

NSSE Scores across Minority Status

Highlights:

❖ **First-year minority students have statistically significant higher mean scores compared to first-year non-minority students for three of the five benchmarks**

❖ **Senior minority students have statistically significant higher mean scores compared to senior non-minority students 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 between minority students and non-minority students. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE across minority status. 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.

Minority students are well represented in the NSSE samples (18% and 12% of the first-year and senior samples respectively) and the samples are proportionally similar to the overall CSU undergraduate population. Overall, results are relatively similar across minority status. When there are statistically significant differences; minority students have the higher mean. However, these differences have little practical significance as evidenced by small effect sizes.

The findings of equivalency across minority status indicate that the freshman retention and six-year graduation gaps we observe between these groups are not due to corresponding gaps in the level of student engagement. The results show minority and nonminority students have many similar experiences while at CSU and are impacted in many similar ways by their time on campus.

Level of Academic Challenge (LAC)

Mean Comparisons

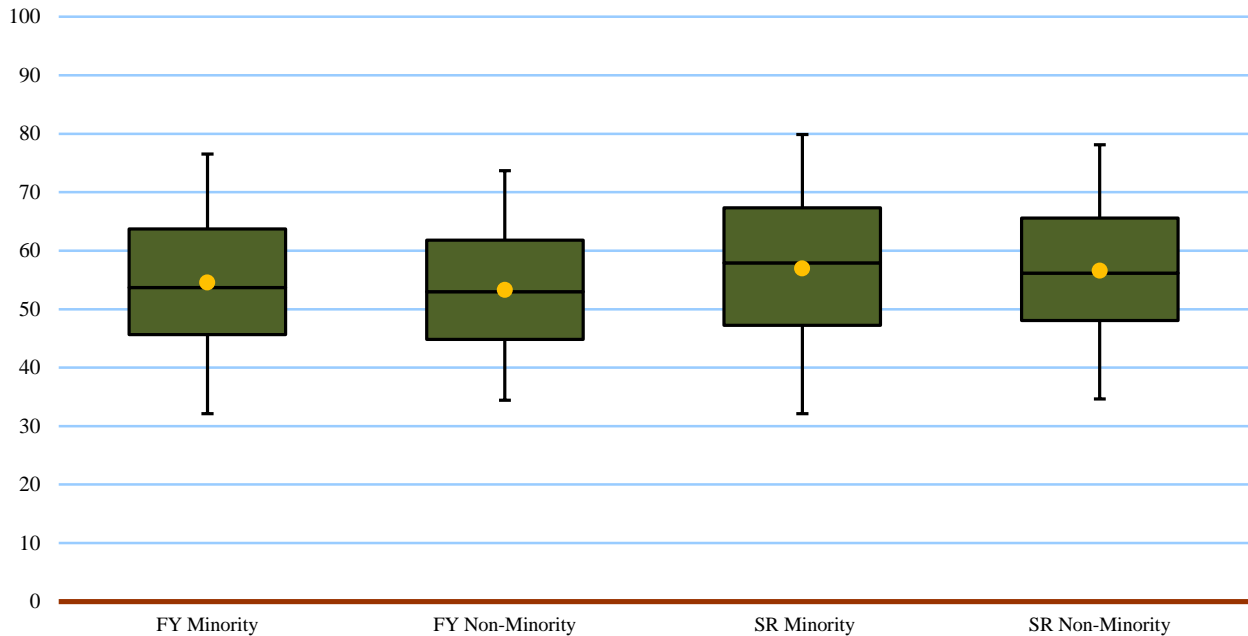
Class	Minority		Non-Minority		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	54.5	299	53.3	1354		
Senior	57.0	199	56.6	1464		

^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

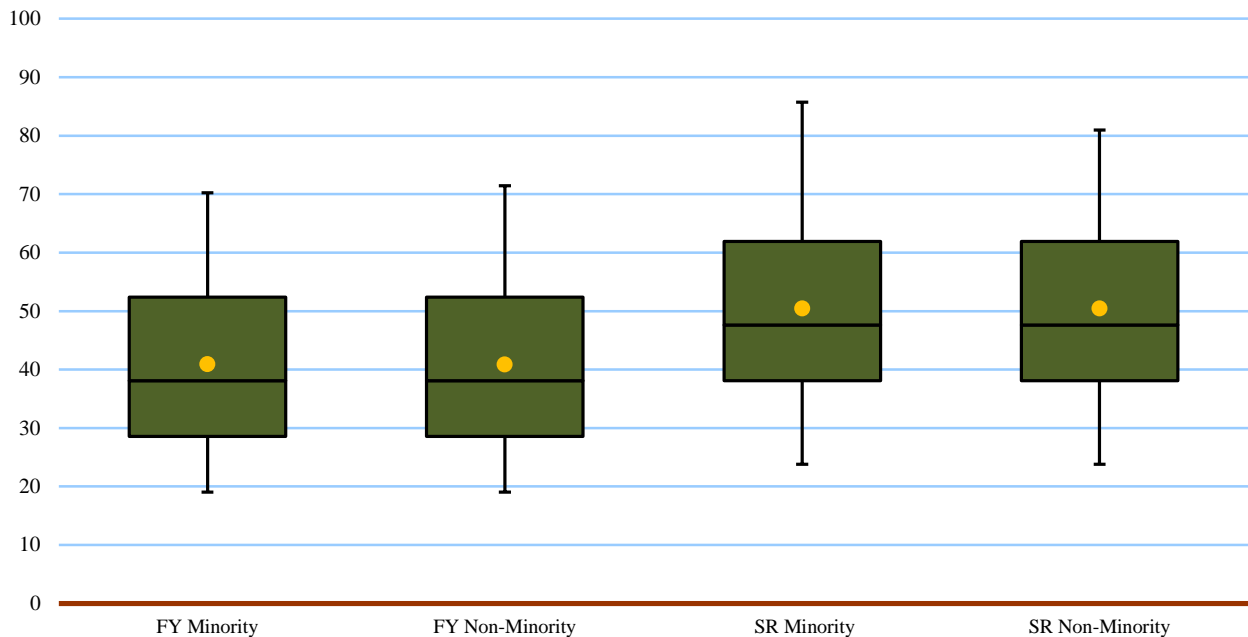
Class	Minority		Non-Minority		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	40.9	304	40.9	1387		
Senior	50.4	206	50.4	1503		

^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

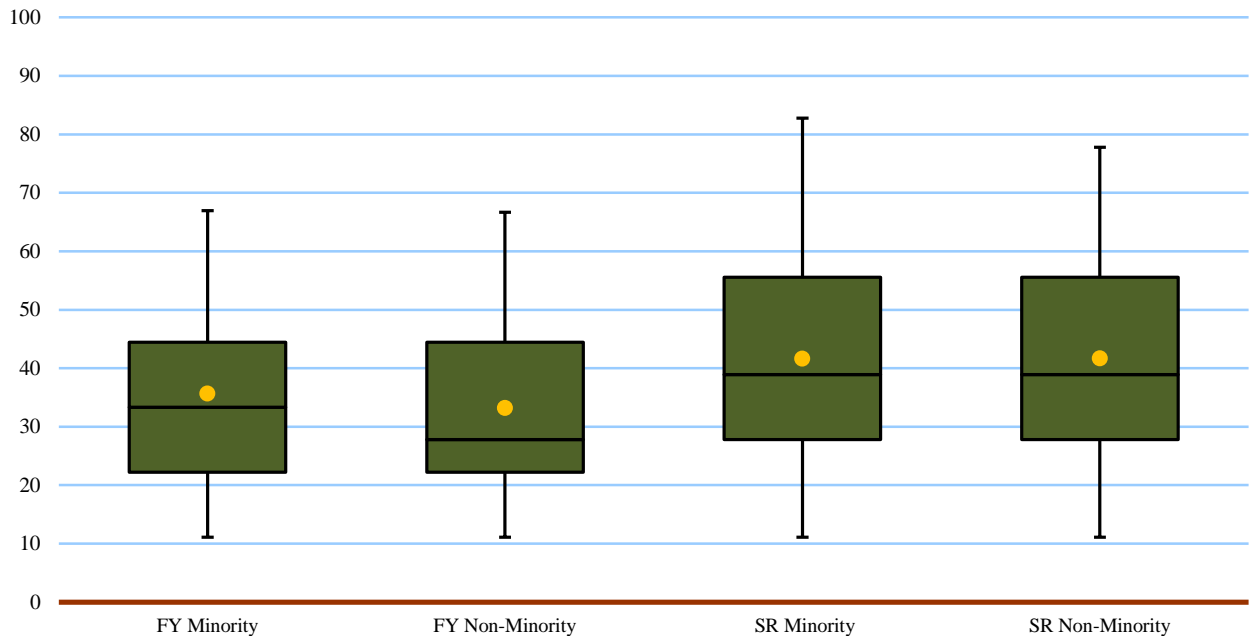
Class	Minority		Non-Minority		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	35.6	298	33.2	1355	*	.14
Senior	41.6	201	41.7	1465		

^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

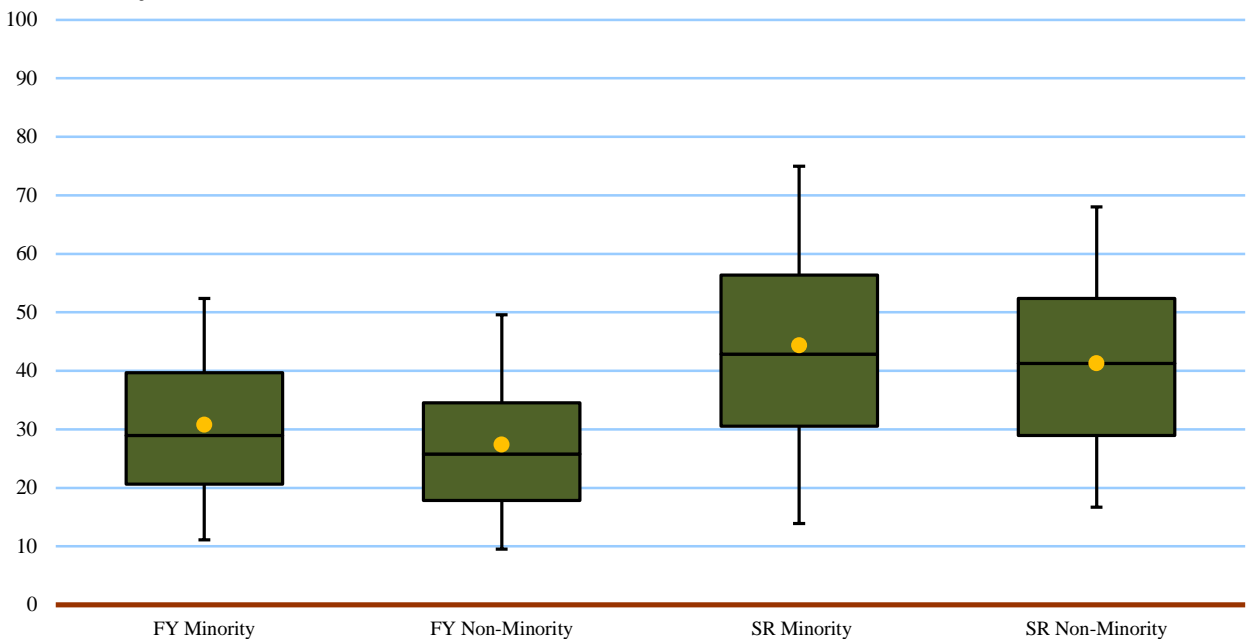
Class	Minority		Non-Minority		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	30.8	296	27.4	1341	***	.26
Senior	44.3	199	41.3	1463	*	.18

^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

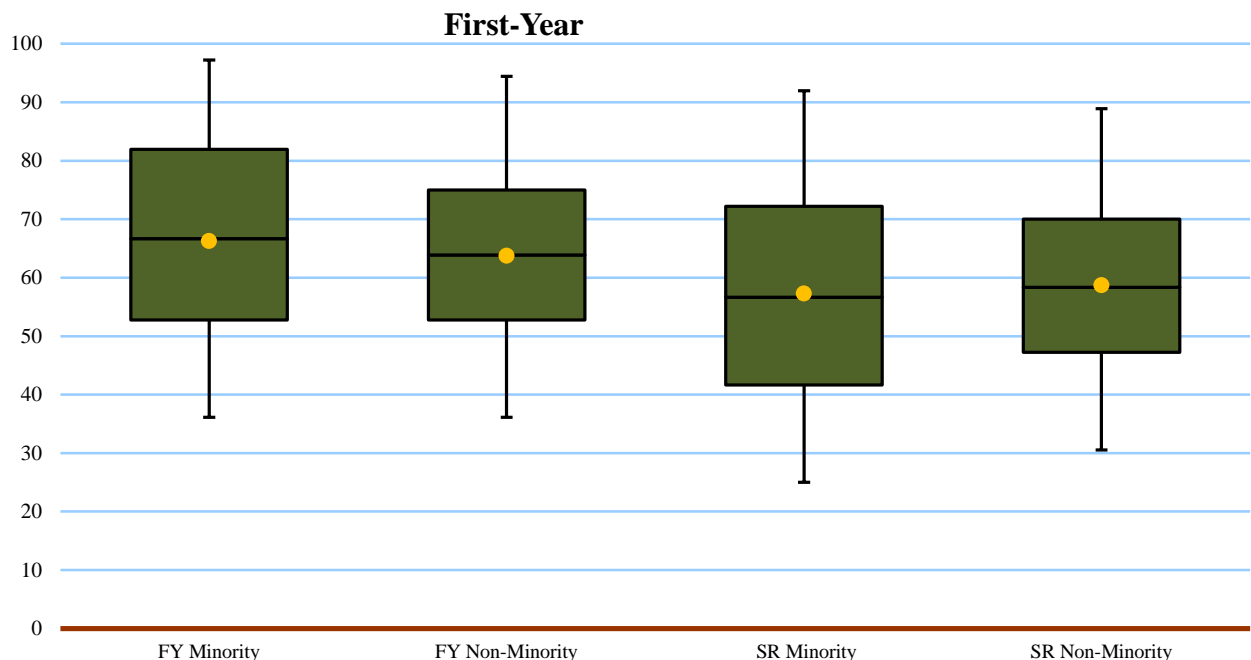
Class	Minority		Non-Minority		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	66.3	293	63.8	1331	*	.14
Senior	57.3	197	58.7	1447		

^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

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	18	6%	106	8%	9	4%	42	3%
		Sometimes	160	53%	644	46%	82	40%	537	36%
		Often	87	29%	422	30%	57	28%	482	32%
		Very often	38	13%	213	15%	58	28%	440	29%
		Total		303	100%	1,385	100%	206	100%	1,501
1b.	Made a class presentation	CLPRESEN (ACL) Never	63	21%	352	26%	18	9%	115	8%
		Sometimes	166	56%	722	53%	80	39%	596	40%
		Often	53	18%	240	17%	71	34%	508	34%
		Very often	17	6%	60	4%	37	18%	272	18%
		Total		299	100%	1,374	100%	206	100%	1,491
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	39	13%	224	16%	34	17%	264	18%
		Sometimes	95	31%	477	35%	90	44%	594	40%
		Often	112	37%	468	34%	43	21%	424	28%
		Very often	57	19%	204	15%	38	19%	215	14%
		Total		303	100%	1,373	100%	205	100%	1,497
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	6	2%	28	2%	3	1%	15	1%
		Sometimes	67	22%	284	21%	16	8%	178	12%
		Often	137	45%	631	46%	69	34%	546	37%
		Very often	93	31%	435	32%	116	57%	756	51%
		Total		303	100%	1,378	100%	204	100%	1,495
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	21	7%	102	7%	26	13%	161	11%
		Sometimes	94	31%	484	35%	61	30%	543	36%
		Often	129	43%	552	40%	59	29%	509	34%
		Very often	58	19%	240	17%	59	29%	275	18%
		Total		302	100%	1,378	100%	205	100%	1,488
1f.	Come to class without completing readings or assignments	CLUNPREP Never	66	22%	279	20%	26	13%	232	16%
		Sometimes	171	56%	797	58%	112	55%	857	57%
		Often	55	18%	200	15%	50	24%	274	18%
		Very often	11	4%	100	7%	17	8%	132	9%
		Total		303	100%	1,376	100%	205	100%	1,495
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	63	21%	220	16%	24	12%	174	12%
		Sometimes	140	46%	626	46%	88	43%	627	42%
		Often	74	25%	404	29%	61	30%	477	32%
		Very often	25	8%	123	9%	32	16%	218	15%
		Total		302	100%	1,373	100%	205	100%	1,496



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	26	9%	127	9%	17	8%	57	4%
		(ACL)	130	43%	536	39%	60	29%	418	28%
			89	29%	504	36%	66	32%	555	37%
			57	19%	216	16%	63	31%	472	31%
		Total		302	100%	1,383	100%	206	100%	1,502
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	11	4%	43	3%	9	5%	26	2%
			105	35%	504	37%	46	23%	257	17%
			135	46%	537	40%	79	40%	658	45%
			45	15%	273	20%	66	33%	528	36%
		Total		296	100%	1,357	100%	200	100%	1,469
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	145	49%	631	46%	77	38%	562	38%
		(ACL)	99	33%	480	35%	70	35%	548	37%
			36	12%	166	12%	33	16%	221	15%
			18	6%	80	6%	21	10%	138	9%
		Total		298	100%	1,357	100%	201	100%	1,469
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	169	57%	867	64%	106	54%	796	54%
		(ACL)	80	27%	311	23%	46	23%	410	28%
			35	12%	101	7%	24	12%	150	10%
			14	5%	73	5%	21	11%	107	7%
		Total		298	100%	1,352	100%	197	100%	1,463
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	37	12%	168	12%	27	13%	176	12%
		(EEE)	101	34%	416	31%	59	29%	434	30%
			71	24%	410	30%	43	21%	421	29%
			90	30%	362	27%	72	36%	437	30%
		Total		299	100%	1,356	100%	201	100%	1,468
1m.	Used e-mail to communicate with an instructor	EMAIL	8	3%	27	2%	2	1%	7	0%
			71	24%	361	27%	20	10%	211	14%
			113	38%	522	39%	71	36%	484	33%
			104	35%	442	33%	106	53%	768	52%
		Total		296	100%	1,352	100%	199	100%	1,470
1n.	Discussed grades or assignments with an instructor	FACGRADE	29	10%	134	10%	10	5%	76	5%
		(SFI)	136	46%	632	47%	79	39%	577	39%
			94	32%	407	30%	65	32%	496	34%
			39	13%	183	13%	47	23%	313	21%
		Total		298	100%	1,356	100%	201	100%	1,462



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	45	15%	248	18%	38	19%	205	14%
		(SFI)	126	42%	647	48%	74	37%	605	41%
			82	28%	312	23%	54	27%	429	29%
			45	15%	145	11%	33	17%	227	15%
		Total		298	100%	1,352	100%	199	100%	1,466
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	105	35%	575	42%	70	35%	425	29%
		(SFI)	125	42%	532	39%	81	41%	675	46%
			49	16%	175	13%	28	14%	253	17%
			19	6%	72	5%	21	11%	116	8%
		Total		298	100%	1,354	100%	200	100%	1,469
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	20	7%	102	8%	11	5%	82	6%
		(SFI)	115	39%	526	39%	83	41%	539	37%
			117	39%	562	42%	79	39%	629	43%
			46	15%	161	12%	28	14%	212	15%
		Total		298	100%	1,351	100%	201	100%	1,462
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	23	8%	104	8%	10	5%	104	7%
		(LAC)	106	36%	536	40%	69	35%	524	36%
			119	40%	506	38%	79	40%	546	37%
			50	17%	203	15%	42	21%	291	20%
		Total		298	100%	1,349	100%	200	100%	1,465
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	136	46%	758	56%	79	40%	633	43%
		(SFI)	107	36%	384	29%	66	33%	477	33%
			39	13%	154	11%	32	16%	218	15%
			12	4%	49	4%	21	11%	129	9%
		Total		294	100%	1,345	100%	198	100%	1,457
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	8	3%	62	5%	6	3%	35	2%
		(ACL)	106	36%	460	34%	51	26%	429	29%
			113	38%	501	37%	82	41%	592	41%
			71	24%	328	24%	60	30%	405	28%
		Total		298	100%	1,351	100%	199	100%	1,461
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	17	6%	213	16%	17	8%	217	15%
		(EEE)	87	29%	491	36%	49	24%	615	42%
			106	35%	366	27%	59	29%	355	24%
			90	30%	280	21%	76	38%	274	19%
		Total		300	100%	1,350	100%	201	100%	1,461



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors				
			Minority		Non-Minority		Minority		Non-Minority		
	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	21	7%	106	8%	14	7%	106	7%
			Sometimes	80	27%	433	32%	62	31%	537	37%
			Often	115	38%	456	34%	56	28%	458	31%
			Very often	84	28%	358	26%	69	34%	363	25%
			Total	300	100%	1,353	100%	201	100%	1,464	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	12	4%	41	3%	12	6%	100	7%
			Some	65	22%	316	23%	57	28%	404	28%
			Quite a bit	124	41%	591	44%	72	36%	540	37%
			Very much	98	33%	403	30%	60	30%	414	28%
			Total	299	100%	1,351	100%	201	100%	1,458	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	1	0%	19	1%	2	1%	20	1%
			Some	52	18%	219	16%	25	13%	161	11%
			Quite a bit	135	46%	638	47%	74	37%	622	43%
			Very much	107	36%	468	35%	99	50%	652	45%
			Total	295	100%	1,344	100%	200	100%	1,455	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	10	3%	47	3%	7	4%	42	3%
			Some	67	22%	360	27%	39	20%	309	21%
			Quite a bit	142	48%	594	44%	78	39%	567	39%
			Very much	79	27%	345	26%	76	38%	530	37%
			Total	298	100%	1,346	100%	200	100%	1,448	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	11	4%	57	4%	11	6%	67	5%
			Some	75	25%	366	27%	51	26%	346	24%
			Quite a bit	127	42%	610	45%	75	38%	593	41%
			Very much	86	29%	316	23%	63	32%	448	31%
			Total	299	100%	1,349	100%	200	100%	1,454	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	13	4%	42	3%	7	3%	41	3%
			Some	58	19%	249	18%	32	16%	205	14%
			Quite a bit	118	40%	556	41%	68	34%	515	35%
			Very much	109	37%	503	37%	94	47%	696	48%
			Total	298	100%	1,350	100%	201	100%	1,457	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	13	1%	3	2%	24	2%
			1-4	58	19%	302	22%	64	32%	496	34%
			5-10	148	49%	660	49%	64	32%	556	38%
			11-20	61	20%	255	19%	37	19%	232	16%
			More than 20	32	11%	121	9%	31	16%	153	10%
			Total	299	100%	1,351	100%	199	100%	1,461	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors				
			Minority		Non-Minority		Minority		Non-Minority		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	95	32%	357	26%	47	24%	269	18%	
			157	52%	737	55%	109	55%	783	54%	
			34	11%	165	12%	24	12%	245	17%	
			11-20	9	3%	38	3%	9	5%	82	6%
			More than 20	5	2%	51	4%	9	5%	79	5%
			Total	300	100%	1,348	100%	198	100%	1,458	100%
3c.	Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	256	86%	1,152	85%	107	54%	734	50%	
			28	9%	147	11%	71	36%	619	42%	
			3	1%	35	3%	11	6%	70	5%	
			11-20	7	2%	8	1%	5	3%	18	1%
			More than 20	3	1%	8	1%	3	2%	20	1%
		Total	297	100%	1,350	100%	197	100%	1,461	100%	
3d.	Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	42	14%	208	15%	22	11%	183	13%	
			187	63%	811	60%	95	48%	680	47%	
			55	18%	270	20%	48	24%	384	26%	
			13	4%	51	4%	22	11%	160	11%	
			More than 20	2	1%	10	1%	11	6%	55	4%
		Total	299	100%	1,350	100%	198	100%	1,462	100%	
3e.	Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	2	1%	17	1%	12	6%	87	6%	
			84	28%	400	30%	70	35%	472	32%	
			113	38%	570	42%	60	30%	457	31%	
			74	25%	269	20%	37	19%	259	18%	
			More than 20	27	9%	97	7%	20	10%	188	13%
		Total	300	100%	1,353	100%	199	100%	1,463	100%	
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	29	10%	132	10%	32	16%	237	16%	
			89	30%	474	35%	62	31%	489	33%	
			116	39%	464	34%	55	28%	389	27%	
			39	13%	154	11%	24	12%	154	11%	
			More than 6	26	9%	128	9%	25	13%	195	13%
			Total	299	100%	1,352	100%	198	100%	1,464	100%
4b.	Number of problem sets that take you less than an hour to complete	PROBSETB	24	8%	132	10%	57	29%	418	29%	
			124	41%	463	34%	75	38%	573	39%	
			75	25%	398	29%	42	21%	271	19%	
			39	13%	177	13%	11	6%	81	6%	
			More than 6	38	13%	181	13%	12	6%	116	8%
			Total	300	100%	1,351	100%	197	100%	1,459	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors					
			Minority		Non-Minority		Minority		Non-Minority			
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%		
5.	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1	Very little	0	0%	9	1%	0	0%	8	1%
			2		1	0%	9	1%	4	2%	26	2%
			3		9	3%	35	3%	9	5%	47	3%
			4		26	9%	130	10%	14	7%	136	9%
			5		89	30%	455	34%	59	30%	450	31%
			6		100	33%	468	35%	62	31%	528	36%
			7	Very much	74	25%	249	18%	51	26%	267	18%
		Total	299	100%	1,355	100%	199	100%	1,462	100%		
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	77	26%	430	32%	66	33%	505	35%	
			Sometimes	156	52%	624	46%	81	41%	699	48%	
			Often	47	16%	185	14%	36	18%	158	11%	
			Very often	18	6%	106	8%	15	8%	99	7%	
		Total	298	100%	1,345	100%	198	100%	1,461	100%		
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	9	3%	52	4%	18	9%	87	6%	
			Sometimes	82	28%	320	24%	44	22%	399	27%	
			Often	103	35%	398	30%	58	29%	406	28%	
			Very often	104	35%	573	43%	78	39%	564	39%	
		Total	298	100%	1,343	100%	198	100%	1,456	100%		
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	137	46%	642	48%	86	43%	694	48%	
			Sometimes	84	28%	325	24%	63	32%	388	27%	
			Often	41	14%	183	14%	25	13%	158	11%	
			Very often	36	12%	198	15%	25	13%	218	15%	
		Total	298	100%	1,348	100%	199	100%	1,458	100%		
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	16	5%	121	9%	17	9%	101	7%	
			Sometimes	128	43%	486	36%	68	34%	481	33%	
			Often	109	37%	486	36%	69	35%	571	39%	
			Very often	45	15%	252	19%	44	22%	297	20%	
		Total	298	100%	1,345	100%	198	100%	1,450	100%		
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	10	3%	69	5%	9	5%	73	5%	
			Sometimes	95	32%	435	32%	58	29%	429	30%	
			Often	125	42%	526	39%	63	32%	580	40%	
			Very often	68	23%	311	23%	68	34%	370	25%	
		Total	298	100%	1,341	100%	198	100%	1,452	100%		
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	5	2%	35	3%	5	3%	38	3%	
			Sometimes	81	27%	428	32%	59	30%	378	26%	
			Often	141	47%	534	40%	81	41%	652	45%	
			Very often	72	24%	347	26%	54	27%	391	27%	
		Total	299	100%	1,344	100%	199	100%	1,459	100%		



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	26	9%	145	11%	14	7%	91	6%
		(EEE)	6	2%	45	3%	28	14%	178	12%
			244	82%	1,062	79%	51	26%	374	26%
			20	7%	86	6%	106	53%	816	56%
		Total		296	100%	1,338	100%	199	100%	1,459
7b.	Community service or volunteer work	VOLNTR04	21	7%	147	11%	8	4%	100	7%
		(EEE)	10	3%	63	5%	19	10%	183	13%
			141	48%	669	50%	38	19%	175	12%
			122	41%	459	34%	132	67%	994	68%
		Total		294	100%	1,338	100%	197	100%	1,452
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	68	23%	380	29%	19	10%	149	10%
		(EEE)	51	17%	373	28%	93	47%	862	59%
			78	27%	309	23%	20	10%	93	6%
			97	33%	266	20%	67	34%	351	24%
		Total		294	100%	1,328	100%	199	100%	1,455
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	92	31%	463	35%	36	18%	225	15%
		(SFI)	37	13%	240	18%	83	42%	675	46%
			150	51%	539	40%	30	15%	211	14%
			15	5%	92	7%	49	25%	349	24%
		Total		294	100%	1,334	100%	198	100%	1,460
7e.	Foreign language coursework	FORLNG04	76	26%	286	21%	18	9%	105	7%
		(EEE)	75	25%	577	43%	83	42%	832	57%
			95	32%	256	19%	18	9%	83	6%
			50	17%	218	16%	80	40%	439	30%
		Total		296	100%	1,337	100%	199	100%	1,459
7f.	Study abroad	STDABR04	80	27%	380	28%	28	14%	111	8%
		(EEE)	48	16%	276	21%	109	55%	1,032	71%
			160	54%	654	49%	30	15%	79	5%
			6	2%	24	2%	31	16%	235	16%
		Total		294	100%	1,334	100%	198	100%	1,457
7g.	Independent study or self-designed major	INDSTD04	103	35%	394	30%	29	15%	122	8%
		(EEE)	140	47%	736	55%	119	60%	976	67%
			45	15%	160	12%	19	10%	108	7%
			7	2%	41	3%	31	16%	241	17%
		Total		295	100%	1,331	100%	198	100%	1,447



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	<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>
	SNRX04	Have not decided	99	33%	449	34%	5	3%	55	4%
	(EEE)	Do not plan to do	21	7%	128	10%	16	8%	110	8%
		Plan to do	169	57%	732	55%	74	37%	496	34%
		Done	7	2%	28	2%	103	52%	796	55%
		Total	296	100%	1,337	100%	198	100%	1,457	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	2	1%	11	1%	1	1%	12	1%
		2	5	2%	21	2%	6	3%	33	2%
		3	10	3%	54	4%	10	5%	53	4%
		4	32	11%	125	9%	21	11%	137	9%
		5	69	23%	271	20%	43	22%	297	20%
		6	98	33%	452	34%	66	33%	530	36%
		7 Friendly, Supportive, Sense of belonging	80	27%	405	30%	51	26%	396	27%
		Total	296	100%	1,339	100%	198	100%	1,458	100%
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	3	1%	9	1%	2	1%	14	1%
		2	5	2%	20	1%	4	2%	24	2%
		3	19	6%	93	7%	19	10%	79	5%
		4	64	22%	289	22%	23	12%	194	13%
		5	75	25%	392	29%	49	25%	374	26%
		6	87	29%	375	28%	70	35%	513	35%
		7 Available, Helpful, Sympathetic	43	15%	161	12%	32	16%	259	18%
		Total	296	100%	1,339	100%	199	100%	1,457	100%
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	5	2%	23	2%	8	4%	47	3%
		2	13	4%	67	5%	17	9%	97	7%
		3	26	9%	122	9%	22	11%	167	11%
		4	69	23%	353	26%	36	18%	327	22%
		5	72	24%	328	24%	50	25%	360	25%
		6	61	21%	302	23%	40	20%	284	19%
		7 Helpful, Considerate, Flexible	49	17%	144	11%	26	13%	177	12%
		Total	295	100%	1,339	100%	199	100%	1,459	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	0 hrs/wk	1	0%	4	0%	0	0%	4	0%
	(LAC)	1-5 hrs/wk	24	8%	104	8%	18	9%	148	10%
		6-10 hrs/wk	67	23%	282	21%	37	19%	281	19%
		11-15 hrs/wk	64	22%	284	21%	48	24%	287	20%
		16-20 hrs/wk	62	21%	288	22%	37	19%	278	19%
		21-25 hrs/wk	36	12%	185	14%	20	10%	166	11%
		26-30 hrs/wk	16	5%	98	7%	20	10%	115	8%
		30+ hrs/wk	23	8%	87	7%	19	10%	174	12%
	Total		293	100%	1,332	100%	199	100%	1,453	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	234	80%	1,083	81%	119	60%	951	66%
		1-5 hrs/wk	10	3%	39	3%	7	4%	40	3%
		6-10 hrs/wk	29	10%	83	6%	23	12%	123	8%
		11-15 hrs/wk	12	4%	70	5%	21	11%	133	9%
		16-20 hrs/wk	5	2%	33	2%	10	5%	96	7%
		21-25 hrs/wk	2	1%	14	1%	10	5%	44	3%
		26-30 hrs/wk	0	0%	5	0%	4	2%	30	2%
		30+ hrs/wk	1	0%	4	0%	5	3%	32	2%
	Total		293	100%	1,331	100%	199	100%	1,449	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	235	81%	1,066	80%	95	48%	759	52%
		1-5 hrs/wk	14	5%	82	6%	13	7%	94	6%
		6-10 hrs/wk	15	5%	63	5%	14	7%	102	7%
		11-15 hrs/wk	9	3%	44	3%	18	9%	129	9%
		16-20 hrs/wk	9	3%	36	3%	14	7%	132	9%
		21-25 hrs/wk	3	1%	18	1%	13	7%	100	7%
		26-30 hrs/wk	1	0%	7	1%	13	7%	57	4%
		30+ hrs/wk	5	2%	9	1%	19	10%	83	6%
	Total		291	100%	1,325	100%	199	100%	1,456	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hrs/wk	96	33%	451	34%	72	36%	563	39%
	(EEE)	1-5 hrs/wk	105	36%	468	35%	62	31%	481	33%
		6-10 hrs/wk	54	18%	216	16%	25	13%	186	13%
		11-15 hrs/wk	25	9%	123	9%	19	10%	110	8%
		16-20 hrs/wk	6	2%	44	3%	6	3%	61	4%
		21-25 hrs/wk	3	1%	16	1%	6	3%	22	2%
		26-30 hrs/wk	1	0%	8	1%	4	2%	18	1%
		30+ hrs/wk	3	1%	11	1%	4	2%	15	1%
	Total		293	100%	1,337	100%	198	100%	1,456	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	5	2%	11	1%	2	1%	11	1%
		1-5 hrs/wk	62	22%	231	17%	70	35%	351	24%
		6-10 hrs/wk	92	32%	399	30%	73	37%	420	29%
		11-15 hrs/wk	59	21%	310	23%	23	12%	328	23%
		16-20 hrs/wk	34	12%	200	15%	19	10%	198	14%
		21-25 hrs/wk	15	5%	94	7%	7	4%	74	5%
		26-30 hrs/wk	6	2%	38	3%	4	2%	20	1%
		30+ hrs/wk	14	5%	44	3%	1	1%	48	3%
	Total		287	100%	1,327	100%	199	100%	1,450	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	247	86%	1,203	91%	135	69%	1,124	78%
		1-5 hrs/wk	26	9%	61	5%	30	15%	128	9%
		6-10 hrs/wk	5	2%	24	2%	9	5%	64	4%
		11-15 hrs/wk	4	1%	15	1%	4	2%	39	3%
		16-20 hrs/wk	3	1%	12	1%	0	0%	19	1%
		21-25 hrs/wk	0	0%	4	0%	5	3%	10	1%
		26-30 hrs/wk	0	0%	1	0%	3	2%	3	0%
		30+ hrs/wk	3	1%	5	0%	11	6%	60	4%
	Total		288	100%	1,325	100%	197	100%	1,447	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	23	8%	96	7%	6	3%	41	3%
		1-5 hrs/wk	218	75%	978	74%	136	69%	1,113	77%
		6-10 hrs/wk	27	9%	175	13%	40	20%	214	15%
		11-15 hrs/wk	8	3%	43	3%	13	7%	56	4%
		16-20 hrs/wk	6	2%	21	2%	2	1%	15	1%
		21-25 hrs/wk	2	1%	6	0%	0	0%	2	0%
		26-30 hrs/wk	1	0%	3	0%	0	0%	2	0%
		30+ hrs/wk	5	2%	5	0%	1	1%	8	1%
	Total		290	100%	1,327	100%	198	100%	1,451	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	2	1%	12	1%	7	4%	15	1%
		Some	31	11%	159	12%	28	14%	229	16%
		Quite a bit	128	44%	628	47%	88	45%	700	48%
		Very much	131	45%	531	40%	73	37%	501	35%
		Total	292	100%	1,330	100%	196	100%	1,445	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	4	1%	15	1%	9	5%	47	3%
		Some	46	16%	206	16%	49	25%	340	24%
		Quite a bit	114	39%	630	48%	87	45%	668	46%
		Very much	125	43%	471	36%	50	26%	382	27%
		Total	289	100%	1,322	100%	195	100%	1,437	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
10c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	29	10%	110	8%	43	22%	271	19%
		(EEE)	64	22%	393	30%	69	35%	538	37%
			95	32%	461	35%	48	25%	415	29%
			105	36%	356	27%	35	18%	219	15%
		Total		293	100%	1,320	100%	195	100%	1,443
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	47	16%	218	16%	79	41%	484	34%
		(SCE)	96	33%	549	41%	66	34%	573	40%
			90	31%	396	30%	32	16%	289	20%
			59	20%	162	12%	17	9%	97	7%
		Total		292	100%	1,325	100%	194	100%	1,443
10e.	Providing the support you need to thrive socially	ENVSOCAL	31	11%	118	9%	51	26%	294	20%
		(SCE)	82	28%	476	36%	71	36%	623	43%
			97	33%	503	38%	53	27%	391	27%
			80	28%	227	17%	22	11%	131	9%
		Total		290	100%	1,324	100%	197	100%	1,439
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	9	3%	45	3%	15	8%	101	7%
			78	27%	300	23%	46	23%	407	28%
			93	32%	599	45%	86	44%	608	42%
			113	39%	386	29%	50	25%	322	22%
		Total		293	100%	1,330	100%	197	100%	1,438
10g.	Using computers in academic work	ENVCOMPT	5	2%	23	2%	3	2%	25	2%
			50	17%	184	14%	25	13%	123	9%
			91	31%	467	35%	57	29%	457	32%
			146	50%	652	49%	112	57%	834	58%
		Total		292	100%	1,326	100%	197	100%	1,439
11a.	Acquiring a broad general education	NGGENLED	4	1%	19	1%	9	5%	37	3%
			49	17%	229	17%	27	14%	240	17%
			119	41%	622	47%	78	40%	581	40%
			118	41%	451	34%	83	42%	582	40%
		Total		290	100%	1,321	100%	197	100%	1,440
11b.	Acquiring job or work-related knowledge and skills	GNWORK	16	5%	95	7%	21	11%	77	5%
			88	30%	379	29%	42	21%	270	19%
			102	35%	502	38%	56	28%	490	34%
			86	29%	345	26%	79	40%	600	42%
		Total		292	100%	1,321	100%	198	100%	1,437



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

Variable	Response Options	First-Year Students				Seniors				
		Minority		Non-Minority		Minority		Non-Minority		
		Count	%	Count	%	Count	%	Count	%	
11c. Writing clearly and effectively	GNWRITE	Very little	9	3%	67	5%	17	9%	58	4%
		Some	74	25%	341	26%	32	16%	330	23%
		Quite a bit	109	37%	598	45%	84	43%	593	41%
		Very much	99	34%	320	24%	63	32%	460	32%
	Total	291	100%	1,326	100%	196	100%	1,441	100%	
11d. Speaking clearly and effectively	GNSPEAK	Very little	30	10%	151	11%	21	11%	93	6%
		Some	85	29%	412	31%	50	25%	380	27%
		Quite a bit	97	34%	491	37%	68	34%	540	38%
		Very much	77	27%	266	20%	59	30%	418	29%
	Total	289	100%	1,320	100%	198	100%	1,431	100%	
11e. Thinking critically and analytically	GNANALY	Very little	2	1%	28	2%	4	2%	29	2%
		Some	48	16%	192	15%	28	14%	143	10%
		Quite a bit	113	39%	596	45%	65	33%	516	36%
		Very much	128	44%	500	38%	100	51%	747	52%
	Total	291	100%	1,316	100%	197	100%	1,435	100%	
11f. Analyzing quantitative problems	GNQUANT	Very little	9	3%	59	4%	15	8%	68	5%
		Some	73	25%	308	23%	33	17%	267	19%
		Quite a bit	101	35%	560	42%	66	33%	513	36%
		Very much	108	37%	392	30%	84	42%	588	41%
	Total	291	100%	1,319	100%	198	100%	1,436	100%	
11g. Using computing and information technology	GNCMPTS	Very little	14	5%	59	4%	11	6%	65	5%
		Some	70	24%	302	23%	38	19%	274	19%
		Quite a bit	106	36%	533	40%	65	33%	493	34%
		Very much	101	35%	429	32%	84	42%	604	42%
	Total	291	100%	1,323	100%	198	100%	1,436	100%	
11h. Working effectively with others	GNOTHERS	Very little	15	5%	65	5%	15	8%	43	3%
		Some	67	23%	323	24%	38	19%	285	20%
		Quite a bit	114	39%	549	42%	70	35%	535	37%
		Very much	94	32%	385	29%	75	38%	577	40%
	Total	290	100%	1,322	100%	198	100%	1,440	100%	
11i. Voting in local, state, or national elections	GNCITIZN	Very little	131	45%	603	46%	65	33%	494	35%
		Some	84	29%	421	32%	78	40%	531	37%
		Quite a bit	49	17%	194	15%	38	19%	283	20%
		Very much	27	9%	94	7%	15	8%	118	8%
	Total	291	100%	1,312	100%	196	100%	1,426	100%	



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

	Variable	Response Options	First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
			Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	11	4%	70	5%	13	7%	73	5%
		Some	70	24%	290	22%	33	17%	296	21%
		Quite a bit	131	45%	602	46%	75	39%	582	41%
		Very much	76	26%	345	26%	73	38%	473	33%
	Total		288	100%	1,307	100%	194	100%	1,424	100%
11k. Understanding yourself	GNSELF	Very little	20	7%	113	9%	27	14%	155	11%
		Some	58	20%	368	28%	51	26%	378	27%
		Quite a bit	125	43%	500	38%	63	32%	502	35%
		Very much	86	30%	327	25%	54	28%	383	27%
	Total		289	100%	1,308	100%	195	100%	1,418	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	28	10%	171	13%	45	23%	275	19%
		Some	75	26%	489	37%	64	33%	541	38%
		Quite a bit	121	42%	442	34%	52	27%	391	27%
		Very much	67	23%	208	16%	35	18%	219	15%
	Total		291	100%	1,310	100%	196	100%	1,426	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	25	9%	119	9%	23	12%	112	8%
		Some	95	33%	432	33%	57	29%	394	28%
		Quite a bit	111	38%	531	40%	68	35%	515	36%
		Very much	59	20%	231	18%	47	24%	405	28%
	Total		290	100%	1,313	100%	195	100%	1,426	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	31	11%	170	13%	33	17%	220	15%
		Some	67	23%	402	31%	53	27%	421	30%
		Quite a bit	112	39%	448	34%	55	28%	461	32%
		Very much	79	27%	289	22%	52	27%	320	23%
	Total		289	100%	1,309	100%	193	100%	1,422	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	40	14%	195	15%	30	15%	217	15%
		Some	84	29%	457	35%	68	35%	500	35%
		Quite a bit	100	35%	435	33%	58	30%	455	32%
		Very much	65	22%	225	17%	39	20%	249	18%
	Total		289	100%	1,312	100%	195	100%	1,421	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	112	39%	574	44%	124	64%	837	59%
		Some	79	27%	345	26%	37	19%	335	24%
		Quite a bit	53	18%	241	18%	22	11%	146	10%
		Very much	46	16%	151	12%	12	6%	105	7%
	Total		290	100%	1,311	100%	195	100%	1,423	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Minority

			First-Year Students				Seniors			
			Minority		Non-Minority		Minority		Non-Minority	
	<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	6	2%	34	3%	24	12%	117	8%
		Fair	33	11%	157	12%	35	18%	265	18%
		Good	133	45%	623	47%	83	42%	601	42%
		Excellent	121	41%	509	38%	56	28%	453	32%
		Total	293	100%	1,323	100%	198	100%	1,436	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP								
		Poor	3	1%	9	1%	8	4%	22	2%
		Fair	30	10%	110	8%	22	11%	132	9%
		Good	137	47%	666	50%	93	47%	683	48%
		Excellent	122	42%	539	41%	75	38%	599	42%
		Total	292	100%	1,324	100%	198	100%	1,436	100%
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL								
		Definitely no	6	2%	19	1%	11	6%	45	3%
		Probably no	31	11%	106	8%	26	13%	117	8%
		Probably yes	113	39%	528	40%	70	36%	586	41%
		Definitely yes	143	49%	672	51%	90	46%	689	48%
		Total	293	100%	1,325	100%	197	100%	1,437	100%