

January 2013

NSSE Scores across Pell Recipient Status

Highlights:

- ❖ Pell recipients are well represented in the NSSE sample
- ❖ First-year Pell recipients have statistically significant higher mean scores compared to first-year non-Pell students for two of the five benchmarks
- ❖ Senior Pell recipients have very similar benchmark mean scores compared to senior non-Pell students

The National Survey of Student Engagement (NSSE) collects information from first-year (FY) and senior (SR) undergraduates from hundreds of universities about their participation in programs and activities relevant to their learning and personal development. The results provide an estimate of how students spend their time (which we know influences their success) and can be used as an indirect measure of student learning and development. The survey includes 85 items; 42 of the most critical items are used to build five 'Benchmarks of Effective Educational Practice'. The benchmarks reflect student behaviors and institutional features that are powerful contributors to student learning and personal development (http://nsse.iub.edu/pdf/nsse_benchmarks.pdf). Benchmarks include:

- ✚ Level of Academic Challenge
- ✚ Active and Collaborative Learning
- ✚ Student-Faculty Interaction
- ✚ Enriching Educational Experiences
- ✚ Supportive Campus Environment

The NSSE data is rich and there is interest from the campus community to at look at sub groups on campus (by department, learning community participation, honor's program participation, first generation status, Pell grant recipient status, ethnicity, etc.). The purpose of this report is to explore differences in benchmark means between Pell recipients and non-Pell students. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE across Pell recipient 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.

Pell Grant recipients are well represented in the NSSE samples (25% and 27% 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 recipient status. When there are statistically significant differences; Pell Grant recipients have the higher mean. However, these differences have little practical significance as evidenced by small effect sizes.

The findings of equivalency across recipient 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 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

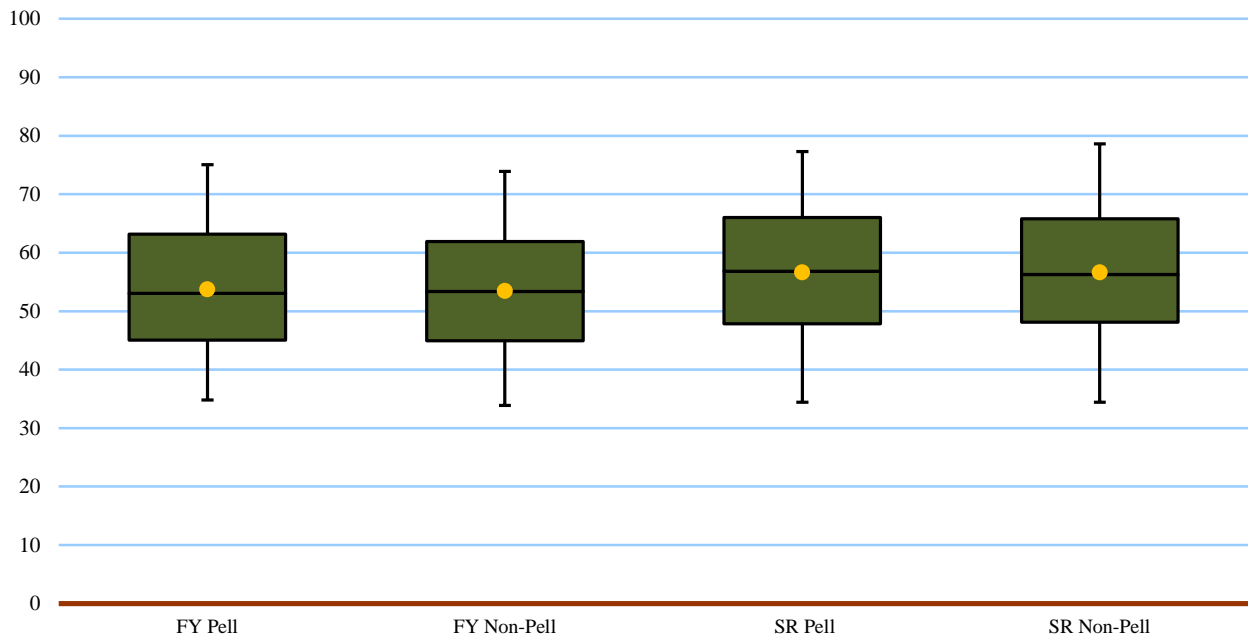
| Class | Pell | | Non-Pell | | Sig ^b | Effect Size ^c |
|------------|-------------------|-----|-------------------|------|------------------|--------------------------|
| | Mean ^a | n | Mean ^a | n | | |
| First-Year | 53.7 | 413 | 53.4 | 1240 | | |
| Senior | 56.6 | 448 | 56.6 | 1215 | | |

^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

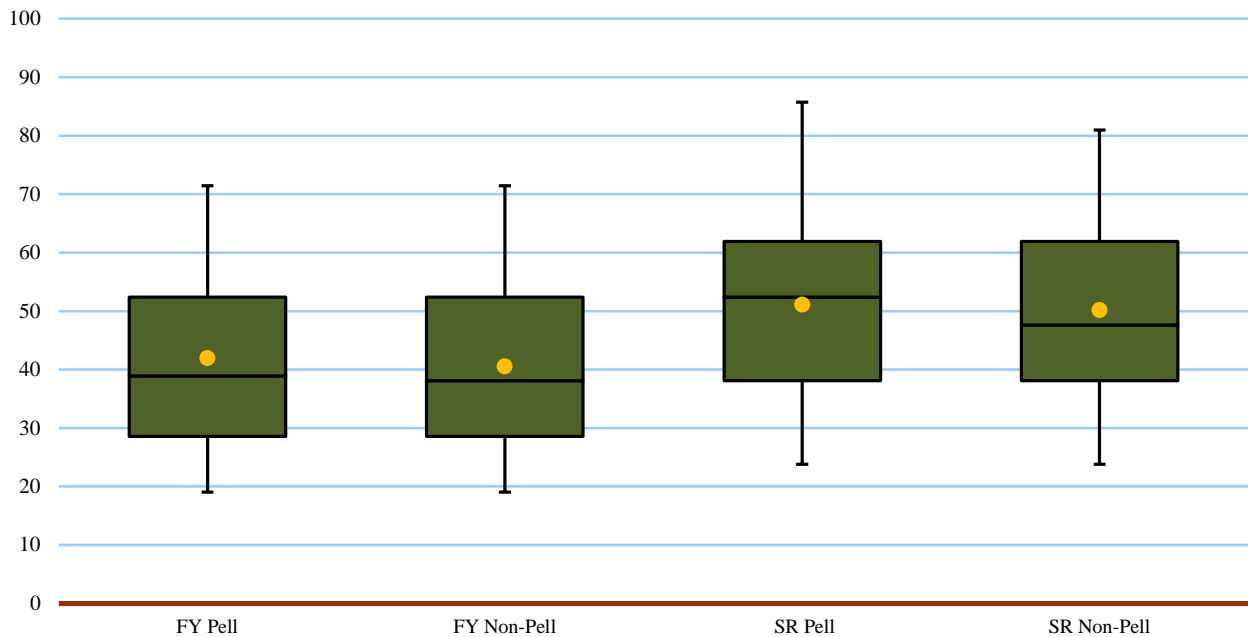
| Class | Pell | | Non-Pell | | Sig ^b | Effect Size ^c |
|------------|-------------------|-----|-------------------|------|------------------|--------------------------|
| | Mean ^a | n | Mean ^a | n | | |
| First-Year | 41.9 | 427 | 40.5 | 1264 | | |
| Senior | 51.1 | 457 | 50.2 | 1252 | | |

^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

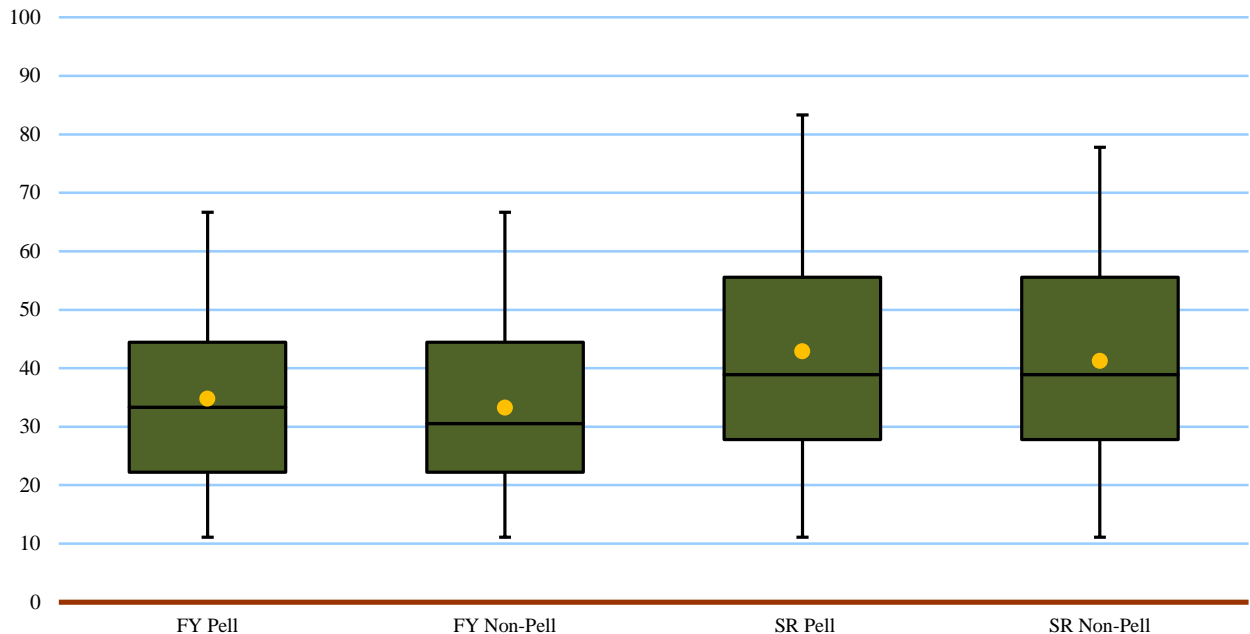
| Class | Pell | | Non-Pell | | Sig ^b | Effect Size ^c |
|------------|-------------------|-----|-------------------|------|------------------|--------------------------|
| | Mean ^a | n | Mean ^a | n | | |
| First-Year | 34.8 | 415 | 33.2 | 1238 | | |
| Senior | 42.9 | 450 | 41.2 | 1216 | | |

^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

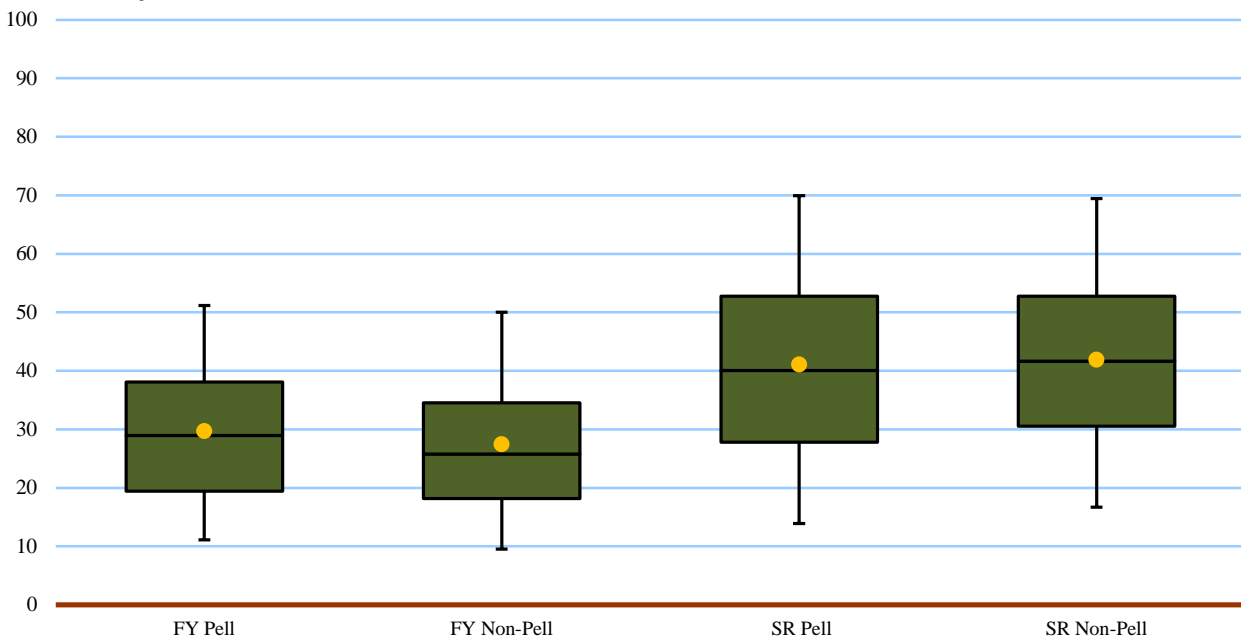
| Class | Pell | | Non-Pell | | Sig ^b | Effect Size ^c |
|------------|-------------------|-----|-------------------|------|------------------|--------------------------|
| | Mean ^a | n | Mean ^a | n | | |
| First-Year | 29.7 | 413 | 27.5 | 1224 | ** | .17 |
| Senior | 41.1 | 449 | 41.9 | 1213 | | |

^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

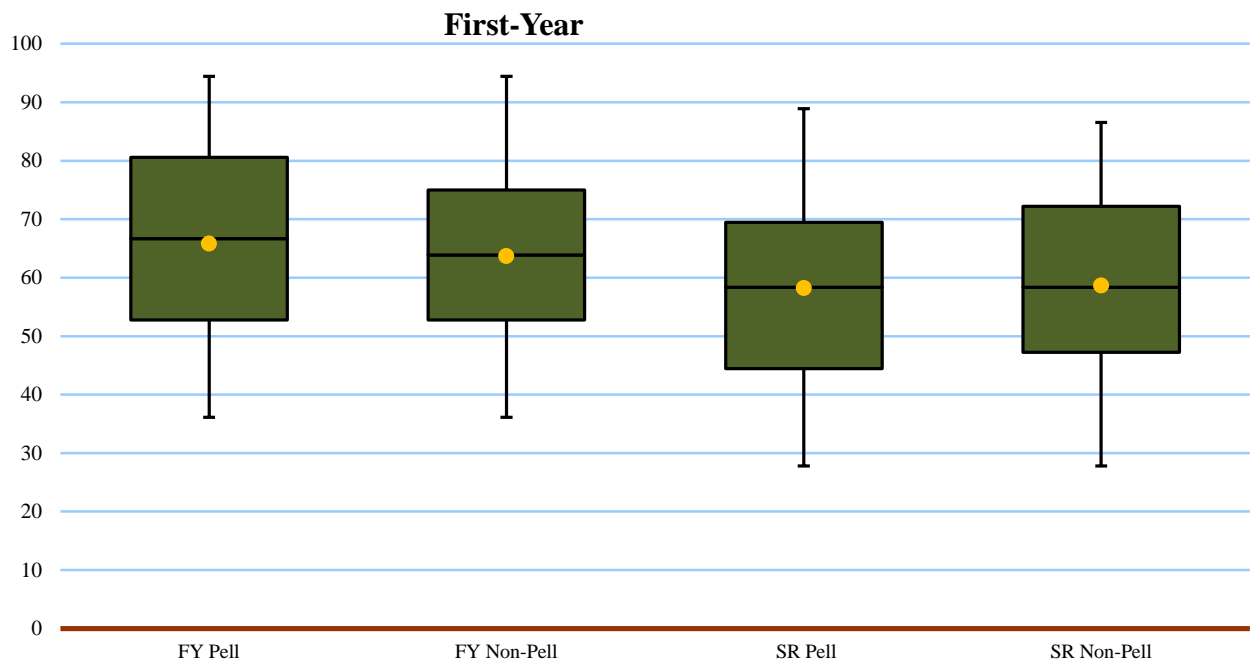
| Class | Pell | | Non-Pell | | Sig ^b | Effect Size ^c |
|------------|-------------------|-----|-------------------|------|------------------|--------------------------|
| | Mean ^a | n | Mean ^a | n | | |
| First-Year | 65.8 | 411 | 63.7 | 1213 | * | .12 |
| Senior | 58.2 | 441 | 58.7 | 1203 | | |

^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

Pell

| | | | First-Year Students | | | | Seniors | | | |
|-----|--|----------------------|---------------------|-----|----------|-------|---------|-----|----------|-------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | Variable | Response Options | Count | % | Count | % | Count | % | Count | % |
| 1a. | Asked questions in class or contributed to class discussions | CLQUEST (ACL) Never | 26 | 6% | 98 | 8% | 8 | 2% | 43 | 3% |
| | | Sometimes | 193 | 45% | 611 | 48% | 165 | 36% | 454 | 36% |
| | | Often | 131 | 31% | 378 | 30% | 133 | 29% | 406 | 32% |
| | | Very often | 76 | 18% | 175 | 14% | 150 | 33% | 348 | 28% |
| | | Total | | 426 | 100% | 1,262 | 100% | 456 | 100% | 1,251 |
| 1b. | Made a class presentation | CLPRESEN (ACL) Never | 104 | 25% | 311 | 25% | 31 | 7% | 102 | 8% |
| | | Sometimes | 224 | 53% | 664 | 53% | 179 | 40% | 497 | 40% |
| | | Often | 72 | 17% | 221 | 18% | 147 | 32% | 432 | 35% |
| | | Very often | 23 | 5% | 54 | 4% | 96 | 21% | 213 | 17% |
| | | Total | | 423 | 100% | 1,250 | 100% | 453 | 100% | 1,244 |
| 1c. | Prepared two or more drafts of a paper or assignment before turning it in | REWROPAP Never | 48 | 11% | 215 | 17% | 71 | 16% | 227 | 18% |
| | | Sometimes | 146 | 34% | 426 | 34% | 182 | 40% | 502 | 40% |
| | | Often | 164 | 39% | 416 | 33% | 118 | 26% | 349 | 28% |
| | | Very often | 67 | 16% | 194 | 16% | 80 | 18% | 173 | 14% |
| | | Total | | 425 | 100% | 1,251 | 100% | 451 | 100% | 1,251 |
| 1d. | Worked on a paper or project that required integrating ideas or information from various sources | INTEGRAT Never | 3 | 1% | 31 | 2% | 1 | 0% | 17 | 1% |
| | | Sometimes | 85 | 20% | 266 | 21% | 43 | 9% | 151 | 12% |
| | | Often | 204 | 48% | 564 | 45% | 170 | 37% | 445 | 36% |
| | | Very often | 133 | 31% | 395 | 31% | 241 | 53% | 631 | 51% |
| | | Total | | 425 | 100% | 1,256 | 100% | 455 | 100% | 1,244 |
| 1e. | Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | DIVCLASS Never | 22 | 5% | 101 | 8% | 41 | 9% | 146 | 12% |
| | | Sometimes | 140 | 33% | 438 | 35% | 159 | 35% | 445 | 36% |
| | | Often | 192 | 45% | 489 | 39% | 141 | 31% | 427 | 34% |
| | | Very often | 71 | 17% | 227 | 18% | 110 | 24% | 224 | 18% |
| | | Total | | 425 | 100% | 1,255 | 100% | 451 | 100% | 1,242 |
| 1f. | Come to class without completing readings or assignments | CLUNPREP Never | 76 | 18% | 269 | 21% | 61 | 13% | 197 | 16% |
| | | Sometimes | 252 | 59% | 716 | 57% | 268 | 59% | 701 | 56% |
| | | Often | 67 | 16% | 188 | 15% | 85 | 19% | 239 | 19% |
| | | Very often | 29 | 7% | 82 | 7% | 40 | 9% | 109 | 9% |
| | | Total | | 424 | 100% | 1,255 | 100% | 454 | 100% | 1,246 |
| 1g. | Worked with other students on projects during class | CLASSGRP (ACL) Never | 74 | 17% | 209 | 17% | 52 | 11% | 146 | 12% |
| | | Sometimes | 186 | 44% | 580 | 46% | 180 | 39% | 535 | 43% |
| | | Often | 122 | 29% | 356 | 28% | 143 | 31% | 395 | 32% |
| | | Very often | 43 | 10% | 105 | 8% | 81 | 18% | 169 | 14% |
| | | Total | | 425 | 100% | 1,250 | 100% | 456 | 100% | 1,245 |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|-----|--|------------------|---------------------|-----|----------|-------|---------|-----|----------|-------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | Variable | Response Options | Count | % | Count | % | Count | % | Count | % |
| 1h. | Worked with classmates outside of class to prepare class assignments | OCCGRP | 38 | 9% | 115 | 9% | 22 | 5% | 52 | 4% |
| | | (ACL) | 175 | 41% | 491 | 39% | 145 | 32% | 333 | 27% |
| | | | 137 | 32% | 456 | 36% | 163 | 36% | 458 | 37% |
| | | | 74 | 17% | 199 | 16% | 127 | 28% | 408 | 33% |
| | | Total | | 424 | 100% | 1,261 | 100% | 457 | 100% | 1,251 |
| 1i. | Put together ideas or concepts from different courses when completing assignments or during class discussions | INTIDEAS | 10 | 2% | 44 | 4% | 13 | 3% | 22 | 2% |
| | | | 140 | 34% | 469 | 38% | 77 | 17% | 226 | 18% |
| | | | 185 | 45% | 487 | 39% | 185 | 41% | 552 | 45% |
| | | | 79 | 19% | 239 | 19% | 172 | 38% | 422 | 35% |
| | | Total | | 414 | 100% | 1,239 | 100% | 447 | 100% | 1,222 |
| 1j. | Tutored or taught other students (paid or voluntary) | TUTOR | 197 | 47% | 579 | 47% | 179 | 40% | 460 | 38% |
| | | (ACL) | 138 | 33% | 441 | 36% | 164 | 36% | 454 | 37% |
| | | | 53 | 13% | 149 | 12% | 72 | 16% | 182 | 15% |
| | | | 27 | 7% | 71 | 6% | 35 | 8% | 124 | 10% |
| | | Total | | 415 | 100% | 1,240 | 100% | 450 | 100% | 1,220 |
| 1k. | Participated in a community- based project (e.g., service learning) as part of a regular course | COMMPROJ | 246 | 59% | 790 | 64% | 242 | 54% | 660 | 54% |
| | | (ACL) | 100 | 24% | 291 | 24% | 115 | 26% | 341 | 28% |
| | | | 42 | 10% | 94 | 8% | 44 | 10% | 130 | 11% |
| | | | 28 | 7% | 59 | 5% | 45 | 10% | 83 | 7% |
| | | Total | | 416 | 100% | 1,234 | 100% | 446 | 100% | 1,214 |
| 1l. | Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | ITACADEM | 51 | 12% | 154 | 12% | 59 | 13% | 144 | 12% |
| | | (EEE) | 125 | 30% | 392 | 32% | 138 | 31% | 355 | 29% |
| | | | 119 | 29% | 362 | 29% | 117 | 26% | 347 | 28% |
| | | | 118 | 29% | 334 | 27% | 133 | 30% | 376 | 31% |
| | | Total | | 413 | 100% | 1,242 | 100% | 447 | 100% | 1,222 |
| 1m. | Used e-mail to communicate with an instructor | EMAIL | 10 | 2% | 25 | 2% | 3 | 1% | 6 | 0% |
| | | | 95 | 23% | 337 | 27% | 49 | 11% | 182 | 15% |
| | | | 161 | 39% | 474 | 38% | 152 | 34% | 403 | 33% |
| | | | 145 | 35% | 401 | 32% | 246 | 55% | 628 | 52% |
| | | Total | | 411 | 100% | 1,237 | 100% | 450 | 100% | 1,219 |
| 1n. | Discussed grades or assignments with an instructor | FACGRADE | 37 | 9% | 126 | 10% | 19 | 4% | 67 | 6% |
| | | (SFI) | 190 | 46% | 578 | 47% | 174 | 39% | 482 | 40% |
| | | | 131 | 32% | 370 | 30% | 139 | 31% | 422 | 35% |
| | | | 56 | 14% | 166 | 13% | 118 | 26% | 242 | 20% |
| | | Total | | 414 | 100% | 1,240 | 100% | 450 | 100% | 1,213 |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|-----|--|------------------|---------------------|------|----------|------|---------|------|----------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | Variable | Response Options | Count | % | Count | % | Count | % | Count | % |
| 1o. | Talked about career plans with a faculty member or advisor | FACPLANS (SFI) | 59 | 14% | 234 | 19% | 67 | 15% | 176 | 14% |
| | | Sometimes | 180 | 44% | 593 | 48% | 175 | 39% | 504 | 41% |
| | | Often | 118 | 29% | 276 | 22% | 128 | 29% | 355 | 29% |
| | | Very often | 56 | 14% | 134 | 11% | 77 | 17% | 183 | 15% |
| | | Total | 413 | 100% | 1,237 | 100% | 447 | 100% | 1,218 | 100% |
| 1p. | Discussed ideas from your readings or classes with faculty members outside of class | FACIDEAS (SFI) | 162 | 39% | 518 | 42% | 116 | 26% | 379 | 31% |
| | | Sometimes | 162 | 39% | 495 | 40% | 203 | 45% | 553 | 45% |
| | | Often | 67 | 16% | 157 | 13% | 82 | 18% | 199 | 16% |
| | | Very often | 22 | 5% | 69 | 6% | 48 | 11% | 89 | 7% |
| | | Total | 413 | 100% | 1,239 | 100% | 449 | 100% | 1,220 | 100% |
| 1q. | Received prompt written or oral feedback from faculty on your academic performance | FACFEED (SFI) | 32 | 8% | 90 | 7% | 25 | 6% | 68 | 6% |
| | | Sometimes | 147 | 35% | 494 | 40% | 169 | 38% | 453 | 37% |
| | | Often | 184 | 44% | 495 | 40% | 181 | 40% | 527 | 43% |
| | | Very often | 52 | 13% | 155 | 13% | 75 | 17% | 165 | 14% |
| | | Total | 415 | 100% | 1,234 | 100% | 450 | 100% | 1,213 | 100% |
| 1r. | Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD (LAC) | 28 | 7% | 99 | 8% | 32 | 7% | 82 | 7% |
| | | Sometimes | 168 | 41% | 474 | 38% | 166 | 37% | 427 | 35% |
| | | Often | 146 | 35% | 479 | 39% | 159 | 35% | 466 | 38% |
| | | Very often | 72 | 17% | 181 | 15% | 93 | 21% | 240 | 20% |
| | | Total | 414 | 100% | 1,233 | 100% | 450 | 100% | 1,215 | 100% |
| 1s. | Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | FACOTHER (SFI) | 208 | 51% | 686 | 56% | 196 | 44% | 516 | 43% |
| | | Sometimes | 132 | 32% | 359 | 29% | 150 | 34% | 393 | 33% |
| | | Often | 58 | 14% | 135 | 11% | 54 | 12% | 196 | 16% |
| | | Very often | 13 | 3% | 48 | 4% | 47 | 11% | 103 | 9% |
| | | Total | 411 | 100% | 1,228 | 100% | 447 | 100% | 1,208 | 100% |
| 1t. | Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | OOCIDEAS (ACL) | 15 | 4% | 55 | 4% | 8 | 2% | 33 | 3% |
| | | Sometimes | 147 | 36% | 419 | 34% | 127 | 28% | 353 | 29% |
| | | Often | 143 | 35% | 471 | 38% | 169 | 38% | 505 | 42% |
| | | Very often | 109 | 26% | 290 | 23% | 144 | 32% | 321 | 26% |
| | | Total | 414 | 100% | 1,235 | 100% | 448 | 100% | 1,212 | 100% |
| 1u. | Had serious conversations with students of a different race or ethnicity than your own | DIVRSTUD (EEE) | 42 | 10% | 188 | 15% | 58 | 13% | 176 | 15% |
| | | Sometimes | 137 | 33% | 441 | 36% | 173 | 38% | 491 | 41% |
| | | Often | 129 | 31% | 343 | 28% | 110 | 24% | 304 | 25% |
| | | Very often | 106 | 26% | 264 | 21% | 110 | 24% | 240 | 20% |
| | | Total | 414 | 100% | 1,236 | 100% | 451 | 100% | 1,211 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | | |
|-----|---|------------------|---------------------|------------|-------------|--------------|-------------|------------|-------------|--------------|-------------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | | |
| | 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 | 30 | 7% | 97 | 8% | 29 | 6% | 91 | 7% |
| | | | Sometimes | 113 | 27% | 400 | 32% | 162 | 36% | 437 | 36% |
| | | | Often | 154 | 37% | 417 | 34% | 135 | 30% | 379 | 31% |
| | | | Very often | 117 | 28% | 325 | 26% | 123 | 27% | 309 | 25% |
| | | | Total | 414 | 100% | 1,239 | 100% | 449 | 100% | 1,216 | 100% |
| 2a. | Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings | MEMORIZE | Very little | 14 | 3% | 39 | 3% | 31 | 7% | 81 | 7% |
| | | | Some | 84 | 20% | 297 | 24% | 137 | 31% | 324 | 27% |
| | | | Quite a bit | 186 | 45% | 529 | 43% | 159 | 35% | 453 | 37% |
| | | | Very much | 130 | 31% | 371 | 30% | 121 | 27% | 353 | 29% |
| | | | Total | 414 | 100% | 1,236 | 100% | 448 | 100% | 1,211 | 100% |
| 2b. | Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory | ANALYZE (LAC) | Very little | 4 | 1% | 16 | 1% | 6 | 1% | 16 | 1% |
| | | | Some | 83 | 20% | 188 | 15% | 51 | 11% | 135 | 11% |
| | | | Quite a bit | 178 | 43% | 595 | 48% | 176 | 39% | 520 | 43% |
| | | | Very much | 146 | 36% | 429 | 35% | 213 | 48% | 538 | 44% |
| | | | Total | 411 | 100% | 1,228 | 100% | 446 | 100% | 1,209 | 100% |
| 2c. | Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences | SYNTHESZ (LAC) | Very little | 14 | 3% | 43 | 3% | 14 | 3% | 35 | 3% |
| | | | Some | 103 | 25% | 324 | 26% | 82 | 18% | 266 | 22% |
| | | | Quite a bit | 191 | 47% | 545 | 44% | 182 | 41% | 463 | 39% |
| | | | Very much | 102 | 25% | 322 | 26% | 168 | 38% | 438 | 36% |
| | | | Total | 410 | 100% | 1,234 | 100% | 446 | 100% | 1,202 | 100% |
| 2d. | Coursework emphasizes: Making judgments about the value of information, arguments, or methods | EVALUATE (LAC) | Very little | 14 | 3% | 54 | 4% | 21 | 5% | 57 | 5% |
| | | | Some | 110 | 27% | 331 | 27% | 98 | 22% | 299 | 25% |
| | | | Quite a bit | 186 | 45% | 551 | 45% | 178 | 40% | 490 | 41% |
| | | | Very much | 104 | 25% | 298 | 24% | 149 | 33% | 362 | 30% |
| | | | Total | 414 | 100% | 1,234 | 100% | 446 | 100% | 1,208 | 100% |
| 2e. | Coursework emphasizes: Applying theories or concepts to practical problems or in new situations | APPLYING (LAC) | Very little | 17 | 4% | 38 | 3% | 12 | 3% | 36 | 3% |
| | | | Some | 72 | 17% | 235 | 19% | 57 | 13% | 180 | 15% |
| | | | Quite a bit | 175 | 42% | 499 | 40% | 161 | 36% | 422 | 35% |
| | | | Very much | 150 | 36% | 462 | 37% | 218 | 49% | 572 | 47% |
| | | | Total | 414 | 100% | 1,234 | 100% | 448 | 100% | 1,210 | 100% |
| 3a. | Number of assigned textbooks, books, or book-length packs of course readings | READASGN (LAC) | None | 2 | 0% | 11 | 1% | 12 | 3% | 15 | 1% |
| | | | 1-4 | 91 | 22% | 269 | 22% | 149 | 33% | 411 | 34% |
| | | | 5-10 | 200 | 49% | 608 | 49% | 152 | 34% | 468 | 39% |
| | | | 11-20 | 81 | 20% | 235 | 19% | 75 | 17% | 194 | 16% |
| | | | More than 20 | 38 | 9% | 115 | 9% | 59 | 13% | 125 | 10% |
| | | | Total | 412 | 100% | 1,238 | 100% | 447 | 100% | 1,213 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | | |
|-----|---|------------------|---------------------|------|----------|-------|---------|------|----------|-------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | | |
| | Variable | Response Options | Count | % | Count | % | Count | % | Count | % | |
| 3b. | Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | READOWN | 129 | 31% | 323 | 26% | 88 | 20% | 228 | 19% | |
| | | | 205 | 50% | 689 | 56% | 244 | 55% | 648 | 54% | |
| | | | 47 | 11% | 152 | 12% | 68 | 15% | 201 | 17% | |
| | | | 15 | 4% | 32 | 3% | 20 | 4% | 71 | 6% | |
| | | | More than 20 | 17 | 4% | 39 | 3% | 26 | 6% | 62 | 5% |
| | | | Total | 413 | 100% | 1,235 | 100% | 446 | 100% | 1,210 | 100% |
| 3c. | Number of written papers or reports of 20 pages or more | WRITEMOR (LAC) | 350 | 85% | 1,058 | 86% | 243 | 54% | 598 | 49% | |
| | | | 47 | 11% | 128 | 10% | 175 | 39% | 515 | 43% | |
| | | | 11 | 3% | 27 | 2% | 19 | 4% | 62 | 5% | |
| | | | 11-20 | 2 | 0% | 13 | 1% | 7 | 2% | 16 | 1% |
| | | | More than 20 | 2 | 0% | 9 | 1% | 4 | 1% | 19 | 2% |
| | | Total | 412 | 100% | 1,235 | 100% | 448 | 100% | 1,210 | 100% | |
| 3d. | Number of written papers or reports between 5 and 19 pages | WRITEMID (LAC) | 65 | 16% | 185 | 15% | 54 | 12% | 151 | 12% | |
| | | | 242 | 58% | 756 | 61% | 211 | 47% | 564 | 47% | |
| | | | 88 | 21% | 237 | 19% | 115 | 26% | 317 | 26% | |
| | | | 15 | 4% | 49 | 4% | 50 | 11% | 132 | 11% | |
| | | | More than 20 | 4 | 1% | 8 | 1% | 18 | 4% | 48 | 4% |
| | | Total | 414 | 100% | 1,235 | 100% | 448 | 100% | 1,212 | 100% | |
| 3e. | Number of written papers or reports of fewer than 5 pages | WRITESML (LAC) | 3 | 1% | 16 | 1% | 23 | 5% | 76 | 6% | |
| | | | 127 | 31% | 357 | 29% | 163 | 36% | 379 | 31% | |
| | | | 169 | 41% | 514 | 41% | 137 | 31% | 380 | 31% | |
| | | | 87 | 21% | 256 | 21% | 70 | 16% | 226 | 19% | |
| | | | More than 20 | 27 | 7% | 97 | 8% | 56 | 12% | 152 | 13% |
| | | Total | 413 | 100% | 1,240 | 100% | 449 | 100% | 1,213 | 100% | |
| 4a. | Number of problem sets that take you more than an hour to complete | PROBSETA | 35 | 9% | 126 | 10% | 70 | 16% | 199 | 16% | |
| | | | 143 | 35% | 420 | 34% | 153 | 34% | 398 | 33% | |
| | | | 145 | 35% | 435 | 35% | 115 | 26% | 329 | 27% | |
| | | | 50 | 12% | 143 | 12% | 50 | 11% | 128 | 11% | |
| | | | More than 6 | 38 | 9% | 116 | 9% | 61 | 14% | 159 | 13% |
| | | Total | 411 | 100% | 1,240 | 100% | 449 | 100% | 1,213 | 100% | |
| 4b. | Number of problem sets that take you less than an hour to complete | PROBSETB | 34 | 8% | 122 | 10% | 123 | 28% | 352 | 29% | |
| | | | 149 | 36% | 438 | 35% | 173 | 39% | 475 | 39% | |
| | | | 132 | 32% | 341 | 28% | 81 | 18% | 232 | 19% | |
| | | | 44 | 11% | 172 | 14% | 23 | 5% | 69 | 6% | |
| | | | More than 6 | 55 | 13% | 164 | 13% | 45 | 10% | 83 | 7% |
| | | Total | 414 | 100% | 1,237 | 100% | 445 | 100% | 1,211 | 100% | |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|--|------------------|---------------|---------------------|------|----------|------|---------|------|----------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| 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% | 2 | 0% | 6 | 0% |
| | | 2 | 0 | 0% | 10 | 1% | 13 | 3% | 17 | 1% |
| | | 3 | 11 | 3% | 33 | 3% | 19 | 4% | 37 | 3% |
| | | 4 | 35 | 8% | 121 | 10% | 34 | 8% | 116 | 10% |
| | | 5 | 139 | 34% | 405 | 33% | 128 | 29% | 381 | 31% |
| | | 6 | 155 | 38% | 413 | 33% | 153 | 34% | 437 | 36% |
| | | 7 Very much | 73 | 18% | 250 | 20% | 98 | 22% | 220 | 18% |
| | Total | | 413 | 100% | 1,241 | 100% | 447 | 100% | 1,214 | 100% |
| 6a. Attended an art exhibit, play, dance, music, theater, or other performance | ATDART07 | Never | 118 | 29% | 389 | 32% | 169 | 38% | 402 | 33% |
| | | Sometimes | 199 | 48% | 581 | 47% | 198 | 44% | 582 | 48% |
| | | Often | 64 | 15% | 168 | 14% | 45 | 10% | 149 | 12% |
| | | Very often | 33 | 8% | 91 | 7% | 35 | 8% | 79 | 7% |
| | | Total | 414 | 100% | 1,229 | 100% | 447 | 100% | 1,212 | 100% |
| 6b. Exercised or participated in physical fitness activities | EXRCSE05 | Never | 16 | 4% | 45 | 4% | 25 | 6% | 80 | 7% |
| | | Sometimes | 117 | 28% | 285 | 23% | 135 | 30% | 308 | 25% |
| | | Often | 132 | 32% | 369 | 30% | 122 | 27% | 342 | 28% |
| | | Very often | 147 | 36% | 530 | 43% | 162 | 36% | 480 | 40% |
| | | Total | 412 | 100% | 1,229 | 100% | 444 | 100% | 1,210 | 100% |
| 6c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) | WORSH05 | Never | 181 | 44% | 598 | 49% | 214 | 48% | 566 | 47% |
| | | Sometimes | 102 | 25% | 307 | 25% | 110 | 25% | 341 | 28% |
| | | Often | 63 | 15% | 161 | 13% | 58 | 13% | 125 | 10% |
| | | Very often | 68 | 16% | 166 | 13% | 65 | 15% | 178 | 15% |
| | | Total | 414 | 100% | 1,232 | 100% | 447 | 100% | 1,210 | 100% |
| 6d. Examined the strengths and weaknesses of your own views on a topic or issue | OWNVIEW | Never | 22 | 5% | 115 | 9% | 37 | 8% | 81 | 7% |
| | | Sometimes | 143 | 35% | 471 | 38% | 124 | 28% | 425 | 35% |
| | | Often | 161 | 39% | 434 | 35% | 180 | 41% | 460 | 38% |
| | | Very often | 86 | 21% | 211 | 17% | 103 | 23% | 238 | 20% |
| | | Total | 412 | 100% | 1,231 | 100% | 444 | 100% | 1,204 | 100% |
| 6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | OTHRVIEW | Never | 12 | 3% | 67 | 5% | 22 | 5% | 60 | 5% |
| | | Sometimes | 125 | 30% | 405 | 33% | 120 | 27% | 367 | 30% |
| | | Often | 156 | 38% | 495 | 40% | 164 | 37% | 479 | 40% |
| | | Very often | 120 | 29% | 259 | 21% | 137 | 31% | 301 | 25% |
| | | Total | 413 | 100% | 1,226 | 100% | 443 | 100% | 1,207 | 100% |
| 6f. Learned something that changed the way you understand an issue or concept | CHNGVIEW | Never | 5 | 1% | 35 | 3% | 12 | 3% | 31 | 3% |
| | | Sometimes | 108 | 26% | 401 | 33% | 120 | 27% | 317 | 26% |
| | | Often | 172 | 42% | 503 | 41% | 190 | 43% | 543 | 45% |
| | | Very often | 128 | 31% | 291 | 24% | 125 | 28% | 320 | 26% |
| | | Total | 413 | 100% | 1,230 | 100% | 447 | 100% | 1,211 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | | |
|-----|---|------------------|---------------------|-----|----------|-------|---------|-----|----------|-------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | | |
| | Variable | Response Options | Count | % | Count | % | Count | % | Count | % | |
| 7a. | Practicum, internship, field experience, co-op experience, or clinical assignment | INTERN04 | 40 | 10% | 131 | 11% | 33 | 7% | 72 | 6% | |
| | | (EEE) | 9 | 2% | 42 | 3% | 51 | 11% | 155 | 13% | |
| | | | Plan to do | 339 | 82% | 967 | 79% | 114 | 26% | 311 | 26% |
| | | | Done | 25 | 6% | 81 | 7% | 248 | 56% | 674 | 56% |
| | | | Total | 413 | 100% | 1,221 | 100% | 446 | 100% | 1,212 | 100% |
| 7b. | Community service or volunteer work | VOLNTR04 | 35 | 9% | 133 | 11% | 27 | 6% | 81 | 7% | |
| | | (EEE) | 16 | 4% | 57 | 5% | 55 | 12% | 147 | 12% | |
| | | | Plan to do | 203 | 49% | 607 | 50% | 61 | 14% | 152 | 13% |
| | | | Done | 157 | 38% | 424 | 35% | 303 | 68% | 823 | 68% |
| | | | Total | 411 | 100% | 1,221 | 100% | 446 | 100% | 1,203 | 100% |
| 7c. | Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | 94 | 23% | 354 | 29% | 53 | 12% | 115 | 10% | |
| | | (EEE) | 93 | 23% | 331 | 27% | 252 | 56% | 703 | 58% | |
| | | | Plan to do | 109 | 27% | 278 | 23% | 30 | 7% | 83 | 7% |
| | | | Done | 113 | 28% | 250 | 21% | 112 | 25% | 306 | 25% |
| | | | Total | 409 | 100% | 1,213 | 100% | 447 | 100% | 1,207 | 100% |
| 7d. | Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | 138 | 33% | 417 | 34% | 68 | 15% | 193 | 16% | |
| | | (SFI) | 72 | 17% | 205 | 17% | 210 | 47% | 548 | 45% | |
| | | | Plan to do | 182 | 44% | 507 | 42% | 62 | 14% | 179 | 15% |
| | | | Done | 20 | 5% | 87 | 7% | 109 | 24% | 289 | 24% |
| | | | Total | 412 | 100% | 1,216 | 100% | 449 | 100% | 1,209 | 100% |
| 7e. | Foreign language coursework | FORLNG04 | 91 | 22% | 271 | 22% | 49 | 11% | 74 | 6% | |
| | | (EEE) | 140 | 34% | 512 | 42% | 240 | 54% | 675 | 56% | |
| | | | Plan to do | 102 | 25% | 249 | 20% | 35 | 8% | 66 | 5% |
| | | | Done | 79 | 19% | 189 | 15% | 124 | 28% | 395 | 33% |
| | | | Total | 412 | 100% | 1,221 | 100% | 448 | 100% | 1,210 | 100% |
| 7f. | Study abroad | STDABR04 | 122 | 30% | 338 | 28% | 48 | 11% | 91 | 8% | |
| | | (EEE) | 64 | 16% | 260 | 21% | 310 | 69% | 831 | 69% | |
| | | | Plan to do | 214 | 52% | 600 | 49% | 37 | 8% | 72 | 6% |
| | | | Done | 10 | 2% | 20 | 2% | 52 | 12% | 214 | 18% |
| | | | Total | 410 | 100% | 1,218 | 100% | 447 | 100% | 1,208 | 100% |
| 7g. | Independent study or self-designed major | INDSTD04 | 136 | 33% | 361 | 30% | 46 | 10% | 105 | 9% | |
| | | (EEE) | 208 | 51% | 668 | 55% | 277 | 62% | 818 | 68% | |
| | | | Plan to do | 55 | 13% | 150 | 12% | 43 | 10% | 84 | 7% |
| | | | Done | 11 | 3% | 37 | 3% | 81 | 18% | 191 | 16% |
| | | | Total | 410 | 100% | 1,216 | 100% | 447 | 100% | 1,198 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|---|--------------|---|---------------------|-----|----------|-------|---------|-----|----------|-------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| Item | Variable | Response Options | Count | % | Count | % | Count | % | Count | % |
| 7h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | SNRX04 (EEE) | Have not decided | 149 | 36% | 399 | 33% | 19 | 4% | 41 | 3% |
| | | Do not plan to do | 32 | 8% | 117 | 10% | 32 | 7% | 94 | 8% |
| | | Plan to do | 219 | 53% | 682 | 56% | 156 | 35% | 414 | 34% |
| | | Done | 12 | 3% | 23 | 2% | 242 | 54% | 657 | 54% |
| | | Total | | 412 | 100% | 1,221 | 100% | 449 | 100% | 1,206 |
| 8a. Quality of relationships with other students | ENVSTU (SCE) | 1 Unfriendly, Unsupportive, Sense of alienation | 3 | 1% | 10 | 1% | 4 | 1% | 9 | 1% |
| | | 2 | 9 | 2% | 17 | 1% | 13 | 3% | 26 | 2% |
| | | 3 | 20 | 5% | 44 | 4% | 26 | 6% | 37 | 3% |
| | | 4 | 38 | 9% | 119 | 10% | 59 | 13% | 99 | 8% |
| | | 5 | 93 | 23% | 247 | 20% | 88 | 20% | 252 | 21% |
| | | 6 | 138 | 33% | 412 | 34% | 138 | 31% | 458 | 38% |
| | | 7 Friendly, Supportive, Sense of belonging | 112 | 27% | 373 | 31% | 120 | 27% | 327 | 27% |
| | | Total | | 413 | 100% | 1,222 | 100% | 448 | 100% | 1,208 |
| 8b. Quality of relationships with faculty members | ENVFAC (SCE) | 1 Unavailable, Unhelpful, Unsympathetic | 6 | 1% | 6 | 0% | 4 | 1% | 12 | 1% |
| | | 2 | 8 | 2% | 17 | 1% | 6 | 1% | 22 | 2% |
| | | 3 | 29 | 7% | 83 | 7% | 28 | 6% | 70 | 6% |
| | | 4 | 83 | 20% | 270 | 22% | 55 | 12% | 162 | 13% |
| | | 5 | 100 | 24% | 367 | 30% | 104 | 23% | 319 | 26% |
| | | 6 | 124 | 30% | 338 | 28% | 166 | 37% | 417 | 34% |
| | | 7 Available, Helpful, Sympathetic | 63 | 15% | 141 | 12% | 84 | 19% | 207 | 17% |
| | | Total | | 413 | 100% | 1,222 | 100% | 447 | 100% | 1,209 |
| 8c. Quality of relationships with administrative personnel and offices | ENVADM (SCE) | 1 Unhelpful, Inconsiderate, Rigid | 5 | 1% | 23 | 2% | 14 | 3% | 41 | 3% |
| | | 2 | 20 | 5% | 60 | 5% | 30 | 7% | 84 | 7% |
| | | 3 | 37 | 9% | 111 | 9% | 44 | 10% | 145 | 12% |
| | | 4 | 100 | 24% | 322 | 26% | 95 | 21% | 268 | 22% |
| | | 5 | 96 | 23% | 304 | 25% | 112 | 25% | 298 | 25% |
| | | 6 | 97 | 23% | 266 | 22% | 88 | 20% | 236 | 19% |
| | | 7 Helpful, Considerate, Flexible | 58 | 14% | 135 | 11% | 64 | 14% | 139 | 11% |
| | | Total | | 413 | 100% | 1,221 | 100% | 447 | 100% | 1,211 |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|--|-----------------|-------------------------|---------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| 9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | ACADPR01 | 0 hrs/wk | 1 | 0% | 4 | 0% | 1 | 0% | 3 | 0% |
| | (LAC) | 1-5 hrs/wk | 31 | 8% | 97 | 8% | 44 | 10% | 122 | 10% |
| | | 6-10 hrs/wk | 85 | 21% | 264 | 22% | 96 | 22% | 222 | 18% |
| | | 11-15 hrs/wk | 96 | 23% | 252 | 21% | 96 | 22% | 239 | 20% |
| | | 16-20 hrs/wk | 84 | 21% | 266 | 22% | 80 | 18% | 235 | 19% |
| | | 21-25 hrs/wk | 51 | 12% | 170 | 14% | 53 | 12% | 133 | 11% |
| | | 26-30 hrs/wk | 35 | 9% | 79 | 6% | 33 | 7% | 102 | 8% |
| | | 30+ hrs/wk | 26 | 6% | 84 | 7% | 43 | 10% | 150 | 12% |
| | Total | | 409 | 100% | 1,216 | 100% | 446 | 100% | 1,206 | 100% |
| 9b. Working for pay on campus | WORKON01 | 0 hrs/wk | 289 | 71% | 1,028 | 85% | 269 | 61% | 801 | 66% |
| | | 1-5 hrs/wk | 17 | 4% | 32 | 3% | 10 | 2% | 37 | 3% |
| | | 6-10 hrs/wk | 48 | 12% | 64 | 5% | 53 | 12% | 93 | 8% |
| | | 11-15 hrs/wk | 31 | 8% | 51 | 4% | 41 | 9% | 113 | 9% |
| | | 16-20 hrs/wk | 13 | 3% | 25 | 2% | 40 | 9% | 66 | 5% |
| | | 21-25 hrs/wk | 10 | 2% | 6 | 0% | 14 | 3% | 40 | 3% |
| | | 26-30 hrs/wk | 1 | 0% | 4 | 0% | 7 | 2% | 27 | 2% |
| | | 30+ hrs/wk | 0 | 0% | 5 | 0% | 9 | 2% | 28 | 2% |
| | Total | | 409 | 100% | 1,215 | 100% | 443 | 100% | 1,205 | 100% |
| 9c. Working for pay off campus | WORKOF01 | 0 hrs/wk | 314 | 77% | 987 | 82% | 216 | 48% | 638 | 53% |
| | | 1-5 hrs/wk | 25 | 6% | 71 | 6% | 26 | 6% | 81 | 7% |
| | | 6-10 hrs/wk | 21 | 5% | 57 | 5% | 31 | 7% | 85 | 7% |
| | | 11-15 hrs/wk | 19 | 5% | 34 | 3% | 39 | 9% | 108 | 9% |
| | | 16-20 hrs/wk | 16 | 4% | 29 | 2% | 45 | 10% | 101 | 8% |
| | | 21-25 hrs/wk | 8 | 2% | 13 | 1% | 33 | 7% | 80 | 7% |
| | | 26-30 hrs/wk | 1 | 0% | 7 | 1% | 24 | 5% | 46 | 4% |
| | | 30+ hrs/wk | 2 | 0% | 12 | 1% | 32 | 7% | 70 | 6% |
| | Total | | 406 | 100% | 1,210 | 100% | 446 | 100% | 1,209 | 100% |
| 9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | COCURR01 | 0 hrs/wk | 148 | 36% | 399 | 33% | 201 | 45% | 434 | 36% |
| | (EEE) | 1-5 hrs/wk | 146 | 36% | 427 | 35% | 128 | 29% | 415 | 34% |
| | | 6-10 hrs/wk | 60 | 15% | 210 | 17% | 54 | 12% | 157 | 13% |
| | | 11-15 hrs/wk | 38 | 9% | 110 | 9% | 30 | 7% | 99 | 8% |
| | | 16-20 hrs/wk | 14 | 3% | 36 | 3% | 13 | 3% | 54 | 4% |
| | | 21-25 hrs/wk | 2 | 0% | 17 | 1% | 7 | 2% | 21 | 2% |
| | | 26-30 hrs/wk | 2 | 0% | 7 | 1% | 7 | 2% | 15 | 1% |
| | | 30+ hrs/wk | 0 | 0% | 14 | 1% | 4 | 1% | 15 | 1% |
| | Total | | 410 | 100% | 1,220 | 100% | 444 | 100% | 1,210 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|---|----------------|------------------|---------------------|------|----------|------|---------|------|----------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| Item | Variable | Response Options | Count | % | Count | % | Count | % | Count | % |
| 9e. Relaxing and socializing (watching TV, partying, etc.) | SOCIAL05 | 0 hrs/wk | 6 | 1% | 10 | 1% | 6 | 1% | 7 | 1% |
| | | 1-5 hrs/wk | 91 | 22% | 202 | 17% | 125 | 28% | 296 | 25% |
| | | 6-10 hrs/wk | 114 | 28% | 377 | 31% | 139 | 31% | 354 | 29% |
| | | 11-15 hrs/wk | 99 | 24% | 270 | 22% | 91 | 20% | 260 | 22% |
| | | 16-20 hrs/wk | 52 | 13% | 182 | 15% | 42 | 9% | 175 | 15% |
| | | 21-25 hrs/wk | 23 | 6% | 86 | 7% | 18 | 4% | 63 | 5% |
| | | 26-30 hrs/wk | 14 | 3% | 30 | 2% | 9 | 2% | 15 | 1% |
| | | 30+ hrs/wk | 6 | 1% | 52 | 4% | 15 | 3% | 34 | 3% |
| | Total | | 405 | 100% | 1,209 | 100% | 445 | 100% | 1,204 | 100% |
| 9f. Providing care for dependents living with you (parents, children, spouse, etc.) | CAREDE01 | 0 hrs/wk | 364 | 89% | 1,086 | 90% | 301 | 68% | 958 | 80% |
| | | 1-5 hrs/wk | 26 | 6% | 61 | 5% | 44 | 10% | 114 | 9% |
| | | 6-10 hrs/wk | 6 | 1% | 23 | 2% | 24 | 5% | 49 | 4% |
| | | 11-15 hrs/wk | 5 | 1% | 14 | 1% | 14 | 3% | 29 | 2% |
| | | 16-20 hrs/wk | 4 | 1% | 11 | 1% | 5 | 1% | 14 | 1% |
| | | 21-25 hrs/wk | 1 | 0% | 3 | 0% | 9 | 2% | 6 | 0% |
| | | 26-30 hrs/wk | 1 | 0% | 0 | 0% | 5 | 1% | 1 | 0% |
| | | 30+ hrs/wk | 1 | 0% | 7 | 1% | 41 | 9% | 30 | 2% |
| | Total | | 408 | 100% | 1,205 | 100% | 443 | 100% | 1,201 | 100% |
| 9g. Commuting to class (driving, walking, etc.) | COMMUTE | 0 hrs/wk | 22 | 5% | 97 | 8% | 12 | 3% | 35 | 3% |
| | | 1-5 hrs/wk | 312 | 76% | 884 | 73% | 315 | 71% | 934 | 78% |
| | | 6-10 hrs/wk | 41 | 10% | 161 | 13% | 84 | 19% | 170 | 14% |
| | | 11-15 hrs/wk | 14 | 3% | 37 | 3% | 22 | 5% | 47 | 4% |
| | | 16-20 hrs/wk | 10 | 2% | 17 | 1% | 5 | 1% | 12 | 1% |
| | | 21-25 hrs/wk | 3 | 1% | 5 | 0% | 2 | 0% | 0 | 0% |
| | | 26-30 hrs/wk | 3 | 1% | 1 | 0% | 0 | 0% | 2 | 0% |
| | | 30+ hrs/wk | 3 | 1% | 7 | 1% | 5 | 1% | 4 | 0% |
| | Total | | 408 | 100% | 1,209 | 100% | 445 | 100% | 1,204 | 100% |
| 10a. Spending significant amounts of time studying and on academic work | ENVSCHOL (LAC) | Very little | 1 | 0% | 13 | 1% | 7 | 2% | 15 | 1% |
| | | Some | 46 | 11% | 144 | 12% | 71 | 16% | 186 | 15% |
| | | Quite a bit | 186 | 45% | 570 | 47% | 204 | 47% | 584 | 49% |
| | | Very much | 176 | 43% | 486 | 40% | 156 | 36% | 418 | 35% |
| | | Total | 409 | 100% | 1,213 | 100% | 438 | 100% | 1,203 | 100% |
| 10b. Providing the support you need to help you succeed academically | ENVSUPRT (SCE) | Very little | 3 | 1% | 16 | 1% | 14 | 3% | 42 | 4% |
| | | Some | 57 | 14% | 195 | 16% | 100 | 23% | 289 | 24% |
| | | Quite a bit | 183 | 45% | 561 | 47% | 218 | 50% | 537 | 45% |
| | | Very much | 164 | 40% | 432 | 36% | 105 | 24% | 327 | 27% |
| | | Total | 407 | 100% | 1,204 | 100% | 437 | 100% | 1,195 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | Variable | Response Options | First-Year Students | | | | Seniors | | | |
|--|----------------|------------------|---------------------|------|----------|------|---------|------|----------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | | | Count | % | Count | % | Count | % | Count | % |
| 10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | ENVDIVRS (EEE) | Very little | 35 | 9% | 104 | 9% | 75 | 17% | 239 | 20% |
| | | Some | 96 | 24% | 361 | 30% | 176 | 40% | 431 | 36% |
| | | Quite a bit | 137 | 34% | 419 | 35% | 123 | 28% | 340 | 28% |
| | | Very much | 140 | 34% | 321 | 27% | 66 | 15% | 188 | 16% |
| | Total | | 408 | 100% | 1,205 | 100% | 440 | 100% | 1,198 | 100% |
| 10d. Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD (SCE) | Very little | 60 | 15% | 205 | 17% | 151 | 34% | 412 | 34% |
| | | Some | 150 | 37% | 495 | 41% | 166 | 38% | 473 | 39% |
| | | Quite a bit | 131 | 32% | 355 | 29% | 89 | 20% | 232 | 19% |
| | | Very much | 66 | 16% | 155 | 13% | 32 | 7% | 82 | 7% |
| | Total | | 407 | 100% | 1,210 | 100% | 438 | 100% | 1,199 | 100% |
| 10e. Providing the support you need to thrive socially | ENVSOCAL (SCE) | Very little | 37 | 9% | 112 | 9% | 110 | 25% | 235 | 20% |
| | | Some | 124 | 30% | 434 | 36% | 178 | 41% | 516 | 43% |
| | | Quite a bit | 144 | 35% | 456 | 38% | 111 | 25% | 333 | 28% |
| | | Very much | 103 | 25% | 204 | 17% | 40 | 9% | 113 | 9% |
| | Total | | 408 | 100% | 1,206 | 100% | 439 | 100% | 1,197 | 100% |
| 10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | ENVEVENT | Very little | 13 | 3% | 41 | 3% | 31 | 7% | 85 | 7% |
| | | Some | 96 | 23% | 282 | 23% | 131 | 30% | 322 | 27% |
| | | Quite a bit | 160 | 39% | 532 | 44% | 176 | 40% | 518 | 43% |
| | | Very much | 142 | 35% | 357 | 29% | 101 | 23% | 271 | 23% |
| | Total | | 411 | 100% | 1,212 | 100% | 439 | 100% | 1,196 | 100% |
| 10g. Using computers in academic work | ENVCOMPT | Very little | 8 | 2% | 20 | 2% | 8 | 2% | 20 | 2% |
| | | Some | 55 | 13% | 179 | 15% | 44 | 10% | 104 | 9% |
| | | Quite a bit | 137 | 33% | 421 | 35% | 134 | 31% | 380 | 32% |
| | | Very much | 210 | 51% | 588 | 49% | 252 | 58% | 694 | 58% |
| | Total | | 410 | 100% | 1,208 | 100% | 438 | 100% | 1,198 | 100% |
| 11a. Acquiring a broad general education | NGENLED | Very little | 6 | 1% | 17 | 1% | 15 | 3% | 31 | 3% |
| | | Some | 76 | 19% | 202 | 17% | 65 | 15% | 202 | 17% |
| | | Quite a bit | 174 | 43% | 567 | 47% | 166 | 38% | 493 | 41% |
| | | Very much | 149 | 37% | 420 | 35% | 194 | 44% | 471 | 39% |
| | Total | | 405 | 100% | 1,206 | 100% | 440 | 100% | 1,197 | 100% |
| 11b. Acquiring job or work-related knowledge and skills | GNWORK | Very little | 25 | 6% | 86 | 7% | 36 | 8% | 62 | 5% |
| | | Some | 104 | 25% | 363 | 30% | 84 | 19% | 228 | 19% |
| | | Quite a bit | 162 | 40% | 442 | 37% | 130 | 30% | 416 | 35% |
| | | Very much | 118 | 29% | 313 | 26% | 190 | 43% | 489 | 41% |
| | Total | | 409 | 100% | 1,204 | 100% | 440 | 100% | 1,195 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | Variable | Response Options | First-Year Students | | | | Seniors | | | |
|--|----------|------------------|---------------------|------|----------|------|---------|------|----------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | | | Count | % | Count | % | Count | % | Count | % |
| 11c. Writing clearly and effectively | GNWRITE | Very little | 14 | 3% | 62 | 5% | 19 | 4% | 56 | 5% |
| | | Some | 95 | 23% | 320 | 27% | 85 | 19% | 277 | 23% |
| | | Quite a bit | 190 | 46% | 517 | 43% | 189 | 43% | 488 | 41% |
| | | Very much | 111 | 27% | 308 | 26% | 147 | 33% | 376 | 31% |
| | Total | | 410 | 100% | 1,207 | 100% | 440 | 100% | 1,197 | 100% |
| 11d. Speaking clearly and effectively | GNSPEAK | Very little | 42 | 10% | 139 | 12% | 30 | 7% | 84 | 7% |
| | | Some | 113 | 28% | 384 | 32% | 119 | 27% | 311 | 26% |
| | | Quite a bit | 158 | 39% | 430 | 36% | 167 | 38% | 441 | 37% |
| | | Very much | 93 | 23% | 250 | 21% | 123 | 28% | 354 | 30% |
| | Total | | 406 | 100% | 1,203 | 100% | 439 | 100% | 1,190 | 100% |
| 11e. Thinking critically and analytically | GNANALY | Very little | 4 | 1% | 26 | 2% | 6 | 1% | 27 | 2% |
| | | Some | 63 | 15% | 177 | 15% | 50 | 11% | 121 | 10% |
| | | Quite a bit | 181 | 44% | 528 | 44% | 156 | 35% | 425 | 36% |
| | | Very much | 161 | 39% | 467 | 39% | 228 | 52% | 619 | 52% |
| | Total | | 409 | 100% | 1,198 | 100% | 440 | 100% | 1,192 | 100% |
| 11f. Analyzing quantitative problems | GNQUANT | Very little | 18 | 4% | 50 | 4% | 21 | 5% | 62 | 5% |
| | | Some | 102 | 25% | 279 | 23% | 75 | 17% | 225 | 19% |
| | | Quite a bit | 157 | 38% | 504 | 42% | 156 | 36% | 423 | 35% |
| | | Very much | 133 | 32% | 367 | 31% | 187 | 43% | 485 | 41% |
| | Total | | 410 | 100% | 1,200 | 100% | 439 | 100% | 1,195 | 100% |
| 11g. Using computing and information technology | GNCMPTS | Very little | 22 | 5% | 51 | 4% | 17 | 4% | 59 | 5% |
| | | Some | 87 | 21% | 285 | 24% | 83 | 19% | 229 | 19% |
| | | Quite a bit | 157 | 38% | 482 | 40% | 151 | 34% | 407 | 34% |
| | | Very much | 143 | 35% | 387 | 32% | 189 | 43% | 499 | 42% |
| | Total | | 409 | 100% | 1,205 | 100% | 440 | 100% | 1,194 | 100% |
| 11h. Working effectively with others | GNOTHERS | Very little | 22 | 5% | 58 | 5% | 14 | 3% | 44 | 4% |
| | | Some | 96 | 24% | 294 | 24% | 94 | 21% | 229 | 19% |
| | | Quite a bit | 169 | 42% | 494 | 41% | 160 | 36% | 445 | 37% |
| | | Very much | 120 | 29% | 359 | 30% | 173 | 39% | 479 | 40% |
| | Total | | 407 | 100% | 1,205 | 100% | 441 | 100% | 1,197 | 100% |
| 11i. Voting in local, state, or national elections | GNCITIZN | Very little | 188 | 46% | 546 | 46% | 159 | 36% | 400 | 34% |
| | | Some | 122 | 30% | 383 | 32% | 146 | 33% | 463 | 39% |
| | | Quite a bit | 63 | 15% | 180 | 15% | 90 | 21% | 231 | 19% |
| | | Very much | 34 | 8% | 87 | 7% | 42 | 10% | 91 | 8% |
| | Total | | 407 | 100% | 1,196 | 100% | 437 | 100% | 1,185 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| Item | Variable | Response Options | First-Year Students | | | | Seniors | | | |
|--|----------|------------------|---------------------|------|----------|------|---------|------|----------|------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | | | Count | % | Count | % | Count | % | Count | % |
| 11j. Learning effectively on your own | GNINQ | Very little | 17 | 4% | 64 | 5% | 31 | 7% | 55 | 5% |
| | | Some | 86 | 21% | 274 | 23% | 88 | 20% | 241 | 20% |
| | | Quite a bit | 195 | 48% | 538 | 45% | 162 | 37% | 495 | 42% |
| | | Very much | 105 | 26% | 316 | 27% | 154 | 35% | 392 | 33% |
| | | Total | 403 | 100% | 1,192 | 100% | 435 | 100% | 1,183 | 100% |
| 11k. Understanding yourself | GNSELF | Very little | 28 | 7% | 105 | 9% | 57 | 13% | 125 | 11% |
| | | Some | 93 | 23% | 333 | 28% | 117 | 27% | 312 | 26% |
| | | Quite a bit | 174 | 43% | 451 | 38% | 147 | 34% | 418 | 35% |
| | | Very much | 110 | 27% | 303 | 25% | 112 | 26% | 325 | 28% |
| | | Total | 405 | 100% | 1,192 | 100% | 433 | 100% | 1,180 | 100% |
| 11l. Understanding people of other racial and ethnic backgrounds | GNDIVERS | Very little | 40 | 10% | 159 | 13% | 99 | 23% | 221 | 19% |
| | | Some | 129 | 32% | 435 | 36% | 152 | 35% | 453 | 38% |
| | | Quite a bit | 153 | 38% | 410 | 34% | 126 | 29% | 317 | 27% |
| | | Very much | 84 | 21% | 191 | 16% | 59 | 14% | 195 | 16% |
| | | Total | 406 | 100% | 1,195 | 100% | 436 | 100% | 1,186 | 100% |
| 11m. Solving complex real-world problems | GNPROBSV | Very little | 37 | 9% | 107 | 9% | 43 | 10% | 92 | 8% |
| | | Some | 120 | 29% | 407 | 34% | 117 | 27% | 334 | 28% |
| | | Quite a bit | 171 | 42% | 471 | 39% | 162 | 37% | 421 | 35% |
| | | Very much | 79 | 19% | 211 | 18% | 113 | 26% | 339 | 29% |
| | | Total | 407 | 100% | 1,196 | 100% | 435 | 100% | 1,186 | 100% |
| 11n. Developing a personal code of values and ethics | GNETHICS | Very little | 43 | 11% | 158 | 13% | 69 | 16% | 184 | 16% |
| | | Some | 104 | 26% | 365 | 31% | 125 | 29% | 349 | 30% |
| | | Quite a bit | 147 | 36% | 413 | 35% | 129 | 30% | 387 | 33% |
| | | Very much | 111 | 27% | 257 | 22% | 112 | 26% | 260 | 22% |
| | | Total | 405 | 100% | 1,193 | 100% | 435 | 100% | 1,180 | 100% |
| 11o. Contributing to the welfare of your community | GNCOMMUN | Very little | 55 | 14% | 180 | 15% | 68 | 16% | 179 | 15% |
| | | Some | 120 | 29% | 421 | 35% | 152 | 35% | 416 | 35% |
| | | Quite a bit | 145 | 36% | 390 | 33% | 133 | 31% | 380 | 32% |
| | | Very much | 87 | 21% | 203 | 17% | 80 | 18% | 208 | 18% |
| | | Total | 407 | 100% | 1,194 | 100% | 433 | 100% | 1,183 | 100% |
| 11p. Developing a deepened sense of spirituality | GNSPIRIT | Very little | 148 | 37% | 538 | 45% | 268 | 61% | 693 | 59% |
| | | Some | 100 | 25% | 324 | 27% | 97 | 22% | 275 | 23% |
| | | Quite a bit | 93 | 23% | 201 | 17% | 40 | 9% | 128 | 11% |
| | | Very much | 64 | 16% | 133 | 11% | 31 | 7% | 86 | 7% |
| | | Total | 405 | 100% | 1,196 | 100% | 436 | 100% | 1,182 | 100% |



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

Pell

| | | | First-Year Students | | | | Seniors | | | |
|-----|---|-------------------------|---------------------|----------|--------------|----------|--------------|----------|--------------|----------|
| | | | Pell | | Non-Pell | | Pell | | Non-Pell | |
| | <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 | 8 | 2% | 32 | 3% | 43 | 10% | 98 | 8% |
| | | Fair | 45 | 11% | 145 | 12% | 87 | 20% | 213 | 18% |
| | | Good | 190 | 46% | 566 | 47% | 175 | 40% | 509 | 43% |
| | | Excellent | 166 | 41% | 464 | 38% | 134 | 31% | 375 | 31% |
| | | Total | 409 | 100% | 1,207 | 100% | 439 | 100% | 1,195 | 100% |
| 13. | How would you evaluate your entire educational experience at this institution? | ENTIREXP | | | | | | | | |
| | | Poor | 3 | 1% | 9 | 1% | 15 | 3% | 15 | 1% |
| | | Fair | 35 | 9% | 105 | 9% | 47 | 11% | 107 | 9% |
| | | Good | 198 | 48% | 605 | 50% | 202 | 46% | 574 | 48% |
| | | Excellent | 173 | 42% | 488 | 40% | 175 | 40% | 499 | 42% |
| | | Total | 409 | 100% | 1,207 | 100% | 439 | 100% | 1,195 | 100% |
| 14. | If you could start over again, would you go to the same institution you are now attending? | SAMECOLL | | | | | | | | |
| | | Definitely no | 5 | 1% | 20 | 2% | 14 | 3% | 42 | 4% |
| | | Probably no | 40 | 10% | 97 | 8% | 45 | 10% | 98 | 8% |
| | | Probably yes | 160 | 39% | 481 | 40% | 175 | 40% | 481 | 40% |
| | | Definitely yes | 204 | 50% | 611 | 51% | 205 | 47% | 574 | 48% |
| | | Total | 409 | 100% | 1,209 | 100% | 439 | 100% | 1,195 | 100% |