

# Changes in NSSE Item Responses from 2007 to 2012

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Institutional Research

Spring 2013

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### *Introduction and summary of findings*

The following report uses the NSSE data from 2007 and 2012 to explore changes in student perceptions across six areas of campus focus: writing across the curriculum, academic rigor, student-faculty interactions, globalization, experiential and service learning opportunities, and affordability. The purpose of this report is to identify changes in item responses over time for those NSSE items related to these areas of campus focus. A summary of findings follows.

### *Writing across the curriculum*

Several NSSE items ask students how many short, mid-length, and long papers students are required to complete in an academic year. There is very little change in the 2012 frequency distributions compared to 2007. This lack of change is somewhat surprising since CSU implemented academic policy changes in the amount of composition courses students are required to complete in the 2007-08 academic year.

### *Academic rigor*

There are increases in students' perceptions of their level of academic rigor. However, the amount of text books, assignments, and other types of homework has stayed relatively similar between 2007 and 2012. Importantly there is an increase in the proportion of students who are studying more than 15 hours a week in 2012 compared to 2007. These results might indicate that students in 2012 are working harder and spending more time on the same number of assignments that the 2007 students completed.

### *Student-faculty interactions*

The 2012 NSSE data shows positive changes in the quantity of interactions first-year and senior students are having with faculty members compared to the 2007 data. There are also positive changes in level of satisfaction students have with faculty members and the advising they receive.

### *Globalization*

First-year students in 2012 are having diversity experiences at higher rates than first-year students in 2007. These experiences include things like integrating diverse perspectives into their work and having conversations with students who are different from themselves. Seniors in 2012 are having relatively similar amounts of diversity experiences compared to seniors in 2007.

In terms of CSU's emphasis on diversity both first-year and senior students saw large increases in the proportion of students who responded with the highest level of agreement to the statement that CSU encourages contact among diverse students.

### *Experiential learning and service learning*

Despite an institutional emphasis on increasing the amount of experiential learning opportunities the 2012 NSSE data looks relatively similar to the 2007 data for both first-year and senior students. This

indicates that similar proportions of students are participating in various opportunities and that students are spending similar amounts of time on these co-curricular activities in 2012 as they did in 2007.

### *Affordability*

As a land grant institution, affordability and accessibility are important aspects of CSU's mission. Despite large tuition increases between 2007 and 2012 first-year and senior students are not reporting that they are working more on or off campus. This indicates that students are meeting the increased costs with means other than work (family or financial aid). There is positive change in the percentage of students who reported that CSU has greatly contributed to their acquisition of job related skills.

*Writing across Curriculum*

The writing across the curriculum initiative was established at CSU in the early 1990’s. In fall 2007 CSU integrated writing into all AUCC courses and mandated that all students complete 6 credits of composition.

The frequency distributions for the NSSE items that ask about the number of papers written in 2007 and 2012 are very similar, indicating that there is little change in 2012 compared to 2007 in the amount of papers students wrote. Considering the fall 2007 academic policy adjustments, it is surprising to see that the number of short- and mid-length papers first-year students complete has not increased between 2007 and 2012. There is also very little change in the NSSE item that asks students how often they complete multiple drafts of their papers. However, there is some positive change in how students felt their experiences at CSU have contributed to their ability to write clearly and effectively. There is also positive change in the frequency of students that are integrating concepts from multiple sources in their papers.

*Table 1. How many long (20+pages) papers did you write?*

	First Year		Senior	
	2007	2012	2007	2012
None	87%	85%	46%	51%
1-4	11%	11%	46%	42%
5-10	1%	2%	5%	5%
11-20	1%	1%	1%	1%
More than 20	0%	1%	1%	1%

There is an increase in the percent of seniors who did not write any papers over 20 pages in 2007 (46%) compared to 2012 (51%). There is a slight decrease in this proportion of first-year students in 2012 (85%) compared to 2007 (87%).

*Table 2. How many mid-length (5-19 pages) papers did you write?*

	First Year		Senior	
	2007	2012	2007	2012
None	19%	15%	10%	12%
1-4	56%	61%	42%	47%
5-10	19%	20%	33%	26%
11-20	4%	4%	11%	11%
More than 20	2%	1%	4%	4%

There is a slight increase in the percent of first-year and senior students who wrote 1 to 4 mid length papers in 2007 (56% and 42%; first-year and senior respectively) compared to 2012 (61% and 47%).

*Table 3. How many short (5 or less pages) papers did you write?*

	First Year		Senior	
	2007	2012	2007	2012
None	1%	1%	5%	6%
1-4	26%	29%	32%	33%
5-10	37%	41%	33%	31%
11-20	25%	21%	17%	18%
More than 20	11%	8%	13%	13%

There is very little change in the distribution of responses for seniors. However, for first-year students there are increases in the percent who wrote one to ten papers in 2012.

*Table 4. To what extent has your CSU experience contributed to your ability to write clearly?*

	First Year		Senior	
	2007	2012	2007	2012
Some	5%	5%	6%	5%
Very Little	31%	26%	28%	22%
Quite a bit	46%	44%	37%	41%
Very Much	18%	26%	28%	32%

For both first-year and senior students there are positive changes in the percent of students who have the highest level of agreement in 2012 compared to 2007.

*Table 5. How often have you prepared two or more drafts of a paper prior to turning it in?*

	First Year		Senior	
	2007	2012	2007	2012
Never	14%	16%	20%	18%
Sometimes	34%	34%	38%	40%
Often	36%	35%	27%	27%
Very Often	15%	16%	14%	15%

The 2007 responses mirror the 2012 frequency distributions for both first-year and senior students.

*Table 6. How often have you worked on a paper or project that required integrating ideas from multiple sources?*

	First Year		Senior	
	2007	2012	2007	2012
Never	3%	2%	2%	1%
Sometimes	29%	21%	15%	11%
Often	47%	46%	38%	36%
Very Often	21%	31%	45%	51%

There are positive changes in the percent of students who respond “Very Often” in 2012 compared to 2007. First-year students have a ten percentage point increase from 2007 to 2012.

***Academic Rigor***

In 2012 compared to 2007 CSU students are showing positive changes in many NSSE items that measure an institution’s level of academic rigor. To assess the changes in academic rigor between 2007 and 2012 three groups of NSSE items are explored. The first group includes questions that ask about students’ perceived levels of academic exertion. The second group includes questions that ask about the amount of homework, reading, and studying students complete. Finally, the third set of questions asks students to rank how important their CSU experience has been in their academic development.

***Students’ perceived level of effort***

Questions that ask students about their perceived levels of academic effort are presented in tables 7 through 12. The 2012 NSSE results show that CSU students are reporting that they are working harder, integrating ideas from multiple classes more often, contributing to class discussion more often, and coming to class unprepared less often than they reported in 2007. The 2012 results also show that a larger proportion of first-year and senior students feel that CSU puts a very strong emphasis on spending significant amounts of time on academic work compared to 2007.

***Table 7. How often have you worked harder than you thought you could to meet an instructor’s expectations?***

	First Year		Senior	
	2007	2012	2007	2012
Never	11%	8%	9%	7%
Sometimes	45%	39%	41%	36%
Often	35%	38%	35%	38%
Very Often	9%	15%	15%	20%

For both first-year and senior students there is an increase in the percent of students who replied “Often” or “Very Often” in 2012 compared to 2007.

***Table 8. To what extent have your exams challenged you to do your best work?***

	First Year		Senior	
	2007	2012	2007	2012
1 Very little	0%	1%	1%	0%
2	1%	1%	4%	2%
3	3%	3%	4%	3%
4	11%	9%	11%	9%
5	36%	33%	36%	31%
6	35%	34%	32%	36%
7 Very much	15%	20%	12%	19%

There is a five percentage point change (15% to 20%) in the percent of first-year students and a seven percentage point change (12% to 19%) in the percent of seniors who said that their exams challenge them to do their very best work in 2012 compared to 2007.

*Table 9. How often have you asked questions in class?*

	First Year		Senior	
	2007	2012	2007	2012
Never	9%	7%	5%	3%
Sometimes	54%	48%	37%	36%
Often	27%	30%	35%	32%
Very Often	10%	15%	23%	29%

In 2012 there is an increase in the percent of first-year and senior students who report that they ask questions in class “Very Often” compared to 2007.

*Table 10. How often have you put together ideas from different courses when completing assignments or during class discussions?*

	First Year		Senior	
	2007	2012	2007	2012
Never	5%	3%	2%	2%
Sometimes	45%	37%	24%	18%
Often	38%	41%	45%	44%
Very Often	11%	19%	29%	36%

For both first-year and senior students there is an increase in the percentage who responded “Very Often” in 2012 compared to 2007.

*Table 11. How often have you come to class without completing the readings or assignments?*

	First Year		Senior	
	2007	2012	2007	2012
Never	15%	21%	11%	15%
Sometimes	59%	58%	56%	57%
Often	21%	15%	22%	19%
Very Often	5%	7%	11%	9%

The percent of first-year and senior students who report “Never” coming to class unprepared increased five percentage points for first-year (15% to 21%) and four percentage points for seniors (11% to 15%).

*Table 12. How much does your school emphasize spending time on academic work?*

	First Year		Senior	
	2007	2012	2007	2012
Very Little	1%	1%	3%	1%
Some	19%	12%	23%	16%
Quite a bit	53%	47%	50%	48%
Very Much	26%	41%	23%	35%

For both first-year and senior students there is a large increase in the percentage who responded “Very Much” in 2012 compared to 2007. This is a fifteen percentage point change for first-year students and twelve percentage point change for seniors.

*The amount of work students are assigned*

The next set of NSE items displayed in tables 13 through 16 ask students to provide an estimate of the number of readings and problem sets they complete, as well as the hours they spend studying. These questions address the level of academic rigor by asking students to report the amount of actual work they complete. In 2012 a higher proportion of first-year and senior students report doing more problem sets and studying more hours compared to 2007; however, the amount of text books students read is relatively stable.

*Table 13. During the current school year, how many text books have you read*

	First Year		Senior	
	2007	2012	2007	2012
None	1%	1%	2%	2%
1-4	23%	22%	33%	34%
5-10	43%	49%	36%	37%
11-20	24%	19%	16%	16%
More than 20	10%	9%	12%	11%

The 2007 responses mirror the 2012 frequency distributions for both first-year and senior students.

*Table 14. In a typical week, how many long (take more than an hour to complete) problem sets do you complete?*

	First Year		Senior	
	2007	2012	2007	2012
None	17%	10%	26%	16%
1-2	37%	34%	31%	33%
3-4	30%	35%	24%	27%
5-6	9%	12%	8%	11%
More than 6	7%	9%	10%	13%

In 2012 compared to 2007 there is an increase in the percent of first-year and senior students who report completing 3 or more long problem sets each week. There is also a decrease in the percent of students who aren't assigned any long problems sets.

*Table 15. In a typical week, how many short (take less than an hour to complete) problem sets do you complete?*

	First Year		Senior	
	2007	2012	2007	2012
None	11%	9%	36%	29%
1-2	33%	36%	36%	39%
3-4	35%	29%	17%	19%
5-6	10%	13%	5%	6%
More than 6	11%	13%	5%	8%

In 2012 there is an increase in the percent of first-year and senior students who report doing 5 or more short problems sets. There is also a decrease in the percent of students who aren't assigned any short problems sets.

*Table 16. How many hours do you spend studying each week?*

	First Year		Senior	
	2007	2012	2007	2012
0 hrs/wk	0%	0%	1%	0%
1-5 hrs/wk	13%	8%	17%	10%
6-10 hrs/wk	30%	21%	24%	19%
11-15 hrs/wk	24%	21%	22%	20%
16-20 hrs/wk	16%	22%	13%	19%
21-25 hrs/wk	9%	14%	9%	11%
26-30 hrs/wk	5%	7%	5%	8%
30+ hrs/wk	3%	7%	8%	12%

In 2012 there are positive changes in the amount of time students report studying. The mode response for first-year students is 6-10 hours a week in 2007, which increased to 16-20 hours a week in 2012. In 2007 the mode response for seniors is 6-10 hours a week, which increased to 11-15 hours a week in 2012.

*Self-reported gains in academic abilities*

Tables 17 through 19 display the frequency distributions for three NSSE items that ask about personal gains in academic abilities. These questions focus on how much the student’s experience at CSU contributes to their ability to speak clearly and effectively, think critically and analytically, and analyze quantitative problems. Across all three questions the percentage of first-year and senior students who responded most favorably increased. This indicates that for both first-year and senior students there are positive changes for these questions between 2007 and 2012.

*Table 17. To what extent has your CSU experience contributed to your ability to speak clearly?*

	First Year		Senior	
	2007	2012	2007	2012
Some	11%	11%	8%	7%
Very Little	35%	31%	30%	26%
Quite a bit	37%	37%	36%	37%
Very Much	16%	21%	26%	29%

For both first-year and senior students there is an increase in the percentage who responded “Very Much” in 2012 compared to 2007. This percentage increased from 16% to 21% for first-year students and from 26% to 29% for seniors.

*Table 18. To what extent has your CSU experience contributed to your ability to think critically?*

	First Year		Senior	
	2007	2012	2007	2012
Some	3%	2%	3%	2%
Very Little	22%	15%	13%	10%
Quite a bit	47%	44%	39%	36%
Very Much	28%	39%	46%	52%

For both first-year and senior students there is an increase in the percentage who responded “Very Much” in 2012 compared to 2007. This percentage increased from 28% to 39% for first-year students and from 46% to 52% for seniors.

*Table 19. To what extent has your CSU experience contributed to your ability to analyze problems?*

	First Year		Senior	
	2007	2012	2007	2012
Some	7%	4%	5%	5%
Very Little	32%	24%	26%	18%
Quite a bit	42%	41%	36%	35%
Very Much	19%	31%	33%	41%

For both first-year and senior students there is an increase in the percentage who responded “Very Much” in 2012 compared to 2007. There is a twelve percentage point increase from 2007 to 2012 for first-year students and an eight percentage point increase for seniors.

*The quality and quantity of faculty interactions*

Increasing both the quality and quantity of student/faculty interactions is a priority for CSU. NSSE asks a variety of questions about the frequency and type of conversations students report having with faculty. This section focuses on two different sets of NSSE items that measure student/faculty interactions. The first set of questions asks about the frequency of various types (academic, career, and co-curricular) of communication with faculty. The second set of questions asks students to rank the quality of their relationships and academic advising from faculty.

*Quantity of faculty interactions*

Tables 20 through 25 show the frequency distributions of the 2007 and 2012 responses to questions that ask students to report the quantity of various interactions they have with faculty. Across all 6 of these questions there are increases in the percentages of first-year or senior students who report having contact with faculty “Often” or “Very Often” in 2012 compared to 2007.

*Table 20. How often have you discussed grades with an instructor?*

	First Year		Senior	
	2007	2012	2007	2012
Never	13%	10%	5%	5%
Sometimes	51%	46%	42%	39%
Often	26%	30%	31%	34%
Very Often	11%	13%	21%	22%

There are slight increases in the percentage of first-year and senior students who report that they discuss grades or assignments with their instructors “Often” or “Very Often”.

*Table 21. How often have you talked about career plans with a faculty member?*

	First Year		Senior	
	2007	2012	2007	2012
Never	22%	18%	15%	15%
Sometimes	51%	47%	44%	41%
Often	21%	24%	25%	29%
Very Often	6%	12%	16%	16%

In 2012, first-year students have a six percentage point increase in students who report “Very Often” (6% to 12%). For seniors this percentage remained stable, but the percent of seniors who said “Often” increased four percentage points (25% to 29%).

*Table 22. How often have you discussed ideas from class with a faculty member?*

	First Year		Senior	
	2007	2012	2007	2012
Never	51%	41%	31%	30%
Sometimes	32%	40%	46%	45%
Often	11%	14%	16%	17%
Very Often	5%	6%	8%	8%

There is a 10 percentage point decrease in first-year students who said that they “Never” discuss ideas from class with faculty members. The frequency distributions for senior responses are relatively similar in 2012 compared to 2007.

*Table 23. How often have you received prompt feedback from faculty on your academic work?*

	First Year		Senior	
	2007	2012	2007	2012
Never	13%	7%	8%	6%
Sometimes	45%	39%	39%	37%
Often	34%	41%	42%	43%
Very Often	7%	13%	11%	14%

A larger proportion of students said that they get prompt feedback from faculty “Often” or “Very Often” in 2012 compared to 2007.

*Table 24. How often have you worked with a faculty member on activities other than course work?*

	First Year		Senior	
	2007	2012	2007	2012
Never	62%	55%	43%	43%
Sometimes	26%	30%	36%	33%
Often	9%	12%	13%	15%
Very Often	3%	4%	7%	9%

A slightly larger proportion of students said that they work with faculty on activities other than coursework “Often” or “Very Often” in 2012 compared to 2007.

*Table 25. How often have you used email to communicate with an instructor?*

	First Year		Senior	
	2007	2012	2007	2012
Never	3%	2%	8%	6%
Sometimes	40%	26%	39%	37%
Often	38%	39%	42%	43%
Very Often	18%	33%	11%	14%

In 2012 larger proportions of first-year and senior students are communicating with faculty via email “Very Often” compared to 2007.

*Quality of relationships with faculty*

Tables 26 through 27 ask students to rate the quality of their relationships with faculty and the quality of their academic advising. Table 28 shows the results for how students rate the support they feel CSU provides to help them succeed academically. In 2012 the percent of first-year and senior students who rate their advising as “Excellent” increased significantly. The 2012 data also shows an increased proportion of students who rate their relationships with faculty at the highest possible level. There is also an increase in the proportion of students who feel strongly that CSU provides the support they need to succeed academically.

*Table 26. What is the quality of your relationships with faculty?*

	First Year		Senior		
	2007	2012	2007	2012	
1 Unavailable, Unhelpful, Unsympathetic	1%	1%	1%	1%	Slightly higher proportions of students gave their relationship with faculty the highest possible ranking in 2012 compared to 2007.
2	4%	2%	4%	2%	
3	9%	7%	6%	6%	
4	23%	22%	16%	13%	
5	30%	29%	27%	26%	
6	23%	28%	28%	35%	
7 Available, Helpful, Sympathetic	10%	12%	17%	18%	

*Table 27. How would you rate the quality of academic advising at CSU?*

	First Year		Senior		
	2007	2012	2007	2012	
Poor	3%	2%	16%	9%	Larger proportions of first-year and senior students rated the quality of their academic advising as “Excellent” in 2012 compared to 2007.
Fair	19%	12%	25%	18%	
Good	50%	47%	37%	42%	
Excellent	28%	39%	22%	31%	

*Table 28. How much does CSU emphasize providing the necessary academic support?*

	First Year		Senior		
	2007	2012	2007	2012	
Very little	2%	1%	6%	3%	For both first-year and senior students there is an increase in the percentage who responded “Very much” in 2012 compared to 2007.
Some	26%	16%	30%	24%	
Quite a bit	45%	46%	47%	46%	
Very much	26%	37%	17%	26%	

*Globalization*

Increasing globalization is an area of focus for CSU. This section focuses on two different sets of NSSE items that measure student perceptions of campus diversity. The first set of questions asks about the frequency of diversity experiences. The second set of questions asks students to rank how much CSU emphasizes diversity.

*Student perceptions of diversity experiences*

Tables 29 through 32 show the results for a set of NSSE questions that asks students about the frequency of their diversity experiences. Overall, a larger proportion of first-year students in 2012 are having a greater frequency of these diversity experiences compared to first-year students in 2007. The frequency distributions for seniors are very similar indicating that their diversity experiences have not changed in 2012 compared to 2007.

*Table 29. How often have you included diverse perspectives in class discussions or writing assignments?*

	First Year		Senior	
	2007	2012	2007	2012
Never	7%	7%	12%	11%
Sometimes	40%	34%	36%	36%
Often	38%	41%	32%	34%
Very Often	15%	18%	20%	20%

There is an increase in the percentage of first-year students who said “Often” or “Very Often” in 2012. For seniors the 2012 distribution of responses is similar to 2007.

*Table 30. How often have you had serious conversations with students of a different ethnicity?*

	First Year		Senior	
	2007	2012	2007	2012
Never	18%	14%	15%	14%
Sometimes	37%	35%	40%	40%
Often	27%	29%	27%	25%
Very Often	17%	22%	19%	21%

In 2012, there is an increase in the percent of first-year students who said “Often” or “Very Often” compared to 2007. There is very little change in these proportions for seniors.

*Table 31. How often have you had serious conversations with students who are different than you?*

	First Year		Senior	
	2007	2012	2007	2012
Never	5%	5%	4%	5%
Sometimes	41%	32%	31%	30%
Often	37%	40%	39%	39%
Very Often	17%	23%	26%	27%

In 2012, there is an increase in the percent of first-year students who said "Often" or "Very Often" compared to 2007. There is very little change in these proportions for seniors.

*Table 32. How often have you tried to understand views from other people's perspectives?*

	First Year		Senior	
	2007	2012	2007	2012
Never	5%	5%	4%	5%
Sometimes	41%	32%	31%	30%
Often	37%	40%	39%	39%
Very Often	17%	23%	26%	27%

In 2012, there is an increase in the percent of first-year students who said "Often" or "Very Often" compared to 2007. There is very little change in these proportions for seniors.

*CSU's emphasis on diversity*

Tables 33 and 34 show the frequency responses for two NSSE items that ask about CSU's emphasis on encouraging students to have contact with students from different backgrounds and how much their experience at CSU has contributed to their ability to understand diverse perspectives. The frequency distributions for both first-year and senior students showed similar positive changes from 2007 to 2012 across both of these questions.

*Table 33. How much does CSU emphasize encouraging contact among students from different backgrounds*

	First Year		Senior	
	2007	2012	2007	2012
Very little	14%	9%	26%	19%
Some	33%	28%	38%	37%
Quite a bit	35%	34%	26%	28%
Very much	17%	29%	10%	16%

Both first-year and senior students have large percentage point increases of students who said "Very Much." There is a twelve percentage point increase for first-year students and a six percentage point increase for seniors.

*Table 34. To what extent has your CSU experience contributed to understanding people of different backgrounds*

	First Year		Senior	
	2007	2012	2007	2012
Some	16%	12%	21%	20%
Very Little	36%	35%	39%	37%
Quite a bit	32%	35%	26%	27%
Very Much	16%	17%	15%	16%

For both first-year and senior students there is a slight increase (one percentage point) of students who said "Very Much" or "Quite a bit" in 2012 compared to 2007.

***Increasing experiential learning and service leadership***

Increasing the amount of experiential learning and service leadership is a priority for CSU. This section looks at two groups of NSSE items related to these elements. The first set of questions asks students if they plan to do, have done, or do not plan to do study abroad, a practicum, or community service. The second set of NSSE items asks students how often they participate in co-curricular activities.

***Quantity of experiential learning experiences***

Tables 35 through 37 display the frequency distributions of first-year and senior NSSE respondents in 2007 and 2012 for questions that ask whether a student plans to do activities such as a practicum, volunteer work, or study abroad. Across all three questions the frequency distributions are relatively similar in 2012 compared to 2007.

***Table 35. Have you done or do you plan to do a practicum or internship?***

	First Year		Senior	
	2007	2012	2007	2012
Have not decided	12%	10%	5%	6%
Do not plan to do	3%	3%	17%	12%
Plan to do	81%	80%	18%	26%
Done	4%	6%	60%	56%

There is a slight increase in the percent of first-year students who have done a practicum in 2012 compared to 2007; however, there is a decrease in the percentage of seniors who have done a practicum.

***Table 36. Have you done or do you plan to do community service?***

	First Year		Senior	
	2007	2012	2007	2012
Have not decided	12%	10%	7%	7%
Do not plan to do	5%	4%	16%	12%
Plan to do	49%	50%	9%	13%
Done	34%	36%	68%	68%

In 2012, the proportion of both senior and first-year students who have done or plan to do community service increased slightly.

***Table 37. Have you done or do you plan to do study abroad?***

	First Year		Senior	
	2007	2012	2007	2012
Have not decided	28%	28%	8%	8%
Do not plan to do	22%	20%	71%	69%
Plan to do	49%	50%	7%	7%
Done	1%	2%	14%	16%

In 2012, there are slight increases in the proportion of students who have done study abroad. There are also slight decreases in the proportions that do not plan to do study abroad.

*Frequency of co-curricular activities*

This second set of NSSE questions related to experiential learning and service leadership asks students about the frequency of their co-curricular activities. Similar to the first set of questions there are not large changes in the frequency distributions of senior and first-year students in 2012 compared to 2007

*Table 38. How many hours do you spend participating in co-curricular activities?*

	First Year		Senior	
	2007	2012	2007	2012
0 hrs/wk	39%	34%	40%	38%
1-5 hrs/wk	35%	35%	31%	33%
6-10 hrs/wk	14%	17%	13%	13%
11-15	7%	9%	10%	8%
16-20	2%	3%	3%	4%
21-25	2%	1%	1%	2%
26-30	0%	1%	1%	1%
30+ hrs/wk	0%	1%	1%	1%

The amount of time first-year and senior students spend on co-curricular activities has remained relatively stable from 2007 to 2012.

*Table 39. How often have you participated in a community-based project as part of a regular course?*

	First Year		Senior	
	2007	2012	2007	2012
Never	63%	63%	56%	54%
Sometimes	24%	24%	29%	27%
Often	8%	8%	11%	10%
Very Often	5%	5%	4%	8%

The 2007 responses mirror the 2012 frequency distributions for both first-year and senior students.

*Table 40. To what extent has your experience at CSU contributed to your knowledge and skills of contributing to the welfare of your community?*

	First Year		Senior	
	2007	2012	2007	2012
Very little	19%	15%	21%	15%
Some	36%	34%	34%	35%
Quite a bit	32%	33%	29%	32%
Very much	13%	18%	17%	18%

In 2012, there are small increases in the proportions of first-year and senior students who said “Quite a bit” or “Very Much” compared to 2007.

*Table 41. To what extent has your experience at CSU contributed to your voting in elections?*

	First Year		Senior	
	2007	2012	2007	2012
Very little	33%	46%	27%	34%
Some	35%	32%	33%	38%
Quite a bit	22%	15%	26%	20%
Very much	10%	8%	15%	8%

There is a decrease in the proportion of first-year and senior students who said that their experience at CSU has contributed “Quite a bit” or “Very much” to their voting in elections.

*Table 42. How much does CSU emphasize attending campus events and activities?*

	First Year		Senior	
	2007	2012	2007	2012
Very little	5%	3%	9%	7%
Some	29%	23%	32%	28%
Quite a bit	41%	43%	43%	42%
Very much	25%	31%	16%	23%

In 2012 there is a large increase in the proportion of students who said “Very much” compared to 2007. There is a seven percentage point change for seniors (23% from 16%) and a six percentage point change for first-year students (31% from 25%).

***Affordability and Accessibility***

As a land grant institution, affordability and accessibility are always important issues for CSU. The 2012 and 2007 NSSE surveys do not ask specifically about the influence of college costs on students’ decisions; however, there are several questions about the hours students spend working and how much students think their education prepares them for work after college.

Despite considerable increases in tuition from the 2006-07 to 2011-12 students do not report working more hours on or off campus. A considerably larger proportion of first-year and senior students did report that their experience at CSU has contributed very much to their acquisition of job related skills. These results indicate that CSU students are not working more hours to cover the additional tuition expenses and that a larger proportion of CSU students are reporting higher levels of value in their education in regards to their acquisition of job related skills.

*Table 43. How many hours a week do you spend working for pay on campus?*

	First Year		Senior	
	2007	2012	2007	2012
0 hrs/wk	82%	81%	66%	65%
1-5 hrs/wk	2%	3%	3%	3%
6-10 hrs/wk	7%	7%	8%	9%
11-15 hrs/wk	6%	5%	10%	9%
16-20 hrs/wk	3%	2%	7%	6%
21-25 hrs/wk	0%	1%	3%	3%
26-30 hrs/wk	0%	0%	1%	2%
30+ hrs/wk	0%	0%	2%	2%

The 2007 responses mirror the 2012 frequency distributions for both first-year and senior students. In 2007 and 2012, of the first-year students who do work on campus the majority of them work 6 to 10 hours a week. In 2007 and 2012, of the senior students who do work on campus the majority of them work 11 to 15 hours a week.

*Table 44. How many hours a week do you spend working for pay off campus?*

	First Year		Senior	
	2007	2012	2007	2012
0 hrs/wk	75%	81%	45%	52%
1-5 hrs/wk	6%	6%	6%	6%
6-10 hrs/wk	6%	5%	7%	7%
11-15 hrs/wk	4%	3%	9%	9%
16-20 hrs/wk	5%	3%	13%	9%
21-25 hrs/wk	2%	1%	8%	7%
26-30 hrs/wk	1%	0%	4%	4%
30+ hrs/wk	1%	1%	8%	6%

A larger proportion of students in 2012 do not work compared to 2007. Of the students who worked at least one hour a week the frequency distributions in 2007 are similar to the distributions in 2012.

*Table 45. To what extent has your experience at CSU contributed to your acquisition of work-related skills?*

	First Year		Senior	
	2007	2012	2007	2012
Very little	12%	7%	10%	6%
Some	31%	29%	24%	19%
Quite a bit	39%	37%	34%	33%
Very much	18%	27%	32%	42%

In 2012 a larger proportion of first-year and senior students said “Very much” compared to 2007. For first-year students there is a nine percentage point increase (18% to 27%) and for seniors there is a ten percentage point increase (32% to 42%).

**Conclusions**

Overall there are positive changes in the first-year and senior responses for the majority of NSSE items in 2012 compared to 2007. The biggest positive changes are in the quality and quantity of faculty interactions and academic rigor. The smallest changes are in the number of papers student complete and the NSSE items related to experiential learning and service leadership.