






October 2012

## NSSE Scores among Honors Program Participants

### Highlights:

- ❖ **Honors Program first-year students score statistically higher on *Active and Collaborative Learning, Student-Faculty Interactions & Enriching Educational Experiences* compared to non-Honors Program first year students.**
- ❖ **Honors Program seniors score statistically higher on *Active and Collaborative Learning, Student-Faculty Interactions, Enriching Educational Experiences, & Supportive Campus Environment* compared to non-Honors Program seniors.**

The National Survey of Student Engagement (NSSE) collects information from first-year (FY) and senior (SR) undergraduates from hundreds of universities about their participation in programs and activities relevant to their learning and personal development. The results provide an estimate of how students spend their time (which we know influences their success) and can be used as an indirect measure of student learning and development. The survey includes 85 items; 42 of the most critical items are used to build five 'Benchmarks of Effective Educational Practice'. The benchmarks reflect student behaviors and institutional features that are powerful contributors to student learning and personal development ([http://nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](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 Honors Program participants and all other 2012 NSSE respondents who were not part of the Honors Program in the 2011-12 academic year. An appendix is also included, which shows the frequency responses for all of the survey questions in the 2012 NSSE across Honors Program 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.

FY Honors Program students score statistically higher than FY non-Honors Program students in three out of the five benchmarks (Active and Collaborative Learning, Student-Faculty Interactions, & Enriching Educational Experiences). The effect sizes for these differences are moderate except for Student-Faculty Interactions, which has a small effect size. SR Honors Program students score statistically higher than SR non-Honors Program students in four out of the five benchmarks (Active and Collaborative Learning, Student-Faculty Interactions, Enriching Educational Experiences, & Supportive Campus Environment). The effect sizes for Supportive Campus Environment and Active and Collaborative Learning are small, while the effect sizes for Student-Faculty Interactions and Enriching Educational Experiences are moderate.

## Level of Academic Challenge (LAC)

### Mean Comparisons

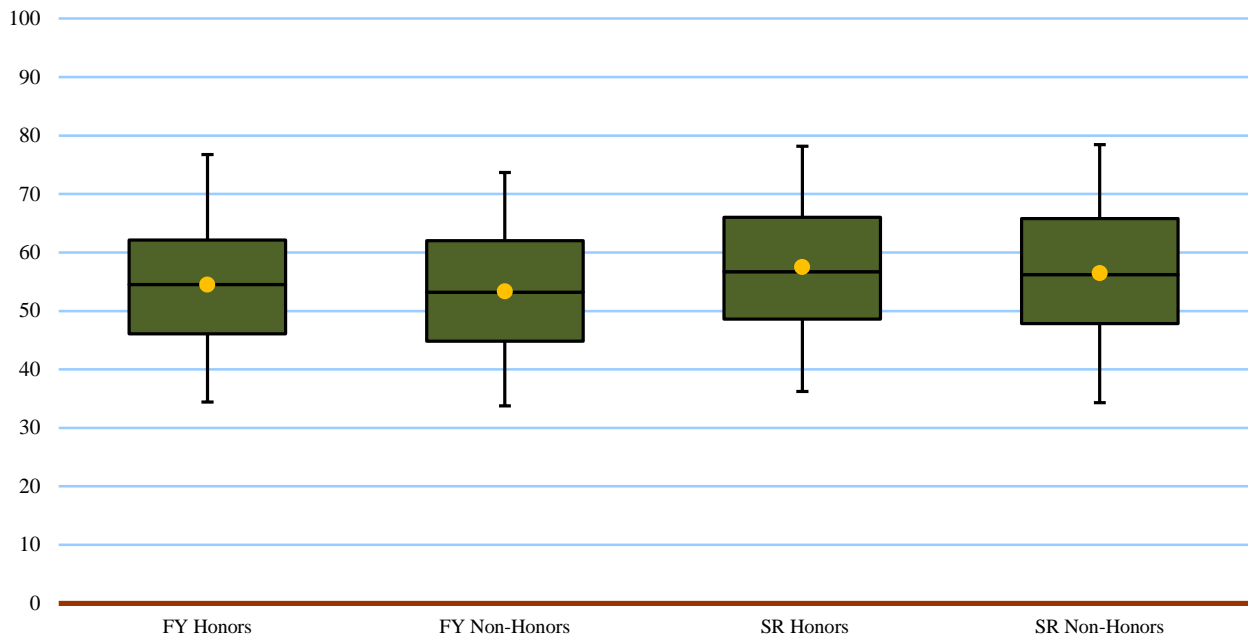
Class	Honors		Non-Honors		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	54.5	234	53.3	1419		
Senior	57.5	215	56.5	1448		

<sup>a</sup> 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.

<sup>b</sup> \*  $p < .05$  \*\*  $p < .01$  \*\*\*  $p < .001$  (2-tailed)

<sup>c</sup> 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. See page 2 for an illustration. See pages 10 and 11 for percentile values.

### 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

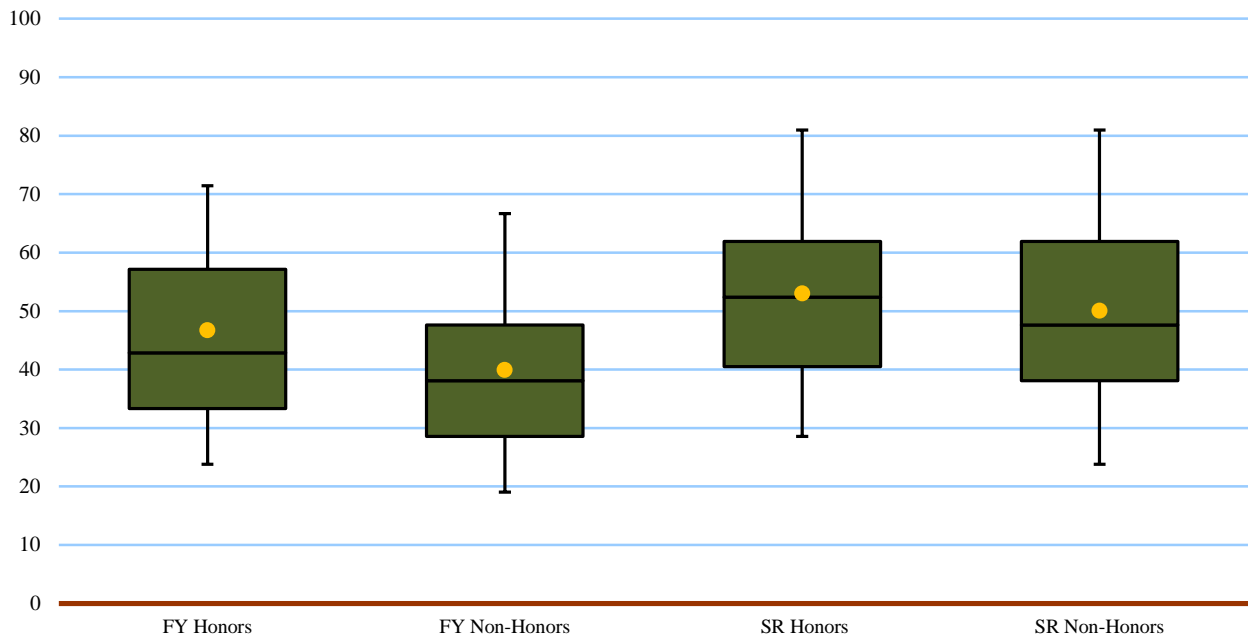
Class	Honors		Non-Honors		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	46.7	236	39.9	1455	***	.43
Senior	53.0	217	50.0	1492	**	.18

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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

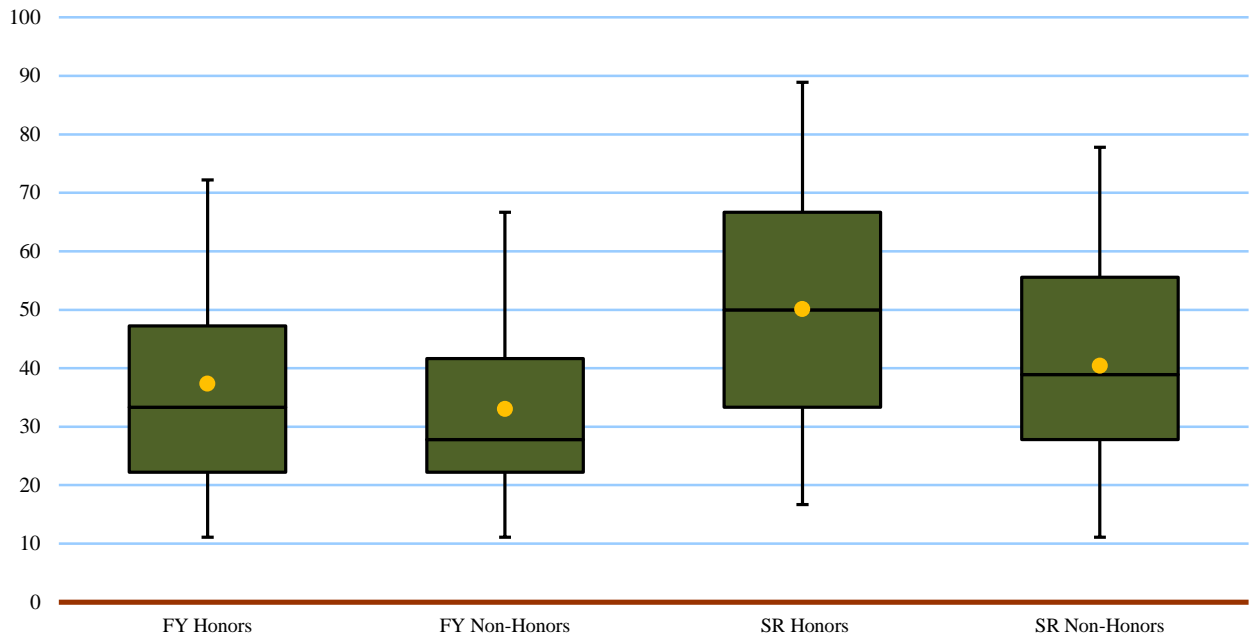
Class	Honors		Non-Honors		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	37.4	233	33.0	1420	***	.25
Senior	50.1	214	40.4	1452	***	.47

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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

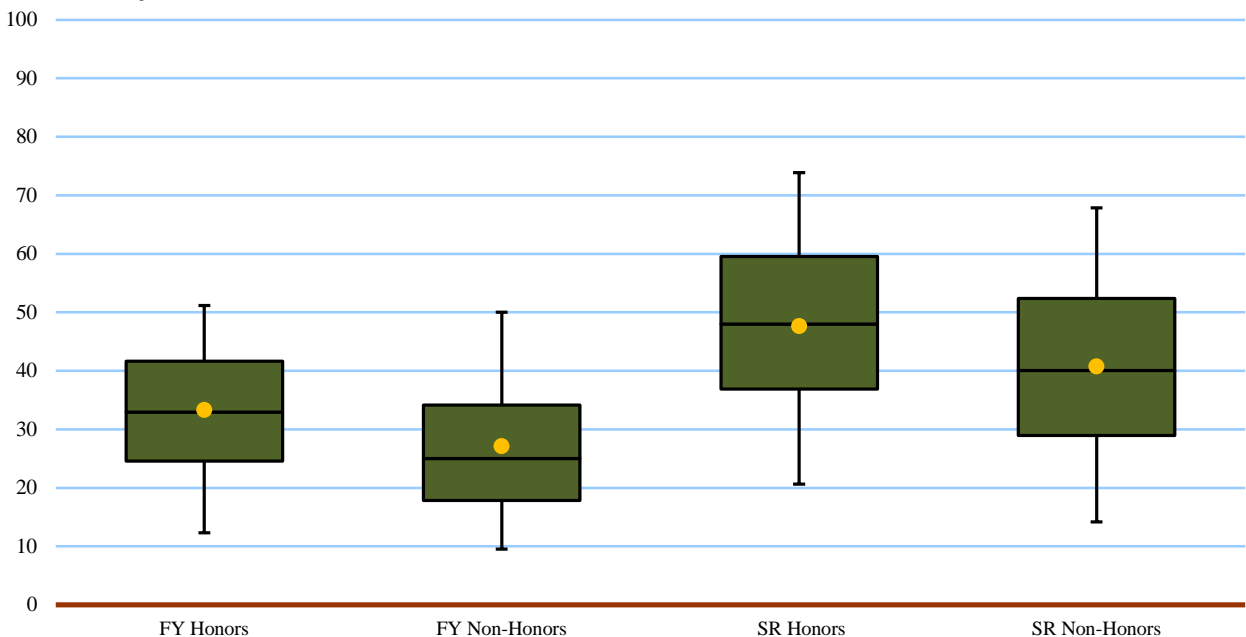
Class	Honors		Non-Honors		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	33.3	234	27.1	1403	***	.48
Senior	47.6	215	40.8	1447	***	.42

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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

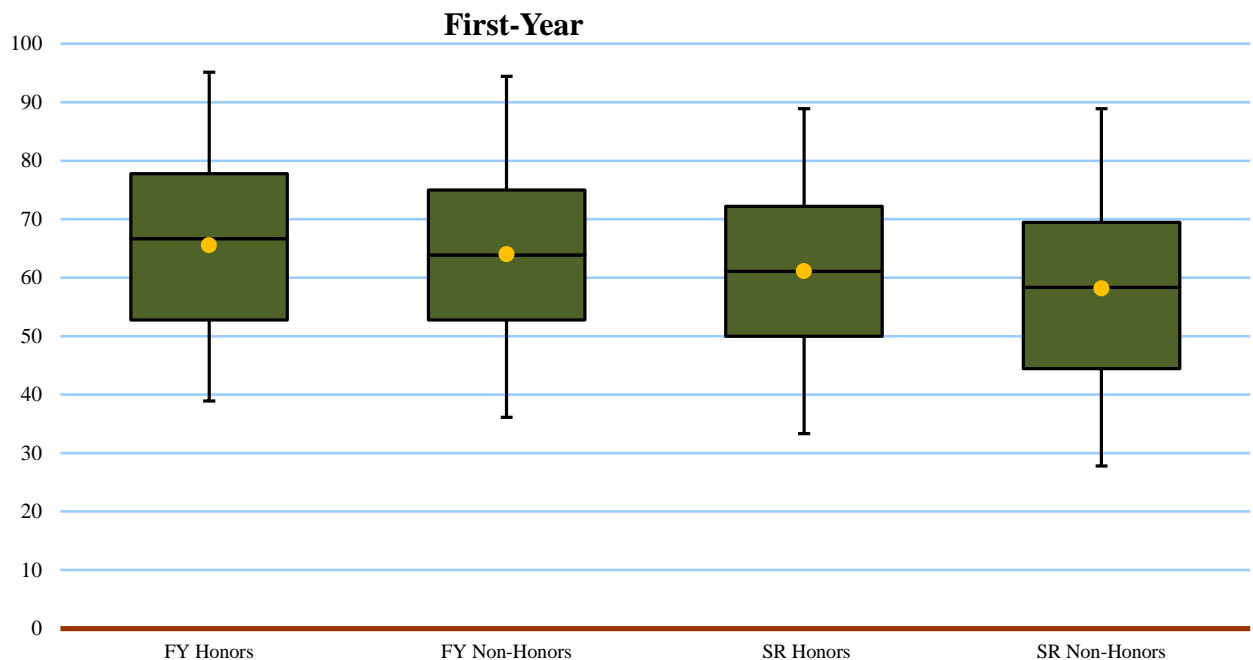
Class	Honors		Non-Honors		Sig <sup>b</sup>	Effect Size <sup>c</sup>
	Mean <sup>a</sup>	n	Mean <sup>a</sup>	n		
First-Year	65.6	234	64.0	1390		
Senior	61.1	214	58.1	1430	*	.17

<sup>a</sup> 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**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1a.	Asked questions in class or contributed to class discussions	CLQUEST (ACL) Never	8	3%	116	8%	2	1%	49	3%
		Sometimes	87	37%	717	49%	77	35%	542	36%
		Often	91	39%	418	29%	61	28%	478	32%
		Very often	50	21%	201	14%	78	36%	420	28%
		Total		236	100%	1,452	100%	218	100%	1,489
1b.	Made a class presentation	CLPRESEN (ACL) Never	7	3%	408	28%	8	4%	125	8%
		Sometimes	137	59%	751	52%	77	35%	599	40%
		Often	74	32%	219	15%	90	41%	489	33%
		Very often	16	7%	61	4%	42	19%	267	18%
		Total		234	100%	1,439	100%	217	100%	1,480
1c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP Never	48	21%	215	15%	32	15%	266	18%
		Sometimes	94	40%	478	33%	106	49%	578	39%
		Often	63	27%	517	36%	62	28%	405	27%
		Very often	29	12%	232	16%	18	8%	235	16%
		Total		234	100%	1,442	100%	218	100%	1,484
1d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT Never	3	1%	31	2%	2	1%	16	1%
		Sometimes	46	20%	305	21%	13	6%	181	12%
		Often	104	44%	664	46%	78	36%	537	36%
		Very often	82	35%	446	31%	124	57%	748	50%
		Total		235	100%	1,446	100%	217	100%	1,482
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS Never	13	6%	110	8%	16	7%	171	12%
		Sometimes	77	33%	501	35%	82	38%	522	35%
		Often	93	39%	588	41%	82	38%	486	33%
		Very often	53	22%	245	17%	35	16%	299	20%
		Total		236	100%	1,444	100%	215	100%	1,478
1f.	Come to class without completing readings or assignments	CLUNPREP Never	74	31%	271	19%	39	18%	219	15%
		Sometimes	131	56%	837	58%	123	56%	846	57%
		Often	21	9%	234	16%	38	17%	286	19%
		Very often	9	4%	102	7%	18	8%	131	9%
		Total		235	100%	1,444	100%	218	100%	1,482
1g.	Worked with other students on projects <b>during class</b>	CLASSGRP (ACL) Never	29	12%	254	18%	25	12%	173	12%
		Sometimes	115	49%	651	45%	111	51%	604	41%
		Often	66	28%	412	29%	60	28%	478	32%
		Very often	25	11%	123	9%	21	10%	229	15%
		Total		235	100%	1,440	100%	217	100%	1,484



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
University Honors Program

			First-Year Students				Seniors				
			Honors		Non-Honors		Honors		Non-Honors		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
1h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	16	7%	137	9%	6	3%	68	5%	
		(ACL)	86	37%	580	40%	73	33%	405	27%	
			94	40%	499	34%	79	36%	542	36%	
			Very often	39	17%	234	16%	60	28%	475	32%
		Total		235	100%	1,450	100%	218	100%	1,490	100%
1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	7	3%	47	3%	2	1%	33	2%	
			62	27%	547	39%	33	15%	270	19%	
			94	40%	578	41%	93	43%	644	44%	
			Very often	70	30%	248	17%	86	40%	508	35%
		Total		233	100%	1,420	100%	214	100%	1,455	100%
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	92	39%	684	48%	58	27%	581	40%	
		(ACL)	96	41%	483	34%	79	37%	539	37%	
			25	11%	177	12%	34	16%	220	15%	
			Very often	20	9%	78	5%	43	20%	116	8%
		Total		233	100%	1,422	100%	214	100%	1,456	100%
1k.	Participated in a community- based project (e.g., service learning) as part of a regular course	COMMPROJ	131	57%	905	64%	112	53%	790	55%	
		(ACL)	62	27%	329	23%	64	30%	392	27%	
			24	10%	112	8%	18	9%	156	11%	
			Very often	13	6%	74	5%	17	8%	111	8%
		Total		230	100%	1,420	100%	211	100%	1,449	100%
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	25	11%	180	13%	26	12%	177	12%	
		(EEE)	56	24%	461	32%	63	29%	430	30%	
			79	34%	402	28%	57	27%	407	28%	
			Very often	73	31%	379	27%	68	32%	441	30%
		Total		233	100%	1,422	100%	214	100%	1,455	100%
1m.	Used e-mail to communicate with an instructor	EMAIL	2	1%	33	2%	0	0%	9	1%	
			58	25%	374	26%	20	9%	211	14%	
			87	38%	548	39%	71	33%	484	33%	
			Very often	85	37%	461	33%	121	57%	753	52%
		Total		232	100%	1,416	100%	212	100%	1,457	100%
1n.	Discussed grades or assignments with an instructor	FACGRADE	21	9%	142	10%	11	5%	75	5%	
		(SFI)	106	45%	662	47%	87	41%	569	39%	
			77	33%	424	30%	81	38%	480	33%	
			Very often	29	12%	193	14%	32	15%	328	23%
		Total		233	100%	1,421	100%	211	100%	1,452	100%





**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
1o.	Talked about career plans with a faculty member or advisor	FACPLANS	26	11%	267	19%	18	8%	225	16%
		(SFI)	114	49%	659	47%	73	34%	606	42%
			66	28%	328	23%	86	40%	397	27%
			27	12%	163	12%	37	17%	223	15%
		Total		233	100%	1,417	100%	214	100%	1,451
1p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	89	38%	591	42%	55	26%	440	30%
		(SFI)	104	45%	553	39%	102	48%	654	45%
			29	13%	195	14%	41	19%	240	16%
			10	4%	81	6%	16	7%	121	8%
		Total		232	100%	1,420	100%	214	100%	1,455
1q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	15	6%	107	8%	10	5%	83	6%
		(SFI)	87	37%	554	39%	66	31%	556	38%
			105	45%	574	41%	109	51%	599	41%
			27	12%	180	13%	28	13%	212	15%
		Total		234	100%	1,415	100%	213	100%	1,450
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	24	10%	103	7%	19	9%	95	7%
		(LAC)	99	42%	543	38%	86	40%	507	35%
			71	30%	554	39%	70	33%	555	38%
			40	17%	213	15%	39	18%	294	20%
		Total		234	100%	1,413	100%	214	100%	1,451
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	112	48%	782	56%	48	23%	664	46%
		(SFI)	84	36%	407	29%	75	35%	468	32%
			25	11%	168	12%	49	23%	201	14%
			12	5%	49	3%	40	19%	110	8%
		Total		233	100%	1,406	100%	212	100%	1,443
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	5	2%	65	5%	3	1%	38	3%
		(ACL)	53	23%	513	36%	42	20%	438	30%
			99	43%	515	36%	91	43%	583	40%
			75	32%	324	23%	77	36%	388	27%
		Total		232	100%	1,417	100%	213	100%	1,447
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	36	15%	194	14%	17	8%	217	15%
		(EEE)	77	33%	501	35%	99	46%	565	39%
			67	29%	405	29%	52	24%	362	25%
			53	23%	317	22%	46	21%	304	21%
		Total		233	100%	1,417	100%	214	100%	1,448



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors				
			Honors		Non-Honors		Honors		Non-Honors		
	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	8	3%	119	8%	10	5%	110	8%
			Sometimes	63	27%	450	32%	70	33%	529	36%
			Often	89	38%	482	34%	74	35%	440	30%
			Very often	74	32%	368	26%	60	28%	372	26%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,419</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,451</b>	<b>100%</b>
2a.	Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	8	3%	45	3%	17	8%	95	7%
			Some	65	28%	316	22%	53	25%	408	28%
			Quite a bit	97	41%	618	44%	74	35%	538	37%
			Very much	64	27%	437	31%	70	33%	404	28%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,416</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,445</b>	<b>100%</b>
2b.	Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	3	1%	17	1%	2	1%	20	1%
			Some	32	14%	239	17%	20	9%	166	12%
			Quite a bit	114	49%	659	47%	87	41%	609	42%
			Very much	84	36%	491	35%	105	49%	646	45%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,406</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,441</b>	<b>100%</b>
2c.	Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	7	3%	50	4%	2	1%	47	3%
			Some	49	21%	378	27%	36	17%	312	22%
			Quite a bit	118	51%	618	44%	95	44%	550	38%
			Very much	59	25%	365	26%	81	38%	525	37%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,411</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,434</b>	<b>100%</b>
2d.	Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	11	5%	57	4%	12	6%	66	5%
			Some	62	26%	379	27%	49	23%	348	24%
			Quite a bit	110	47%	627	44%	92	43%	576	40%
			Very much	51	22%	351	25%	62	29%	449	31%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,414</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>1,439</b>	<b>100%</b>
2e.	Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	9	4%	46	3%	4	2%	44	3%
			Some	35	15%	272	19%	29	13%	208	14%
			Quite a bit	97	42%	577	41%	79	37%	504	35%
			Very much	91	39%	521	37%	103	48%	687	48%
			<b>Total</b>	<b>232</b>	<b>100%</b>	<b>1,416</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>1,443</b>	<b>100%</b>
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	13	1%	4	2%	23	2%
			1-4	44	19%	316	22%	68	32%	492	34%
			5-10	112	48%	696	49%	86	40%	534	37%
			11-20	53	23%	263	19%	38	18%	231	16%
			More than 20	24	10%	129	9%	19	9%	165	11%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,417</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>1,445</b>	<b>100%</b>



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
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	35	15%	417	29%	21	10%	295	20%
		1-4	131	56%	763	54%	123	57%	769	53%
		5-10	35	15%	164	12%	40	19%	229	16%
		11-20	16	7%	31	2%	15	7%	76	5%
		More than 20	16	7%	40	3%	16	7%	72	5%
	Total		233	100%	1,415	100%	215	100%	1,441	100%
3c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	205	88%	1,203	85%	81	38%	760	53%
		1-4	24	10%	151	11%	117	54%	573	40%
		5-10	1	0%	37	3%	13	6%	68	5%
		11-20	1	0%	14	1%	2	1%	21	1%
		More than 20	3	1%	8	1%	2	1%	21	1%
Total		234	100%	1,413	100%	215	100%	1,443	100%	
3d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	14	6%	236	17%	16	7%	189	13%
		1-4	159	68%	839	59%	114	53%	661	46%
		5-10	51	22%	274	19%	51	24%	381	26%
		11-20	8	3%	56	4%	30	14%	152	11%
		More than 20	2	1%	10	1%	4	2%	62	4%
Total		234	100%	1,415	100%	215	100%	1,445	100%	
3e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	0	0%	19	1%	9	4%	90	6%
		1-4	58	25%	426	30%	60	28%	482	33%
		5-10	101	43%	582	41%	87	40%	430	30%
		11-20	53	23%	290	20%	33	15%	263	18%
		More than 20	22	9%	102	7%	26	12%	182	13%
Total		234	100%	1,419	100%	215	100%	1,447	100%	
4a. Number of problem sets that take you <b>more</b> than an hour to complete	PROBSETA	None	21	9%	140	10%	45	21%	224	15%
		1-2	91	39%	472	33%	77	36%	474	33%
		3-4	79	34%	501	35%	55	26%	389	27%
		5-6	28	12%	165	12%	18	8%	160	11%
		More than 6	15	6%	139	10%	20	9%	200	14%
Total		234	100%	1,417	100%	215	100%	1,447	100%	
4b. Number of problem sets that take you <b>less</b> than an hour to complete	PROBSETB	None	22	9%	134	9%	69	32%	406	28%
		1-2	96	41%	491	35%	89	41%	559	39%
		3-4	62	26%	411	29%	34	16%	279	19%
		5-6	28	12%	188	13%	7	3%	85	6%
		More than 6	26	11%	193	14%	16	7%	112	8%
Total		234	100%	1,417	100%	215	100%	1,441	100%	



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors				
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	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
5.	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	1	0%	8	1%	0	0%	8	1%	
		1 Very little	3	1%	7	0%	0	0%	30	2%	
		2	7	3%	37	3%	5	2%	51	4%	
		3	19	8%	137	10%	16	7%	134	9%	
		4	77	33%	467	33%	78	36%	431	30%	
		5	80	34%	488	34%	78	36%	512	35%	
		6	47	20%	276	19%	38	18%	280	19%	
		7 Very much	Total	234	100%	1,420	100%	215	100%	1,446	100%
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	54	23%	453	32%	58	27%	513	36%	
		Never	121	52%	659	47%	115	53%	665	46%	
		Sometimes	36	15%	196	14%	28	13%	166	11%	
		Often	22	9%	102	7%	14	7%	100	7%	
		Very often	Total	233	100%	1,410	100%	215	100%	1,444	100%
6b.	Exercised or participated in physical fitness activities	EXRCSE05	15	6%	46	3%	7	3%	98	7%	
		Never	57	25%	345	24%	55	26%	388	27%	
		Sometimes	64	28%	437	31%	59	28%	405	28%	
		Often	95	41%	582	41%	93	43%	549	38%	
		Very often	Total	231	100%	1,410	100%	214	100%	1,440	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSH05	103	44%	676	48%	99	46%	681	47%	
		Never	50	22%	359	25%	52	24%	399	28%	
		Sometimes	30	13%	194	14%	17	8%	166	12%	
		Often	49	21%	185	13%	46	21%	197	14%	
		Very often	Total	232	100%	1,414	100%	214	100%	1,443	100%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	13	6%	124	9%	11	5%	107	7%	
		Never	65	28%	549	39%	70	33%	479	33%	
		Sometimes	98	42%	497	35%	78	36%	562	39%	
		Often	55	24%	242	17%	55	26%	286	20%	
		Very often	Total	231	100%	1,412	100%	214	100%	1,434	100%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	10	4%	69	5%	7	3%	75	5%	
		Never	48	21%	482	34%	61	28%	426	30%	
		Sometimes	106	46%	545	39%	96	45%	547	38%	
		Often	68	29%	311	22%	51	24%	387	27%	
		Very often	Total	232	100%	1,407	100%	215	100%	1,435	100%
6f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	5	2%	35	2%	4	2%	39	3%	
		Never	54	23%	455	32%	59	27%	378	26%	
		Sometimes	87	38%	588	42%	100	47%	633	44%	
		Often	86	37%	333	24%	52	24%	393	27%	
		Very often	Total	232	100%	1,411	100%	215	100%	1,443	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
	<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)	16	7%	155	11%	8	4%	97	7%
		Do not plan to do	5	2%	46	3%	31	14%	175	12%
		Plan to do	191	82%	1,115	80%	45	21%	380	26%
		Done	21	9%	85	6%	131	61%	791	55%
		<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,401</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>1,443</b>	<b>100%</b>
7b.	Community service or volunteer work	VOLNTR04 (EEE)	9	4%	159	11%	9	4%	99	7%
		Do not plan to do	6	3%	67	5%	10	5%	192	13%
		Plan to do	97	42%	713	51%	15	7%	198	14%
		Done	121	52%	460	33%	179	84%	947	66%
		<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,399</b>	<b>100%</b>	<b>213</b>	<b>100%</b>	<b>1,436</b>	<b>100%</b>
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	42	18%	406	29%	16	7%	152	11%
		Do not plan to do	69	29%	355	26%	117	54%	838	58%
		Plan to do	28	12%	359	26%	7	3%	106	7%
		Done	95	41%	268	19%	75	35%	343	24%
		<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,388</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>1,439</b>	<b>100%</b>
7d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	53	23%	502	36%	15	7%	246	17%
		Do not plan to do	22	10%	255	18%	63	29%	695	48%
		Plan to do	106	46%	583	42%	26	12%	215	15%
		Done	49	21%	58	4%	111	52%	287	20%
		<b>Total</b>	<b>230</b>	<b>100%</b>	<b>1,398</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>1,443</b>	<b>100%</b>
7e.	Foreign language coursework	FORLNG04 (EEE)	46	20%	316	23%	12	6%	111	8%
		Do not plan to do	80	34%	572	41%	113	53%	802	55%
		Plan to do	38	16%	313	22%	5	2%	96	7%
		Done	70	30%	198	14%	82	39%	437	30%
		<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,399</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>1,446</b>	<b>100%</b>
7f.	Study abroad	STDABR04 (EEE)	56	24%	404	29%	18	8%	121	8%
		Do not plan to do	46	20%	278	20%	135	63%	1,006	70%
		Plan to do	126	54%	688	49%	13	6%	96	7%
		Done	5	2%	25	2%	47	22%	219	15%
		<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,395</b>	<b>100%</b>	<b>213</b>	<b>100%</b>	<b>1,442</b>	<b>100%</b>
7g.	Independent study or self-designed major	INDSTD04 (EEE)	56	24%	441	32%	12	6%	139	10%
		Do not plan to do	146	62%	730	52%	137	64%	958	67%
		Plan to do	27	12%	178	13%	10	5%	117	8%
		Done	5	2%	43	3%	54	25%	218	15%
		<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,392</b>	<b>100%</b>	<b>213</b>	<b>100%</b>	<b>1,432</b>	<b>100%</b>



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
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	12	5%	536	38%	0	0%	60	4%
		Do not plan to do	4	2%	145	10%	1	0%	125	9%
		Plan to do	216	92%	685	49%	86	40%	484	34%
		Done	2	1%	33	2%	127	59%	772	54%
		Total		234	100%	1,399	100%	214	100%	1,441
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of alienation	2	1%	11	1%	1	0%	12	1%
		2	4	2%	22	2%	4	2%	35	2%
		3	6	3%	58	4%	4	2%	59	4%
		4	20	9%	137	10%	14	7%	144	10%
		5	39	17%	301	22%	46	21%	294	20%
		6	75	32%	475	34%	79	37%	517	36%
		7 Friendly, Supportive, Sense of belonging	89	38%	396	28%	66	31%	381	26%
		Total		235	100%	1,400	100%	214	100%	1,442
8b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	0	0%	12	1%	1	0%	15	1%
		2	2	1%	23	2%	3	1%	25	2%
		3	9	4%	103	7%	7	3%	91	6%
		4	41	17%	312	22%	18	8%	199	14%
		5	77	33%	390	28%	63	29%	360	25%
		6	78	33%	384	27%	77	36%	506	35%
		7 Available, Helpful, Sympathetic	28	12%	176	13%	45	21%	246	17%
		Total		235	100%	1,400	100%	214	100%	1,442
8c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	6	3%	22	2%	5	2%	50	3%
		2	6	3%	74	5%	10	5%	104	7%
		3	19	8%	129	9%	25	12%	164	11%
		4	53	23%	369	26%	46	21%	317	22%
		5	61	26%	339	24%	61	29%	349	24%
		6	63	27%	300	21%	46	21%	278	19%
		7 Helpful, Considerate, Flexible	27	11%	166	12%	21	10%	182	13%
		Total		235	100%	1,399	100%	214	100%	1,444



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
	<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	0	0%	5	0%	0	0%	4	0%
	(LAC)	1-5 hrs/wk	11	5%	117	8%	16	8%	150	10%
		6-10 hrs/wk	51	22%	298	21%	29	14%	289	20%
		11-15 hrs/wk	45	19%	303	22%	47	22%	288	20%
		16-20 hrs/wk	51	22%	299	21%	44	21%	271	19%
		21-25 hrs/wk	36	15%	185	13%	34	16%	152	11%
		26-30 hrs/wk	21	9%	93	7%	13	6%	122	8%
		30+ hrs/wk	18	8%	92	7%	29	14%	164	11%
	<b>Total</b>		<b>233</b>	<b>100%</b>	<b>1,392</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>1,440</b>	<b>100%</b>
9b. Working for pay <b>on campus</b>	WORKON01	0 hrs/wk	170	73%	1,147	83%	105	49%	965	67%
		1-5 hrs/wk	13	6%	36	3%	16	7%	31	2%
		6-10 hrs/wk	27	12%	85	6%	36	17%	110	8%
		11-15 hrs/wk	16	7%	66	5%	18	8%	136	9%
		16-20 hrs/wk	5	2%	33	2%	25	12%	81	6%
		21-25 hrs/wk	1	0%	15	1%	5	2%	49	3%
		26-30 hrs/wk	0	0%	5	0%	5	2%	29	2%
		30+ hrs/wk	2	1%	3	0%	4	2%	33	2%
	<b>Total</b>		<b>234</b>	<b>100%</b>	<b>1,390</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,434</b>	<b>100%</b>
9c. Working for pay <b>off campus</b>	WORKOF01	0 hrs/wk	195	84%	1,106	80%	132	62%	722	50%
		1-5 hrs/wk	11	5%	85	6%	18	8%	89	6%
		6-10 hrs/wk	13	6%	65	5%	17	8%	99	7%
		11-15 hrs/wk	3	1%	50	4%	16	7%	131	9%
		16-20 hrs/wk	6	3%	39	3%	11	5%	135	9%
		21-25 hrs/wk	1	0%	20	1%	13	6%	100	7%
		26-30 hrs/wk	1	0%	7	1%	4	2%	66	5%
		30+ hrs/wk	2	1%	12	1%	3	1%	99	7%
	<b>Total</b>		<b>232</b>	<b>100%</b>	<b>1,384</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,441</b>	<b>100%</b>
9d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hrs/wk	46	20%	501	36%	33	15%	602	42%
	(EEE)	1-5 hrs/wk	105	45%	468	34%	97	45%	446	31%
		6-10 hrs/wk	51	22%	219	16%	44	21%	167	12%
		11-15 hrs/wk	24	10%	124	9%	18	8%	111	8%
		16-20 hrs/wk	2	1%	48	3%	12	6%	55	4%
		21-25 hrs/wk	2	1%	17	1%	3	1%	25	2%
		26-30 hrs/wk	1	0%	8	1%	4	2%	18	1%
		30+ hrs/wk	3	1%	11	1%	3	1%	16	1%
	<b>Total</b>		<b>234</b>	<b>100%</b>	<b>1,396</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,440</b>	<b>100%</b>



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
9e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hrs/wk	2	1%	14	1%	1	0%	12	1%
		1-5 hrs/wk	46	20%	247	18%	56	26%	365	25%
		6-10 hrs/wk	80	34%	411	30%	61	29%	432	30%
		11-15 hrs/wk	55	24%	314	23%	45	21%	306	21%
		16-20 hrs/wk	26	11%	208	15%	37	17%	180	13%
		21-25 hrs/wk	13	6%	96	7%	7	3%	74	5%
		26-30 hrs/wk	5	2%	39	3%	1	0%	23	2%
		30+ hrs/wk	5	2%	53	4%	6	3%	43	3%
	Total		232	100%	1,382	100%	214	100%	1,435	100%
9f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hrs/wk	222	95%	1,228	89%	188	89%	1,071	75%
		1-5 hrs/wk	7	3%	80	6%	14	7%	144	10%
		6-10 hrs/wk	3	1%	26	2%	7	3%	66	5%
		11-15 hrs/wk	0	0%	19	1%	1	0%	42	3%
		16-20 hrs/wk	1	0%	14	1%	0	0%	19	1%
		21-25 hrs/wk	0	0%	4	0%	0	0%	15	1%
		26-30 hrs/wk	0	0%	1	0%	0	0%	6	0%
		30+ hrs/wk	1	0%	7	1%	1	0%	70	5%
	Total		234	100%	1,379	100%	211	100%	1,433	100%
9g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hrs/wk	17	7%	102	7%	1	0%	46	3%
		1-5 hrs/wk	188	80%	1,008	73%	181	85%	1,068	74%
		6-10 hrs/wk	22	9%	180	13%	30	14%	224	16%
		11-15 hrs/wk	3	1%	48	3%	0	0%	69	5%
		16-20 hrs/wk	2	1%	25	2%	0	0%	17	1%
		21-25 hrs/wk	0	0%	8	1%	1	0%	1	0%
		26-30 hrs/wk	0	0%	4	0%	0	0%	2	0%
		30+ hrs/wk	2	1%	8	1%	1	0%	8	1%
	Total		234	100%	1,383	100%	214	100%	1,435	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	3	1%	11	1%	2	1%	20	1%
		Some	26	11%	164	12%	33	15%	224	16%
		Quite a bit	117	50%	639	46%	107	50%	681	48%
		Very much	87	37%	575	41%	72	34%	502	35%
		Total	233	100%	1,389	100%	214	100%	1,427	100%
10b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	2	1%	17	1%	4	2%	52	4%
		Some	24	10%	228	17%	33	15%	356	25%
		Quite a bit	111	47%	633	46%	114	54%	641	45%
		Very much	97	41%	499	36%	62	29%	370	26%
		Total	234	100%	1,377	100%	213	100%	1,419	100%





**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
 University Honors Program

			First-Year Students				Seniors				
			Honors		Non-Honors		Honors		Non-Honors		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
10c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	16	7%	123	9%	33	15%	281	20%
			Some	64	27%	393	28%	81	38%	526	37%
			Quite a bit	86	37%	470	34%	69	32%	394	28%
			Very much	67	29%	394	29%	31	14%	223	16%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,380</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,424</b>	<b>100%</b>
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	35	15%	230	17%	67	32%	496	35%
			Some	109	47%	536	39%	91	43%	548	38%
			Quite a bit	70	30%	416	30%	41	19%	280	20%
			Very much	20	9%	201	15%	13	6%	101	7%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,383</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>1,425</b>	<b>100%</b>
10e.	Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	19	8%	130	9%	31	14%	314	22%
			Some	85	36%	473	34%	104	49%	590	41%
			Quite a bit	92	39%	508	37%	57	27%	387	27%
			Very much	38	16%	269	19%	22	10%	131	9%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,380</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,422</b>	<b>100%</b>
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	2	1%	52	4%	14	7%	102	7%
			Some	42	18%	336	24%	48	22%	405	29%
			Quite a bit	102	44%	590	42%	97	45%	597	42%
			Very much	88	38%	411	30%	55	26%	317	22%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,389</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,421</b>	<b>100%</b>
10g.	Using computers in academic work	ENVCOMPT	Very little	3	1%	25	2%	3	1%	25	2%
			Some	33	14%	201	15%	21	10%	127	9%
			Quite a bit	68	29%	490	35%	76	36%	438	31%
			Very much	129	55%	669	48%	114	53%	832	59%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,385</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,422</b>	<b>100%</b>
11a.	Acquiring a broad general education	GNGENLED	Very little	2	1%	21	2%	1	0%	45	3%
			Some	36	16%	242	18%	38	18%	229	16%
			Quite a bit	111	48%	630	46%	97	46%	562	39%
			Very much	83	36%	486	35%	76	36%	589	41%
			<b>Total</b>	<b>232</b>	<b>100%</b>	<b>1,379</b>	<b>100%</b>	<b>212</b>	<b>100%</b>	<b>1,425</b>	<b>100%</b>
11b.	Acquiring job or work-related knowledge and skills	GNWORK	Very little	12	5%	99	7%	4	2%	94	7%
			Some	67	29%	400	29%	31	15%	281	20%
			Quite a bit	85	37%	519	38%	73	34%	473	33%
			Very much	68	29%	363	26%	105	49%	574	40%
			<b>Total</b>	<b>232</b>	<b>100%</b>	<b>1,381</b>	<b>100%</b>	<b>213</b>	<b>100%</b>	<b>1,422</b>	<b>100%</b>



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
University Honors Program

	Variable	Response Options	First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
			Count	%	Count	%	Count	%	Count	%
11c. Writing clearly and effectively	GNWRITE	Very little	21	9%	55	4%	11	5%	64	4%
		Some	68	29%	347	25%	49	23%	313	22%
		Quite a bit	93	40%	614	44%	95	45%	582	41%
		Very much	50	22%	369	27%	58	27%	465	33%
		Total	232	100%	1,385	100%	213	100%	1,424	100%
11d. Speaking clearly and effectively	GNSPEAK	Very little	22	10%	159	12%	11	5%	103	7%
		Some	69	30%	428	31%	52	25%	378	27%
		Quite a bit	87	38%	501	36%	89	42%	519	37%
		Very much	53	23%	290	21%	60	28%	417	29%
		Total	231	100%	1,378	100%	212	100%	1,417	100%
11e. Thinking critically and analytically	GNANALY	Very little	8	3%	22	2%	5	2%	28	2%
		Some	31	13%	209	15%	16	8%	155	11%
		Quite a bit	91	40%	618	45%	80	38%	501	35%
		Very much	100	43%	528	38%	110	52%	737	52%
		Total	230	100%	1,377	100%	211	100%	1,421	100%
11f. Analyzing quantitative problems	GNQUANT	Very little	10	4%	58	4%	8	4%	75	5%
		Some	35	15%	346	25%	40	19%	260	18%
		Quite a bit	93	40%	568	41%	84	40%	495	35%
		Very much	94	41%	406	29%	80	38%	592	42%
		Total	232	100%	1,378	100%	212	100%	1,422	100%
11g. Using computing and information technology	GNCMPTS	Very little	11	5%	62	4%	14	7%	62	4%
		Some	54	23%	318	23%	39	18%	273	19%
		Quite a bit	91	39%	548	40%	79	37%	479	34%
		Very much	75	32%	455	33%	81	38%	607	43%
		Total	231	100%	1,383	100%	213	100%	1,421	100%
11h. Working effectively with others	GNOTHERS	Very little	14	6%	66	5%	7	3%	51	4%
		Some	52	22%	338	24%	33	16%	290	20%
		Quite a bit	96	41%	567	41%	89	42%	516	36%
		Very much	70	30%	409	30%	83	39%	569	40%
		Total	232	100%	1,380	100%	212	100%	1,426	100%
11i. Voting in local, state, or national elections	GNCITIZN	Very little	121	52%	613	45%	74	35%	485	34%
		Some	73	31%	432	32%	79	37%	530	38%
		Quite a bit	22	9%	221	16%	45	21%	276	20%
		Very much	16	7%	105	8%	13	6%	120	9%
		Total	232	100%	1,371	100%	211	100%	1,411	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
University Honors Program

			First-Year Students				Seniors			
			Honors		Non-Honors		Honors		Non-Honors	
Item	Variable	Response Options	Count	%	Count	%	Count	%	Count	%
11j. Learning effectively on your own	GNINQ	Very little	15	7%	66	5%	7	3%	79	6%
		Some	44	19%	316	23%	44	21%	285	20%
		Quite a bit	111	48%	622	46%	88	42%	569	40%
		Very much	60	26%	361	26%	71	34%	475	34%
		Total	230	100%	1,365	100%	210	100%	1,408	100%
11k. Understanding yourself	GNSELF	Very little	11	5%	122	9%	17	8%	165	12%
		Some	72	31%	354	26%	57	27%	372	27%
		Quite a bit	79	34%	546	40%	75	36%	490	35%
		Very much	69	30%	344	25%	62	29%	375	27%
		Total	231	100%	1,366	100%	211	100%	1,402	100%
11l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	25	11%	174	13%	37	18%	283	20%
		Some	89	38%	475	35%	82	39%	523	37%
		Quite a bit	79	34%	484	35%	60	28%	383	27%
		Very much	39	17%	236	17%	32	15%	222	16%
		Total	232	100%	1,369	100%	211	100%	1,411	100%
11m. Solving complex real-world problems	GNPROBSV	Very little	21	9%	123	9%	9	4%	126	9%
		Some	74	32%	453	33%	57	27%	394	28%
		Quite a bit	98	42%	544	40%	91	43%	492	35%
		Very much	39	17%	251	18%	54	26%	398	28%
		Total	232	100%	1,371	100%	211	100%	1,410	100%
11n. Developing a personal code of values and ethics	GNETHICS	Very little	33	14%	168	12%	26	12%	227	16%
		Some	61	26%	408	30%	77	36%	397	28%
		Quite a bit	81	35%	479	35%	63	30%	453	32%
		Very much	57	25%	311	23%	45	21%	327	23%
		Total	232	100%	1,366	100%	211	100%	1,404	100%
11o. Contributing to the welfare of your community	GNCOMMUN	Very little	26	11%	209	15%	19	9%	228	16%
		Some	63	27%	478	35%	73	35%	495	35%
		Quite a bit	90	39%	445	33%	68	33%	445	32%
		Very much	53	23%	237	17%	49	23%	239	17%
		Total	232	100%	1,369	100%	209	100%	1,407	100%
11p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	121	52%	565	41%	130	62%	831	59%
		Some	51	22%	373	27%	39	18%	333	24%
		Quite a bit	32	14%	262	19%	21	10%	147	10%
		Very much	28	12%	169	12%	21	10%	96	7%
		Total	232	100%	1,369	100%	211	100%	1,407	100%



**NSSE 2012 Engagement Item Frequency Distributions**  
**Colorado State University**  
University Honors Program

	<i>Variable</i>	<i>Response Options</i>	<b>First-Year Students</b>				<b>Seniors</b>				
			<b>Honors</b>		<b>Non-Honors</b>		<b>Honors</b>		<b>Non-Honors</b>		
			<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	4	2%	36	3%	16	8%	125	9%
			Fair	19	8%	171	12%	25	12%	275	19%
			Good	113	48%	643	46%	90	42%	594	42%
			Excellent	97	42%	533	39%	82	38%	427	30%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,383</b>	<b>100%</b>	<b>213</b>	<b>100%</b>	<b>1,421</b>	<b>100%</b>
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	2	1%	10	1%	0	0%	30	2%
			Fair	16	7%	124	9%	10	5%	144	10%
			Good	99	42%	704	51%	95	44%	681	48%
			Excellent	116	50%	545	39%	109	51%	565	40%
			<b>Total</b>	<b>233</b>	<b>100%</b>	<b>1,383</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,420</b>	<b>100%</b>
14.	If you could start over again, would you go to the <b>same institution</b> you are now attending?	SAMECOLL	Definitely no	3	1%	22	2%	4	2%	52	4%
			Probably no	15	6%	122	9%	15	7%	128	9%
			Probably yes	86	37%	555	40%	79	37%	577	41%
			Definitely yes	130	56%	685	49%	116	54%	663	47%
			<b>Total</b>	<b>234</b>	<b>100%</b>	<b>1,384</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>1,420</b>	<b>100%</b>