

November 2012

NSSE Scores among Online Plus and Traditional Students

Highlights:

- ❖ The sample size for online Plus students is small which limits the ability to detect statistically significant differences
- ❖ First-year Online Plus students have a lower mean score compared to first year traditional students across all five benchmarks
- ❖ Online Plus seniors score statistically lower on *Student Faculty Interactions* compared to traditional 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 Online Plus students and traditional students. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE for Online Plus and Traditional students. Since NSSE surveys at the first-year and senior student levels comparisons of NSSE responses always need to be made within a student level.

The sample size for Online Plus students is small (n=13 for FY & n=34 for SR), which limits the power of the analysis. The small sample size is most likely due to the timing of the NSSE survey, which is based on enrollment at census while many Online Plus enrollments occur later in the semester. First-year Online Plus students have lower mean scores across all five of the benchmark means compared to traditional first-year students. Online Plus seniors have higher mean scores compared to traditional seniors in the Level of Academic Challenge, Enriching Education Experiences, and Supportive Campus Environment benchmarks. Online Plus seniors have a lower (not statistically significant) mean score for Active and Collaborative Learning and a statistically significant lower mean score for Student Faculty Interactions compared to traditional seniors. This statistically significant difference has a moderate effect size.

Level of Academic Challenge (LAC)

Mean Comparisons

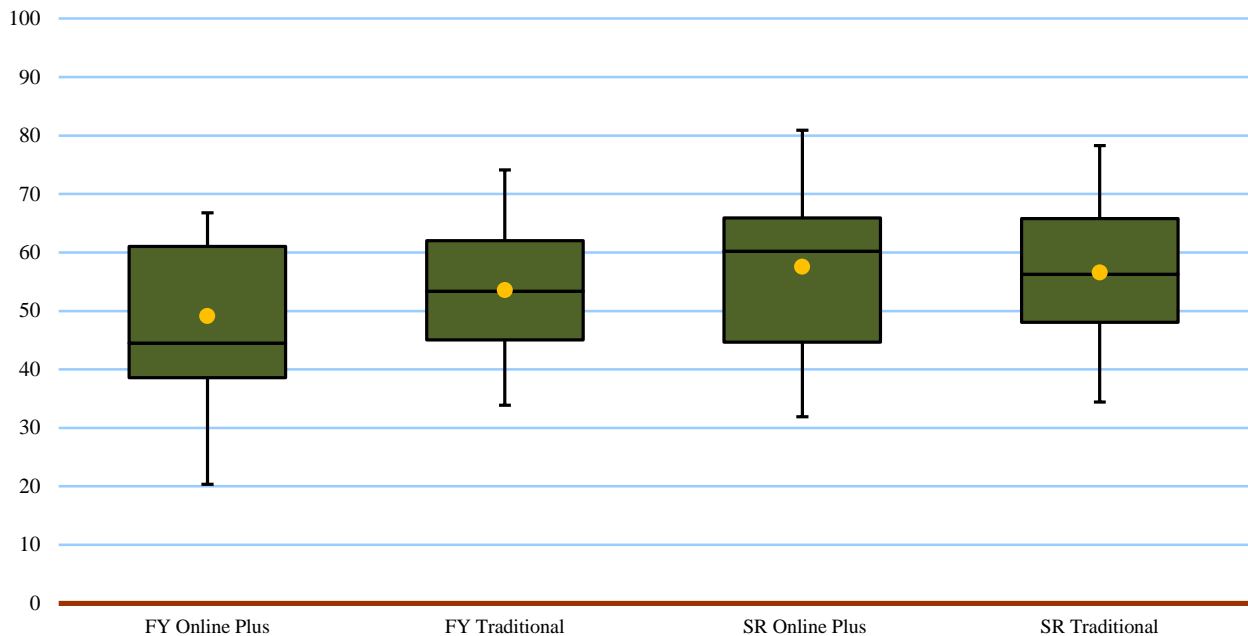
Class	Online Plus		Traditional		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	49.1	13	53.5	1640		
Senior	57.6	32	56.6	1631		

^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.

^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

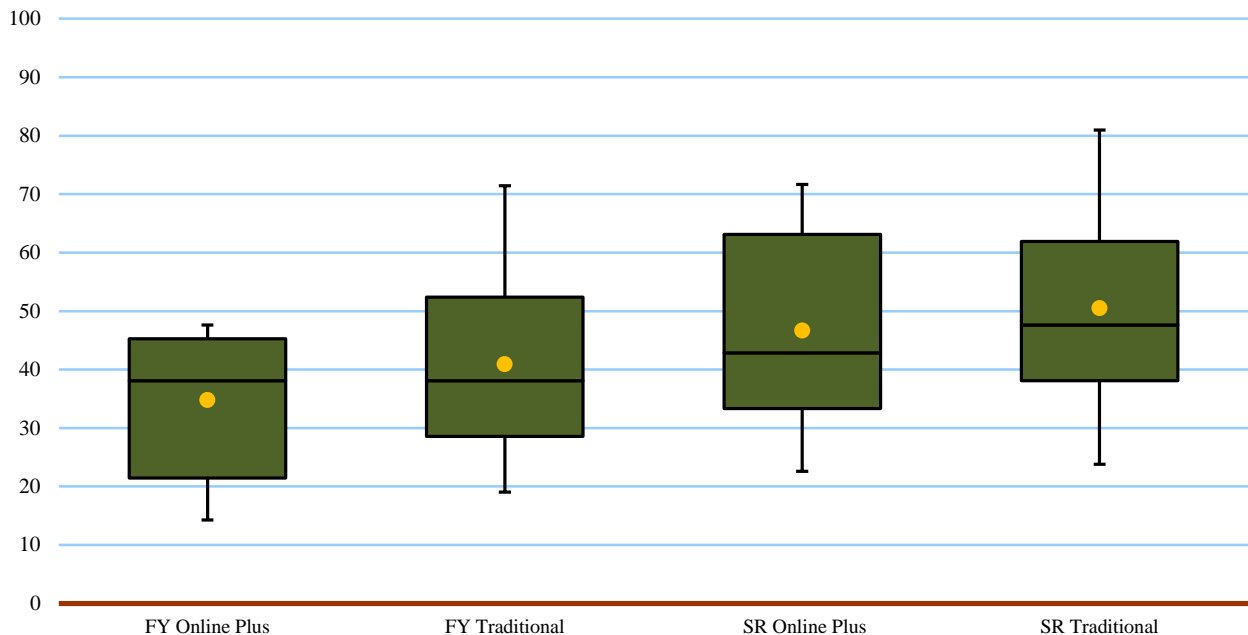
Class	Online Plus		Traditional		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	34.8	13	40.9	1678		
Senior	46.7	34	50.5	1675		

^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



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

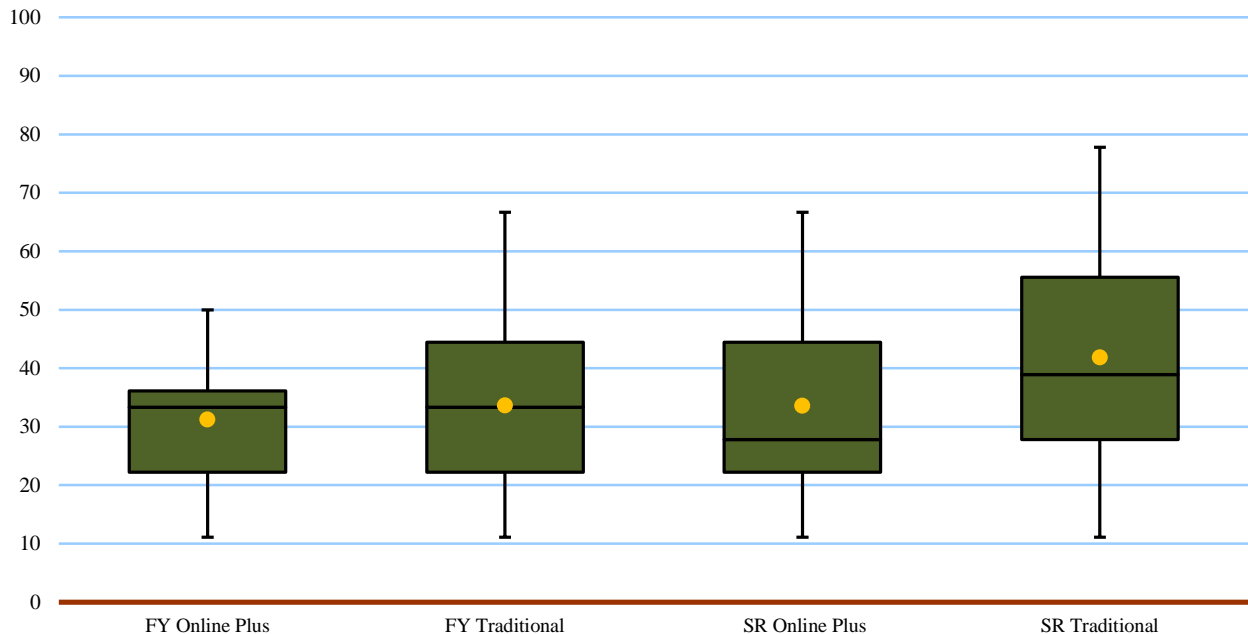
Class	Online Plus		Traditional		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	31.2	13	33.6	1640		
Senior	33.6	32	41.8	1634	*	.45

^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



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

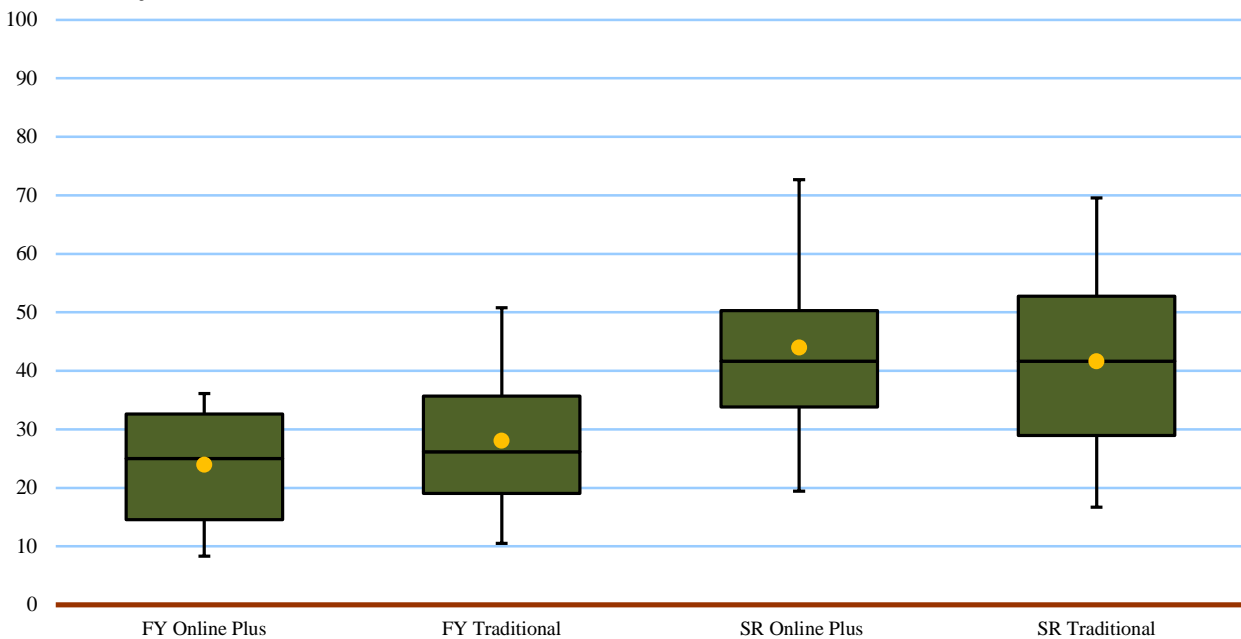
Class	Online Plus		Traditional		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	23.9	12	28.1	1625		
Senior	44.0	32	41.6	1630		

^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



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

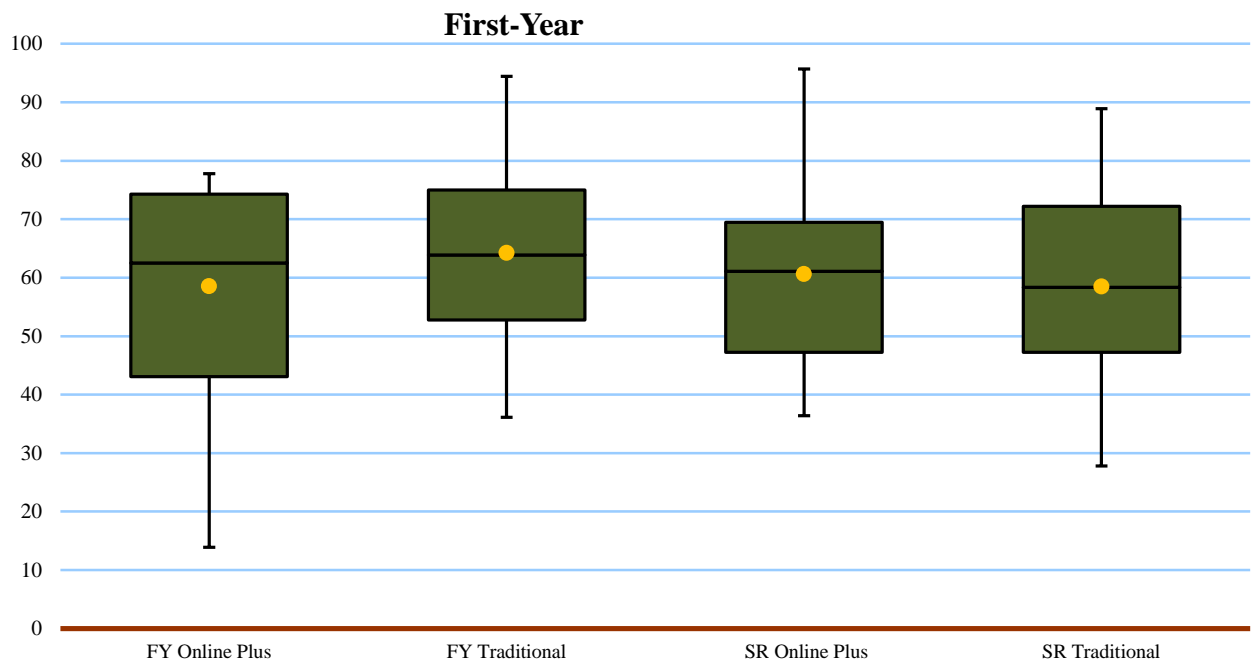
Class	Online Plus		Traditional		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	58.6	12	64.3	1612		
Senior	60.6	30	58.5	1614		

^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

Online Plus

			First-Year Students				Seniors			
			OnLine Plus		Traditional		OnLine Plus		Traditional	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	0	0%	124	7%	1	3%	50	3%
		Sometimes	5	38%	799	48%	10	29%	609	36%
		Often	2	15%	507	30%	8	24%	531	32%
		Very often	6	46%	245	15%	15	44%	483	29%
		Total		13	100%	1,675	100%	34	100%	1,673
1b.	Made a class presentation	CLPRESEN (ACL) Never	6	46%	409	25%	2	6%	131	8%
		Sometimes	5	38%	883	53%	17	50%	659	40%
		Often	1	8%	292	18%	12	35%	567	34%
		Very often	1	8%	76	5%	3	9%	306	18%
		Total		13	100%	1,660	100%	34	100%	1,663
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	3	23%	260	16%	6	18%	292	18%
		Sometimes	4	31%	568	34%	12	35%	672	40%
		Often	4	31%	576	35%	7	21%	460	28%
		Very often	2	15%	259	16%	9	26%	244	15%
		Total		13	100%	1,663	100%	34	100%	1,668
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	23%	348	21%	3	9%	191	11%
		Often	3	23%	765	46%	10	30%	605	36%
		Very often	7	54%	521	31%	20	61%	852	51%
		Total		13	100%	1,668	100%	33	100%	1,666
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	2	15%	121	7%	4	12%	183	11%
		Sometimes	4	31%	574	34%	8	24%	596	36%
		Often	2	15%	679	41%	12	35%	556	34%
		Very often	5	38%	293	18%	10	29%	324	20%
		Total		13	100%	1,667	100%	34	100%	1,659
1f.	Come to class without completing readings or assignments	CLUNPREP Never	6	46%	339	20%	11	32%	247	15%
		Sometimes	5	38%	963	58%	18	53%	951	57%
		Often	1	8%	254	15%	5	15%	319	19%
		Very often	1	8%	110	7%	0	0%	149	9%
		Total		13	100%	1,666	100%	34	100%	1,666
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	6	46%	277	17%	5	15%	193	12%
		Sometimes	4	31%	762	46%	18	53%	697	42%
		Often	2	15%	476	29%	8	24%	530	32%
		Very often	1	8%	147	9%	3	9%	247	15%
		Total		13	100%	1,662	100%	34	100%	1,667



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Online Plus

			First-Year Students				Seniors			
			OnLine Plus		Traditional		OnLine Plus		Traditional	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP (ACL)	Never Sometimes Often Very often	46% 31% 15% 8%	147 662 591 272	9% 40% 35% 16%	3 14 12 5	9% 41% 35% 15%	71 464 609 530	4% 28% 36% 32%
		Total	13	100%	1,672	100%	34	100%	1,674	100%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never Sometimes Often Very often	8% 38% 23% 31%	53 604 669 314	3% 37% 41% 19%	1 6 13 13	3% 18% 39% 39%	34 297 724 581	2% 18% 44% 36%
		Total	13	100%	1,640	100%	33	100%	1,636	100%
1j.	Tutored or taught other students (paid or voluntary)	TUTOR (ACL)	Never Sometimes Often Very often	69% 23% 8% 0%	767 576 201 98	47% 35% 12% 6%	20 8 3 2	61% 24% 9% 6%	619 610 251 157	38% 37% 15% 10%
		Total	13	100%	1,642	100%	33	100%	1,637	100%
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ (ACL)	Never Sometimes Often Very often	69% 31% 0% 0%	1,027 387 136 87	63% 24% 8% 5%	17 8 4 3	53% 25% 13% 9%	885 448 170 125	54% 28% 10% 8%
		Total	13	100%	1,637	100%	32	100%	1,628	100%
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM (EEE)	Never Sometimes Often Very often	0% 23% 8% 69%	205 514 480 443	12% 31% 29% 27%	2 5 9 17	6% 15% 27% 52%	201 488 455 492	12% 30% 28% 30%
		Total	13	100%	1,642	100%	33	100%	1,636	100%
1m.	Used e-mail to communicate with an instructor	EMAIL	Never Sometimes Often Very often	0% 31% 23% 46%	35 428 632 540	2% 26% 39% 33%	0 4 10 19	0% 12% 30% 58%	9 227 545 855	1% 14% 33% 52%
		Total	13	100%	1,635	100%	33	100%	1,636	100%
1n.	Discussed grades or assignments with an instructor	FACGRADE (SFI)	Never Sometimes Often Very often	0% 46% 31% 23%	163 762 497 219	10% 46% 30% 13%	1 17 6 9	3% 52% 18% 27%	85 639 555 351	5% 39% 34% 22%
		Total	13	100%	1,641	100%	33	100%	1,630	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Online Plus

			First-Year Students				Seniors				
			OnLine Plus		Traditional		OnLine Plus		Traditional		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1o.	Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	6	46%	287	18%	7	22%	236	14%
			Sometimes	4	31%	769	47%	14	44%	665	41%
			Often	1	8%	393	24%	6	19%	477	29%
			Very often	2	15%	188	11%	5	16%	255	16%
		Total		13	100%	1,637	100%	32	100%	1,633	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	7	54%	673	41%	18	55%	477	29%
			Sometimes	5	38%	652	40%	9	27%	747	46%
			Often	0	0%	224	14%	4	12%	277	17%
			Very often	1	8%	90	5%	2	6%	135	8%
		Total		13	100%	1,639	100%	33	100%	1,636	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	0	0%	122	7%	1	3%	92	6%
			Sometimes	2	15%	639	39%	11	35%	611	37%
			Often	7	54%	672	41%	14	45%	694	43%
			Very often	4	31%	203	12%	5	16%	235	14%
		Total		13	100%	1,636	100%	31	100%	1,632	100%
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	1	8%	126	8%	5	16%	109	7%
			Sometimes	6	46%	636	39%	9	28%	584	36%
			Often	4	31%	621	38%	14	44%	611	37%
			Very often	2	15%	251	15%	4	13%	329	20%
		Total		13	100%	1,634	100%	32	100%	1,633	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	12	92%	882	54%	22	69%	690	43%
			Sometimes	1	8%	490	30%	6	19%	537	33%
			Often	0	0%	193	12%	4	13%	246	15%
			Very often	0	0%	61	4%	0	0%	150	9%
		Total		13	100%	1,626	100%	32	100%	1,623	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	0	0%	70	4%	0	0%	41	3%
			Sometimes	2	15%	564	34%	12	38%	468	29%
			Often	8	62%	606	37%	10	31%	664	41%
			Very often	3	23%	396	24%	10	31%	455	28%
		Total		13	100%	1,636	100%	32	100%	1,628	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	2	15%	228	14%	8	25%	226	14%
			Sometimes	7	54%	571	35%	7	22%	657	40%
			Often	2	15%	470	29%	6	19%	408	25%
			Very often	2	15%	368	22%	11	34%	339	21%
		Total		13	100%	1,637	100%	32	100%	1,630	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Online Plus

			First-Year Students				Seniors				
			OnLine Plus		Traditional		OnLine Plus		Traditional		
	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	2	15%	125	8%	5	16%	115	7%
			Sometimes	6	46%	507	31%	13	41%	586	36%
			Often	4	31%	567	35%	8	25%	506	31%
			Very often	1	8%	441	27%	6	19%	426	26%
			Total	13	100%	1,640	100%	32	100%	1,633	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	2	15%	51	3%	6	19%	106	7%
			Some	4	31%	377	23%	14	45%	447	27%
			Quite a bit	6	46%	709	43%	2	6%	610	37%
			Very much	1	8%	500	31%	9	29%	465	29%
			Total	13	100%	1,637	100%	31	100%	1,628	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	0	0%	20	1%	0	0%	22	1%
			Some	2	15%	269	17%	6	19%	180	11%
			Quite a bit	8	62%	765	47%	12	39%	684	42%
			Very much	3	23%	572	35%	13	42%	738	45%
			Total	13	100%	1,626	100%	31	100%	1,624	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	0	0%	57	3%	0	0%	49	3%
			Some	4	31%	423	26%	6	19%	342	21%
			Quite a bit	3	23%	733	45%	11	35%	634	39%
			Very much	6	46%	418	26%	14	45%	592	37%
			Total	13	100%	1,631	100%	31	100%	1,617	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	1	8%	67	4%	1	3%	77	5%
			Some	4	31%	437	27%	5	16%	392	24%
			Quite a bit	5	38%	732	45%	17	55%	651	40%
			Very much	3	23%	399	24%	8	26%	503	31%
			Total	13	100%	1,635	100%	31	100%	1,623	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	0	0%	55	3%	1	3%	47	3%
			Some	3	23%	304	19%	7	23%	230	14%
			Quite a bit	6	46%	668	41%	8	26%	575	35%
			Very much	4	31%	608	37%	15	48%	775	48%
			Total	13	100%	1,635	100%	31	100%	1,627	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	38%	355	22%	9	28%	551	34%
			5-10	6	46%	802	49%	14	44%	606	37%
			11-20	0	0%	316	19%	3	9%	266	16%
			More than 20	2	15%	151	9%	6	19%	178	11%
			Total	13	100%	1,637	100%	32	100%	1,628	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Online Plus

			First-Year Students				Seniors			
			OnLine Plus		Traditional		OnLine Plus		Traditional	
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	3	23%	449	27%	3	9%	313	19%
		1-4	7	54%	887	54%	18	56%	874	54%
		5-10	3	23%	196	12%	5	16%	264	16%
		11-20	0	0%	47	3%	4	13%	87	5%
		More than 20	0	0%	56	3%	2	6%	86	5%
	Total		13	100%	1,635	100%	32	100%	1,624	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	10	77%	1,398	86%	15	47%	826	51%
		1-4	3	23%	172	11%	17	53%	673	41%
		5-10	0	0%	38	2%	0	0%	81	5%
		11-20	0	0%	15	1%	0	0%	23	1%
		More than 20	0	0%	11	1%	0	0%	23	1%
	Total		13	100%	1,634	100%	32	100%	1,626	100%
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	2	17%	248	15%	1	3%	204	13%
		1-4	6	50%	992	61%	14	44%	761	47%
		5-10	2	17%	323	20%	13	41%	419	26%
		11-20	2	17%	62	4%	2	6%	180	11%
		More than 20	0	0%	12	1%	2	6%	64	4%
	Total		12	100%	1,637	100%	32	100%	1,628	100%
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	1	8%	18	1%	1	3%	98	6%
		1-4	5	38%	479	29%	10	31%	532	33%
		5-10	6	46%	677	41%	10	31%	507	31%
		11-20	1	8%	342	21%	5	16%	291	18%
		More than 20	0	0%	124	8%	6	19%	202	12%
	Total		13	100%	1,640	100%	32	100%	1,630	100%
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	2	15%	159	10%	6	19%	263	16%
		1-2	5	38%	558	34%	11	34%	540	33%
		3-4	5	38%	575	35%	7	22%	437	27%
		5-6	1	8%	192	12%	5	16%	173	11%
		More than 6	0	0%	154	9%	3	9%	217	13%
	Total		13	100%	1,638	100%	32	100%	1,630	100%
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	1	8%	155	9%	11	34%	464	29%
		1-2	7	54%	580	35%	9	28%	639	39%
		3-4	2	15%	471	29%	11	34%	302	19%
		5-6	1	8%	215	13%	1	3%	91	6%
		More than 6	2	15%	217	13%	0	0%	128	8%
	Total		13	100%	1,638	100%	32	100%	1,624	100%



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	Variable	Response Options	Count	%	Count	%	Count	%	Count	%		
5.	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1	Very little	0	0%	9	1%	1	3%	7	0%
			2		0	0%	10	1%	0	0%	30	2%
			3		0	0%	44	3%	1	3%	55	3%
			4		2	15%	154	9%	6	19%	144	9%
			5		5	38%	539	33%	8	25%	501	31%
			6		0	0%	568	35%	12	38%	578	35%
		7	Very much	6	46%	317	19%	4	13%	314	19%	
		Total	13	100%	1,641	100%	32	100%	1,629	100%		
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	5	38%	502	31%	10	31%	561	34%	
			Sometimes	7	54%	773	47%	17	53%	763	47%	
			Often	1	8%	231	14%	4	13%	190	12%	
			Very often	0	0%	124	8%	1	3%	113	7%	
		Total	13	100%	1,630	100%	32	100%	1,627	100%		
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	2	15%	59	4%	1	3%	104	6%	
			Sometimes	0	0%	402	25%	6	19%	437	27%	
			Often	5	38%	496	30%	9	29%	455	28%	
			Very often	6	46%	671	41%	15	48%	627	39%	
		Total	13	100%	1,628	100%	31	100%	1,623	100%		
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	6	46%	773	47%	11	34%	769	47%	
			Sometimes	2	15%	407	25%	9	28%	442	27%	
			Often	2	15%	222	14%	5	16%	178	11%	
			Very often	3	23%	231	14%	7	22%	236	15%	
		Total	13	100%	1,633	100%	32	100%	1,625	100%		
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	2	15%	135	8%	2	6%	116	7%	
			Sometimes	1	8%	613	38%	10	31%	539	33%	
			Often	8	62%	587	36%	13	41%	627	39%	
			Very often	2	15%	295	18%	7	22%	334	21%	
		Total	13	100%	1,630	100%	32	100%	1,616	100%		
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	2	15%	77	5%	1	3%	81	5%	
			Sometimes	1	8%	529	33%	10	31%	477	29%	
			Often	7	54%	644	40%	12	38%	631	39%	
			Very often	3	23%	376	23%	9	28%	429	27%	
		Total	13	100%	1,626	100%	32	100%	1,618	100%		
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	1	8%	39	2%	1	3%	42	3%	
			Sometimes	2	15%	507	31%	10	31%	427	26%	
			Often	7	54%	668	41%	10	31%	723	44%	
			Very often	3	23%	416	26%	11	34%	434	27%	
		Total	13	100%	1,630	100%	32	100%	1,626	100%		



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	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	1	8%	170	10%	4	13%	101	6%
		Do not plan to do	5	42%	46	3%	6	19%	200	12%
		Plan to do	4	33%	1,302	80%	5	16%	420	26%
		Done	2	17%	104	6%	17	53%	905	56%
		Total		12	100%	1,622	100%	32	100%	1,626
7b. Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	0	0%	168	10%	1	3%	107	7%
		Do not plan to do	3	25%	70	4%	2	6%	200	12%
		Plan to do	5	42%	805	50%	5	16%	208	13%
		Done	4	33%	577	36%	24	75%	1,102	68%
		Total		12	100%	1,620	100%	32	100%	1,617
7c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	2	17%	446	28%	2	6%	166	10%
		Do not plan to do	10	83%	414	26%	20	63%	935	58%
		Plan to do	0	0%	387	24%	1	3%	112	7%
		Done	0	0%	363	23%	9	28%	409	25%
		Total		12	100%	1,610	100%	32	100%	1,622
7d. Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	2	17%	553	34%	6	19%	255	16%
		Do not plan to do	6	50%	271	17%	15	47%	743	46%
		Plan to do	4	33%	685	42%	9	28%	232	14%
		Done	0	0%	107	7%	2	6%	396	24%
		Total		12	100%	1,616	100%	32	100%	1,626
7e. Foreign language coursework	FORLNG04 (EEE)	Have not decided	2	17%	360	22%	4	13%	119	7%
		Do not plan to do	9	75%	643	40%	16	50%	899	55%
		Plan to do	0	0%	351	22%	3	9%	98	6%
		Done	1	8%	267	16%	9	28%	510	31%
		Total		12	100%	1,621	100%	32	100%	1,626
7f. Study abroad	STDABR04 (EEE)	Have not decided	3	25%	457	28%	2	6%	137	8%
		Do not plan to do	9	75%	315	19%	19	59%	1,122	69%
		Plan to do	0	0%	814	50%	2	6%	107	7%
		Done	0	0%	30	2%	9	28%	257	16%
		Total		12	100%	1,616	100%	32	100%	1,623
7g. Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	2	17%	495	31%	2	6%	149	9%
		Do not plan to do	8	67%	868	54%	20	65%	1,075	67%
		Plan to do	1	8%	204	13%	4	13%	123	8%
		Done	1	8%	47	3%	5	16%	267	17%
		Total		12	100%	1,614	100%	31	100%	1,614



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Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	1 Have not decided	2	17%	546	34%	0	0%	60	4%
		2 Do not plan to do	7	58%	142	9%	2	6%	124	8%
		3 Plan to do	3	25%	898	55%	15	47%	555	34%
		4 Done	0	0%	35	2%	15	47%	884	54%
		Total		12	100%	1,621	100%	32	100%	1,623
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	1	8%	12	1%	0	0%	13	1%
		2	0	0%	26	2%	0	0%	39	2%
		3	2	17%	62	4%	2	6%	61	4%
		4	1	8%	156	10%	5	16%	153	9%
		5	2	17%	338	21%	6	19%	334	21%
		6	3	25%	547	34%	15	47%	581	36%
		7 Friendly, Supportive, Sense of belonging	3	25%	482	30%	4	13%	443	27%
	Total		12	100%	1,623	100%	32	100%	1,624	100%
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	1	8%	11	1%	0	0%	16	1%
		2	0	0%	25	2%	0	0%	28	2%
		3	0	0%	112	7%	3	9%	95	6%
		4	1	8%	352	22%	9	28%	208	13%
		5	3	25%	464	29%	8	25%	415	26%
		6	4	33%	458	28%	9	28%	574	35%
		7 Available, Helpful, Sympathetic	3	25%	201	12%	3	9%	288	18%
	Total		12	100%	1,623	100%	32	100%	1,624	100%
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	0	0%	28	2%	1	3%	54	3%
		2	0	0%	80	5%	2	6%	112	7%
		3	0	0%	148	9%	3	9%	186	11%
		4	3	25%	419	26%	2	6%	361	22%
		5	3	25%	397	24%	10	31%	400	25%
		6	3	25%	360	22%	8	25%	316	19%
		7 Helpful, Considerate, Flexible	3	25%	190	12%	6	19%	197	12%
	Total		12	100%	1,622	100%	32	100%	1,626	100%



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Variable	Response Options		Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	0 hrs/wk	0	0%	5	0%	0	0%	4	0%
	(LAC)	1-5 hrs/wk	4	36%	124	8%	3	9%	163	10%
		6-10 hrs/wk	2	18%	347	21%	3	9%	315	19%
		11-15 hrs/wk	3	27%	345	21%	8	25%	327	20%
		16-20 hrs/wk	0	0%	350	22%	5	16%	310	19%
		21-25 hrs/wk	0	0%	221	14%	4	13%	182	11%
		26-30 hrs/wk	0	0%	114	7%	2	6%	133	8%
		30+ hrs/wk	2	18%	108	7%	7	22%	186	11%
	Total		11	100%	1,614	100%	32	100%	1,620	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	11	92%	1,306	81%	24	75%	1,046	65%
		1-5 hrs/wk	0	0%	49	3%	2	6%	45	3%
		6-10 hrs/wk	0	0%	112	7%	1	3%	145	9%
		11-15 hrs/wk	0	0%	82	5%	2	6%	152	9%
		16-20 hrs/wk	0	0%	38	2%	1	3%	105	6%
		21-25 hrs/wk	0	0%	16	1%	1	3%	53	3%
		26-30 hrs/wk	0	0%	5	0%	0	0%	34	2%
		30+ hrs/wk	1	8%	4	0%	1	3%	36	2%
	Total		12	100%	1,612	100%	32	100%	1,616	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	2	17%	1,299	81%	16	50%	838	52%
		1-5 hrs/wk	1	8%	95	6%	1	3%	106	7%
		6-10 hrs/wk	1	8%	77	5%	1	3%	115	7%
		11-15 hrs/wk	0	0%	53	3%	0	0%	147	9%
		16-20 hrs/wk	1	8%	44	3%	2	6%	144	9%
		21-25 hrs/wk	1	8%	20	1%	1	3%	112	7%
		26-30 hrs/wk	0	0%	8	0%	1	3%	69	4%
		30+ hrs/wk	6	50%	8	0%	10	31%	92	6%
	Total		12	100%	1,604	100%	32	100%	1,623	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hrs/wk	11	92%	536	33%	16	50%	619	38%
	(EEE)	1-5 hrs/wk	1	8%	572	35%	5	16%	538	33%
		6-10 hrs/wk	0	0%	270	17%	4	13%	207	13%
		11-15 hrs/wk	0	0%	148	9%	2	6%	127	8%
		16-20 hrs/wk	0	0%	50	3%	3	9%	64	4%
		21-25 hrs/wk	0	0%	19	1%	2	6%	26	2%
		26-30 hrs/wk	0	0%	9	1%	0	0%	22	1%
		30+ hrs/wk	0	0%	14	1%	0	0%	19	1%
	Total		12	100%	1,618	100%	32	100%	1,622	100%



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Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	0	0%	16	1%	0	0%	13	1%
		1-5 hrs/wk	5	42%	288	18%	12	39%	409	25%
		6-10 hrs/wk	4	33%	487	30%	9	29%	484	30%
		11-15 hrs/wk	2	17%	367	23%	5	16%	346	21%
		16-20 hrs/wk	0	0%	234	15%	4	13%	213	13%
		21-25 hrs/wk	0	0%	109	7%	0	0%	81	5%
		26-30 hrs/wk	1	8%	43	3%	0	0%	24	1%
		30+ hrs/wk	0	0%	58	4%	1	3%	48	3%
	Total		12	100%	1,602	100%	31	100%	1,618	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	4	33%	1,446	90%	18	58%	1,241	77%
		1-5 hrs/wk	2	17%	85	5%	2	6%	156	10%
		6-10 hrs/wk	1	8%	28	2%	2	6%	71	4%
		11-15 hrs/wk	0	0%	19	1%	0	0%	43	3%
		16-20 hrs/wk	1	8%	14	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%	2	6%	4	0%
		30+ hrs/wk	4	33%	4	0%	7	23%	64	4%
	Total		12	100%	1,601	100%	31	100%	1,613	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	9	75%	110	7%	14	45%	33	2%
		1-5 hrs/wk	1	8%	1,195	74%	15	48%	1,234	76%
		6-10 hrs/wk	1	8%	201	13%	2	6%	252	16%
		11-15 hrs/wk	0	0%	51	3%	0	0%	69	4%
		16-20 hrs/wk	1	8%	26	2%	0	0%	17	1%
		21-25 hrs/wk	0	0%	8	0%	0	0%	2	0%
		26-30 hrs/wk	0	0%	4	0%	0	0%	2	0%
		30+ hrs/wk	0	0%	10	1%	0	0%	9	1%
	Total		12	100%	1,605	100%	31	100%	1,618	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	1	8%	13	1%	0	0%	22	1%
		Some	3	25%	187	12%	6	21%	251	16%
		Quite a bit	6	50%	750	47%	13	45%	775	48%
		Very much	2	17%	660	41%	10	34%	564	35%
		Total	12	100%	1,610	100%	29	100%	1,612	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	0	0%	19	1%	0	0%	56	3%
		Some	2	17%	250	16%	4	14%	385	24%
		Quite a bit	8	67%	736	46%	17	59%	738	46%
		Very much	2	17%	594	37%	8	28%	424	26%
		Total	12	100%	1,599	100%	29	100%	1,603	100%



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	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
10c.	ENVDIVRS (EEE)	Very little	3	25%	136	8%	3	10%	311	19%
		Some	3	25%	454	28%	9	30%	598	37%
		Quite a bit	3	25%	553	35%	13	43%	450	28%
		Very much	3	25%	458	29%	5	17%	249	15%
		Total	12	100%	1,601	100%	30	100%	1,608	100%
10d.	ENVNACAD (SCE)	Very little	4	33%	261	16%	9	30%	554	34%
		Some	4	33%	641	40%	13	43%	626	39%
		Quite a bit	3	25%	483	30%	6	20%	315	20%
		Very much	1	8%	220	14%	2	7%	112	7%
		Total	12	100%	1,605	100%	30	100%	1,607	100%
10e.	ENVSOCAL (SCE)	Very little	4	33%	145	9%	4	13%	341	21%
		Some	4	33%	554	35%	13	43%	681	42%
		Quite a bit	4	33%	596	37%	12	40%	432	27%
		Very much	0	0%	307	19%	1	3%	152	9%
		Total	12	100%	1,602	100%	30	100%	1,606	100%
10f.	ENVEVENT	Very little	3	25%	51	3%	4	13%	112	7%
		Some	4	33%	374	23%	10	33%	443	28%
		Quite a bit	5	42%	687	43%	9	30%	685	43%
		Very much	0	0%	499	31%	7	23%	365	23%
		Total	12	100%	1,611	100%	30	100%	1,605	100%
10g.	ENVCOMPT	Very little	1	8%	27	2%	0	0%	28	2%
		Some	0	0%	234	15%	4	13%	144	9%
		Quite a bit	6	50%	552	34%	5	17%	509	32%
		Very much	5	42%	793	49%	21	70%	925	58%
		Total	12	100%	1,606	100%	30	100%	1,606	100%
11a.	NGNGENLED	Very little	1	8%	22	1%	0	0%	46	3%
		Some	3	25%	275	17%	8	27%	259	16%
		Quite a bit	4	33%	737	46%	11	37%	648	40%
		Very much	4	33%	565	35%	11	37%	654	41%
		Total	12	100%	1,599	100%	30	100%	1,607	100%
11b.	GNWORK	Very little	0	0%	111	7%	1	3%	97	6%
		Some	4	33%	463	29%	11	37%	301	19%
		Quite a bit	5	42%	599	37%	5	17%	541	34%
		Very much	3	25%	428	27%	13	43%	666	41%
		Total	12	100%	1,601	100%	30	100%	1,605	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Online Plus

			First-Year Students				Seniors			
			OnLine Plus		Traditional		OnLine Plus		Traditional	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	2	17%	74	5%	1	3%	74	5%
		Some	0	0%	415	26%	6	20%	356	22%
		Quite a bit	5	42%	702	44%	8	27%	669	42%
		Very much	5	42%	414	26%	15	50%	508	32%
	Total		12	100%	1,605	100%	30	100%	1,607	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	4	33%	177	11%	3	10%	111	7%
		Some	0	0%	497	31%	9	30%	421	26%
		Quite a bit	6	50%	582	36%	10	33%	598	37%
		Very much	2	17%	341	21%	8	27%	469	29%
	Total		12	100%	1,597	100%	30	100%	1,599	100%
11e. Thinking critically and analytically	GNANALY	Very little	1	8%	29	2%	1	3%	32	2%
		Some	0	0%	240	15%	3	10%	168	10%
		Quite a bit	5	42%	704	44%	12	40%	569	36%
		Very much	6	50%	622	39%	14	47%	833	52%
	Total		12	100%	1,595	100%	30	100%	1,602	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	1	8%	67	4%	2	7%	81	5%
		Some	4	33%	377	24%	7	23%	293	18%
		Quite a bit	4	33%	657	41%	11	37%	568	35%
		Very much	3	25%	497	31%	10	33%	662	41%
	Total		12	100%	1,598	100%	30	100%	1,604	100%
11g. Using computing and information technology	GNCMPTS	Very little	2	17%	71	4%	2	7%	74	5%
		Some	2	17%	370	23%	8	27%	304	19%
		Quite a bit	4	33%	635	40%	10	33%	548	34%
		Very much	4	33%	526	33%	10	33%	678	42%
	Total		12	100%	1,602	100%	30	100%	1,604	100%
11h. Working effectively with others	GNOTHERS	Very little	3	25%	77	5%	0	0%	58	4%
		Some	1	8%	389	24%	9	30%	314	20%
		Quite a bit	6	50%	657	41%	11	37%	594	37%
		Very much	2	17%	477	30%	10	33%	642	40%
	Total		12	100%	1,600	100%	30	100%	1,608	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	8	67%	726	46%	13	43%	546	34%
		Some	1	8%	504	32%	9	30%	600	38%
		Quite a bit	3	25%	240	15%	3	10%	318	20%
		Very much	0	0%	121	8%	5	17%	128	8%
	Total		12	100%	1,591	100%	30	100%	1,592	100%



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11j. Learning effectively on your own	GNINQ	Very little	0	0%	81	5%	1	3%	85	5%
		Some	5	42%	355	22%	6	20%	323	20%
		Quite a bit	3	25%	730	46%	8	27%	649	41%
		Very much	4	33%	417	26%	15	50%	531	33%
		Total	12	100%	1,583	100%	30	100%	1,588	100%
11k. Understanding yourself	GNSELF	Very little	2	17%	131	8%	1	3%	181	11%
		Some	2	17%	424	27%	9	31%	420	27%
		Quite a bit	6	50%	619	39%	7	24%	558	35%
		Very much	2	17%	411	26%	12	41%	425	27%
		Total	12	100%	1,585	100%	29	100%	1,584	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	4	36%	195	12%	4	13%	316	20%
		Some	0	0%	564	35%	11	37%	594	37%
		Quite a bit	6	55%	557	35%	7	23%	436	27%
		Very much	1	9%	274	17%	8	27%	246	15%
		Total	11	100%	1,590	100%	30	100%	1,592	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	2	17%	142	9%	1	3%	134	8%
		Some	5	42%	522	33%	11	37%	440	28%
		Quite a bit	3	25%	639	40%	11	37%	572	36%
		Very much	2	17%	288	18%	7	23%	445	28%
		Total	12	100%	1,591	100%	30	100%	1,591	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	4	33%	197	12%	3	10%	250	16%
		Some	2	17%	467	29%	10	33%	464	29%
		Quite a bit	4	33%	556	35%	7	23%	509	32%
		Very much	2	17%	366	23%	10	33%	362	23%
		Total	12	100%	1,586	100%	30	100%	1,585	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	6	50%	229	14%	4	13%	243	15%
		Some	3	25%	538	34%	5	17%	563	35%
		Quite a bit	2	17%	533	34%	9	30%	504	32%
		Very much	1	8%	289	18%	12	40%	276	17%
		Total	12	100%	1,589	100%	30	100%	1,586	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	9	75%	677	43%	16	53%	945	60%
		Some	0	0%	424	27%	5	17%	367	23%
		Quite a bit	2	17%	292	18%	5	17%	163	10%
		Very much	1	8%	196	12%	4	13%	113	7%
		Total	12	100%	1,589	100%	30	100%	1,588	100%



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12.	<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>
	ADVISE	Poor	0	0%	40	2%	3	10%	138	9%
		Fair	2	17%	188	12%	2	7%	298	19%
		Good	5	42%	751	47%	12	40%	672	42%
		Excellent	5	42%	625	39%	13	43%	496	31%
		Total	12	100%	1,604	100%	30	100%	1,604	100%
	ENTIREXP	Poor	0	0%	12	1%	1	3%	29	2%
		Fair	2	17%	138	9%	1	3%	153	10%
		Good	5	42%	798	50%	13	43%	763	48%
		Excellent	5	42%	656	41%	15	50%	659	41%
		Total	12	100%	1,604	100%	30	100%	1,604	100%
	SAMECOLL	Definitely no	0	0%	25	2%	0	0%	56	3%
		Probably no	1	8%	136	8%	4	13%	139	9%
		Probably yes	3	25%	638	40%	12	40%	644	40%
		Definitely yes	8	67%	807	50%	14	47%	765	48%
		Total	12	100%	1,606	100%	30	100%	1,604	100%