

May 2013

NSSE Scores across STEM/Non-STEM Majors

Highlights:

- ❖ **First-year STEM students have similar engagement scores compared to first-year non-STEM majors**
- ❖ **Senior STEM students have lower benchmark scores compared to non-STEM seniors and these differences are statistically significant for four of the five benchmarks**
- ❖ **All statistically significant mean differences have a small effect size**

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

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

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

STEM students are slightly over represented in the NSSE samples (35% and 44% of the first-year and senior samples compared to 31% and 41% of the first-year and senior populations). Results indicate that first-year students have similar engagement regardless of STEM status. What statistically significant differences are found have small effect sizes indicating negligible practical significance. Senior STEM students tend to have lower benchmark means than non-STEM seniors. All of these differences are statistically significant (except for the *Student-Faculty Interaction* benchmark). However, similar to the first-year findings, there is little practical significance as evidenced by small effect sizes.

It is particularly interesting to recall that STEM students tend to have higher graduation and retention rates. Given the NSSE results, it seems that these higher rates are not a result of higher levels of engagement.

Level of Academic Challenge (LAC)

Mean Comparisons

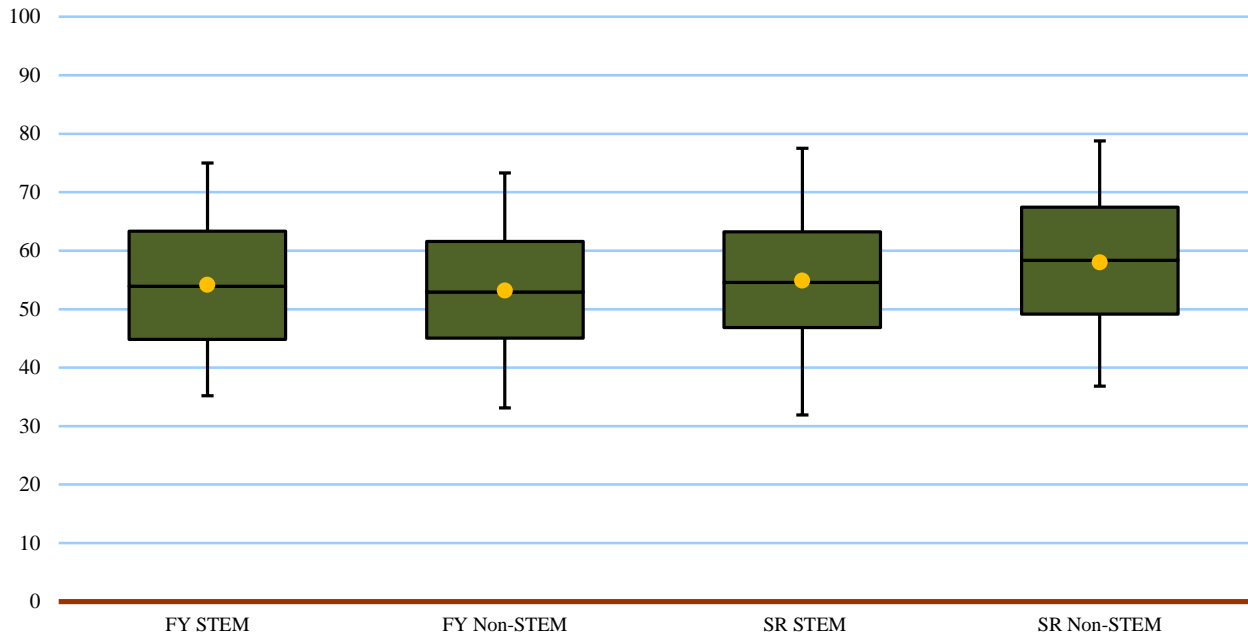
Class	STEM		Non-STEM		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	54.1	585	53.2	1068		
Senior	54.9	737	58.0	926	***	.23

^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

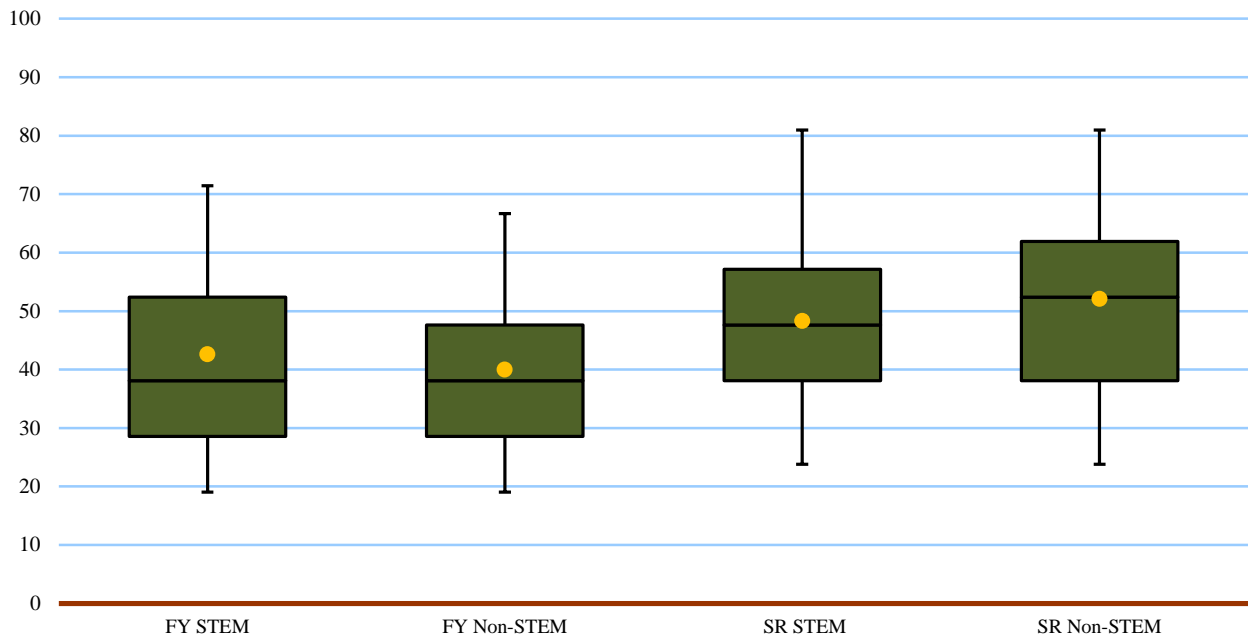
Class	STEM		Non-STEM		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	42.6	593	40.0	1098	**	.16
Senior	48.3	749	52.1	960	***	.23

^a Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels (p<.05, p<.01, and p<.001). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

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Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student-Faculty Interaction (SFI)

Mean Comparisons

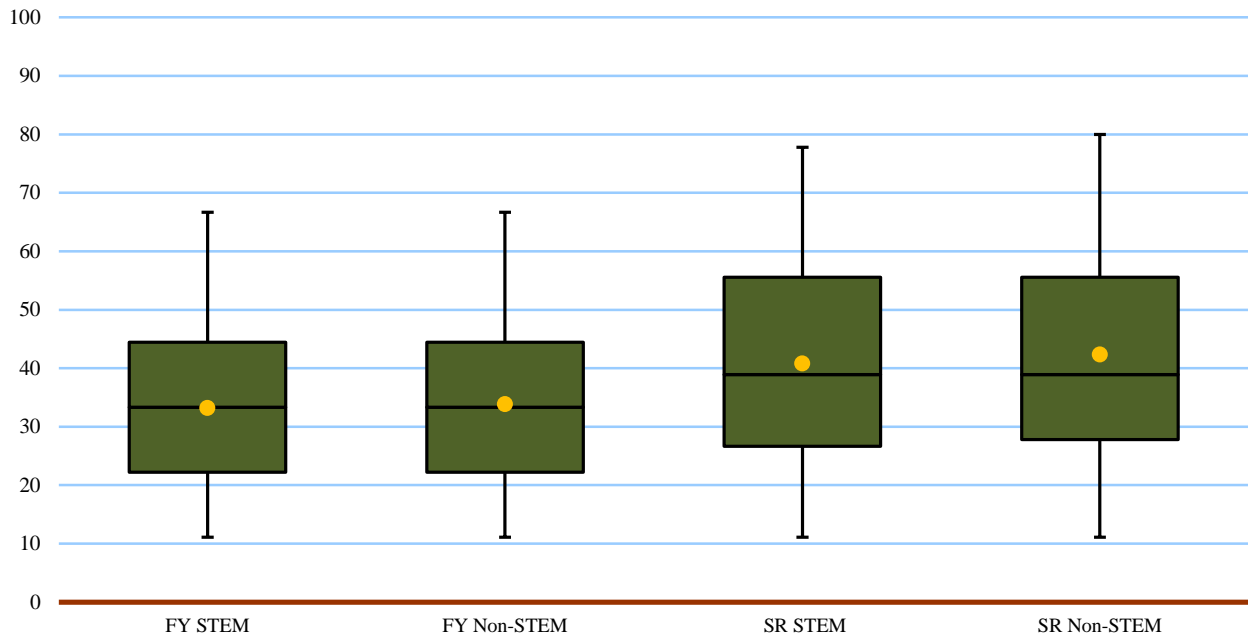
Class	STEM		Non-STEM		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	33.2	583	33.8	1070		
Senior	40.8	735	42.4	931		

^a Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

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Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

Enriching Educational Experiences (EEE)

Mean Comparisons

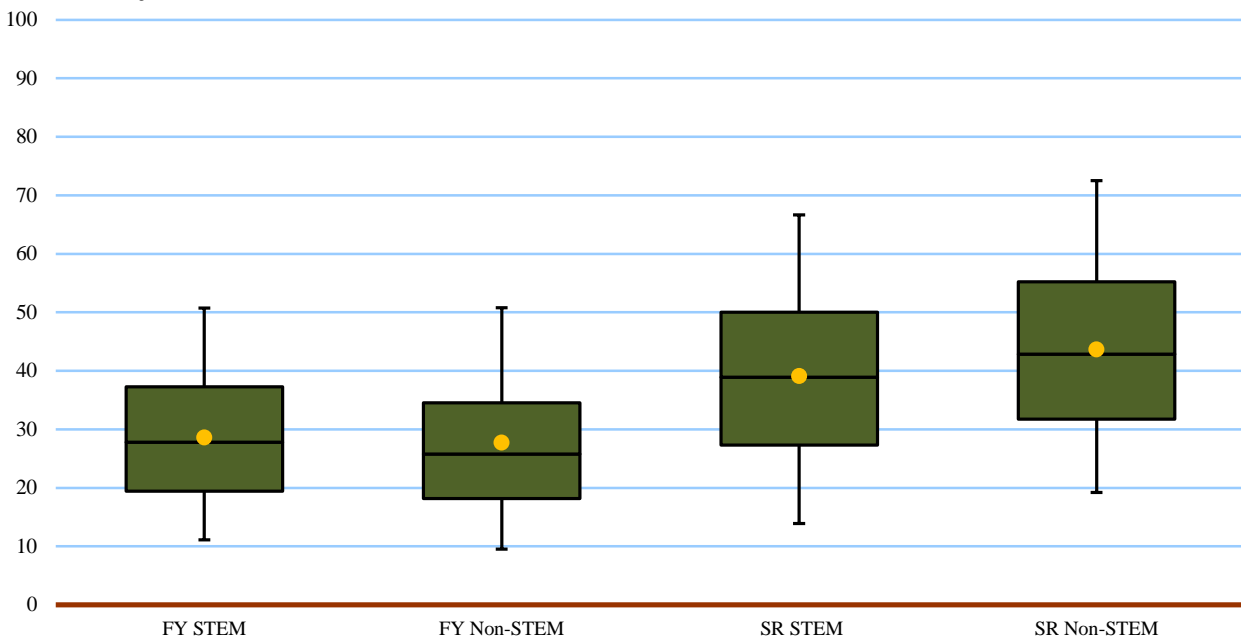
Class	STEM		Non-STEM		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	28.6	580	27.7	1057		
Senior	39.1	736	43.7	926	***	.28

^a Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important.

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Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Hours spent participating in co-curricular activities (organizations, campus publications, student gov., social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

Supportive Campus Environment (SCE)

Mean Comparisons

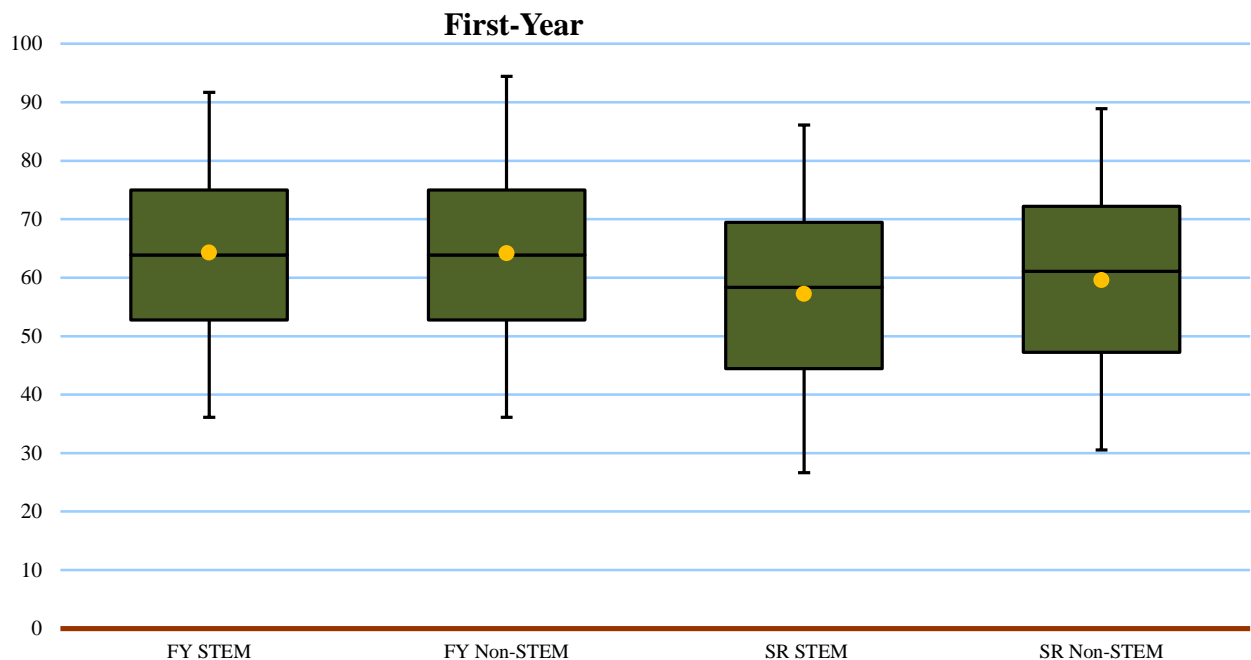
Class	STEM		Non-STEM		Sig ^b	Effect Size ^c
	Mean ^a	n	Mean ^a	n		
First-Year	64.3	577	64.2	1047		
Senior	57.2	733	59.6	911	**	.13

^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
 STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	48	8%	76	7%	33	4%	18	2%
		Sometimes	278	47%	526	48%	321	43%	298	31%
		Often	183	31%	326	30%	227	30%	312	33%
		Very often	83	14%	168	15%	167	22%	331	35%
		Total		592	100%	1,096	100%	748	100%	959
1b.	Made a class presentation	CLPRESEN (ACL) Never	132	22%	283	26%	86	12%	47	5%
		Sometimes	330	56%	558	51%	355	48%	321	34%
		Often	98	17%	195	18%	224	30%	355	37%
		Very often	27	5%	50	5%	78	10%	231	24%
		Total		587	100%	1,086	100%	743	100%	954
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	85	14%	178	16%	142	19%	156	16%
		Sometimes	211	36%	361	33%	312	42%	372	39%
		Often	204	35%	376	35%	196	26%	271	28%
		Very often	87	15%	174	16%	96	13%	157	16%
		Total		587	100%	1,089	100%	746	100%	956
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	11	2%	23	2%	16	2%	2	0%
		Sometimes	135	23%	216	20%	122	16%	72	8%
		Often	258	44%	510	47%	278	37%	337	35%
		Very often	181	31%	347	32%	329	44%	543	57%
		Total		585	100%	1,096	100%	745	100%	954
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	50	9%	73	7%	142	19%	45	5%
		Sometimes	227	39%	351	32%	317	43%	287	30%
		Often	222	38%	459	42%	211	28%	357	38%
		Very often	87	15%	211	19%	72	10%	262	28%
		Total		586	100%	1,094	100%	742	100%	951
1f.	Come to class without completing readings or assignments	CLUNPREP Never	143	24%	202	19%	120	16%	138	14%
		Sometimes	328	56%	640	59%	415	56%	554	58%
		Often	92	16%	163	15%	140	19%	184	19%
		Very often	27	5%	84	8%	69	9%	80	8%
		Total		590	100%	1,089	100%	744	100%	956
1g.	Worked with other students on projects during class	CLASSGRP (ACL) Never	98	17%	185	17%	119	16%	79	8%
		Sometimes	263	45%	503	46%	324	43%	391	41%
		Often	168	29%	310	29%	201	27%	337	35%
		Very often	59	10%	89	8%	101	14%	149	16%
		Total		588	100%	1,087	100%	745	100%	956



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	41	7%	112	10%	27	4%	47	5%
		(ACL)	209	35%	457	42%	188	25%	290	30%
			205	35%	388	35%	255	34%	366	38%
			135	23%	138	13%	279	37%	256	27%
		Total		590	100%	1,095	100%	749	100%	959
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	22	4%	32	3%	15	2%	20	2%
			192	33%	417	39%	135	18%	168	18%
			248	43%	424	40%	321	44%	416	44%
			120	21%	198	18%	261	36%	333	36%
		Total		582	100%	1,071	100%	732	100%	937
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	221	38%	555	52%	212	29%	427	46%
		(ACL)	213	37%	366	34%	307	42%	311	33%
			95	16%	107	10%	134	18%	120	13%
			52	9%	46	4%	81	11%	78	8%
		Total		581	100%	1,074	100%	734	100%	936
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	387	67%	649	61%	459	63%	443	48%
		(ACL)	130	22%	261	24%	181	25%	275	30%
			40	7%	96	9%	49	7%	125	13%
			24	4%	63	6%	41	6%	87	9%
		Total		581	100%	1,069	100%	730	100%	930
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	72	12%	133	12%	94	13%	109	12%
		(EEE)	174	30%	343	32%	216	29%	277	30%
			162	28%	319	30%	210	29%	254	27%
			175	30%	277	26%	214	29%	295	32%
		Total		583	100%	1,072	100%	734	100%	935
1m.	Used e-mail to communicate with an instructor	EMAIL	16	3%	19	2%	6	1%	3	0%
			168	29%	264	25%	118	16%	113	12%
			221	38%	414	39%	276	38%	279	30%
			176	30%	370	35%	334	46%	540	58%
		Total		581	100%	1,067	100%	734	100%	935
1n.	Discussed grades or assignments with an instructor	FACGRADE	60	10%	103	10%	38	5%	48	5%
		(SFI)	289	50%	479	45%	322	44%	334	36%
			169	29%	332	31%	240	33%	321	34%
			64	11%	158	15%	132	18%	228	24%
		Total		582	100%	1,072	100%	732	100%	931



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	102	18%	191	18%	125	17%	118	13%
		(SFI)	288	50%	485	45%	295	40%	384	41%
			121	21%	273	26%	202	28%	281	30%
			70	12%	120	11%	109	15%	151	16%
		Total		581	100%	1,069	100%	731	100%	934
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	237	41%	443	41%	224	30%	271	29%
		(SFI)	238	41%	419	39%	331	45%	425	46%
			79	14%	145	14%	133	18%	148	16%
			29	5%	62	6%	47	6%	90	10%
		Total		583	100%	1,069	100%	735	100%	934
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	47	8%	75	7%	54	7%	39	4%
		(SFI)	239	41%	402	38%	307	42%	315	34%
			225	39%	454	42%	296	40%	412	44%
			69	12%	138	13%	80	11%	160	17%
		Total		580	100%	1,069	100%	737	100%	926
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	49	8%	78	7%	55	7%	59	6%
		(LAC)	227	39%	415	39%	285	39%	308	33%
			203	35%	422	40%	258	35%	367	40%
			100	17%	153	14%	142	19%	191	21%
		Total		579	100%	1,068	100%	740	100%	925
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	317	55%	577	54%	338	46%	374	41%
		(SFI)	183	32%	308	29%	233	32%	310	34%
			56	10%	137	13%	101	14%	149	16%
			21	4%	40	4%	62	8%	88	10%
		Total		577	100%	1,062	100%	734	100%	921
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	19	3%	51	5%	18	2%	23	2%
		(ACL)	186	32%	380	36%	215	29%	265	29%
			218	38%	396	37%	312	42%	362	39%
			158	27%	241	23%	191	26%	274	30%
		Total		581	100%	1,068	100%	736	100%	924
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	80	14%	150	14%	118	16%	116	13%
		(EEE)	188	32%	390	36%	275	37%	389	42%
			169	29%	303	28%	194	26%	220	24%
			142	25%	228	21%	149	20%	201	22%
		Total		579	100%	1,071	100%	736	100%	926



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

			First-Year Students				Seniors				
			STEM		Non-STEM		STEM		Non-STEM		
	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	40	7%	87	8%	60	8%	60	6%
			Sometimes	175	30%	338	32%	267	36%	332	36%
			Often	205	35%	366	34%	239	32%	275	30%
			Very often	164	28%	278	26%	172	23%	260	28%
			Total	584	100%	1,069	100%	738	100%	927	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	20	3%	33	3%	48	7%	64	7%
			Some	153	26%	228	21%	199	27%	262	28%
			Quite a bit	237	41%	478	45%	261	35%	351	38%
			Very much	175	30%	326	31%	228	31%	246	27%
			Total	585	100%	1,065	100%	736	100%	923	100%
2b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	5	1%	15	1%	11	1%	11	1%
			Some	80	14%	191	18%	92	13%	94	10%
			Quite a bit	270	46%	503	48%	308	42%	388	42%
			Very much	227	39%	348	33%	324	44%	427	46%
			Total	582	100%	1,057	100%	735	100%	920	100%
2c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	18	3%	39	4%	22	3%	27	3%
			Some	147	25%	280	26%	168	23%	180	20%
			Quite a bit	250	43%	486	46%	291	40%	354	39%
			Very much	167	29%	257	24%	250	34%	356	39%
			Total	582	100%	1,062	100%	731	100%	917	100%
2d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	25	4%	43	4%	38	5%	40	4%
			Some	170	29%	271	25%	208	28%	189	21%
			Quite a bit	241	41%	496	47%	275	38%	393	43%
			Very much	146	25%	256	24%	212	29%	299	32%
			Total	582	100%	1,066	100%	733	100%	921	100%
2e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	16	3%	39	4%	18	2%	30	3%
			Some	101	17%	206	19%	117	16%	120	13%
			Quite a bit	206	35%	468	44%	261	35%	322	35%
			Very much	260	45%	352	33%	340	46%	450	49%
			Total	583	100%	1,065	100%	736	100%	922	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	8	1%	5	0%	22	3%	5	1%
			1-4	134	23%	226	21%	303	41%	257	28%
			5-10	302	52%	506	47%	278	38%	342	37%
			11-20	97	17%	219	21%	82	11%	187	20%
			More than 20	43	7%	110	10%	50	7%	134	14%
			Total	584	100%	1,066	100%	735	100%	925	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
3b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	154	26%	298	28%	149	20%	167	18%
		1-4	317	54%	577	54%	386	53%	506	55%
		5-10	66	11%	133	13%	120	16%	149	16%
		11-20	19	3%	28	3%	35	5%	56	6%
		More than 20	28	5%	28	3%	42	6%	46	5%
	Total		584	100%	1,064	100%	732	100%	924	100%
3c. Number of written papers or reports of 20 pages or more	WRITEMOR (LAC)	None	505	87%	903	85%	403	55%	438	47%
		1-4	54	9%	121	11%	271	37%	419	45%
		5-10	16	3%	22	2%	38	5%	43	5%
		11-20	4	1%	11	1%	11	1%	12	1%
		More than 20	4	1%	7	1%	12	2%	11	1%
Total		583	100%	1,064	100%	735	100%	923	100%	
3d. Number of written papers or reports between 5 and 19 pages	WRITEMID (LAC)	None	98	17%	152	14%	140	19%	65	7%
		1-4	360	62%	638	60%	377	51%	398	43%
		5-10	101	17%	224	21%	134	18%	298	32%
		11-20	20	3%	44	4%	59	8%	123	13%
		More than 20	4	1%	8	1%	24	3%	42	5%
Total		583	100%	1,066	100%	734	100%	926	100%	
3e. Number of written papers or reports of fewer than 5 pages	WRITESML (LAC)	None	11	2%	8	1%	71	10%	28	3%
		1-4	217	37%	267	25%	289	39%	253	27%
		5-10	233	40%	450	42%	202	27%	315	34%
		11-20	91	16%	252	24%	97	13%	199	21%
		More than 20	33	6%	91	9%	76	10%	132	14%
Total		585	100%	1,068	100%	735	100%	927	100%	
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	27	5%	134	13%	57	8%	212	23%
		1-2	184	32%	379	36%	245	33%	306	33%
		3-4	219	38%	361	34%	224	30%	220	24%
		5-6	73	13%	120	11%	82	11%	96	10%
		More than 6	81	14%	73	7%	128	17%	92	10%
Total		584	100%	1,067	100%	736	100%	926	100%	
4b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	64	11%	92	9%	213	29%	262	28%
		1-2	234	40%	353	33%	307	42%	341	37%
		3-4	147	25%	326	31%	108	15%	205	22%
		5-6	58	10%	158	15%	42	6%	50	5%
		More than 6	81	14%	138	13%	62	8%	66	7%
Total		584	100%	1,067	100%	732	100%	924	100%	



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

			First-Year Students				Seniors					
			STEM		Non-STEM		STEM		Non-STEM			
	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	3	1%	6	1%	6	1%	2	0%
			2		3	1%	7	1%	12	2%	18	2%
			3		16	3%	28	3%	23	3%	33	4%
			4		48	8%	108	10%	57	8%	93	10%
			5		151	26%	393	37%	220	30%	289	31%
			6		209	36%	359	34%	257	35%	333	36%
		7	Very much	154	26%	169	16%	161	22%	157	17%	
		Total	584	100%	1,070	100%	736	100%	925	100%		
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	193	33%	314	30%	294	40%	277	30%	
			Sometimes	298	51%	482	45%	361	49%	419	45%	
			Often	64	11%	168	16%	60	8%	134	15%	
			Very often	26	4%	98	9%	20	3%	94	10%	
		Total	581	100%	1,062	100%	735	100%	924	100%		
6b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	24	4%	37	3%	43	6%	62	7%	
			Sometimes	140	24%	262	25%	213	29%	230	25%	
			Often	182	31%	319	30%	201	27%	263	29%	
			Very often	235	40%	442	42%	277	38%	365	40%	
		Total	581	100%	1,060	100%	734	100%	920	100%		
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	Never	286	49%	493	46%	378	51%	402	44%	
			Sometimes	140	24%	269	25%	186	25%	265	29%	
			Often	65	11%	159	15%	69	9%	114	12%	
			Very often	89	15%	145	14%	101	14%	142	15%	
		Total	580	100%	1,066	100%	734	100%	923	100%		
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	48	8%	89	8%	74	10%	44	5%	
			Sometimes	216	37%	398	37%	272	37%	277	30%	
			Often	212	37%	383	36%	266	36%	374	41%	
			Very often	102	18%	195	18%	120	16%	221	24%	
		Total	578	100%	1,065	100%	732	100%	916	100%		
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	36	6%	43	4%	49	7%	33	4%	
			Sometimes	183	32%	347	33%	248	34%	239	26%	
			Often	228	40%	423	40%	285	39%	358	39%	
			Very often	130	23%	249	23%	151	21%	287	31%	
		Total	577	100%	1,062	100%	733	100%	917	100%		
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	18	3%	22	2%	22	3%	21	2%	
			Sometimes	183	32%	326	31%	219	30%	218	24%	
			Often	225	39%	450	42%	334	45%	399	43%	
			Very often	154	27%	265	25%	160	22%	285	31%	
		Total	580	100%	1,063	100%	735	100%	923	100%		



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Colorado State University
 STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	52	9%	119	11%	38	5%	67	7%
		Do not plan to do	12	2%	39	4%	75	10%	131	14%
		Plan to do	465	80%	841	80%	236	32%	189	20%
		Done	51	9%	55	5%	383	52%	539	58%
		Total	580	100%	1,054	100%	732	100%	926	100%
7b.	Community service or volunteer work	VOLNTR04 (EEE)	53	9%	115	11%	46	6%	62	7%
		Do not plan to do	28	5%	45	4%	110	15%	92	10%
		Plan to do	285	49%	525	50%	90	12%	123	13%
		Done	211	37%	370	35%	485	66%	641	70%
		Total	577	100%	1,055	100%	731	100%	918	100%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	165	29%	283	27%	75	10%	93	10%
		Do not plan to do	155	27%	269	26%	441	60%	514	56%
		Plan to do	105	18%	282	27%	45	6%	68	7%
		Done	147	26%	216	21%	172	23%	246	27%
		Total	572	100%	1,050	100%	733	100%	921	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	177	31%	378	36%	123	17%	138	15%
		Do not plan to do	66	11%	211	20%	273	37%	485	52%
		Plan to do	277	48%	412	39%	118	16%	123	13%
		Done	56	10%	51	5%	220	30%	178	19%
		Total	576	100%	1,052	100%	734	100%	924	100%
7e.	Foreign language coursework	FORLNG04 (EEE)	135	23%	227	22%	61	8%	62	7%
		Do not plan to do	236	41%	416	39%	436	59%	479	52%
		Plan to do	118	20%	233	22%	49	7%	52	6%
		Done	89	15%	179	17%	188	26%	331	36%
		Total	578	100%	1,055	100%	734	100%	924	100%
7f.	Study abroad	STDABR04 (EEE)	169	29%	291	28%	60	8%	79	9%
		Do not plan to do	136	24%	188	18%	533	73%	608	66%
		Plan to do	270	47%	544	52%	47	6%	62	7%
		Done	3	1%	27	3%	93	13%	173	19%
		Total	578	100%	1,050	100%	733	100%	922	100%
7g.	Independent study or self-designed major	INDSTD04 (EEE)	161	28%	336	32%	70	10%	81	9%
		Do not plan to do	331	57%	545	52%	469	64%	626	68%
		Plan to do	66	11%	139	13%	65	9%	62	7%
		Done	19	3%	29	3%	125	17%	147	16%
		Total	577	100%	1,049	100%	729	100%	916	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
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	161	28%	387	37%	36	5%	24	3%
		Do not plan to do	45	8%	104	10%	80	11%	46	5%
		Plan to do	365	63%	536	51%	281	38%	289	31%
		Done	8	1%	27	3%	335	46%	564	61%
		Total	579	100%	1,054	100%	732	100%	923	100%
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	4	1%	9	1%	3	0%	10	1%
		2	7	1%	19	2%	19	3%	20	2%
		3	23	4%	41	4%	27	4%	36	4%
		4	45	8%	112	11%	76	10%	82	9%
		5	112	19%	228	22%	157	21%	183	20%
		6	209	36%	341	32%	256	35%	340	37%
		7 Friendly, Supportive, Sense of belonging	180	31%	305	29%	195	27%	252	27%
		Total	580	100%	1,055	100%	733	100%	923	100%
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	2	0%	10	1%	7	1%	9	1%
		2	6	1%	19	2%	17	2%	11	1%
		3	35	6%	77	7%	53	7%	45	5%
		4	124	21%	229	22%	122	17%	95	10%
		5	178	31%	289	27%	180	25%	243	26%
		6	160	28%	302	29%	243	33%	340	37%
		7 Available, Helpful, Sympathetic	74	13%	130	12%	112	15%	179	19%
		Total	579	100%	1,056	100%	734	100%	922	100%
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	13	2%	15	1%	22	3%	33	4%
		2	24	4%	56	5%	54	7%	60	6%
		3	50	9%	98	9%	89	12%	100	11%
		4	157	27%	265	25%	152	21%	211	23%
		5	136	23%	264	25%	189	26%	221	24%
		6	133	23%	230	22%	136	19%	188	20%
		7 Helpful, Considerate, Flexible	66	11%	127	12%	92	13%	111	12%
		Total	579	100%	1,055	100%	734	100%	924	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
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	2	0%	3	0%	2	0%	2	0%
	(LAC)	1-5 hrs/wk	33	6%	95	9%	62	8%	104	11%
		6-10 hrs/wk	100	17%	249	24%	113	15%	205	22%
		11-15 hrs/wk	102	18%	246	23%	138	19%	197	21%
		16-20 hrs/wk	130	23%	220	21%	136	19%	179	19%
		21-25 hrs/wk	101	18%	120	11%	103	14%	83	9%
		26-30 hrs/wk	47	8%	67	6%	67	9%	68	7%
		30+ hrs/wk	62	11%	48	5%	112	15%	81	9%
	Total		577	100%	1,048	100%	733	100%	919	100%
9b. Working for pay on campus	WORKON01	0 hrs/wk	469	81%	848	81%	435	60%	635	69%
		1-5 hrs/wk	18	3%	31	3%	26	4%	21	2%
		6-10 hrs/wk	41	7%	71	7%	80	11%	66	7%
		11-15 hrs/wk	31	5%	51	5%	80	11%	74	8%
		16-20 hrs/wk	13	2%	25	2%	54	7%	52	6%
		21-25 hrs/wk	3	1%	13	1%	25	3%	29	3%
		26-30 hrs/wk	1	0%	4	0%	16	2%	18	2%
		30+ hrs/wk	1	0%	4	0%	15	2%	22	2%
	Total		577	100%	1,047	100%	731	100%	917	100%
9c. Working for pay off campus	WORKOF01	0 hrs/wk	481	84%	820	79%	410	56%	444	48%
		1-5 hrs/wk	29	5%	67	6%	58	8%	49	5%
		6-10 hrs/wk	25	4%	53	5%	47	6%	69	8%
		11-15 hrs/wk	17	3%	36	3%	59	8%	88	10%
		16-20 hrs/wk	10	2%	35	3%	56	8%	90	10%
		21-25 hrs/wk	5	1%	16	2%	49	7%	64	7%
		26-30 hrs/wk	2	0%	6	1%	24	3%	46	5%
		30+ hrs/wk	3	1%	11	1%	33	4%	69	8%
	Total		572	100%	1,044	100%	736	100%	919	100%
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hrs/wk	187	32%	360	34%	293	40%	342	37%
	(EEE)	1-5 hrs/wk	208	36%	365	35%	247	34%	296	32%
		6-10 hrs/wk	98	17%	172	16%	91	12%	120	13%
		11-15 hrs/wk	50	9%	98	9%	54	7%	75	8%
		16-20 hrs/wk	24	4%	26	2%	24	3%	43	5%
		21-25 hrs/wk	7	1%	12	1%	10	1%	18	2%
		26-30 hrs/wk	1	0%	8	1%	7	1%	15	2%
		30+ hrs/wk	4	1%	10	1%	8	1%	11	1%
	Total		579	100%	1,051	100%	734	100%	920	100%



NSSE 2012 Engagement Item Frequency Distributions Colorado State University

STEM

			First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	4	1%	12	1%	6	1%	7	1%
		1-5 hrs/wk	111	19%	182	18%	202	27%	219	24%
		6-10 hrs/wk	183	32%	308	30%	223	30%	270	30%
		11-15 hrs/wk	125	22%	244	23%	142	19%	209	23%
		16-20 hrs/wk	77	13%	157	15%	88	12%	129	14%
		21-25 hrs/wk	40	7%	69	7%	37	5%	44	5%
		26-30 hrs/wk	15	3%	29	3%	10	1%	14	2%
		30+ hrs/wk	19	3%	39	4%	27	4%	22	2%
	Total		574	100%	1,040	100%	735	100%	914	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	532	93%	918	88%	563	77%	696	76%
		1-5 hrs/wk	22	4%	65	6%	77	11%	81	9%
		6-10 hrs/wk	12	2%	17	2%	19	3%	54	6%
		11-15 hrs/wk	5	1%	14	1%	27	4%	16	2%
		16-20 hrs/wk	4	1%	11	1%	8	1%	11	1%
		21-25 hrs/wk	0	0%	4	0%	9	1%	6	1%
		26-30 hrs/wk	0	0%	1	0%	2	0%	4	0%
		30+ hrs/wk	0	0%	8	1%	26	4%	45	5%
	Total		575	100%	1,038	100%	731	100%	913	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	40	7%	79	8%	15	2%	32	3%
		1-5 hrs/wk	436	76%	760	73%	557	76%	692	76%
		6-10 hrs/wk	64	11%	138	13%	121	17%	133	15%
		11-15 hrs/wk	18	3%	33	3%	29	4%	40	4%
		16-20 hrs/wk	11	2%	16	2%	6	1%	11	1%
		21-25 hrs/wk	2	0%	6	1%	0	0%	2	0%
		26-30 hrs/wk	2	0%	2	0%	2	0%	0	0%
		30+ hrs/wk	3	1%	7	1%	3	0%	6	1%
	Total		576	100%	1,041	100%	733	100%	916	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	4	1%	10	1%	7	1%	15	2%
		Some	56	10%	134	13%	101	14%	156	17%
		Quite a bit	238	41%	518	50%	346	47%	442	49%
		Very much	279	48%	383	37%	279	38%	295	32%
		Total	577	100%	1,045	100%	733	100%	908	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	6	1%	13	1%	26	4%	30	3%
		Some	87	15%	165	16%	192	26%	197	22%
		Quite a bit	258	45%	486	47%	341	47%	414	46%
		Very much	222	39%	374	36%	173	24%	259	29%
		Total	573	100%	1,038	100%	732	100%	900	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

	Variable	Response Options	First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
			Count	%	Count	%	Count	%	Count	%
10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	53	9%	86	8%	159	22%	155	17%
		Some	168	29%	289	28%	253	35%	354	39%
		Quite a bit	204	35%	352	34%	219	30%	244	27%
		Very much	152	26%	309	30%	99	14%	155	17%
	Total		577	100%	1,036	100%	730	100%	908	100%
10d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	99	17%	166	16%	260	36%	303	33%
		Some	242	42%	403	39%	284	39%	355	39%
		Quite a bit	165	29%	321	31%	140	19%	181	20%
		Very much	69	12%	152	15%	44	6%	70	8%
	Total		575	100%	1,042	100%	728	100%	909	100%
10e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	52	9%	97	9%	168	23%	177	20%
		Some	199	35%	359	35%	316	43%	378	42%
		Quite a bit	222	39%	378	36%	187	26%	257	28%
		Very much	103	18%	204	20%	60	8%	93	10%
	Total		576	100%	1,038	100%	731	100%	905	100%
10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	17	3%	37	4%	59	8%	57	6%
		Some	149	26%	229	22%	213	29%	240	27%
		Quite a bit	238	41%	454	43%	316	43%	378	42%
		Very much	173	30%	326	31%	142	19%	230	25%
	Total		577	100%	1,046	100%	730	100%	905	100%
10g. Using computers in academic work	ENVCOMPT	Very little	13	2%	15	1%	6	1%	22	2%
		Some	81	14%	153	15%	65	9%	83	9%
		Quite a bit	184	32%	374	36%	231	32%	283	31%
		Very much	300	52%	498	48%	428	59%	518	57%
	Total		578	100%	1,040	100%	730	100%	906	100%
11a. Acquiring a broad general education	NGENLED	Very little	3	1%	20	2%	21	3%	25	3%
		Some	107	19%	171	16%	137	19%	130	14%
		Quite a bit	264	46%	477	46%	307	42%	352	39%
		Very much	199	35%	370	36%	266	36%	399	44%
	Total		573	100%	1,038	100%	731	100%	906	100%
11b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	33	6%	78	8%	32	4%	66	7%
		Some	172	30%	295	28%	130	18%	182	20%
		Quite a bit	216	38%	388	37%	262	36%	284	31%
		Very much	152	27%	279	27%	304	42%	375	41%
	Total		573	100%	1,040	100%	728	100%	907	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

Variable	Response Options	First-Year Students				Seniors				
		STEM		Non-STEM		STEM		Non-STEM		
		Count	%	Count	%	Count	%	Count	%	
11c. Writing clearly and effectively	GNWRITE	Very little	37	6%	39	4%	46	6%	29	3%
		Some	164	29%	251	24%	214	29%	148	16%
		Quite a bit	247	43%	460	44%	320	44%	357	39%
		Very much	126	22%	293	28%	150	21%	373	41%
	Total	574	100%	1,043	100%	730	100%	907	100%	
11d. Speaking clearly and effectively	GNSPEAK	Very little	76	13%	105	10%	78	11%	36	4%
		Some	182	32%	315	30%	229	32%	201	22%
		Quite a bit	212	37%	376	36%	270	37%	338	37%
		Very much	103	18%	240	23%	149	21%	328	36%
	Total	573	100%	1,036	100%	726	100%	903	100%	
11e. Thinking critically and analytically	GNANALY	Very little	12	2%	18	2%	15	2%	18	2%
		Some	80	14%	160	15%	76	10%	95	10%
		Quite a bit	241	42%	468	45%	252	35%	329	36%
		Very much	237	42%	391	38%	384	53%	463	51%
	Total	570	100%	1,037	100%	727	100%	905	100%	
11f. Analyzing quantitative problems	GNQUANT	Very little	11	2%	57	5%	18	2%	65	7%
		Some	96	17%	285	27%	94	13%	206	23%
		Quite a bit	232	41%	429	41%	244	34%	335	37%
		Very much	231	41%	269	26%	371	51%	301	33%
	Total	570	100%	1,040	100%	727	100%	907	100%	
11g. Using computing and information technology	GNCMPTS	Very little	19	3%	54	5%	20	3%	56	6%
		Some	106	18%	266	26%	116	16%	196	22%
		Quite a bit	236	41%	403	39%	243	33%	315	35%
		Very much	213	37%	317	30%	347	48%	341	38%
	Total	574	100%	1,040	100%	726	100%	908	100%	
11h. Working effectively with others	GNOTHERS	Very little	24	4%	56	5%	28	4%	30	3%
		Some	139	24%	251	24%	163	22%	160	18%
		Quite a bit	237	41%	426	41%	292	40%	313	34%
		Very much	174	30%	305	29%	247	34%	405	45%
	Total	574	100%	1,038	100%	730	100%	908	100%	
11i. Voting in local, state, or national elections	GNCITIZN	Very little	290	51%	444	43%	274	38%	285	32%
		Some	167	29%	338	33%	258	36%	351	39%
		Quite a bit	72	13%	171	17%	142	20%	179	20%
		Very much	40	7%	81	8%	49	7%	84	9%
	Total	569	100%	1,034	100%	723	100%	899	100%	



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
 STEM

	Variable	Response Options	First-Year Students				Seniors			
			STEM		Non-STEM		STEM		Non-STEM	
			Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	27	5%	54	5%	39	5%	47	5%
		Some	131	23%	229	22%	143	20%	186	21%
		Quite a bit	258	45%	475	46%	296	41%	361	40%
		Very much	152	27%	269	26%	245	34%	301	34%
		Total	568	100%	1,027	100%	723	100%	895	100%
11k. Understanding yourself	GNSELF	Very little	53	9%	80	8%	105	15%	77	9%
		Some	152	27%	274	27%	205	28%	224	25%
		Quite a bit	212	37%	413	40%	253	35%	312	35%
		Very much	151	27%	262	25%	159	22%	278	31%
		Total	568	100%	1,029	100%	722	100%	891	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	85	15%	114	11%	176	24%	144	16%
		Some	210	37%	354	34%	295	41%	310	35%
		Quite a bit	185	33%	378	37%	178	25%	265	30%
		Very much	87	15%	188	18%	75	10%	179	20%
		Total	567	100%	1,034	100%	724	100%	898	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	45	8%	99	10%	55	8%	80	9%
		Some	172	30%	355	34%	202	28%	249	28%
		Quite a bit	242	42%	400	39%	262	36%	321	36%
		Very much	111	19%	179	17%	205	28%	247	28%
		Total	570	100%	1,033	100%	724	100%	897	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	77	14%	124	12%	134	19%	119	13%
		Some	172	30%	297	29%	231	32%	243	27%
		Quite a bit	187	33%	373	36%	220	30%	296	33%
		Very much	132	23%	236	23%	137	19%	235	26%
		Total	568	100%	1,030	100%	722	100%	893	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	90	16%	145	14%	136	19%	111	12%
		Some	196	35%	345	33%	273	38%	295	33%
		Quite a bit	178	31%	357	35%	207	29%	306	34%
		Very much	104	18%	186	18%	104	14%	184	21%
		Total	568	100%	1,033	100%	720	100%	896	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	249	44%	437	42%	457	63%	504	56%
		Some	156	27%	268	26%	152	21%	220	24%
		Quite a bit	87	15%	207	20%	65	9%	103	11%
		Very much	77	14%	120	12%	46	6%	71	8%
		Total	569	100%	1,032	100%	720	100%	898	100%



NSSE 2012 Engagement Item Frequency Distributions
Colorado State University
STEM

	<i>Variable</i>	<i>Response Options</i>	First-Year Students				Seniors				
			STEM		Non-STEM		STEM		Non-STEM		
			<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	15	3%	25	2%	62	9%	79	9%
			Fair	67	12%	123	12%	129	18%	171	19%
			Good	278	48%	478	46%	302	41%	382	42%
			Excellent	215	37%	415	40%	235	32%	274	30%
			Total	575	100%	1,041	100%	728	100%	906	100%
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	5	1%	7	1%	12	2%	18	2%
			Fair	45	8%	95	9%	69	9%	85	9%
			Good	286	50%	517	50%	359	49%	417	46%
			Excellent	238	41%	423	41%	288	40%	386	43%
			Total	574	100%	1,042	100%	728	100%	906	100%
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	7	1%	18	2%	23	3%	33	4%
			Probably no	41	7%	96	9%	67	9%	76	8%
			Probably yes	215	37%	426	41%	291	40%	365	40%
			Definitely yes	312	54%	503	48%	347	48%	432	48%
			Total	575	100%	1,043	100%	728	100%	906	100%