



Analysis of Results from the National Survey of Student Engagement (NSSE) Central Connecticut State University, 2007

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Central Connecticut State University

Dr. John W. Miller
President

University Mission

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens.

Fulfilling the Mission

Central Connecticut State University is, above all else, about teaching students at the baccalaureate, master and doctoral levels consistent with our historical mission. Our research endeavors improve us as teachers and expose our students to methods of inquiry. The public service expected of all members of our community benefits our society—local and global—and builds our sense of citizenship.

We value the development of knowledge and its application in an environment of intellectual integrity and open discourse. We expect that members of the university will engage in activities ranging from basic research and the creation of original works, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have three designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this state who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.

Vision

Central Connecticut State University aspires to:

- be the premier public comprehensive university in Connecticut, with teaching as its primary focus, enhanced by the dynamic scholarship of its faculty;
- be highly regarded by its many constituents;
- be a significant resource contributing to the cultural and economic development of Connecticut;
- be global in its perspective and outreach; and
- be widely respected as a university dedicated to innovative, activity-based, life-long, and learner-centered higher education.

The CCSU World Wide Web Home Page is: <http://www.ccsu.edu>

The CCSU Office of Institutional Research and Assessment World Wide Web Home Page is: <http://www.ccsu.edu/planning>

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Executive Summary

This report provides an overview and analysis of results for Central Connecticut State University (CCSU) on the National Survey of Student Engagement (NSSE) administered in Spring 2007. Relevant comparisons to previous administrations of this survey when it was last administered on campus in 2001 and 2002 are also provided. CCSU's response rate on the survey declined from 31% in 2002 to 14% in 2007, but the total number of respondents doubled from 214 in 2002 to 444 in 2007 because more CCSU freshmen and seniors were included in the survey population. The profile of respondents was reasonably representative of the CCSU student population.

Major findings from the survey results include:

- On NSSE's five benchmarks for engagement, CCSU seniors compared more favorably to national peers than did freshmen. National percentiles for CCSU students were:
 - Level of Academic Challenge percentile: 45th for seniors, 15th for freshmen
 - Active and Collaborative Learning percentile: 40th for seniors, 25th for freshmen
 - Student-Faculty Interaction percentile: 45th for seniors, 20th for freshmen
 - Enriching Educational Experiences percentile: 35th for seniors, 10th for freshmen
 - Supportive Campus Environment percentile: 35th for seniors, 10th for freshmen.
- Levels of engagement varied much more widely within institutions than among institutions. In general, this means that students at CCSU (an institution in the 10th-45th percentile) who were above average at CCSU on one of the engagement benchmarks would have been only just below average at an institution in the 95th percentile.
- Factors that were positively correlated with students' levels of engagement at statistically significant levels in multiple areas were:
 - Participation in one hour or more of student activities, clubs or groups per week;
 - Spending more time per week on academic work outside of class (at least 11 hours per week, and more hours led to higher levels of engagement);
 - Overall satisfaction with the experience at CCSU;
 - Earning grades of mostly B+ or higher;
 - Having a job on campus (seniors only);
 - Working off-campus fifteen hours or fewer hours per week.
- CCSU students indicated they spent slightly less time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) than other students nationwide and much more time working off-campus.
 - Percent of students spending **5 hours a week or less preparing for class**:
 - CCSU freshmen: 27%, freshmen nationwide: 17%
 - CCSU seniors: 22%, seniors nationwide: 18%

- Percent of students **working for pay off campus for 30 hours a week or more:**
 - CCSU freshmen: 4%, freshmen nationwide: 7%
 - CCSU seniors: 40%, seniors nationwide: 19%

- About two-thirds (64%) of freshmen and seven out of ten (71%) seniors indicated they had read 10 or fewer assigned textbooks, books, or book-length packs of course readings since the beginning of the academic year. These figures are comparable to freshmen and seniors nationwide.

- CCSU students reported writing about the same number of papers during the academic year as did their counterparts across the U.S. Among both groups, short written assignments appear to be the norm. At CCSU:
 - Papers or reports longer than **20 pages** – 84% of freshmen and 56% of seniors wrote no papers of this length;
 - Papers or reports between **6 and 15 pages** in length – 70% of freshmen and 56% of seniors wrote no more than four papers of this length;
 - Papers or reports of **5 or fewer pages** long – 52% of freshmen and 37% of seniors wrote between 10 and 20 papers of this length; 11% of freshmen and 12% of seniors reported completing more than 20 assignments of this length in the past academic year.

- Responses of seniors appear to indicate that CCSU’s contribution to their general education was comparable or slightly better than seniors nationwide. Fewer CCSU freshmen indicated the University contributed significant to their general education than did freshmen nationwide:
 - Students reporting the institution contributed “very much” or “quite a bit” in acquiring a broad general education:
 - 67% – CCSU freshmen
77% – freshmen at other CSU institutions
80% – freshmen nationwide
 - 87% – CCSU seniors
83% – seniors at other CSU institutions
81% – seniors nationwide: 81%.

- Compared to national peers, CCSU seniors showed highest levels of performance in the areas of quantitative skills and critical thinking and critical reading skills. Areas of personal health and fitness and the development of computer literacy were lowest. Additionally, some improvement since 2002 was observed in students’ quantitative skills, critical thinking and reading, global awareness/cultural diversity, and computer literacy.

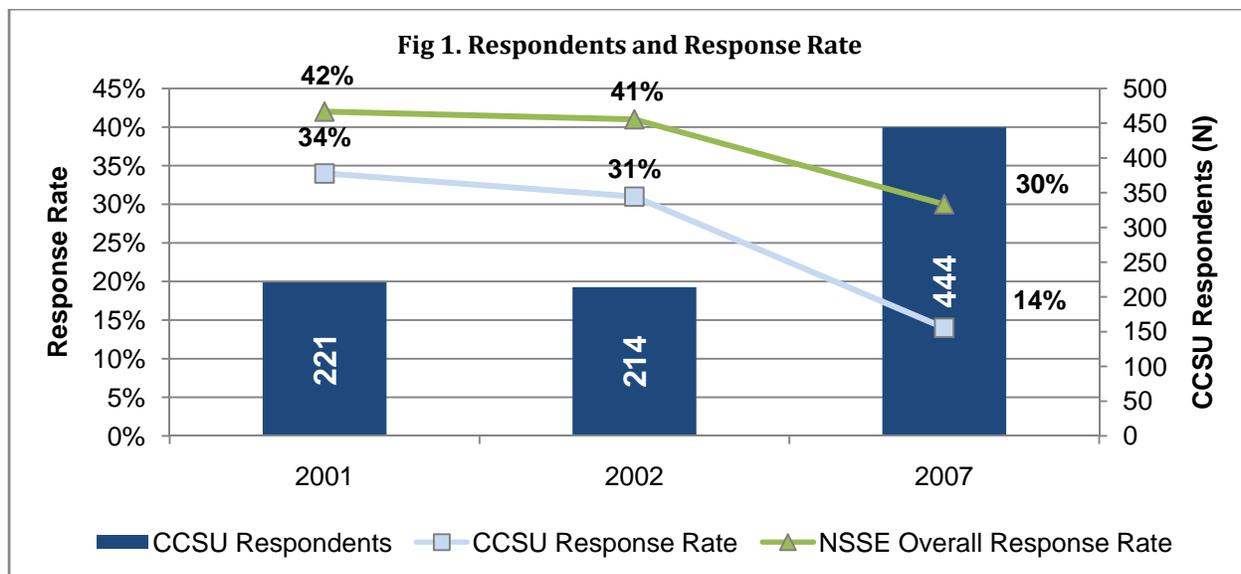
Methodology

NSSE is conducted by the University of Indiana at Bloomington, and was first administered in 1998. Initial funding for the project was provided by the Pew Charitable Trusts, and the survey is now supported by fees from participating institutions. Grants from the Lumina Foundation for Education and the Center for Inquiry in the Liberal Arts at Wabash College support additional research (NSSE, 2007). The survey gathers information about student activity and participation in programs that benefit their educational and personal development. A basic premise of the survey is that how students spend their time and energy on matters related to the educational experience reflects their level of engagement and learning. In this respect, the survey is a behavioral instrument from which some cognitive outcomes may be inferred (Kuh, 2003).

Central Connecticut State University (CCSU) was one of 585 institutions nationwide to participate in the 2007 administration of the National Survey of Student Engagement (NSSE). Nationwide, just under one million freshmen and seniors were selected to participate in the survey, and just under 300,000 responded to the survey for a response rate of about 30%. On the CCSU campus, a total of 3,085 freshmen and seniors were selected for participation in NSSE, with 182 freshmen and 242 seniors responding to the survey for a response rate of 14%. Surveys were administered via the web+ method, which entails a series of invitation emails to selected participants and then a paper over-sampling of non-respondents. Over 90% of CCSU participants completed the web-based version of the survey. Because the web-based survey method allowed a larger population to be surveyed, the total number of respondents more than doubled from 214 in 2002 to 444 in 2007.

CCSU's 2007 response rate was about half of what it was in 2002 when the survey was last administered on the campus. The drop in response rate may be due to providing insufficient incentives for participation as well as ineffective communication about the importance of the survey (Dillman, 2000). All 2007 results should thus be viewed as tentative indicators of student engagement on campus, although when placed in the context of campus results from 2001 and 2002 as well as the doubling of the number of respondents, the 2007 findings appear reasonably consistent with findings from previous years.

The profile of respondents by race or ethnicity roughly corresponded to the profile of the campus at-large. Excluding students who chose not to report their race or ethnicity, 86% of CCSU freshman respondents and 74% of CCSU senior respondents reported their race or ethnicity as white compared to 82% for CCSU overall (because students whose race or ethnicity is unknown are not included in these proportions, percentages provided here will not match those listed in Table 1). Among CCSU's NSSE respondents, 7% of freshmen and 9% of seniors indicated their race or ethnicity as African American or Black, compared to 8% of the campus. Students who indicated they were of Hispanic (Mexican/Mexican American, Puerto Rican, or other Hispanic or Latino) also appear proportionally represented in the sample, although the mismatch between 2000 Census categories used on NSSE and how race and ethnicity data are collected at CCSU to comply with reporting to the Department of Education makes these data difficult to compare precisely. Women were over-represented in the NSSE sample nationwide and at CCSU, likely because women tend to be more likely than men to respond to surveys (Tourangeau, Ripps, & Rasinski, 2000).



Following administration of the survey, participants’ responses were processed by NSSE, including determination of means by question, generation of benchmark scores on five indices of engagement, and comparisons to relevant groups. From the results of a factor analysis, NSSE has constructed five indices for benchmarks:

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

Based on a comprehensive study of the psychometrics of the survey, NSSE has determined that these benchmarks are both reliable and stable over time (Kuh, 2003).

In addition to summarized results, a data file in SPSS format was provided to CCSU. These results were received in August 2007. Comparison groups for CCSU were (1) the other three universities in the Connecticut State System, (2) Carnegie peers, consisting of the 140 other participating institutions that shared the 2005 Basic Carnegie Classification of Master’s Colleges and Universities (larger programs), and (3) all institutions participating in NSSE in 2007. These results include raw frequencies, means, standard deviations, t-test comparisons with relevant groups, and effect sizes (Cohen’s *d*) to compare differences in units of standard deviation. In some instances in this report, Cohen’s *d* is calculated as a measure of difference with the CCSU population. In general, an effect size of 0.20-0.49 is considered small, 0.50-0.79 is considered medium, and 0.80 and larger is considered large (Cohen, 1992).

Importantly, item and benchmark comparisons are weighted to control for gender, full-time/part-time status, and institutional size. This statistical weighting allows for ready comparison with national benchmarks without significant concern that the profile of CCSU students – especially enrollment status as full-time or part-time students – may skew the survey results.

Table 1. NSSE 2007 CCSU Respondent Characteristics

	CCSU		CSU System		Carnegie Peers		NSSE 2007	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a	14%		23%		29%		30%	
Overall	14%		23%		29%		30%	
By class	12%	16%	21%	24%	28%	30%	29%	31%
NSSE sample size ^b	1,541	1,544	4,239	2,848	145,850	143,676	503,161	471,603
Sampling Error^c	4.5%		2.2%		0.3%		0.2%	
Overall	4.5%		2.2%		0.3%		0.2%	
By class	6.9%	6.0%	2.9%	3.2%	0.4%	0.4%	0.2%	0.2%
Number of respondents ^b	182	242	910	697	41,451	43,799	147,044	148,271
Total population	1,651	2,989	4,344	2,973	189,091	200,706	692,225	683,582
Student Characteristics^d								
Mode of Completion								
Paper	5%	13%	3%	4%	3%	3%	4%	4%
Web	95%	87%	97%	96%	97%	97%	96%	96%
Class Level^e	43%	57%	57%	43%	49%	51%	50%	50%
Enrollment Status^e								
Full-time	98%	68%	96%	78%	95%	83%	96%	86%
Less than full-time	2%	32%	4%	22%	5%	17%	4%	14%
Gender^e								
Female	59%	66%	71%	73%	68%	68%	65%	65%
Male	41%	34%	29%	27%	32%	32%	35%	35%
Race/Ethnicity								
Am. Indian/Native American	0%	0%	1%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	1%	3%	3%	2%	5%	4%	6%	5%
Black/African American	7%	8%	6%	7%	6%	6%	6%	6%
White (non-Hispanic)	82%	64%	75%	70%	69%	71%	72%	73%
Mexican/Mexican American	0%	0%	0%	1%	4%	4%	3%	3%
Puerto Rican	3%	4%	2%	3%	1%	1%	1%	1%
Other Hispanic or Latino	1%	3%	2%	2%	3%	3%	2%	2%
Multiracial	0%	2%	3%	2%	2%	2%	2%	2%
Other	1%	2%	2%	2%	2%	2%	2%	1%
I prefer not to respond	5%	13%	7%	11%	6%	7%	6%	7%
International Student	7%	11%	4%	5%	4%	4%	5%	4%
Place of Residence								
On-campus	60%	9%	61%	20%	65%	13%	72%	20%
Off-campus	40%	91%	39%	80%	35%	87%	28%	80%
Transfer Status								
Transfer students	17%	63%	11%	53%	10%	49%	9%	41%
Age								
Non-traditional (24 or older)	1%	57%	2%	44%	6%	38%	5%	31%
Traditional (less than 24)	99%	43%	98%	56%	94%	62%	95%	69%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

(This table was prepared by NSSE)

Benchmarks for Engagement

Because differences in engagement as measured on NSSE vary much more among students within an institution than do differences among institutions, NSSE no longer calculates national percentiles for an institution's benchmark indices. It is possible, however, to estimate CCSU's position among all participating institutions based on additional data provided by NSSE. For the 2007 administration of the survey, seniors at CCSU were in the 45th percentile in the areas of Academic Challenge and Student-Faculty Interaction, in the 40th percentile for Academic and Collaborative Learning, and in the 35th percentile for Enriching Educational Experiences and Supportive Campus Environment. Freshmen were in the 25th percentile for Active and Collaborative Learning, the 20th percentile for Student-Faculty Interaction, the 15th percentile for Academic Challenge, and the 10th percentile for Enriching Educational Experiences and Supportive Campus Environment. In almost all areas, the benchmark indices for both freshmen and seniors were lower than those for students attending other institutions in the Connecticut State University System, although there was some improvement from 2001 and 2002 when NSSE was last administered.

Fig. 2 Estimated National Percentile for CCSU Freshmen on NSSE Engagement Indices

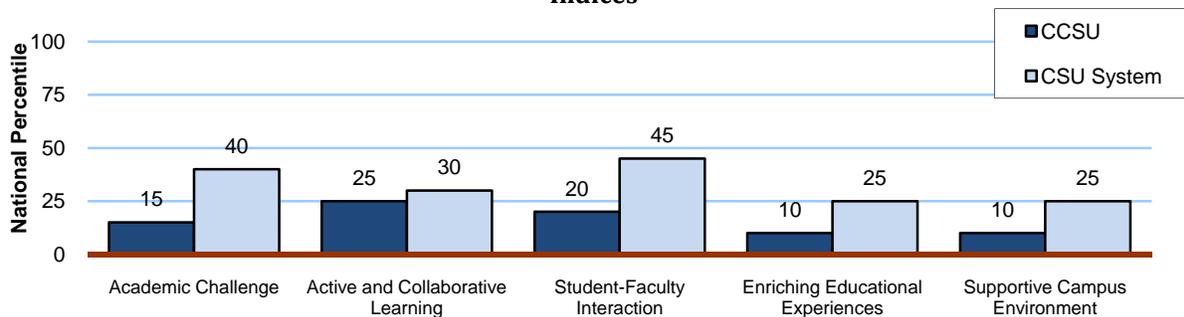
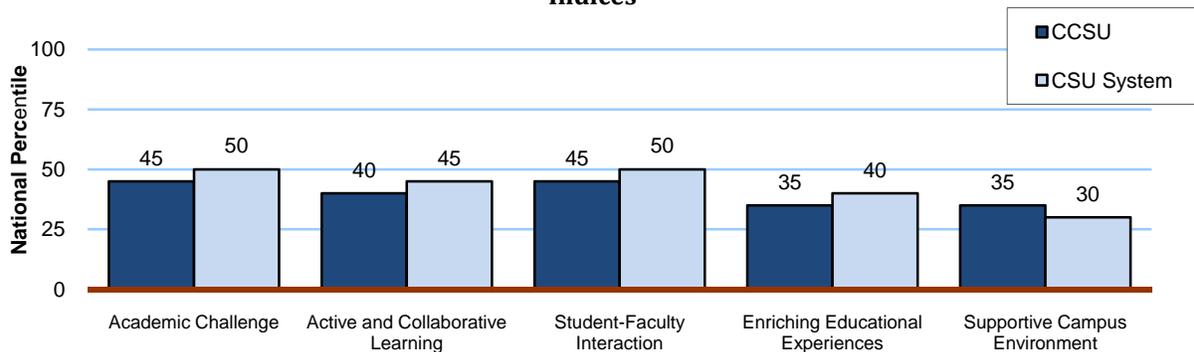


Fig. 3 Estimated National Percentile for CCSU Seniors on NSSE Engagement Indices



While the demographic profile of CCSU respondents was generally representative of the University population at-large, the overall response rate of 14% was dramatically lower than both the CSU System response rate of 23% and the national response rate of 30%. Low response rates at CCSU may explain why CCSU students were rated lower on the engagement indices than counterparts at other CSU institutions and nationwide, although it is important to contextualize a decline in response rates with a doubling in the total number of respondents. Respondents from CCSU also reported spending more time working off-campus than did students on other CSU campuses and other institutions participating in the NSSE.

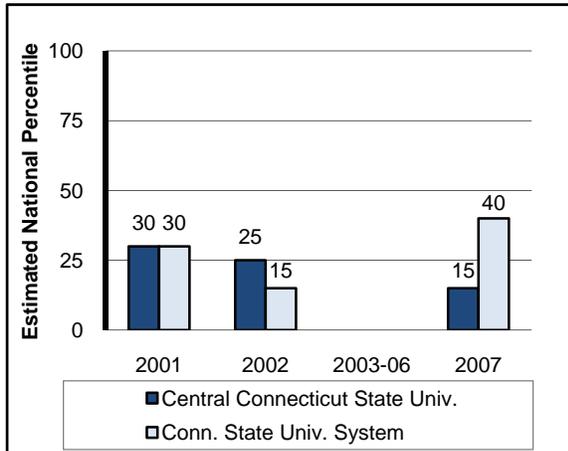
These results may appear lackluster in terms of CCSU student engagement, but it is important to place them in the context of both the distribution of results as well as the results obtained over time. First, both percentile scores and item ratings are reasonably consistent with responses received from CCSU freshmen who participated in NSSE in 2001 and 2002, so these percentile institutional rankings are not a significant change from previous years. For seniors these benchmarks and item responses do appear higher in many cases, but these increases also parallel an increase in some other indicators, such as one year retention rates and SAT scores of entering students. Such parallels may suggest that increases in engagement among seniors reflect a student body that entered with a higher level of academic preparation and exhibited higher levels of success and persistence throughout their careers at CCSU.

Second, NSSE's justification for no longer providing institutional percentile scores on benchmark indices is because inter-institutional variation (differences among participating institutions) is much smaller than intra-institutional variation (differences among respondents in a particular institution). On a practical level, this means that students who are highly engaged at their educational experience at CCSU are not much different from highly engaged students at the institutions with the highest benchmark scores. For instance, while CCSU freshmen ranked only in the 15th percentile as a group on the NSSE Benchmark for Level of Academic Challenge, those in the top quartile at CCSU would still be among the more highly engaged students at an institution in the 95th percentile on this Benchmark (see the callout on Fig. 5 for an example of this difference).

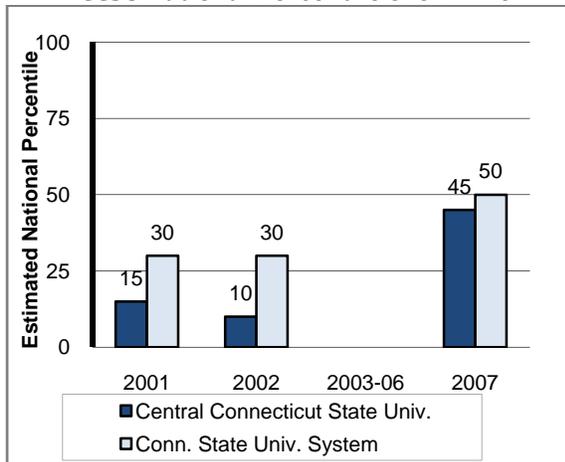
What this means is that most differences among students at various institutions are observed at the high and low ends of the distribution in scores on NSSE Benchmark indices. The students in the middle of the distributions are by and large engaged in their educational experiences at their various institutions at similar levels. It also means that even just modest increases in activities related to educational engagement so long as they affect all students at CCSU could have a significant impact on CCSU's relative position among institutions.

Level of Academic Challenge (LAC)

**Fig. 4. Academic Challenge: Freshmen
CCSU National Percentile over Time**



**Fig. 6. Academic Challenge: Seniors
CCSU National Percentile over Time**



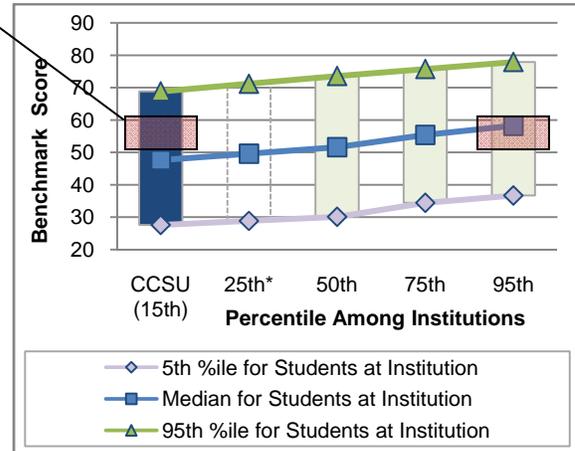
Level of Academic Challenge (LAC) Items

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.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of 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 emphasizing time studying and on academic work

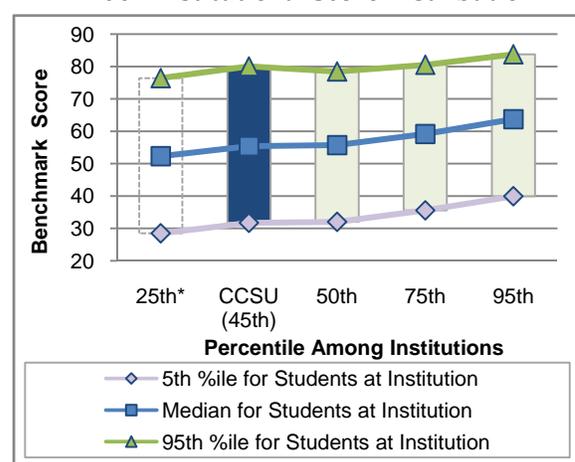
CCSU is in the 15th institutional percentile for Level of Academic Challenge among freshmen. CCSU freshmen who are above average at CCSU would be only just below average at an institution in the 95th institutional percentile where freshmen report the highest levels of academic challenge.

**Fig. 5. Academic Challenge: Freshmen
2007 Institutional Score Distribution**



* 25th Institutional Percentile is interpolated

**Fig. 7. Academic Challenge: Seniors
2007 Institutional Score Distribution**



* 25th Institutional Percentile is interpolated

Active and Collaborative Learning (ACL)

Fig. 8. Active & Collab. Learning: Freshmen CCSU National Percentile over Time

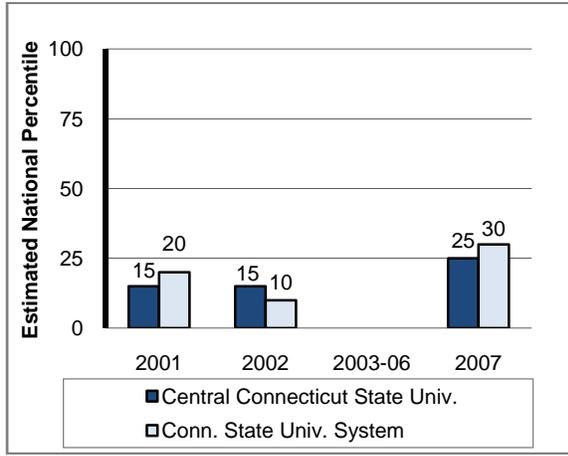
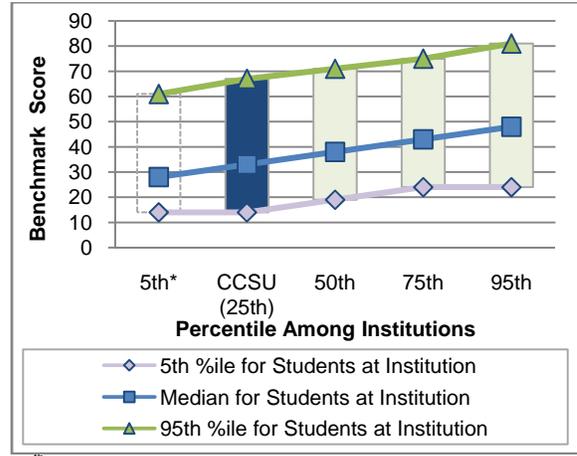


Fig. 9. Active & Collab. Learning: Freshmen 2007 Institutional Score Distribution



* 5th Institutional Percentile is interpolated

Fig. 10. Active & Collab. Learning: Seniors CCSU National Percentile over Time

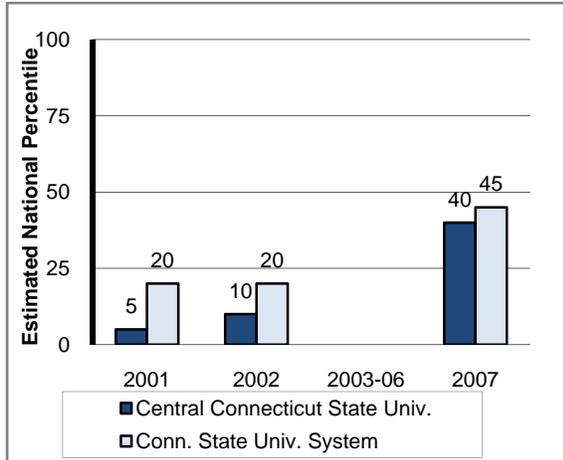
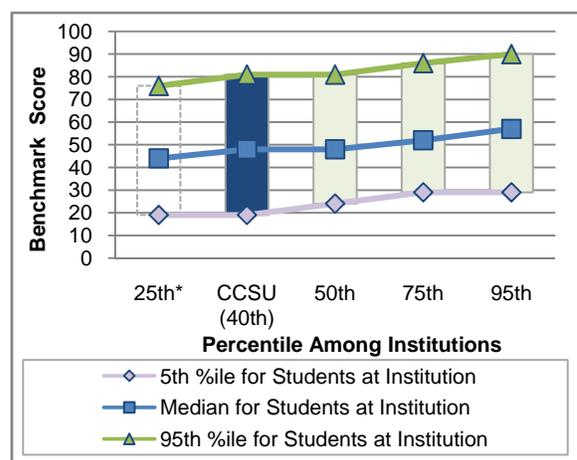


Fig. 11. Active & Collab. Learning: Seniors 2007 Institutional Score Distribution



* 25th Institutional Percentile is interpolated

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
- Participated in a community-based project 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)

Fig. 12. Student-Faculty Interaction: Freshmen CCSU National Percentile over Time

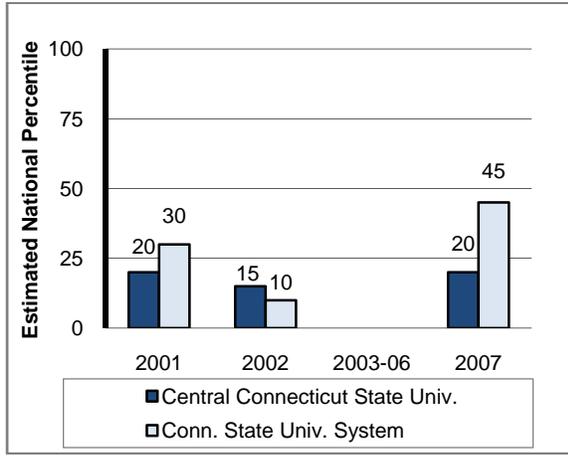
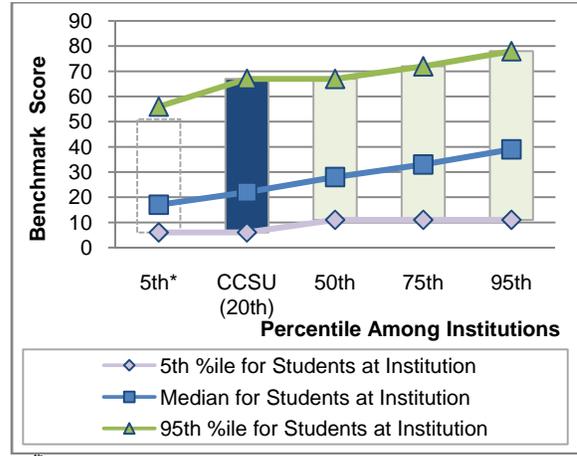


Fig. 13. Student-Faculty Interaction: Freshmen 2007 Institutional Score Distribution



* 5th Institutional Percentile is interpolated

Fig. 14. Student-Faculty Interaction: Freshmen CCSU National Percentile over Time

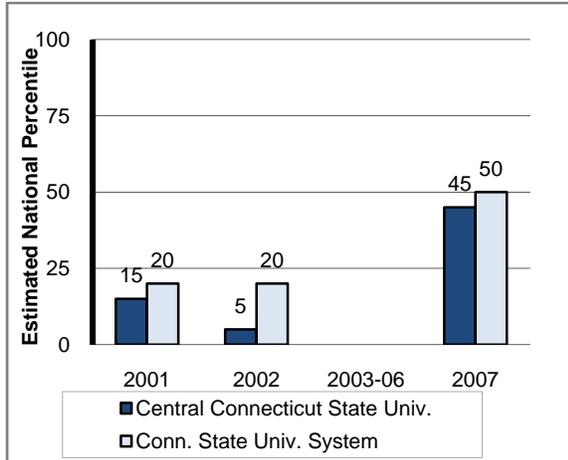
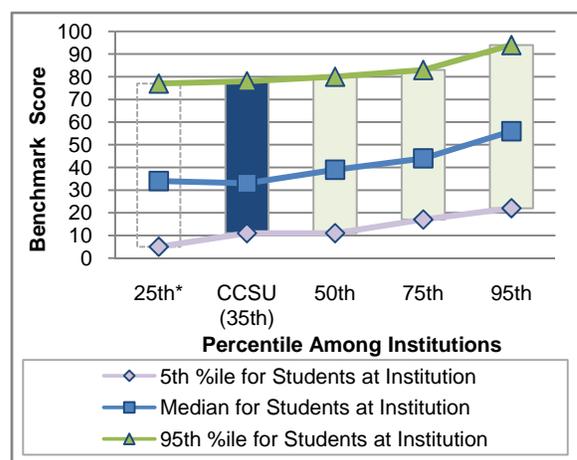


Fig. 15. Student-Faculty Interaction: Freshmen 2007 Institutional Score Distribution



* 25th Institutional Percentile is interpolated

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 with a faculty member on a research project outside of course or program requirements

Enriching Educational Experiences (EEE)

Fig. 16. Enriching Educ. Experiences: Freshmen CCSU National Percentile over Time

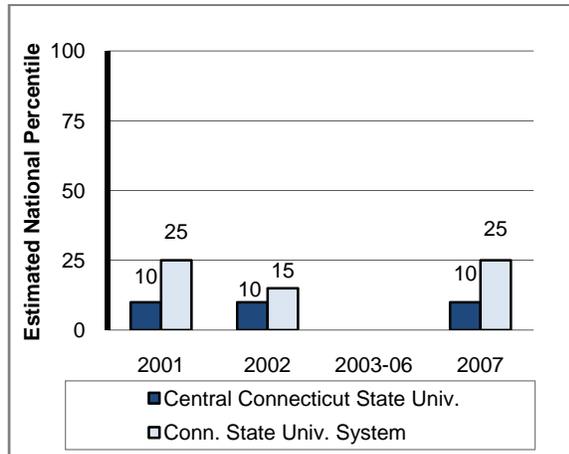
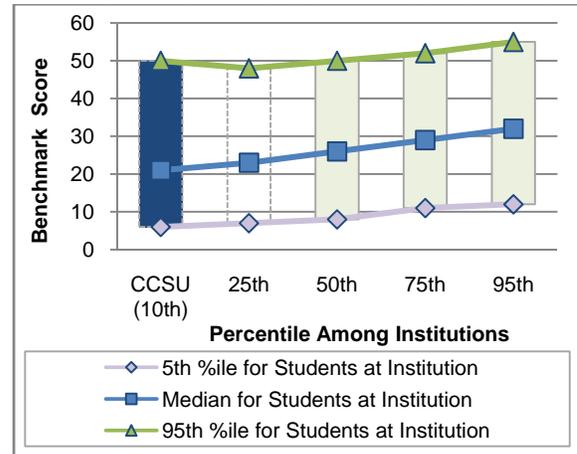


Fig. 17. Enriching Educ. Experiences: Freshmen 2007 Institutional Score Distribution



* 25th Institutional Percentile is interpolated

Fig. 18. Enriching Educ. Experiences: Seniors CCSU National Percentile over Time

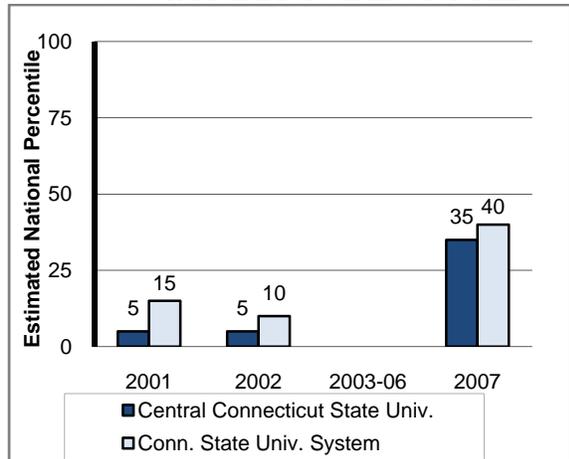
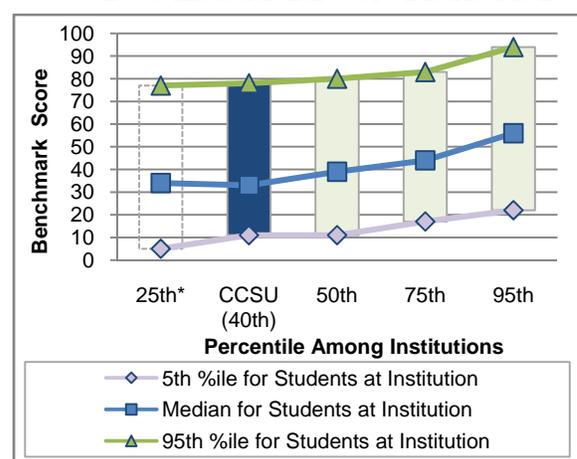


Fig. 19. Enriching Educ. Experiences: Sen. 2007 Institutional Score Distribution



* 25th Institutional Percentile is interpolated

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.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & 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
- Using electronic technology 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)

Fig. 20. Supportive Campus Environ.: Freshmen CCSU National Percentile over Time

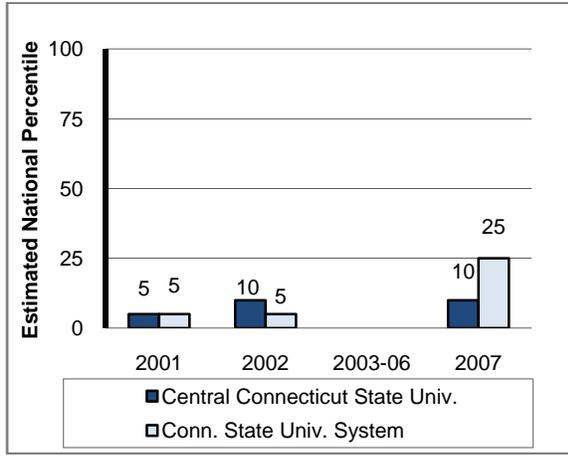


Fig. 21. Supportive Campus Environ.: Freshmen 2007 Institutional Score Distribution

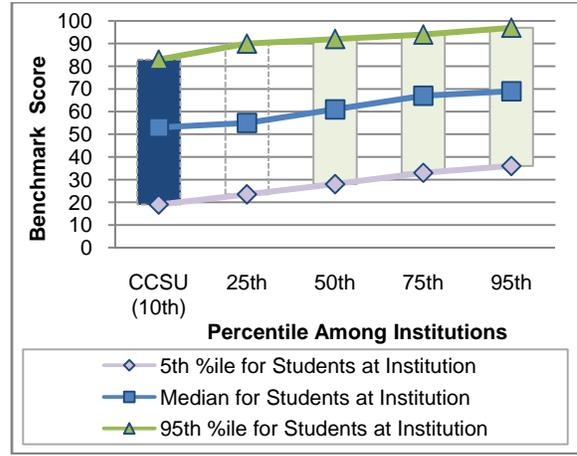


Fig. 22. Supportive Campus Environ.: Seniors CCSU National Percentile over Time

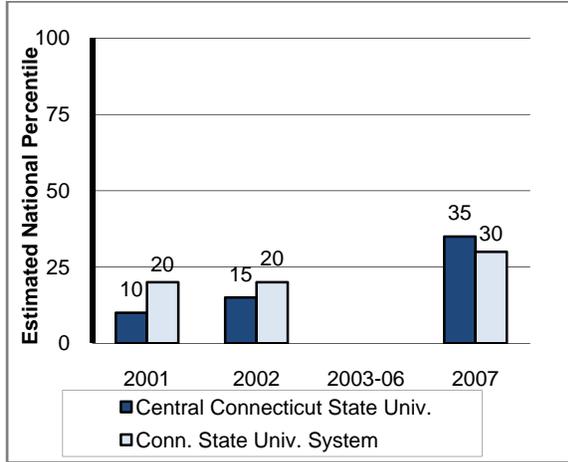
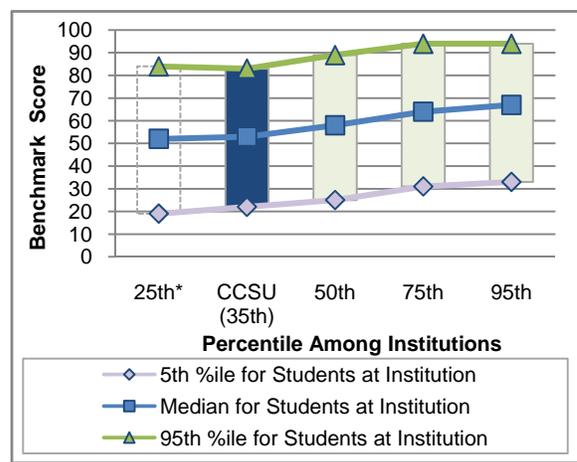


Fig. 23. Supportive Campus Environ.: Seniors 2007 Institutional Score Distribution



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

Factors Affecting Engagement

The wide range of variation on the engagement benchmark indicators among students within an institution compared to the relatively smaller variation among institutions suggests that factors at the individual level may account for differences in student engagement.

Demographic characteristics did not appear to correlate with levels of engagement for CCSU students in 2007. Gender was not observed to be a factor that accounted for differences in educational engagement among either CCSU freshmen or seniors. Because of the limited number of survey respondents, differences by race or ethnicity were only possible to examine by grouping together students who reported their race or ethnicity to be African American or Black, Asian or Pacific Islander, Hispanic, or Other and comparing them to students who reported their race or ethnicity as White. No meaningful differences by race or ethnicity were observed among freshmen. Among seniors who reported a race or ethnicity other than white, the benchmark score on Supportive Campus Environment was higher than their white peers at a level just outside the generally accepted threshold for statistical significance ($p=0.628$), which may suggest that the CCSU environment is at least as welcoming to nonwhite students as white students, at least as it was perceived by respondents to this survey. A more in-depth analysis of the relationship between race or ethnicity and student engagement will require more students to participate in future administrations of the NSSE.

Several factors were found to correlate with student engagement as measured by the NSSE Benchmark indices. For freshmen and seniors, these factors were:

- Participating in co-curricular activities at least one hour per week
- Spending increased time on academic work outside of class
- Earning grades of mostly B+ or higher
- Rating the entire educational experience as “good” or “excellent”

For freshmen only, there was a small to medium difference in their benchmark score for Enriching Educational Experiences between those who had at least one parent complete an associate’s degree or higher. For seniors only, some additional factors that correlated with the engagement indices were:

- Holding a campus job
- Working off-campus less than 16 hours per week
- Living on campus

It is important to provide the disclaimer that correlation should not be equated with causality. That is, participating in co-curricular activities does not cause students to do better in the classroom, nor can it be said that engagement in academic areas prompts students to participate in student activities. Rather students who appear to be more academically engaged as measured by the NSSE benchmark for Academic Challenge also appear to participate in some co-curricular activities, and vice versa. It is also important to note that these behaviors are currently prompted largely by self-selection and motivation. Finally, time spent on academic work is included in the Level of Academic Challenge index and time spent on co-curricular activities is included in the Enriching Educational Experiences index. These effect sizes will be skewed as a result.

Table 2. Factors Affecting Engagement

Data in Table 3 indicate instances where selected factors obtain a statistically significant difference ($p < 0.05$) on an independent samples t-test. Cohen's d represents effect size or units of standard deviation of difference between the samples. Blank cells indicate that a statistically significant difference was not observed.

	% CCSU Respondents	Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Enriching Educational Experiences	Supportive Campus Environment
Freshmen		Cohen's d				
One or more hours per 7-day week spent participating in co-curricular activities ^(b)	47%		0.41	0.50	0.73	0.58
Eleven or more hours per 7-day week spent preparing for class ^(a)	42%	0.77	0.38			
Most grades are B+ or higher up to now	45%	0.33				
Entire educational experience at institution is rated "good" or "excellent"	75%	.044			0.51	1.09
Living on Campus	59%					
Working for pay one or more hours per week ON CAMPUS	19%					
Fifteen hours or fewer per 7-day week spent working for pay OFF CAMPUS	66%					
At least one parent earned a college degree (Associate's or higher degree)	66%				0.39	
Seniors		Cohen's d				
One or more hours per 7-day week spent participating in co-curricular activities ^(b)	40%	0.43	0.41	0.50	0.86	0.58
Eleven or more hours per 7-day week spent preparing for class ^(a)	50%	0.70	0.48	0.60	0.38	
Most grades are B+ or higher up to now	72%					
Entire educational experience at institution is rated "good" or "excellent"	79%	0.15		.058		0.99
Living on Campus	8%				0.50	
Working for pay one or more hours per week ON CAMPUS	15%		0.63	0.73	0.43	
Fifteen hours or fewer per 7-day week spent working for pay OFF CAMPUS	34%		0.31	0.43	0.46	
At least one parent earned a college degree (Associate's or higher degree)	61%					

(a) Includes participation in organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc. This item is included in the Academic Challenge Index

(b) Includes studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities. This item is included in the Enriching Educational Experiences Index.

Figure 24. Factors Affecting Level of Academic Challenge - CCSU Seniors

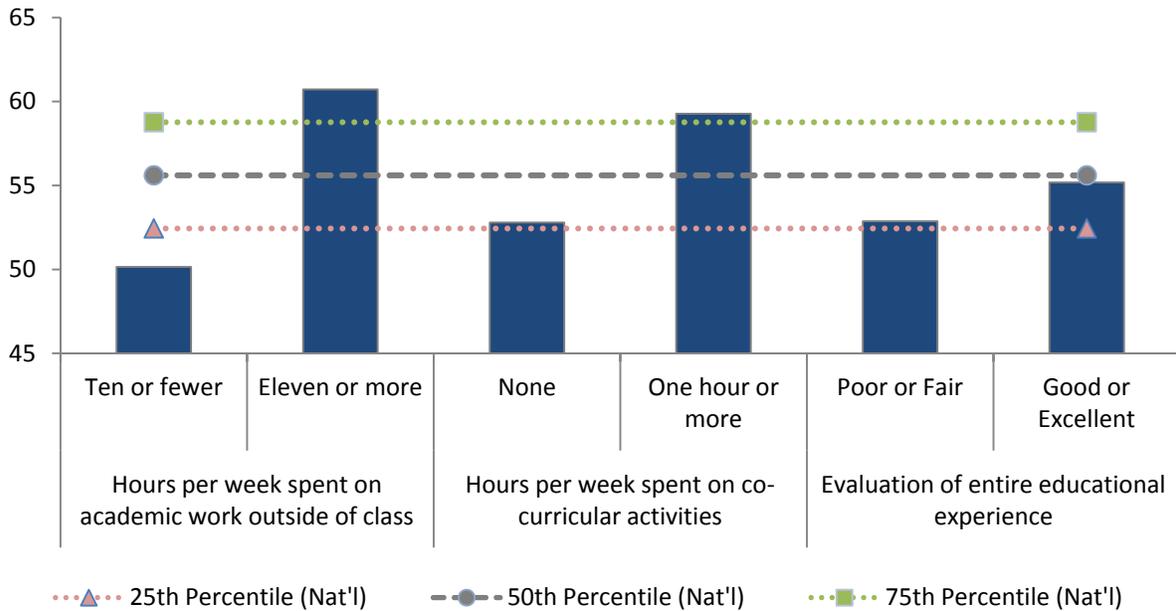


Figure 25. Factors Affecting Active and Collaborative Learning - CCSU Seniors

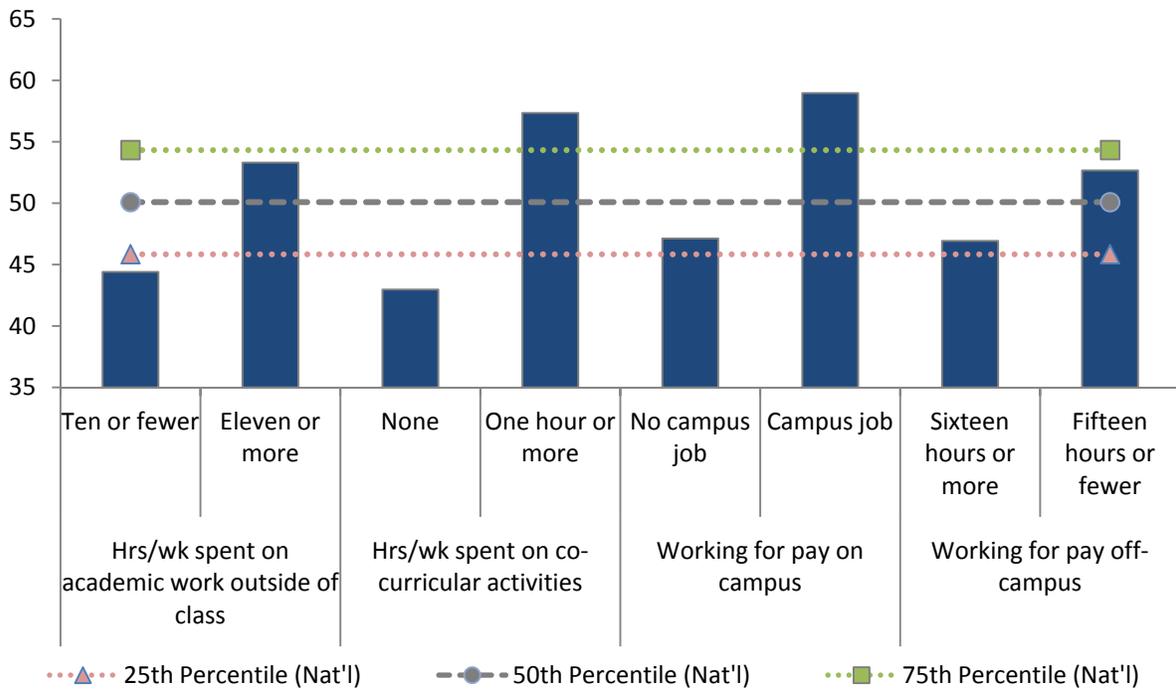


Figure 26. Factors Affecting Student-Faculty Interaction - CCSU Seniors

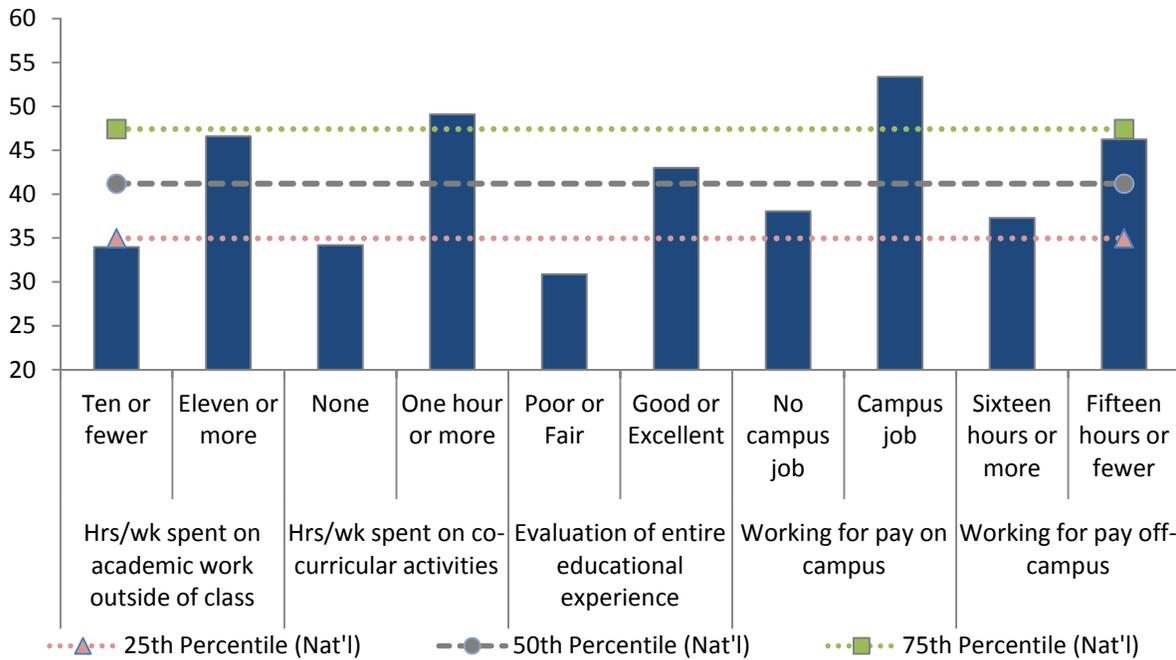


Figure 27. Factors Affecting Enriching Educational Experiences- CCSU Seniors

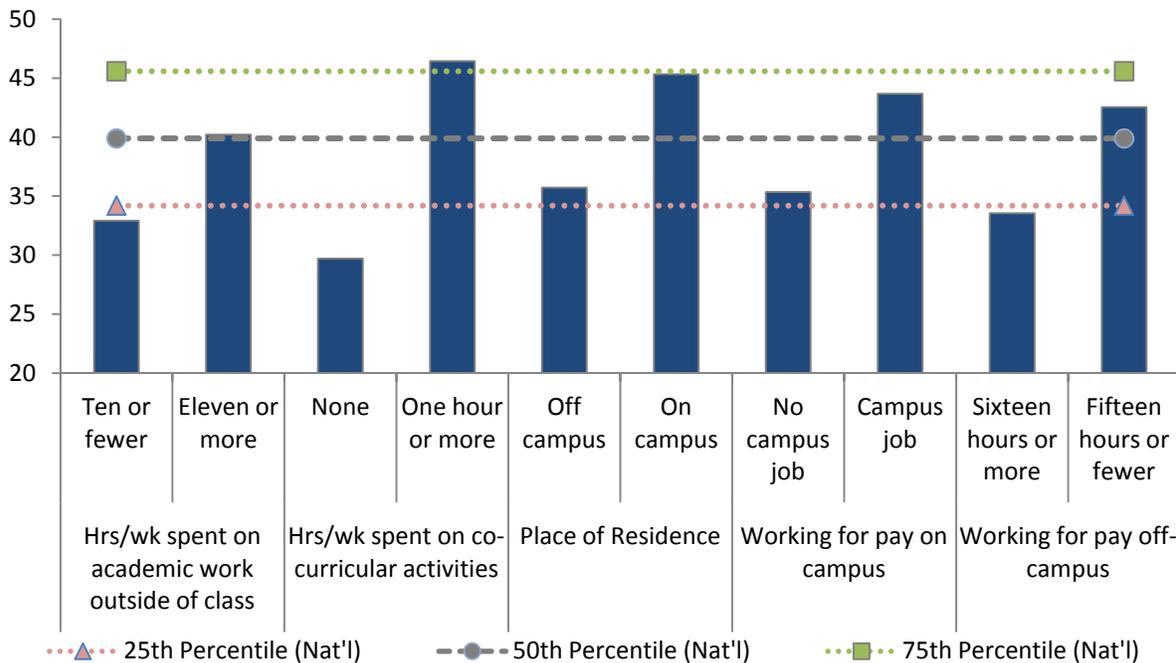
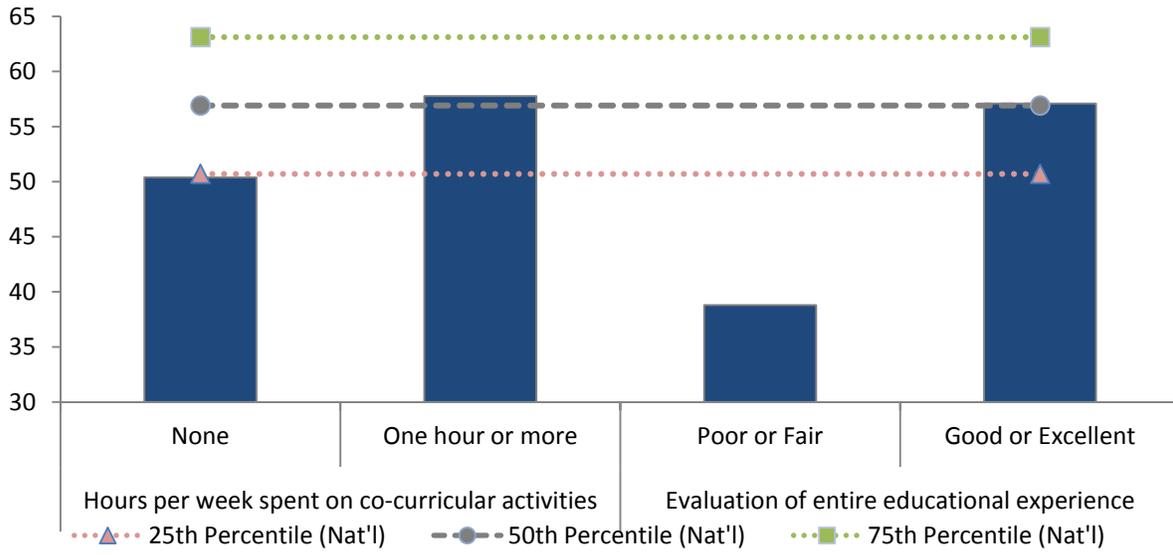


Figure 28. Factors Affecting Supportive Campus Environment - CCSU Seniors



Time Usage

CCSU students indicated they spent slightly less time preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) than other students nationwide and much more time working off-campus. Differences in the amount of time spent preparing for class were statistically significant only for freshmen. CCSU seniors also reported spending less time on their academic work than did their peers nationwide, although these differences were not statistically significant after controlling for full-time and part-time enrollment status (see Fig. 29 and 30).

Fig. 29. Hours Per 7-Day Week Spent on Academic Work Outside Of Class: Freshmen

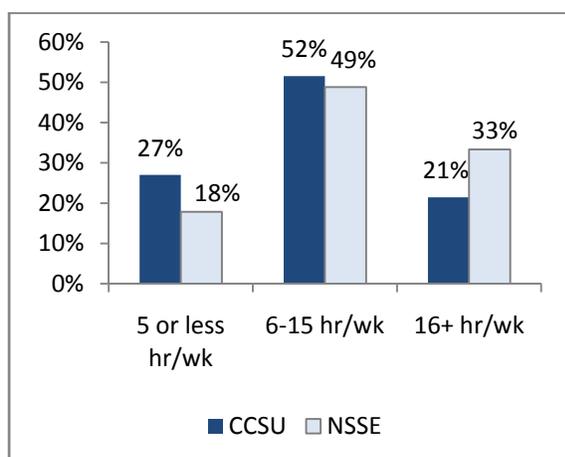
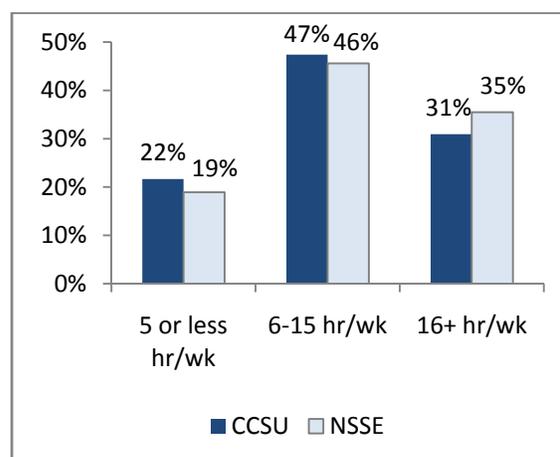


Fig. 30 Hours Per 7-Day Week Spent on Academic Work Outside Of Class: Seniors



CCSU students, especially seniors, spent significantly more time working for pay off-campus than did students nationwide (see Fig. 31 and 32). Just over half (56%) of CCSU freshmen reporting working for pay off campus 1-30 hours per week, compared to only just under a third of freshmen nationwide (29%); 40% of CCSU freshmen did not report holding an on-campus job compared to 65% of freshmen nationwide. By contrast, only about a sixth (16%) of seniors reported not working for pay off-campus, compared to 41% of seniors at other institutions. Four out of ten of CCSU seniors (40%) reported working for pay off-campus for more than thirty hours per week, compared to half that proportion (19%) of seniors nationwide.

A portion of this difference in working for pay off-campus among seniors can be explained by the lower proportion of CCSU seniors who held an on-campus job (see Fig. 34). Only about 15% of seniors at CCSU indicated they spent any time at all working for pay on campus, compared to 27% of seniors at other institutions across the country. The proportion of freshmen at CCSU who reported working for pay on campus (19%) was comparable to the proportion of freshmen nationwide who reported working for pay on campus (see Fig. 33 and 34).

Fig. 31. Hours Per 7-Day Week Working for Pay Off-Campus - Freshmen

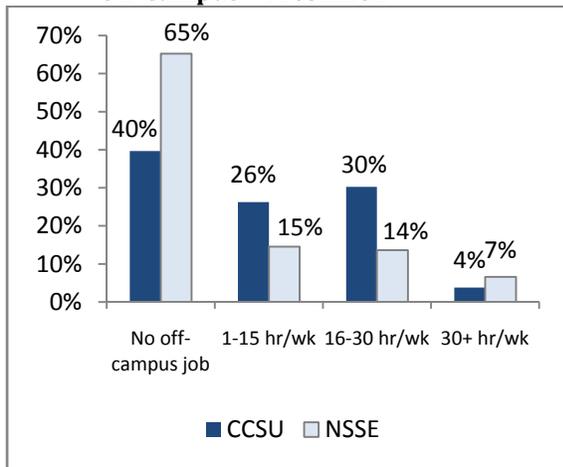


Fig. 32 Hours Per 7-Day Week Working for Pay Off Campus - Seniors

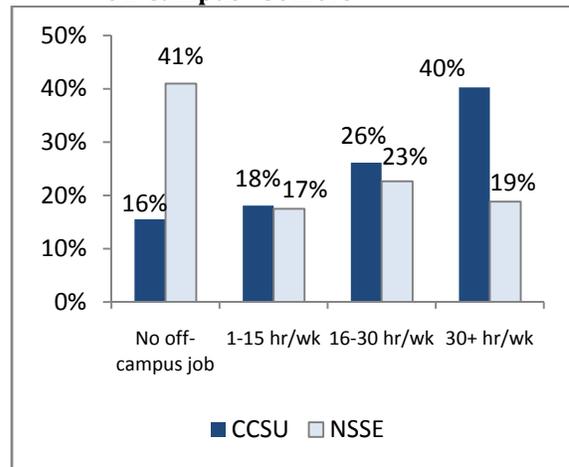


Fig. 33. Students Who Work for Pay On-Campus Freshmen

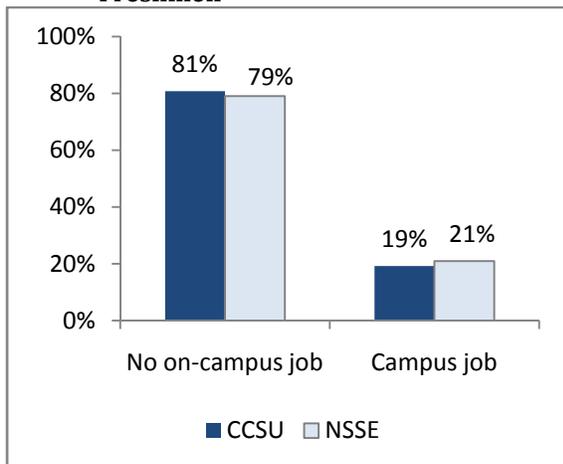


Fig. 34 Students Who Work for Pay On-Campus Seniors

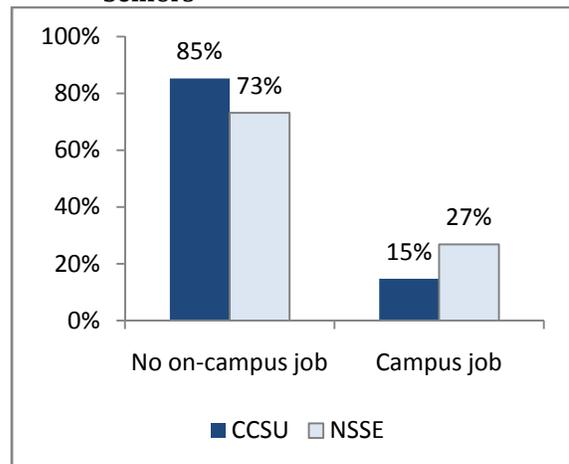


Fig. 35. Hours Per 7-Day Week Spent Relaxing and Socializing - Freshmen

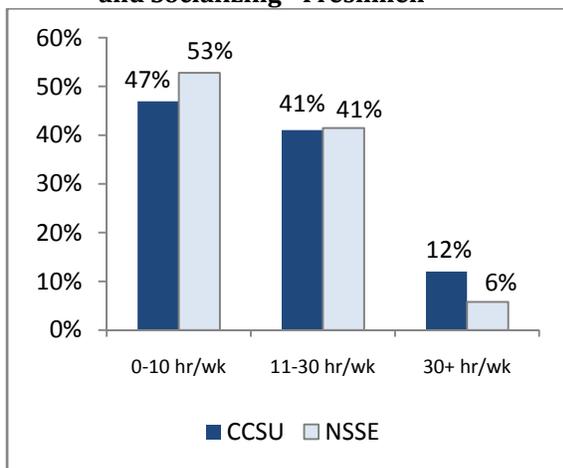
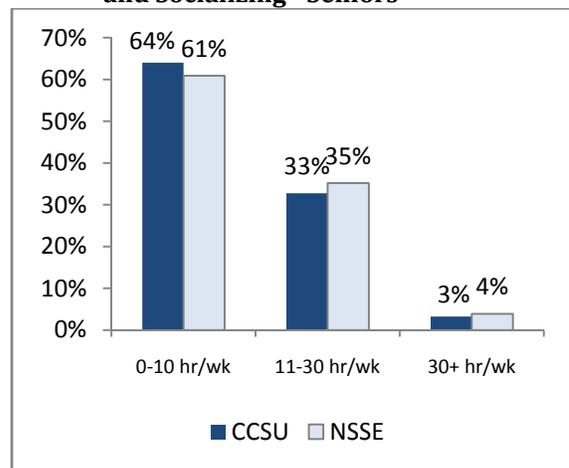


Fig. 36 Hours Per 7-Day Week Spent Relaxing and Socializing - Seniors



CCSU freshmen reported spending more time relaxing and socializing (watching TV, partying, etc.) than did freshmen at other institutions nationwide (see Fig. 35 and 36). At CCSU, about an eighth (12%) of freshmen reported spending more than thirty hours per week relaxing and socializing, compared to about only half this proportion (6%) on campuses nationwide. The amount of time seniors at CCSU reported spending relaxing and socializing was about the same as that reported by seniors nationwide.

Fig. 37. Hours Per 7-Day Week Spent Participating in Co-Curricular Activities – Freshmen

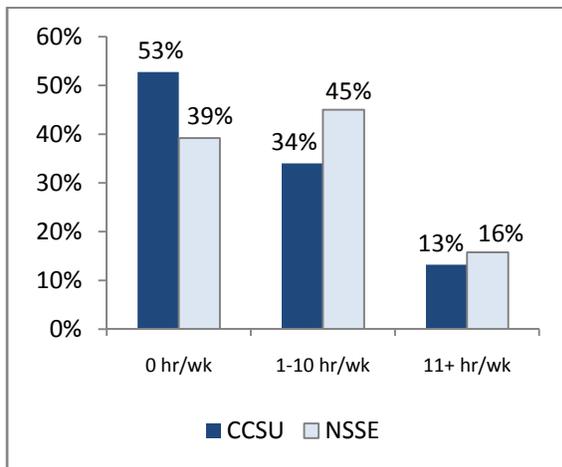
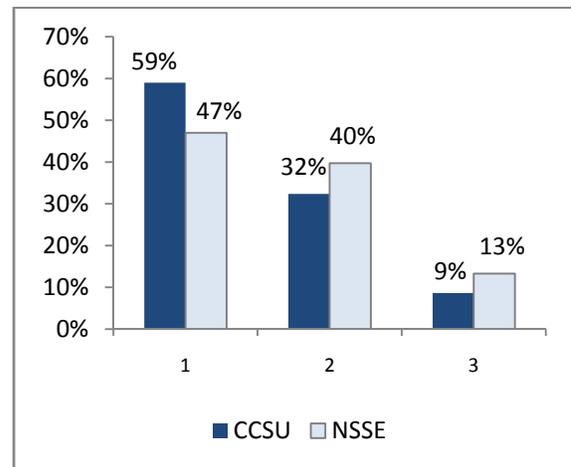


Fig. 38 Hours Per 7-Day Week Spent Participating in Co-Curricular Activities – Seniors



CCSU freshmen and seniors alike reported spending fewer hours each week than their counterparts at other institutions participating in co-curricular activities, such as student organizations, campus publications, student government, Greek life, or intercollegiate or intramural sports. More than half of CCSU freshmen (53%) reported they did not participate in co-curricular activities, compared to 39% of freshmen nationwide. A slightly higher proportion of seniors (59%) also indicated they did not participate in co-curricular activities, compared to 47% of seniors nationwide.

Participation in eleven or more hours per week of co-curricular activities was only 3-4 percentage points lower for both seniors and freshmen, suggesting that the largest differences between CCSU students and those at other campuses lay in the decision to participate regularly or not. When viewed in the context of the relationship observed between participation in co-curricular activities and higher levels of engagement, it is quite possible that motivating more students who currently do not participate in co-curricular activities to spend even just an hour per week in these activities could improve the level at which these students engage in various aspects of their educational experience at CCSU.

Reading, Writing, and Problem Sets

CCSU students indicated that they completed about as much assigned reading, writing, and problems sets as their counterparts nationwide. About two-thirds (64%) of freshmen and seven out of ten (71%) seniors indicated they read 10 or fewer assigned textbooks, books, or book-length packs of course readings since the beginning of the academic year. These figures are comparable to freshmen and seniors nationwide. In terms of writing, short written assignments appear to be the norm. At CCSU, five out of six freshmen (84%) and just over half of seniors (56%) did not write any papers or reports longer than 20 pages; 70% of freshmen and 56% of seniors wrote no more than four papers or reports between 6 and 15 pages in length; 52% of freshmen and 37% of seniors wrote between 10 and 20 papers or reports of 5 or fewer pages.

Table 3. Amount of Reading, Writing, and Problem Sets Completed

		Freshmen		Seniors	
		CCSU	NSSE	CCSU	NSSE
<i>During the current school year, about how much reading and writing have you done?</i>					
Number of assigned textbooks, books, or book-length packs of course readings	None	1%	1%	1%	1%
	1-4	22%	22%	28%	28%
	5-10	41%	44%	42%	39%
	11-20	29%	24%	15%	20%
	More than 20	7%	10%	14%	12%
	Total	100%	100%	100%	100%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	34%	27%	24%	21%
	1-4	48%	55%	52%	54%
	5-10	12%	12%	13%	15%
	11-20	1%	3%	6%	5%
	More than 20	5%	3%	5%	5%
	Total	100%	100%	100%	100%
Number of written papers or reports of 20 pages or more	None	84%	83%	56%	50%
	1-4	12%	13%	35%	41%
	5-10	4%	3%	4%	6%
	11-20	0%	1%	3%	2%
	More than 20	0%	1%	2%	1%
	Total	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	None	15%	15%	14%	9%
	1-4	55%	53%	42%	45%
	5-10	23%	24%	27%	31%
	11-20	7%	6%	11%	11%
	More than 20	0%	1%	7%	4%
	Total	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	None	3%	3%	10%	7%
	1-4	34%	32%	41%	35%
	5-10	35%	34%	23%	28%
	11-20	17%	20%	14%	17%
	More than 20	11%	11%	12%	14%
	Total	100%	100%	100%	100%
<i>In a typical week, how many homework problem sets do you complete?</i>					
Number of problem sets that take you more than an hour to complete	None	16%	13%	14%	20%
	1-2	38%	37%	33%	33%
	3-4	33%	31%	23%	28%
	5-6	6%	10%	12%	9%
	More than 6	7%	9%	18%	10%
	Total	100%	100%	100%	100%
Number of problem sets that take you less than an hour to complete	None	13%	14%	22%	28%
	1-2	44%	36%	36%	36%
	3-4	22%	27%	21%	20%
	5-6	8%	11%	9%	8%
	More than 6	13%	12%	13%	8%
	Total	100%	100%	100%	100%

NSSE Results and General Education

A variety of items on NSSE are directly related to CCSU's stated outcomes for general education. Many of these items appeared in a grouping of questions that allowed students to report the extent to which their experience at their institution contributed to their knowledge, skills, and development in various areas (1=very little, 2=some, 3=quite a bit, 4=very much).

Overall, 87% of seniors at CCSU reported that CCSU had contributed "very much" or "quite a bit" in acquiring a broad general education, compared to just 81% of seniors at other CSU institutions and 83% of seniors nationwide, although neither of these differences is statistically significant. In an analysis of item means that compares effect sizes between CCSU and the mean item rating for the national population, acquiring a broad general education was the item with the largest effect size (0.06), indicating that mean response of CCSU seniors was about in line with the national mean score (see Table 4). Acquiring a broad general education was also the highest rated item overall for seniors, with a mean of 3.29. Other highly rated items included thinking critically and analytically (3.28), using computing and information technology (3.13), and analyzing quantitative problems (3.06). Only two items exhibited statistically significant differences between CCSU seniors and seniors nationwide; these were contributing to the welfare of the community (effect size: -0.22, $p < 0.01$) and writing clearly and effectively (effect size: -0.14, $p < 0.05$). These responses suggest that in other than just a few areas, seniors at CCSU report that the institutional contribution to their general skills and knowledge at about the same level as do seniors at other U.S. colleges and universities. Further, CCSU responses on all of these items were higher in 2007 than they were in 2001 and 2002.

The responses of CCSU freshmen to the same set of questions indicated that they perceived a lower level of institutional contribution to their educational and personal growth than did their counterparts at other institutions across the country. Indeed, just 67% of CCSU freshmen reported that the University had contributed "very much" or "quite a bit" toward acquiring a broad general education, compared to 77% of freshmen at other CSU institutions and 80% of freshmen nationwide. In the analysis of mean differences by effect size, the highest rated item for CCSU freshmen was voting in local, state, or national elections (effect size: -0.02) and like the seniors, analyzing quantitative problems (effect size: -0.16) was the second item that compared most favorably with the national average. For every other survey item in this category, however, CCSU freshmen indicated a lower level of institutional contribution to their development than freshmen nationwide at statistically significant levels. Greatest among these were contributing to the welfare of your community (effect size: -0.39, $p < 0.001$), thinking critically and analytically (effect size: -0.36, $p < 0.001$), understanding yourself (effect size: -0.36, $p < 0.001$), developing a personal code of values and ethics (effect size: -0.33, $p < 0.001$), developing a deepened sense of spirituality (effect size: -0.32, $p < 0.001$), and acquiring a broad general education (effect size: -0.30, $p < 0.001$). In some cases, the mean item rating among CCSU freshmen had declined since 2001 and 2002, but in many cases, item means increased or were not noticeably lower than the ratings freshmen provided in previous survey administrations (see Table 4).

This difference observed between freshmen and seniors could result from lower response rates at CCSU, although the overall doubling of the number of respondents may suggest that other factors could be in operation. In some cases, such as contributing to the welfare of the

community, the national averages increased at significant levels, and outpaced the increase in the CCSU mean. It is also possible that freshmen who do not experience higher levels of educational and personal growth are less likely to persist to their senior year.

Table 4. Educational and Personal Growth: Freshmen – Ranked by 2007 Effect Size

	2001			2002			2007		
	CCSU N= Mean	NSSE National Group N=33,570 Mean Sig ^a	Effect Size	CCSU N= Mean	NSSE National Group N=39,444 Mean Sig ^a	Effect Size	CCSU N=181 Mean	NSSE National Group N=147,044 Mean Sig ^a	Effect Size
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Voting in local, state, or national elections	1.69	1.93		1.46	1.54		2.03	2.05	-.02
Analyzing quantitative problems	2.64	2.63		2.60	2.62		2.75	2.89	-.16
Acquiring job or work-related knowledge and skills	2.42	2.52		2.63	2.53		2.58	2.73 *	-.16
Speaking clearly and effectively	2.73	2.59		2.65	2.61		2.58	2.76 *	-.20
Solving complex real-world problems	--	--		2.52	2.48		2.41	2.62 **	-.22
Understanding people of other racial and ethnic backgrounds	2.56	2.58		2.79	2.60		2.39	2.61 **	-.22
Writing clearly and effectively	2.80	2.85		2.79	2.87		2.74	2.95 **	-.24
Learning effectively on your own	2.94	2.97		2.82	2.95		2.66	2.88 **	-.26
Using computing and information technology	2.67	2.73		2.54	2.70		2.75	3.01 **	-.29
Working effectively with others	2.74	2.82		2.67	2.81		2.67	2.93 **	-.29
Acquiring a broad general education	2.72	3.09 **	-.47	3.02	3.11		2.89	3.13 ***	-.30
Developing a deepened sense of spirituality	--	--		--	--		1.73	2.08 ***	-.32
Developing a personal code of values and ethics	2.54	2.64		2.44	2.63		2.29	2.62 ***	-.33
Understanding yourself	2.80	2.87		2.77	2.87		2.39	2.73 ***	-.36
Thinking critically and analytically	2.87	3.09		2.91	3.12 *	-.25	2.88	3.17 ***	-.36
Contributing to the welfare of your community	1.95	2.15		1.87	2.16 **	-.30	2.01	2.39 ***	-.39

^(a) Statistically significant at the following levels: *p<0.05, **p<0.01, ***p<0.001

^(b) Effect size (Cohen's *d*) represents difference in the means divided by the standard deviation of the population.

Table 5. Educational and Personal Growth: Seniors – Ranked by 2007 Effect Size

	2001				2002				2007			
	CCSU N=141		NSSE National Group N=37,855		CCSU N=120		NSSE National Group N=41,053		CCSU N=242		NSSE National Group N=148,271	
	Mean	Mean	Sig ^a	Effect Size	Mean	Mean	Sig ^a	Effect Size	Mean	Mean	Sig ^a	Effect Size
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>												
Acquiring a broad general education	3.03	3.25			2.96	3.26 ***	-.39		3.29	3.24		.06
Analyzing quantitative problems	2.74	2.90			2.71	2.90 *	-.21		3.06	3.04		.02
Speaking clearly and effectively	2.68	2.94 **		-.30	2.82	2.96			2.96	2.95		.01
Understanding people of other racial and ethnic backgrounds	2.47	2.63			2.73	2.67			2.60	2.59		.01
Acquiring job or work-related knowledge and skills	2.84	3.01			2.93	3.00			3.03	3.02		.01
Developing a personal code of values and ethics	2.35	2.71 **		-.35	2.44	2.73 **	-.29		2.66	2.66		.00
Solving complex real-world problems	--	--			2.50	2.70 *	-.22		2.70	2.74		-.04
Learning effectively on your own	2.83	3.11 **		-.34	2.87	3.11 **	-.28		2.95	3.00		-.06
Understanding yourself	2.61	3.01 **		-.42	2.68	3.01 ***	-.34		2.71	2.78		-.07
Thinking critically and analytically	3.10	3.31			3.09	3.33 ***	-.33		3.28	3.33		-.07
Using computing and information technology	2.86	3.00			2.78	3.00 **	-.24		3.13	3.20		-.08
Voting in local, state, or national elections	1.70	1.90			1.68	1.76			1.97	2.06		-.09
Working effectively with others	2.81	3.13 **		-.38	2.97	3.13 *	-.19		3.04	3.12		-.10
Developing a deepened sense of spirituality	--	--			--	--			1.79	1.92		-.12
Writing clearly and effectively	2.81	3.03 **		-.26	2.85	3.06 **	-.24		2.94	3.06 *		-.14
Contributing to the welfare of your community	1.99	2.33 **		-.33	2.11	2.35 *	-.24		2.21	2.43 **		-.22

^(a) Statistically significant at the following levels: *p<0.05, **p<0.01, ***p<0.001

^(b) Effect size (Cohen's *d*) represents difference in the means divided by the standard deviation of the population

Another way to examine NSSE results in the context of CCSU's specific general education outcomes is to align various survey items with the learning outcomes as they have been defined by the faculty. This sort of analysis is always somewhat subjective in nature, since survey items rarely are asked in such a way that they directly line up with the institution's specifically tailored outcomes. As a result, the analysis below should be considered suggestive at best, but it does

provide some means for identifying relative strengths and weaknesses among CCSU students as a group.

CCSU seniors showed highest levels of performance in the areas of quantitative skills and critical thinking and critical reading skills. Areas of personal health and fitness and the development of computer literacy were lowest. Additionally, some improvement since 2002 was observed in students' quantitative skills, critical thinking and reading, global awareness/cultural diversity, and computer literacy.

Table 5. CCSU Composite NSSE Results - Questions Related to General Education Outcomes (Seniors)

Data represent the performance of CCSU seniors in terms of standard deviations above or below the national average on survey items related to various general education outcomes

CCSU General Education Outcome	Units of Standard Deviation* Above/Below the National Mean		
	2001	2002	2007
6. To strengthen quantitative skills.	-0.18	-0.21	0.11
4. To develop critical thinking and critical reading skills.	-0.18	-0.29	-0.01
1. To develop and enhance appreciation for the arts and humanities.	--	--	-0.04
5. To strengthen writing and communication skills.	-0.05	-0.05	-0.04
2. To develop and enhance global awareness, civic responsibility, appreciation of cultural diversity, and historical awareness.	-0.27	-0.15	-0.08
7. To develop computer literacy.	-0.27	-0.33	-0.11
8. To foster personal health and fitness.	--	--	-0.19
3. To develop scientific understanding of the natural and social worlds.	--	--	--

* Effect size (Cohen's *d*). In general, effect sizes of 0.20-0.49 are considered small.

The entire alignment of CCSU general education outcomes with specific NSSE items appears in Appendix 2.

Discussion and Conclusion

The third administration of NSSE at CCSU appears to indicate that CCSU students exhibit lower levels of engagement than do students nationwide. On the NSSE engagement indices, CCSU freshmen were in the 10th to 25th percentiles nationally, and CCSU seniors were in the 35th to 45th percentiles nationally; engagement levels for seniors appear to have increased since the last administration of the survey in 2002.

Even though response rates were low for this survey, the overall results can be viewed to fit into a pattern of other indicators. For instance, CCSU's six-year graduation rates are low (40-43% for entering freshmen for the past three years) compared to institutions in its national peer group (25th percentile: 42-45%, 50th percentile: 48-49%, 75th percentile: 50-51%). Further, results from NSSE from 2001 and 2002 place CCSU more or less in the same institutional percentiles.

While these results may appear lackluster, they do not indicate that all CCSU students are disengaged with the educational experience nor should the results be read to indicate that some students at CCSU are not highly engaged. Indeed, many students exhibit high levels of engagement, which parallel those of students at institutions with the highest levels of engagement. It is important, however, to recognize that a high level of engagement among CCSU students is neither consistent nor uniform, and high percentages of CCSU students do not exhibit behaviors that would most usefully supplement their educational experience in college.

Results from this study seem to suggest that higher levels of engagement at CCSU are related to a variety of behaviors, many of which have been confirmed by other research. CCSU students who had higher levels of engagement tended to:

- Participate in co-curricular activities at least one hour per week
- Spend more time on academic work outside of class (a minimum of 11 hours per week)
- Rate the entire educational experience as "good" or "excellent" (i.e. a high level of satisfaction)

Three additional factors were observed to correlate with higher engagement among seniors at CCSU, all of which may be related to living on campus:

- Holding a campus job
- Working off-campus less than 16 hours per week
- Living on campus

The University's current Strategic Plan (CCSU, 2007) already provides focus on some of these items; others could serve as useful indicators for monitoring progress on this plan. Because data obtained from surveys are self-reported, there is inherent uncertainty in what they mean, but they can provide a valuable supplement to other information about student performance at the institution gathered from locally developed and other instruments. NSSE is scheduled for administration again at CCSU in Spring 2008, and commitment to a future administration schedule of the survey could assist in monitoring how students proceed through the educational experience at the University.

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				Central Connecticut compared with:										
				Central Connecticut	Conn State System			Carnegie Peers		NSSE 2007				
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
1. Academic and Intellectual Experiences														
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>														
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.76	2.71	.06	2.78		-.03	2.74		.01	
				SR	3.15	3.13	.03	3.09		.08	3.03	*	.14	
b.	Made a class presentation	CLPRESEN	ACL	FY	2.15	2.15	.00	2.28	*	-.17	2.21		-.07	
				SR	2.85	2.87	-.02	2.84		.01	2.77		.10	
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.22	2.69	***	-4.8	2.71	***	-5.1	2.64	***	-4.3
				SR	2.53	2.55	-.02	2.54		-.01	2.47		.06	
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.86	3.06	**	-.26	3.06	***	-.26	3.03	**	-.21
				SR	3.30	3.36	-.08	3.32		-.03	3.29		.01	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.62	2.80	*	-.22	2.79	*	-.19	2.76	*	-.15
				SR	2.70	2.89	*	-.21	2.86	*	-.18	2.80		-.11
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.16	1.94	**	.30	1.99	*	.22	2.02	*	.18
				SR	1.92	1.94	-.02	2.05	*	-.16	2.11	***	-.24	
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.35	2.43	-.09	2.44		-.10	2.40		-.06	
				SR	2.58	2.64	-.08	2.59		-.01	2.52		.07	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.16	2.16	.00	2.31	*	-.16	2.38	***	-.25	
				SR	2.55	2.55	.01	2.69	*	-.16	2.75	***	-.22	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.47	2.58	-.13	2.56		-.11	2.57		-.12	
				SR	2.94	2.84	.12	2.88		.07	2.90		.04	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.65	1.54	.13	1.64		.01	1.69		-.05	
				SR	1.79	1.77	.02	1.84		-.05	1.89		-.10	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.32	1.45	*	-.17	1.50	***	-.23	1.52	***	-.25
				SR	1.51	1.68	*	-.19	1.71	***	-.23	1.69	**	-.21

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				<i>Central Connecticut compared with:</i>									
				Central Connecticut	Conn State System			Carnegie Peers			NSSE 2007		
	<i>Variable</i>	<i>Benchmark</i>	<i>Class</i>	<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect Size^c</i>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.30	**	-.24	2.58	***	-.26	2.61	***	-.30
				SR	2.66								
m.	Used e-mail to communicate with an instructor	EMAIL		FY	2.87	**	-.28	3.04	*	-.21	3.06	**	-.23
				SR	3.27								
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.40	*	-.21	2.58	**	-.21	2.57	*	-.19
				SR	2.77								
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.96		-.15	2.15	**	-.20	2.14	**	-.20
				SR	2.46								
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.66	*	-.21	1.84	**	-.21	1.84	**	-.21
				SR	2.10								
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.37	*	-.22	2.60	***	-.28	2.59	***	-.26
				SR	2.81								
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.39	*	-.23	2.62	***	-.27	2.60	**	-.24
				SR	2.74								
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.56		-.07	1.58		-.02	1.59		-.03
				SR	1.64								
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.44		-.14	2.64	**	-.23	2.66	**	-.25
				SR	2.73								
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.40		-.12	2.53		-.13	2.57	*	-.16
				SR	2.62								
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.50		-.07	2.64		-.14	2.68	*	-.18
				SR	2.62								

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				Central Connecticut compared with:									
				Central Connecticut	Conn State System			Carnegie Peers			NSSE 2007		
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
2. Mental Activities													
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.82	2.88		-.07	2.88		-.08	2.88		-.07
			SR	2.59	2.81	*	-.25	2.76	**	-.19	2.75	**	-.17
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	2.92	3.00		-.10	3.04		-.15	3.07	*	-.19
			SR	3.22	3.22		.00	3.21		.01	3.23		-.01
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	2.61	2.80	*	-.25	2.82	***	-.26	2.85	***	-.29
			SR	3.04	3.03		.02	3.03		.02	3.03		.02
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	2.66	2.83	*	-.22	2.86	**	-.24	2.84	**	-.21
			SR	2.97	2.99		-.02	2.99		-.02	2.96		.00
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	2.78	2.93		-.19	2.97	**	-.23	3.01	**	-.27
			SR	3.16	3.13		.03	3.18		-.02	3.18		-.02
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>													
3. Reading and Writing													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.21	3.18		.03	3.15		.06	3.20		.01
			SR	3.15	3.13		.02	3.10		.04	3.13		.02
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	1.95	1.95		-.01	2.02		-.08	2.02		-.08
			SR	2.15	2.14		.01	2.16		-.01	2.17		-.03
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	1.20	1.26		-.10	1.26		-.08	1.24		-.07
			SR	1.59	1.73		-.16	1.64		-.06	1.62		-.04
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	2.24	2.44	**	-.24	2.25		-.02	2.25		-.02
			SR	2.56	2.71		-.16	2.56		.00	2.55		.01
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	2.98	3.12		-.14	3.01		-.02	3.03		-.04
			SR	2.79	2.92		-.11	2.92		-.11	2.97	*	-.15

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				<i>Central Connecticut compared with:</i>											
				Central Connecticut			Conn State System			Carnegie Peers			NSSE 2007		
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c		
4. Problem Sets				<i>In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>											
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.50	2.66		-.15	2.61		-.10	2.64		-.13		
			SR	2.87	2.55	**	.27	2.60	**	.23	2.58	**	.24		
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.64	2.81		-.15	2.75		-.09	2.72		-.06		
			SR	2.55	2.26	*	.26	2.37	*	.15	2.32	**	.19		
5. Examinations				<i>1=very little to 7=very much</i>											
	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	4.94	5.12		-.15	5.34	***	-.33	5.42	***	-.40		
			SR	5.31	5.25		.04	5.43		-.09	5.40		-.07		
6. Additional Collegiate Experiences				<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>											
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	2.04	2.07		-.04	2.16		-.13	2.19	*	-.16		
			SR	2.03	1.91		.13	2.01		.02	2.07		-.04		
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	2.57	2.56		.01	2.67		-.10	2.77	*	-.20		
			SR	2.46	2.47		-.01	2.54		-.08	2.66	**	-.19		
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	1.71	1.71		.00	1.97	**	-.24	2.07	***	-.32		
			SR	1.88	1.87		.01	2.08	**	-.18	2.14	***	-.23		
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.39	2.46		-.07	2.51		-.14	2.56	*	-.19		
			SR	2.50	2.55		-.04	2.64	*	-.15	2.68	**	-.20		
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.50	2.66	*	-.19	2.71	**	-.24	2.72	**	-.26		
			SR	2.70	2.80		-.12	2.80		-.12	2.82		-.14		
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.69	2.73		-.05	2.79		-.12	2.79		-.13		
			SR	2.81	2.91		-.12	2.85		-.05	2.86		-.07		
7. Enriching Educational Experiences				<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)</i>											
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.04	.05	-.05	.07		-.11	.07		-.12		
			SR	.49	.51		-.05	.48		.01	.53		-.08		

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				<i>Central Connecticut compared with:</i>									
				Central Connecticut		Conn State System		Carnegie Peers			NSSE 2007		
	Variable	Benchmark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.33		-.18	.34		-.02	.38		-.10
				SR	.48	*	-.07	.54	*	-.12	.59	***	-.23
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.09		-.10	.16	**	-.18	.17	**	-.20
				SR	.18		-.15	.24	*	-.14	.25	**	-.16
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.03		-.03	.05		-.07	.05		-.08
				SR	.14		-.07	.16		-.05	.19	*	-.14
e.	Foreign language coursework	FORLNG04	EEE	FY	.24	*	.21	.18		.15	.22		.04
				SR	.40		-.10	.33	*	.14	.41		-.02
f.	Study abroad	STDABR04	EEE	FY	.03		.16	.03		-.01	.03		.00
				SR	.16	**	.34	.10	*	.22	.14		.06
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.03		-.02	.04		-.04	.03		-.03
				SR	.19		.07	.16		.08	.17		.03
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		.02	.02		-.05	.02		-.06
				SR	.32		.01	.30		.04	.32		-.01

Mark the box that best represents the quality of your relationships with people at your institution.

1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

8. Quality of Relationships

a.	Relationships with other students	ENVSTU	SCE	FY	5.07	5.29	-.15	5.48	**	-.29	5.53	***	-.33
				SR	5.39	5.39	.00	5.63	**	-.18	5.63	**	-.18
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>													
b.	Relationships with faculty members	ENVFAC	SCE	FY	4.97	5.08	-.08	5.23	*	-.20	5.19	*	-.16
				SR	5.45	5.34	.08	5.45		-.01	5.41		.03
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>													
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.27	4.21	.04	4.64	**	-.24	4.64	**	-.24
				SR	4.33	4.09	.13	4.57	*	-.14	4.54		-.13

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				<i>Central Connecticut compared with:</i>									
				Central Connecticut		Conn State System			Carnegie Peers		NSSE 2007		
Variable	Benchmark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>													
9. Time Usage													
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	3.57	3.67	-.07	3.79		-.14	4.01	***	-.27
				SR	3.89	3.97	-.05	3.96		-.04	4.10		-.11
b.	Working for pay on campus	WORKON01		FY	1.60	1.55	.04	1.53		.05	1.57		.02
				SR	1.41	1.76	**	1.67	***	-.18	1.84	***	-.27
c.	Working for pay off campus	WORKOF01		FY	3.30	3.05	.11	2.76	**	.22	2.41	***	.40
				SR	5.45	4.64	**	4.31	***	.40	3.78	***	.60
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.04	2.01	.02	2.09		-.03	2.24		-.13
				SR	1.84	1.81	.02	1.90		-.04	2.07	*	-.16
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	4.16	3.86	.17	3.78	*	.23	3.78	*	.23
				SR	3.32	3.27	.04	3.38		-.04	3.49		-.11
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.67	1.85	-.12	1.91	*	-.14	1.72		-.03
				SR	2.94	3.07	-.05	2.73		.09	2.38	***	.24
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.36	2.23	.14	2.32		.04	2.25		.10
				SR	2.51	2.46	.05	2.48		.03	2.38		.12
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
10. Institutional Environment													
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	2.78	2.94	*	3.05	***	-.35	3.09	***	-.41
				SR	3.03	3.04	-.01	3.06		-.04	3.08		-.07
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.72	2.85	-.17	3.00	***	-.35	3.02	***	-.37
				SR	2.73	2.77	-.06	2.87	*	-.17	2.87	*	-.17
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.30	2.45	-.17	2.62	***	-.34	2.63	***	-.34
				SR	2.32	2.34	-.03	2.47	*	-.16	2.44		-.12

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				<i>Central Connecticut compared with:</i>										
				Central Connecticut		Conn State System			Carnegie Peers			NSSE 2007		
	Variable	Benchmark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	1.96		-.14	2.09	**	-.23	2.16	**	-.22	
				SR	1.78		-.07	1.85	*	-.15	1.91	*	-.14	
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.13		-.13	2.25	***	-.29	2.41	***	-.31	
				SR	2.01		-.02	2.03	*	-.14	2.17	**	-.17	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.43		-.13	2.55	***	-.28	2.79	***	-.39	
				SR	2.37		.00	2.37		-.09	2.58	**	-.22	
g.	Using computers in academic work	ENVCOMPT		FY	3.02	*	-.23	3.21	***	-.34	3.32	***	-.37	
				SR	3.34		-.02	3.36	*	-.14	3.47	*	-.17	
				<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>										
11. Educational and Personal Growth														
a.	Acquiring a broad general education	GNGENLED		FY	2.89		-.18	3.03	***	-.27	3.13	***	-.30	
				SR	3.29		.12	3.19		.07	3.24		.06	
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.58		-.01	2.59		-.13	2.73	*	-.16	
				SR	3.03		.13	2.91		-.01	3.02		.01	
c.	Writing clearly and effectively	GNWRITE		FY	2.74	**	-.28	2.98	***	-.30	2.95	**	-.24	
				SR	2.94		-.11	3.04	*	-.16	3.06	*	-.14	
d.	Speaking clearly and effectively	GNSPEAK		FY	2.58		-.13	2.70	**	-.28	2.76	*	-.20	
				SR	2.96		.07	2.90		-.03	2.95		.01	
e.	Thinking critically and analytically	GNANALY		FY	2.88	*	-.22	3.06	***	-.33	3.17	***	-.36	
				SR	3.28		.02	3.26		-.04	3.33		-.07	
f.	Analyzing quantitative problems	GNQUANT		FY	2.75		-.04	2.79		-.13	2.89		-.16	
				SR	3.06		.13	2.94		.05	3.04		.02	
g.	Using computing and information technology	GNCMPTS		FY	2.75		-.20	2.92	**	-.27	3.01	**	-.29	
				SR	3.13		.06	3.08		-.07	3.20		-.08	
h.	Working effectively with others	GNOTHERS		FY	2.67		-.16	2.81	***	-.31	2.93	**	-.29	
				SR	3.04		-.03	3.06		-.12	3.12		-.10	

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.



				Central Connecticut compared with:									
				Central Connecticut	Conn State System			Carnegie Peers			NSSE 2007		
	Variable	Benchmark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.03	2.10		-.06	2.08		-.05	2.05		-.02
			SR	1.97	2.03		-.06	2.06		-.09	2.06		-.09
j.	Learning effectively on your own	GNINQ	FY	2.66	2.77		-.12	2.87	**	-.24	2.88	**	-.26
			SR	2.95	2.86		.09	2.98		-.04	3.00		-.06
k.	Understanding yourself	GNSELF	FY	2.39	2.66	**	-.27	2.74	***	-.36	2.73	***	-.36
			SR	2.71	2.75		-.04	2.77		-.07	2.78		-.07
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.39	2.55		-.16	2.64	**	-.26	2.61	**	-.22
			SR	2.60	2.63		-.03	2.64		-.04	2.59		.01
m.	Solving complex real-world problems	GNPROBSV	FY	2.41	2.56		-.17	2.61	*	-.21	2.62	**	-.22
			SR	2.70	2.63		.08	2.72		-.02	2.74		-.04
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.29	2.48	*	-.20	2.62	***	-.33	2.62	***	-.33
			SR	2.66	2.59		.07	2.66		.00	2.66		.00
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.01	2.22	*	-.22	2.35	***	-.35	2.39	***	-.39
			SR	2.21	2.30		-.09	2.41	**	-.20	2.43	**	-.22
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.73	1.86		-.13	2.08	***	-.33	2.08	***	-.32
			SR	1.79	1.78		.01	1.91		-.12	1.92		-.12
12. Academic Advising				<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.67	2.70		-.04	2.97	***	-.36	2.98	***	-.37
			SR	2.63	2.66		-.03	2.84	**	-.22	2.84	**	-.22
13. Satisfaction				<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	2.87	2.94		-.09	3.14	***	-.38	3.18	***	-.43
			SR	3.05	3.01		.05	3.16	*	-.14	3.20	**	-.20
14.				<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>									
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	2.96	2.91		.06	3.17	**	-.25	3.22	***	-.32
			SR	2.99	2.87		.13	3.14	*	-.16	3.19	***	-.23

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 *** p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Appendix 2 - CCSU General Education Outcomes Aligned with NSSE Results

In addition to offering baccalaureate degrees, the University aims to provide students with the basic foundations for life-long learning as rational members of society, to awaken the pleasures of intellectual exploration and to elevate aesthetic sensibilities. This commitment to personal development depends on the acquisition and expansion of knowledge, intellectual processes and techniques. The General Education program seeks to realize the following objectives:

CCSU General Education Outcome	NSSE Data – Seniors Only					
General Education (Overall)	Variable	Item		2001	2002	2007
	GNGENLED	Acquiring a broad general education	CCSU Mean	3.03	2.96	3.29
		To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	NSSE Mean	3.25	3.26	3.24
			Sig.	**	***	
			Effect Size	-0.28	-0.39	0.06
1. To develop and enhance appreciation for the arts and humanities. Relevant outcomes include:						
1.1. the ability to engage in literary, philosophic, and artistic expression,						
1.2. [the ability to engage in literary, philosophic, and artistic] response, and	Variable	Item		2001	2002	2007
	ATDART07	Attended an art exhibit, play, dance, music, theatre or other performance	CCSU Mean	--	--	2.03
		During the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	NSSE Mean	--	--	2.07
			Sig.	--	--	
			Effect Size	--	--	-0.04
1.3. [the ability to engage in literary, philosophic, and artistic] analysis.						
2. To develop and enhance global awareness, civic responsibility, appreciation of cultural diversity, and historical awareness. Relevant outcomes include:						
	Variable	Item		2001	2002	2007
	DIVRSTUD	Had serious conversations with students of a different race or ethnicity than your own	CCSU Mean	2.39	2.36	2.62
		In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	NSSE Mean	2.64	2.58	2.66
			Sig.	**	*	
			Effect Size	-0.25	-0.22	-0.04
	Variable	Item		2001	2002	2007
	DIFFSTU2	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	CCSU Mean	2.37	2.42	2.62
		In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	NSSE Mean	2.84	2.64	2.71
			Sig.	***	*	
			Effect Size	-0.51	-0.23	-0.09

	STDABR04	Study abroad Which of the following have you done or plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do, 1=done)	CCSU Mean NSSE Mean Sig. Effect Size	-- -- -- --	-- -- -- --	0.16 0.14 0.06
	ENVDIVRS	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much	CCSU Mean NSSE Mean Sig. Effect Size	2.26 2.33 -- -0.07	2.33 2.38 -- -0.05	2.32 2.44 -- -0.12
2.1. analyzing an issue from the perspective of another cultural tradition;	Variable	Item		2001	2002	2007
	DIVCLASS	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments. In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	-- -- -- --	2.62 2.73 -- -0.13	2.70 2.80 -- -0.11
	OTHRVIEW	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective During the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	-- -- -- --	-- -- -- --	2.70 2.82 -- -0.14
2.2. taking a public stance that considers the interests of the wider community;	Variable	Item		2001	2002	2007
	GNCITIZN	Voting in local, state, or national elections To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	CCSU Mean NSSE Mean Sig. Effect Size	1.70 1.90 * -0.20	1.68 1.76 -- -0.08	1.97 2.06 -- -0.09
	GNCOMMUN	Contributing to the welfare of your community To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	CCSU Mean NSSE Mean Sig. Effect Size	1.99 2.33 *** -0.33	2.11 2.35 * -0.24	2.21 2.43 ** -0.22
2.3. demonstrating a basic ability to read, write, speak, and comprehend a foreign language;	Variable	Item		2001	2002	2007
	FORLNG04	Foreign language coursework Which of the following have you done or plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do, 1=done)	CCSU Mean NSSE Mean Sig. Effect Size	-- -- -- --	-- -- -- --	0.40 0.41 -- -0.02
2.4. analyzing an issue from a historical perspective.						
3. To develop scientific understanding of the natural and social worlds. Relevant outcomes include:						
3.1. the ability to generate hypotheses and						

3.2. to assess the validity of evidence.						
4. To develop critical thinking and critical reading skills. Relevant outcomes include:	Variable	Item		2001	2002	2007
	INTEGRAT	Worked on a paper or project that required integrating ideas or information from various sources In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	3.16 3.32 * -0.23	3.16 3.33 * -0.23	3.30 3.29 0.01
	GNANALY	Thinking critically and analytically To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	CCSU Mean NSSE Mean Sig. Effect Size	3.10 3.31 ** -0.28	3.09 3.33 *** -0.33	3.28 3.33 -0.07
4.1. defining a problem,						
4.2. assembling evidence to support a conclusion,	Variable	Item		2001	2002	2007
	SYNTHESZ	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships During the current school year, how much has your coursework emphasized the following mental activities? (1=very little, 2=some, 3=quite a bit, 4=very much)	CCSU Mean NSSE Mean Sig. Effect Size	2.89 3.04 * -0.18	2.78 3.05 *** -0.32	3.04 3.03 0.02
4.3. assessing the validity of a sustained argument, and	Variable	Item		2001	2002	2007
	ANALYZE	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components During the current school year, how much has your coursework emphasized the following mental activities? (1=very little, 2=some, 3=quite a bit, 4=very much)	CCSU Mean NSSE Mean Sig. Effect Size	3.17 3.28 -0.15	3.08 3.27 ** -0.26	3.22 3.23 -0.01
4.4. analyzing information to uncover underlying meanings, structures, and patterns.	Variable	Item		2001	2002	2007
	EVALUATE	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions During the current school year, how much has your coursework emphasized the following mental activities? (1=very little, 2=some, 3=quite a bit, 4=very much)	CCSU Mean NSSE Mean Sig. Effect Size	2.81 2.92 -0.12	2.68 2.93 ** -0.28	2.97 2.96 0.00
5. To strengthen writing and communication skills. Relevant outcomes include:	Variable	Item		2001	2002	2007
	GNWRITE	Writing clearly and effectively To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	CCSU Mean NSSE Mean Sig. Effect Size	2.81 3.03 *** -0.26	2.85 3.06 ** -0.24	2.94 3.06 * -0.14
5.1. developing a chosen topic,						

5.2. organizing specifics to support a main idea,						
5.3. using proper grammar,						
5.4. addressing a particular audience, and						
5.5. revising and editing to produce focused and coherent texts.	Variable REWROPAP	Item Prepared two or more drafts of a paper or assignment before turning it in In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	2001 2.67 2.50 * 0.17	2002 2.64 2.50 * 0.14	2007 2.53 2.47 * 0.06
6. To strengthen quantitative skills. Relevant outcomes include:	Variable GNQUANT	Item Analyzing quantitative problems To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	CCSU Mean NSSE Mean Sig. Effect Size	2001 2.74 2.90 * -0.18	2002 2.71 2.90 * -0.21	2007 3.06 3.04 ** 0.02
6.1. applying mathematical and statistical techniques as a means of analysis within a variety of disciplines and	Variable PROBSETA	Item Number of problem sets that take you more than an hour to complete In a typical week, how many homework problem sets do you complete? (1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6)	CCSU Mean NSSE Mean Sig. Effect Size	2001 -- -- -- --	2002 -- -- -- --	2007 2.87 2.58 ** 0.24
	Variable PROBSETB	Item Number of problem sets that take you less than an hour to complete In a typical week, how many homework problem sets do you complete? (1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6)	CCSU Mean NSSE Mean Sig. Effect Size	2001 -- -- -- --	2002 -- -- -- --	2007 2.55 2.32 ** 0.19
6.2. assessing the strengths and weaknesses of these techniques of analysis.						
7. To develop computer literacy. Relevant outcomes include:	Variable ITACADEM	Item Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	2001 2.44 2.71 ** -0.27	2002 2.32 2.77 *** -0.43	2007 2.66 2.83 * -0.16
	Variable EMAIL	Item Used e-mail to communicate with an instructor In your experience at your institution during the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	2001 2.60 2.95 *** -0.38	2002 2.78 3.07 *** -0.33	2007 3.27 3.33 *** -0.09

	ENVCOMPT	Using computers in academic work To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much	CCSU Mean NSSE Mean Sig. Effect Size			3.34 3.47 * -0.17
	GNCMPTS	Using computing and information technology To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much	CCSU Mean NSSE Mean Sig. Effect Size	2.86 3.00 -0.15	2.78 3.00 -0.24	3.13 3.20 ** -0.08
7.1. the ability to use computers for research, analysis, and expression, and						
7.2. analyzing the effects of computers on society.						
8. To foster personal health and fitness. Relevant outcomes include:	Variable	Item		2001	2002	2007
	EXRCSE05	Exercised or participated in physical fitness activities During the current school year, about how often have you done each of the following? (1=never, 2=sometimes, 3=often, 4=very often)	CCSU Mean NSSE Mean Sig. Effect Size	-- -- -- --	-- -- -- --	2.46 2.66 ** -0.19
8.1. the development and maintenance of improved physical health,						
8.2. the development and maintenance of] wellness, and						
8.3. the development and maintenance of] lifetime activity skills.						