	2	6%	310	19%
		Quite a bit	16	43%	623	40%	16	48%	542	34%
		Very much	14	38%	516	33%	15	45%	673	42%
		Total		37	100%	1,577	100%	33	100%	1,601
11h. Working effectively with others	GNOTHERS	Very little	1	3%	79	5%	2	6%	56	3%
		Some	9	24%	381	24%	6	18%	317	20%
		Quite a bit	11	30%	652	41%	13	39%	592	37%
		Very much	16	43%	463	29%	12	36%	640	40%
		Total		37	100%	1,575	100%	33	100%	1,605
11i. Voting in local, state, or national elections	GNCITIZN	Very little	16	46%	718	46%	7	21%	552	35%
		Some	12	34%	493	31%	16	48%	593	37%
		Quite a bit	4	11%	239	15%	7	21%	314	20%
		Very much	3	9%	118	8%	3	9%	130	8%
		Total		35	100%	1,568	100%	33	100%	1,589



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	0	0%	81	5%	3	9%	83	5%
		Some	7	21%	353	23%	3	9%	326	21%
		Quite a bit	16	48%	717	46%	13	39%	644	41%
		Very much	10	30%	411	26%	14	42%	532	34%
	Total		33	100%	1,562	100%	33	100%	1,585	100%
11k. Understanding yourself	GNSELF	Very little	2	6%	131	8%	3	9%	179	11%
		Some	6	17%	420	27%	5	15%	424	27%
		Quite a bit	17	49%	608	39%	11	33%	554	35%
		Very much	10	29%	403	26%	14	42%	423	27%
	Total		35	100%	1,562	100%	33	100%	1,580	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	2	6%	197	13%	6	18%	314	20%
		Some	10	29%	554	35%	6	18%	599	38%
		Quite a bit	11	31%	552	35%	13	39%	430	27%
		Very much	12	34%	263	17%	8	24%	246	15%
	Total		35	100%	1,566	100%	33	100%	1,589	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	2	6%	142	9%	4	12%	131	8%
		Some	13	37%	514	33%	7	21%	444	28%
		Quite a bit	12	34%	630	40%	13	39%	570	36%
		Very much	8	23%	282	18%	9	27%	443	28%
	Total		35	100%	1,568	100%	33	100%	1,588	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	3	9%	198	13%	2	6%	251	16%
		Some	12	34%	457	29%	7	21%	467	30%
		Quite a bit	9	26%	551	35%	15	45%	501	32%
		Very much	11	31%	357	23%	9	27%	363	23%
	Total		35	100%	1,563	100%	33	100%	1,582	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	4	11%	231	15%	5	15%	242	15%
		Some	6	17%	535	34%	9	27%	559	35%
		Quite a bit	15	43%	520	33%	16	48%	497	31%
		Very much	10	29%	280	18%	3	9%	285	18%
	Total		35	100%	1,566	100%	33	100%	1,583	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	20	57%	666	43%	18	56%	943	59%
		Some	7	20%	417	27%	4	13%	368	23%
		Quite a bit	1	3%	293	19%	8	25%	160	10%
		Very much	7	20%	190	12%	2	6%	115	7%
	Total		35	100%	1,566	100%	32	100%	1,586	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Journalism and Technical Communication Students (JTC)

			First-Year Students				Seniors			
			JTC		Non-JTC		JTC		Non-JTC	
	<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?	ADVICE								
		Poor	2	6%	38	2%	5	15%	136	8%
		Fair	3	9%	187	12%	7	21%	293	18%
		Good	18	51%	738	47%	16	48%	668	42%
		Excellent	12	34%	618	39%	5	15%	504	31%
		Total	35	100%	1,581	100%	33	100%	1,601	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP								
		Poor	0	0%	12	1%	1	3%	29	2%
		Fair	0	0%	140	9%	3	9%	151	9%
		Good	16	46%	787	50%	13	39%	763	48%
		Excellent	19	54%	642	41%	16	48%	658	41%
		Total	35	100%	1,581	100%	33	100%	1,601	100%
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL								
		Definitely no	1	3%	24	2%	1	3%	55	3%
		Probably no	1	3%	136	9%	7	21%	136	8%
		Probably yes	13	37%	628	40%	11	33%	645	40%
		Definitely yes	20	57%	795	50%	14	42%	765	48%
		Total	35	100%	1,583	100%	33	100%	1,601	100%