

**Students' Commitment to Their Studies at Cal State Northridge:
Spring 2007 Responses to the National Survey of Student Engagement**

by

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The inaugural administration of the National Survey of Student Engagement (NSSE) in Spring 2000 marked the formal debut of an ambitious effort by both The Pew Charitable Trusts and The Carnegie Foundation for the Advancement of Teaching to move assessments of college and university quality away from their current preoccupation with resources and reputation towards an emphasis on students' access to meaningful learning experiences (NSSE 2000, ii). The eighth administration of the National Survey of Student Engagement took place in Spring 2007 and focused on entering and exiting students at a diverse group of 587 four-year colleges and universities in the United States. Of the nearly 294,000 randomly selected respondents at these two key points in their undergraduate careers, just over 1,900 attend Cal State Northridge.

The following pages report on these students' views of the CSUN curriculum as well as those of students at two groups of comparison institutions: other CSU campuses¹ and large, primarily non-residential, four-year institutions. The 51 universities in the second group (i.e., the Carnegie peers) include a range of doctorate-granting and master's-level institutions, with the latter accounting for a third of the larger group.² Most are public and a good many belong to state university systems (e.g., CUNY, the University of Texas). The virtue of examining both types of comparative differences is that it allows one to distinguish between CSUN characteristics that are shared with other CSU campuses and those that are unique (i.e., that differ from those at both sets of comparison institutions).

¹ Six other CSU campuses participated in the 2007 administration of the NSSE: Bakersfield, Dominguez Hills, Long Beach, Los Angeles, Fresno, and San Francisco State.

² Master's-level colleges and universities like CSUN offer a variety of baccalaureate programs, as well as a number of graduate programs leading to the Master's degree (Carnegie).

The Survey Instrument

The NSSE is an annual inquiry into the extent to which students at four-year colleges and universities engage in an array of good educational practices. It focuses on the teaching and learning activities that foster students' intense involvement with their studies, inquiring into things such as the amount of reading and writing required of them and their interactions with teachers and peers. Rather than asking about students' satisfaction with these matters, as is typical of many surveys done on college campuses, most of the NSSE items ask respondents to estimate the amount of time they devoted to various activities during the current academic year. With the aid of responses from students at comparable institutions, the resulting data are of considerable use in individual campuses' ongoing efforts to improve student learning and the undergraduate experience.

Many of the items included in the NSSE questionnaire (see Appendix C) deal with student behaviors that educational researchers have found to be highly correlated with the intense learning and personal development that are hallmarks of a meaningful college education. The annual summaries of NSSE findings published each year by Indiana University (cf NSSE 2007) devote considerable attention to five benchmark scores of effective educational practice. These, which combine various subsets of responses to 40 survey items, are discussed in more detail in Appendix A.

The Cal State Northridge survey responses summarized in the main text of this report do not deal with the benchmark scores, though they inform the organization of the survey items considered. After reviewing a number of respondent characteristics and the amount of time participants report spending on selected activities, responses relating to several key features of the curriculum are summarized. The curricular features considered include the emphasis on abstract thinking skills and active learning, the enriching educational experiences offered, and aspects of the more general campus environment. Student assessments of how much they have learned in a range of areas are also considered.

In addition to focusing on students' engagement with their studies, NSSE is designed to provide insight into changes in engagement during students' college career; thus, the focus on entering and exiting students. This does not work well on a campus such as ours, however, because of the large numbers of transfer students we enroll: close to two-thirds of the senior NSSE respondents considered here, for example, transferred to CSUN from another institution.³ Thus, a different approach is required. In the text below, the data provided by the freshman respondents are used to examine the kinds of engagement with learning that CSUN's lower division curriculum fosters, while the views of the senior respondents are considered to yield insight into the kinds of engagement with learning that upper division courses in the major foster. Common strands in the two sets of responses are then combined to identify features of the curriculum as a whole that tend to foster or inhibit students' engagement with their studies. In each instance, the commentary in the main text is based on detailed data tables that present separate figures for CSUN's freshman and senior NSSE respondents, along with summary figures for the two comparison groupings.

Data Collection Procedures

Staff at Cal State Northridge, and at other participating campuses, were only marginally involved in the 2006-07 NSSE data collection process. Campuses did little more than submit lists of freshmen first matriculating in Fall 2006 and of seniors likely to graduate at the end of the 2006-07 academic year to the Center for Survey Research at Indiana University. With the aid of these lists, the Center invited all of the CSUN freshmen and 2,500 randomly selected seniors to complete the Web version of the NSSE. After some follow-up activities during March and April 2007, 31% of the students in the Northridge sample returned completed questionnaires, a response rate that exceeds the 24% response rate for both our comparison groups. Data collection procedures are discussed in more detail in Appendix B.

³ A comparison of the responses of the seniors who entered CSUN as freshmen or transfer students, which is summarized below, revealed some differences in the background of the two sets of respondents, but no significant differences in their engagement with their studies.

Preliminary analysis revealed that, in all respects examined, the senior respondents are much like the larger group of graduating seniors from which they were drawn. With two exceptions, the freshman respondents also differed little from all Fall 2006 freshman entrants. Analysis suggested that women are over-represented among the freshman NSSE respondents, as are academically stronger students (as measured by GPA). These biases are not pronounced, however. Thus, it seems fair to conclude that, by and large, the CSUN respondents are fully representative of the larger groups from which they are drawn. Since these larger groups may be atypical of the student body as a whole, however, the findings summarized on the next pages should be interpreted a bit cautiously.

Distinctive Features of the Students and Curriculum at Cal State Northridge

The Spring 2007 NSSE survey responses briefly reviewed below, and in more detail in the next section of this report, suggest that students at Cal State Northridge differ from their peers at comparable institutions more by their background than by their engagement with their studies. Both the shorter and longer summaries presented here are divided into six subsections: respondent background; respondent satisfaction with their college experiences; respondent views of the lower-division curriculum, the upper-division curriculum, and the curriculum as a whole; and differences in the engagement and background of selected respondent subgroups (e.g., transfer students, first-generation college students).

The three sections dealing with various parts of the curriculum highlight those areas of engagement emphasized at each level. Such strength is identified in two ways: widespread reliance on some elements of engagement (i.e., those mentioned by at least three-quarters of the respondents) and greater reliance on selected practices than is evident at the two sets of comparison institutions. Since the distinctive features of the CSUN students' NSSE responses tend to be shared by students elsewhere in the CSU, discussion below focuses on outlining how the Northridge respondents differ from those at the Carnegie peer institutions.

Student Background and Current Responsibilities

Both the freshman and senior NSSE respondents differ from those at the Carnegie peer institutions by several demographic characteristics. First, they differ by age, with the CSUN freshman respondents less likely than their Carnegie counterparts to be older than 19. The senior CSUN respondents, in contrast, tend to be older than those at the Carnegie peers; the majority are 24 years of age or older. Second, both sets of CSUN respondents are disproportionately likely to stem from Latino backgrounds, with the seniors also more likely than their Carnegie counterparts to stem from Asian backgrounds.⁴ And third, both sets of CSUN respondents are more likely than their Carnegie counterparts to have at least one parent whose education stopped at the high school level, with the difference more pronounced among the freshmen.

Given that the Carnegie peer group is confined to “primarily non-residential institutions”, it is surprising that both sets of CSUN respondents are much more likely than those at these comparison to drive to campus on a daily basis and to spend at least 6 hours per week commuting to class. Another thing that appears to make CSUN distinct among comparable commuter institutions outside California is the percentage of transfer students: it is higher at CSUN than at the Carnegie peer institutions. Finally, both sets of CSUN respondents are more likely than respondents at the Carnegie Peer institutions to be planning or pursuing majors in arts and humanities fields.

NSSE reports often identify three aspects of students’ lives that tend to discourage engagement: working for pay *off campus*, caring for dependents, and socializing. The CSUN respondents, the findings suggest, are disproportionately likely to work off campus for more than 10 hours per week and to care for dependents on a regular basis. NSSE reports also cite three features of many students’ lives that foster engagement: spending significant time preparing for class, working for pay *on campus*, and participating in co-curricular activities. Close to half of the CSUN respondents spend at least 11 hours per week

⁴ It is worth noting, that Asians are underrepresented among both sets of CSUN respondents in comparison to the respondents from other participating CSU campuses. More generally, the racial and ethnic diversity evident on our campus is a shared CSU characteristic rather than one that is unique to CSUN.

preparing for class, which is average, and, as is the case elsewhere, relatively few are employed on campus. The CSUN respondents, however, are considerably less likely than those at the Carnegie peers to engage in co-curricular activities. In fact, this last is the campus's greatest area of weakness in terms of engagement as defined by NSSE, since co-curricular participation is an important feature of a set of items said to describe a supportive campus environment. Obviously, CSUN students' unusual work and family obligations play an important role in their limited campus involvement. These same obligations also tend to hamper campus efforts to foster students' full engagement with their studies.

Respondents' Satisfaction with Their College Education

Before reviewing curricular features that tend to foster engagement with one's studies, it is informative to examine students' general satisfaction with their college choices. Over four-fifths of the CSUN respondents think that their educational experience at this institution has been excellent or good and say that they would choose the same university again if they were starting over. Such a high level of satisfaction is noteworthy, though it is not atypical of students elsewhere.

Satisfaction with the academic advising CSUN students have received is not as widespread as is general satisfaction, but it is substantial nonetheless, especially among freshmen. Thus, three-quarters of the CSUN freshman respondents report that the academic advising they have received at the university has been excellent or good. More than three-fifths of the CSUN senior respondents express similar sentiments. Such responses are typical of those given by respondents at the Carnegie peer institutions and suggest that the advising system at CSUN serves most students well.

In addition to questions about overall satisfaction with one's college experience, the NSSE survey includes a series of questions that asks respondents to assess the extent to which their CSUN experience has contributed to their knowledge and skills in a number of specific areas. In response, four in five of the freshman and senior respondents said that their campus experience had contributed substantially to

their acquisition of a broad general education.⁵ In addition, at least three-quarters of both sets of respondents said that their CSUN experience had made a substantial contribution to their skills in two areas: thinking critically and analytically, and writing clearly and effectively. Three-quarters to four-fifths of the senior respondents also highlighted the importance of their CSUN experience in strengthening their ability to use computing and information technology, analyze quantitative problems, and work effectively with others.⁶ Again, even though such positive assessments of learning gains are typical of students at many comparison institutions, they are noteworthy.

Freshman Views of the Lower Division Curriculum

If one assumes that responses to NSSE items reflect what goes on in the classroom, then widespread reports of curricular emphases (i.e., by three-quarters or more of the respondents) can be taken as a sign of engaging curricular features. Applying such a criterion to the Spring 2007 freshman data indicates that spending significant time studying and on academic work receives substantial emphasis at CSUN, as does the use of computers in academic work. One abstract thinking skill also appears to be widely emphasized in the lower division curriculum at CSUN: *analysis* of ideas or theories.

Some types of faculty-student interaction are common at the lower division as well, with nine in ten of the CSUN freshman respondents reporting that, on occasion, they discuss grades or assignments with their instructors. Finally, respondents commonly expect to do two things prior to graduation that NSSE defines as “enriching”: get on-the-job experience and undertake community service or volunteer work.

Although the above curricular strengths are also evident on many of the comparison campuses, a number of less universal curricular practices at CSUN stand out as distinctive. Judging by the responses to the Spring 2007 NSSE survey, an emphasis on diversity and interaction between students from

⁵ A “substantial contribution” includes respondents who said that their campus experience has contributed very much or quite a bit to the development of a skill or attribute.

⁶ Among the CSUN senior respondents, close to three-quarters (73%) also reported that their campus experience had made a substantial contribution to their ability to speak clearly and effectively.

differing racial and ethnic backgrounds is the most clearly distinctive way in which CSUN's lower division curriculum fosters students' engagement with their studies. In particular, the CSUN freshman respondents are more likely than their counterparts at the Carnegie peer institutions to say that contact among students from differing socio-cultural backgrounds is encouraged at CSUN and that they frequently have serious conversations with students stemming from racial and ethnic backgrounds other than their own. In addition, the CSUN freshman respondents are disproportionately likely to say that they frequently included diverse perspectives in class discussions or their writing assignments.

Another distinctive way in which the lower division curriculum at CSUN fosters engagement with learning is through some types of Active and Collaborative Learning. Of the eight items relating to this matter on the NSSE survey, the CSUN freshman respondents are disproportionately likely to mention two. In particular, they are more likely than Carnegie peer respondents to report frequently making class presentations during the preceding academic year and working with classmates on projects during class.

A final way in which CSUN's lower division curriculum fosters engagement is in the area of writing. Most of the campus's freshman respondents report that they frequently combine ideas or concepts from different courses in their assignments. Most also say that they frequently prepare several drafts of their papers before submitting them, a practice that is more widespread at CSUN than at the Carnegie Peer institutions. The CSUN respondents also report being expected to do a fair amount of writing, with three-fifths saying that they had written at least five short papers during the preceding academic year. Three-tenths also reported writing five or more medium-size papers (5-19 pages) during the same period. Similar expectations for written work exist at the comparison institutions, however.

The CSUN freshman respondents' self-evaluations of their learning, which NSSE also examines, tend to support the importance of the areas of engagement just highlighted. More specifically, the CSUN freshman respondents are at least somewhat more likely than those at the Carnegie peers to say that their education has contributed substantially to their ability to understand people of other racial and ethnic

backgrounds, to speak clearly and effectively, to write clearly and effectively, and to solve complex real-world problems.

In addition to differing from respondents at comparable institutions, two types of CSUN freshman respondents are distinctive in a number of respects: those attempting a freshman seminar and those residing in on-campus housing during their first year at the university. In both instances, differences in background are more pronounced than differences in engagement. Thus, freshman respondents attempting University 100 are more likely than others to enter with no declared major, to stem from minority backgrounds, and somewhat more likely to have parents with no more than a high school education. The respondents residing in campus housing, in contrast, are more likely than other freshman respondents to have parents with college degrees and to enter planning a major in the College of Art, Media, and Communications. As one might expect, they are also more likely than others to work for pay on campus and to participate in co-curricular activities, but less likely to work for pay off-campus or provide regular care for dependents.

In terms of engagement, the U100 students are the only ones displaying any distinctive features. They are more likely than other freshman respondents to say that they plan to participate in a learning community prior to graduation, presumably because some of the U100 courses feature such experiences. In addition, the U100 students are more likely than other freshman respondents to report that their CSUN experience has made a substantial contribution to their understanding of people from other racial and ethnic groups.

Seniors' Views of the Upper Division Curriculum

As noted above, assuming that NSSE responses cast light on curricular emphases allows one to use widespread agreement on NSSE items to identify features of the curriculum that foster students'

engagement with their studies.⁷ Applying this approach to the senior NSSE responses indicates that spending significant time studying and on academic work receives substantial emphasis in CSUN's upper division curriculum, as does the use of computers in academic work.⁸ Most of CSUN's senior respondents also report that their exams frequently challenge them to do their best work. In addition, an emphasis on the development of abstract thinking skills is integral to CSUN's upper division curriculum, with most respondents saying three received substantial attention in their recent classes: *analyzing* the basic elements of ideas or theories, *applying* theories or concepts to practical problems, and *synthesizing* and organizing ideas and experiences.

Some types of faculty-student interaction are common for the CSUN seniors as well. Almost all of the senior NSSE respondents report that, on occasion, they discuss grades or assignments with their instructors, while four in five said that they had occasionally discussed their career plans with a faculty member or advisor during the current school year. Finally, most of the senior respondents reported acquiring on-the-job experience during their college years, one of NSSE's "enriching experiences."

Although the above curricular strengths are, once again, also evident on many of the comparison campuses, several of the less universal aspects of the upper division curriculum at CSUN stand out as distinctive. The seniors' NSSE responses point to fewer unusually engaging aspects of the curriculum than was the case for the freshmen, but the two sets of responses highlight similar curricular features. Once again, the campus's emphasis on diversity and interaction between students from differing racial and ethnic backgrounds emerges as the most engaging aspect of the upper-division curriculum. Like the freshman, the CSUN senior respondents are more likely than those at the Carnegie peer institutions to say that, during the current academic year, they frequently had serious conversations with students stemming

⁷ For present purposes "widespread agreement" is defined as any response articulated by at least three-quarters of the respondents under study.

⁸ In keeping with the emphasis on computer use, more than four-fifths of the senior respondents reported frequently (i.e., often or very often) using e-mail to communicate with an instructor.

from racial and ethnic backgrounds differing from their own. In addition, the CSUN seniors are more likely than their Carnegie counterparts to say that they frequently include diverse perspectives in class discussions or writing assignments. Seniors' self-evaluations of their learning provide further support for an emphasis on diversity in the CSUN curriculum, with campus respondents disproportionately likely to report that their education has contributed substantially to their understanding of people from other racial and ethnic backgrounds.

Another feature of the upper division curriculum that fosters student engagement at CSUN revolves around student writing practices. Most of the senior respondents say that they frequently incorporate ideas or concepts from different courses into their assignments. In addition, close to half of them report being assigned at least five papers of medium length (5-19 pages) during the current academic year, while close to three-fifths wrote at least one 20-page paper during the same period. They are disproportionately likely to report this second. In addition, like the CSUN freshman respondents, the senior respondents are more likely than those at the Carnegie peer institutions to say that they prepare several drafts of their papers before submitting them.

A third area in which curricular practices appear to foster engagement is, again, Active and Collaborative Learning. Of the 8 items related to this matter that the NSSE survey considers, two appear to receive unusual emphasis in the upper division curriculum at CSUN. Thus, the NSSE senior respondents are more likely than Carnegie peer respondents to report frequently making class presentations and working with classmates on projects during class. Finally, in a rare difference, the senior respondents at CSUN are more likely than those on other CSU campuses to say they frequently work with classmates on projects outside of class; the CSUN pattern is typical of respondents at the Carnegie peers, however.

Given that the presence of large numbers of transfer students among the CSUN senior respondents distinguishes the campus from most of its Carnegie peers, one would expect that engagement among

respondents entering the university as first time freshmen or transfer students might differ. Analysis revealed this not to be the case, however. Only a few differences in background emerged. Thus, the seniors entering as first time freshmen are more likely than those entering as transfer students to be no more than 22 years of age, to stem from minority backgrounds, and to have parents with no more than a high school education.

Strengths of the Curriculum as a Whole

Combining the features of the upper and lower division curricula highlighted above, indicates that the CSUN curriculum as a whole is characterized by several features that serve to engage students in their studies. These include a substantial emphasis on the importance of spending significant time on academic work and using computing technologies to help accomplish it. An emphasis on mastering abstract thinking skills is also infused throughout the curriculum, especially at the upper division level.

In addition, the Spring 2007 NSSE responses suggest that the Northridge curriculum as a whole displays three overarching areas of strength: an emphasis on diversity, writing frequently, and active and collaborative learning. The campus's greatest asset in fostering student engagement is in the curricular emphasis on diversity and the ample opportunities provided for interaction between students from differing racial and ethnic backgrounds. But these traits are probably not something that CSUN can take too much credit for, since they are shared in common with other CSU campuses. To some degree, they are also reflective of the diversity that is integral to California.

Although discernable, the other two areas of curricular strength identified in preceding discussion are modest and generally evident on other CSU campuses as well. Still, they might serve as the basis for additional campus initiatives designed to foster these incipient strengths in student engagement as NSSE conceives it: writing and active and collaborative learning.

Differences in Background and Engagement Among Subgroups of CSUN NSSE Respondents

In addition to the subgroup differences restricted to either the freshman or senior respondents, which have been summarized above, the Spring 2007 NSSE data set was used to examine a number of characteristics applying to both sets of respondents. These include the current class status of respondents entering CSUN as first time freshmen, as well as subgroups differing by parental education, racial and ethnic background, and gender. Almost all of the subgroups considered differ by background, but only some exhibit significant differences in engagement.

As noted at the beginning of this report, straight-forward comparisons of CSUN's freshman and senior NSSE respondents are not possible because so many of the latter are transfer students. But, one can compare the current freshman respondents with those seniors respondents who also entered the university as first time freshmen four to six years previously. To distinguish the two sets of respondents, the approximately 1,000 NSSE freshman respondents are referred to as "first-year respondents or students" and the 305 current senior respondents who entered as freshmen are described as "graduating freshmen". Comparing the two groups reveals largely expected background differences: the first-time students tend to be younger than the senior freshmen, more likely to be carrying a full-time load, to be living in on-campus housing, to have no declared major, and less likely to be employed off-campus.⁹

Differences in writing patterns, a key aspect of student engagement, are also largely what one would expect. In comparison to the first-year respondents, the graduating freshmen are more likely to have written at least one long paper during 2006-07 (i.e., 20 pages or more), but less likely to report frequently preparing several drafts of a paper or assignment before submitting it. This last is not necessarily a consequence of growing proficiency in writing; instead it may indicate that the good habits of revision stressed in lower-division GE courses are not being re-enforced in courses for upper-division majors.

⁹ The tendency of the first-year respondents to live in on-campus housing helps explain their being less likely than the graduating freshmen to work for pay off campus. In addition, their tendency to be carrying a full-time load reflects an overall difference between CSUN's freshmen and seniors.

As was the case for writing, the active and collaborative learning NSSE items favor the graduating freshmen. They are more likely than the first-year respondents to have given class presentations during the current school year, to have worked with classmates on projects outside of class, and to have participated in course-based community service projects.¹⁰

Some interesting differences emerge when one compares the expectations of the first-year students with the experiences of the graduating freshmen. The results suggest that the first-year students may have some misplaced expectations. Approximately two-thirds of the graduating freshmen have had a culminating senior experience and close to half have done foreign language coursework, but only one fifth have studied abroad. In contrast, less than half of the first-year students plan a culminating senior experience and close to half expect to study abroad; 46% also expect to complete foreign language coursework. It is not clear whether the observed differences are an instance of ignorance being bliss or unfortunate false expectations.

Turning now to subgroup differences evident within both respondent groupings, one would expect that two types of respondents might display distinctive patterns of engagement: those who are first-generation college students and those who stem from traditionally underrepresented minority groups.¹¹ Because initial analysis revealed considerable overlap in the respondents belonging to these groups, they were combined into a single indicator. The result was three distinct subgroups, with analysis generally focusing on the first and third: traditionally underserved first-generation students, most of whom stem from Latina/o backgrounds (the so-called TUF respondents); students from all racial and ethnic backgrounds whose parents have at least some college education; and the primarily white and Asian

¹⁰ The only area in which the first-year students report more active and collaborative learning is in the area of learning communities, though their greater use of this technique is not statistically significant.

¹¹ Traditionally underserved minority groups are those whose members tend to enroll in undergraduate programs in disproportionately small numbers. They include students from American Indian, Pacific Islander, African American, and Latina/o backgrounds. Students from the last account for most of the traditionally underserved NSSE respondents in the Spring 2007 freshman and senior CSUN samples.

students with at least one parent with a four-year college degree (referred to the WACEP respondents for short).¹²

Analysis revealed differences in background other than those underlying the race/ethnicity-parental-education groupings. The TUF freshman respondents are more likely than the WACEP NSSE respondents to spend at least six hours per week commuting to campus and to be responsible for the regular care of dependents. The TUF senior respondents are also somewhat more likely than their WACEP counterparts to care for dependents living with them and more likely to be women. In addition, the TUF senior respondents are considerably more likely than others to have entered CSUN as first-time freshmen rather than as transfer students. This last finding may suggest that traditionally underserved first-generation (TUF) students are more likely to succeed if they begin their college careers at CSUN rather than at a community college.

Some differences by major are evident for both the freshman and senior respondents, with the TUF freshman respondents more likely than the WACEP respondents to enter college undecided about a major. The TUF freshman respondents are also less likely to plan majors housed in one of two CSUN colleges: Art, Music, and Communication or Science and Mathematics. The disinclination of TUF students to major in the last remains evident among the senior NSSE respondents. In contrast, the TUF senior respondents are more likely than the WACEP respondents to be completing major in Humanities disciplines, presumably because this college houses the large Latina/o Studies Department.

Freshman responses to the NSSE items about CSUN's contribution to their learning and personal development suggest that the TUF respondents perceive greater benefit from their college experiences than other respondents. More specifically, the TUF respondents are more likely than the WACEP respondents to say that their initial CSUN experiences have made a substantial contribution to the four

¹² WACEP stands for White-Asian with College-Educated Parents. This group also includes respondents whose racial and ethnic background is not clearly identified (the "Other" grouping). The relatively small group of

aspects of personal development considered (i.e., understanding people of other racial and ethnic backgrounds, understanding oneself, developing a personal code of ethics, and contributing to the welfare of one's community) and to three of the intellectual skills examined: speaking clearly and effectively, solving complex real-world problems, and learning on one's own.

In addition to displaying greater appreciation of their initial college experience, the TUF freshman respondents are distinct on a number of elements of engagement. They are more likely than the WACEP freshman respondents to say that, during the current school year, they have frequently worked harder than they thought they could to meet an instructor's standards. The TUF respondents are also more likely than the WACEP respondents to frequently engage in one aspect of active and collaborative learning: working with other students on projects during class.

Although the TUF freshman respondents are slightly less likely than others to participate in co-curricular activities on campus, they view campus life and available student services more positively. In particular, the TUF respondents are more likely than other freshman respondents to say that CSUN is committed to providing the support students need to thrive socially, along with assistance with their non-academic responsibilities.¹³ Several factors might explain the traditionally underserved first-generation (TUF) students' distinctive views of the campus. First, according to the data, these students are more likely than others to take University 100, a course in which they learn about the full array of campus services. Second, since first-generation students cannot seek guidance from their college-educated parents about how to get the most out of college, they may rely more heavily on campus resources than others. These two factors combined may give them both greater knowledge of, and need to rely on,

traditionally underserved students whose parents have four-year college degrees was excluded from the combined variable.

¹³ Most freshman respondents, regardless of background, agree that CSUN is committed to providing the support they need to succeed academically.

available campus services, leading to greater appreciation of them and the value of the CSUN setting to their education.

Unlike the TUF freshman respondents, the equivalent senior respondents do not differ from other senior respondents in their assessment of their CSUN experience or in their engagement with their studies. These findings suggest that the background differences that contribute to initial differences in engagement may gradually lose their differentiating power as CSUN students acquire a set of common experiences during the course of their college years.

In contrast to the first-generation and traditionally underserved students just considered, NSSE respondents differing by gender display largely similar backgrounds. There is one modest exception to this: among the senior respondents, women are more likely than men to stem from Asian or Latina backgrounds. Unlike background, differences by major are evident. They are most clear-cut among the senior respondents, among whom, men are more likely than women to be pursuing majors in engineering or science fields, while women are more likely than men to be completing majors in disciplines housed in two CSUN Colleges: Humanities or Health and Human Development. Among the freshman respondents, anticipated majors are more diverse, but similar patterns are evident. Thus, women are more likely than men to expect to major in fields housed in the two Colleges just enumerated, along with those housed in the College of Social and Behavioral Sciences. Freshman men, in contrast, are more likely than women respondents to expect to major in fields housed in three other Colleges: Engineering and Computer Science; Business and Economics; and Arts, Media, and Communications.

Gender differentiates engagement to a limited degree among both the freshman and senior respondents. Among the freshmen, men are more likely than women to spend at least 11 hours per week relaxing and socializing, while women are more likely than the men to expect to complete community service or volunteer work during their college years. This last difference is also evident among the senior respondents, as is the tendency of women respondents to be disproportionately likely to report frequently

including diverse perspectives in class discussions or writing assignments. By and large, these modest differences in engagement are in keeping with the two genders' distinct majors, suggesting that this last is key to the differences in their academic performance.

Summary of Responses

Respondent Characteristics (see Table 1)

- At the time of the Spring 2007 NSSE survey, virtually all of the Northridge **freshman** respondents were 19 years of age or younger and enrolled full-time at CSUN. Two-thirds are women and three-fifths stem from minority backgrounds, usually Latina/o. Although 27% of the freshmen live on campus, the majority (65%) live some distance from campus; well over half (59%) spend no more than five hours per week commuting to class.

- Approximately half of the Northridge **senior** respondents were between 24 and 39 years of age at the time of the NSSE survey and close to two-thirds (65%) are women. More than two-fifths stem from minority backgrounds, with approximately half of these claiming Latina/o roots. Three-fifths of the senior respondents entered CSUN as transfer students and just over three-quarters (77%) were attending CSUN full-time in Spring 2007. Over four-fifths (85%) live within driving distance of campus, with close to half (46%) spending at least 6 hours commuting to class each week.

- Between 40% and 50% of the **freshman** respondents have mothers or fathers with no more than a high school education, while close to three-tenths (29%) have at least one parent who has completed a four-year college degree.

- Approximately two-fifths of the **senior** respondents have mothers or fathers whose education did not extend beyond high school. In addition, 29%-36% have at least one college-educated parent.

Distinctive Characteristics

- The Northridge **freshman** respondents differ from those at the comparison institutions in several respects. They are more likely than respondents at institutions in the Carnegie peer group to stem from minority backgrounds, especially Latina/o (38% vs. 10%) and less likely to be more than 19 years old (2% vs. 12%) or to reside in campus housing (27% vs. 48%).¹⁴ In keeping with this last, the Northridge freshmen are more likely than students at the Carnegie peers to spend more than five hours per week commuting to campus (41% vs. 29%).
- Both the fathers and mothers of the Northridge **freshmen** tend to be less well-educated than those of their counterparts at the comparison institutions; only 29% have a parent with a four-year college education, compared to 42%-45% of the respondents at the Carnegie peers.
- The Northridge **senior** respondents also differ from their counterparts at the Carnegie peer campuses in a number of ways. They are more likely than such students to be 24 or older (56% vs. 41%) and to stem from minority backgrounds, with the disproportion of Asian and Latina/o students particularly pronounced (13% and 24% vs. 7% and 10% for students at the Carnegie peers). Further, they are more likely than respondents at the comparison institutions to be transfer students (62% vs. 51%) and to spend more than five hours per week commuting to their classes (46% vs. 34%). Also, the CSUN seniors are somewhat more likely than those elsewhere to be international students (13% vs. 6%).
- The CSUN **senior** respondents are somewhat more likely than those attending Carnegie peer institutions to have mothers or fathers who did not have the opportunity to advance beyond a high school education (41%-42% vs. 34%).
- In contrast to the freshman, the Northridge **senior** respondents differ from their counterparts at other CSU campuses in several respects. They are less likely than the others to stem from minority backgrounds, especially Asian (13% vs. 20%) and to be transfer students (62% vs. 73%). They are also somewhat more likely to be attending college on a part-time basis (23% vs. 18% at the other CSU campuses) and somewhat less likely than respondents on other CSU campuses to have fathers with no more than a high school education (41% vs. 47%).

Expected and Actual Majors

- Half of the Northridge **freshmen** plan to major in one of three broad areas: Arts and Humanities, Business, and Social Sciences. They are somewhat more likely than respondents at the Carnegie peers to be planning a major in the first (22% vs. 13%) and somewhat less likely to be planning majors in professional fields (9% vs. 14%).
- Close to half of the Northridge **senior** respondents (46%) are completing majors in either the Arts and Humanities or Business. Like their freshman counterparts, they are more likely than respondents at the Carnegie peers to be pursuing majors in the Arts and Humanities (26% vs. 14%).¹⁵ In addition, the

¹⁴ Although typical of the respondents at the Carnegie peers, the CSUN respondents are less likely than those at other CSU campuses to stem from Asian backgrounds (13% vs. 24%).

¹⁵ The CSUN respondents are also somewhat less likely than those at the Carnegie peers to be pursuing degrees in Education (4% vs. 9%), though this may just reflect the fact that the CSU does not offer undergraduate majors in this field.

CSUN seniors are somewhat less likely than those at other CSUs to be majoring in a Social Science field (12% vs. 18%)

The Impact of Non-Academic Activities on Engagement with One's Studies

Activities Fostering Engagement with Studies (see Table 2)

- Close to two-thirds of the Northridge **freshman** respondents (63%) report typically spending 6-20 hours per week preparing for class. Their campus involvement is limited, however: just over a third (35%) report participating in co-curricular activities and 12% report being employed on campus.

- Like the freshmen, close to two-thirds of the CSUN **senior** respondents (63%) devote 6-20 hours per week to preparing for class. Their campus involvement is also limited, with just over a third (37%) participating in co-curricular activities and 14% working for pay on campus.

- Although typical of their compatriots at other CSU campuses, the Northridge **freshman** respondents are clearly atypical in their co-curricular participation when compared to students attending Carnegie peer institutions. Over half of the latter (53%) report participating in co-curricular activities compared to 35% of those attending CSUN or the other CSU campuses.

- The CSUN **senior** respondents are less likely than respondents at the Carnegie peer institutions to participate in co-curricular activities (37% vs. 47%). Their limited participation is typical of respondents from other CSU campuses, however.

Activities that Do Not Foster Engagement with Studies (see Table 2)

- Over half of the **freshman** respondents (53%-54%) report providing regular care for dependents and working for pay off campus, a good many for more than 20 hours per week.

- Three-quarters of the **senior** respondents report off-campus employment, with almost half (46%) working more than 20 hours per week. A majority (57%) also report providing care for dependents on a regular basis.

- The Northridge **freshman** respondents are more likely than those at the Carnegie peers to report both regular dependent care (54% vs. 33%) and working for pay off campus (53% vs. 42%). They are also somewhat more likely to report both than respondents on other CSU campuses (53% vs. 47% for work off campus and 54% vs. 47% for dependent care).

- The **senior** respondents at CSUN are more likely than those at the Carnegie peer institutions to report regularly caring for dependents (57% vs. 43%) and somewhat more likely to work more than half time at an off-campus job (48% vs. 37%).

- The Northridge **freshman** respondents also relax and socialize, with three-fifths devoting 10 or fewer hours per week to such activities. They are somewhat less likely than respondents at both sets of comparison institutions to report devoting greater amounts of time to leisure activities (41% vs. 46% and 47%).

- Fun is not entirely absent from the **senior** respondents' lives either, though two-thirds report spending no more than 10 hours per week relaxing and socializing.

The Impact of Non-Academic Activities on Engagement Among CSUN's Students

- Preceding discussion has shown that both the freshman and senior NSSE respondents are less likely than those at the Carnegie peer institutions to participate in co-curricular activities (35%-37% vs. 47%-53%). Although such participation tends to foster engagement, the participatory pattern evident at CSUN is typical of that found on other CSU campuses.

- Both sets of Northridge respondents are more likely than those at the Carnegie peer institutions to report two activities that do not foster engagement with one's studies: providing regular care for dependents (54% and 57% vs. 32% and 43%) and working for pay at an off-campus job (53% and 73% vs. 42% and 64%). Undoubtedly these atypical responsibilities help explain the comparative lack of co-curricular participation among CSUN students.

The Freshman Responses: Engagement at the Lower Division Level

Adequacy of a Northridge Education (see Table 3)

- More than four in five of the Northridge freshman respondents (86%) say that their overall educational experience at CSUN has been excellent or good and that they would return to the campus if they were starting college over again (82%). These ratings are virtually identical to those found at the comparison institutions, but notable nonetheless.

- Much like students at the comparison institutions, three-quarters of the freshman respondents at Northridge say that the quality of the academic advising they have received at CSUN has been excellent or good.

Rigor of the Curriculum (see Table 4)

- Just over three-quarters (78%) of the freshman respondents at Northridge report that "spending significant time studying and on academic work" is substantially emphasized at Northridge. Given the high level of agreement on this matter, it can be viewed as a strength of the lower division curriculum.

- Close to three-fifths of the Northridge respondents (57%) say that during their first year at CSUN they have often or very often worked harder than they thought they could to meet an instructor's expectations.

- Just under half of the freshman respondents at Northridge (47%) spend 11 or more hours per week preparing for class. For three in four of the respondents, at least part of this preparation involved reading five or more assigned textbooks during the preceding academic year, with 29% reporting that they read more than 10.

- According to almost three-quarters of the freshman respondents (72%), the examinations they took during the current school year challenged them to do their best work. They are somewhat less likely, however, than respondents at the Carnegie peer institutions to report being challenged by their examinations (72% vs. 80%). Although the difference is not overwhelming, it may suggest that our freshmen are more capable than some of their instructors assume.

Emphasis on Abstract Thinking Skills (see Table 5)

- Just over three-quarters of the Northridge freshman respondents (77%) say that their coursework during the past year placed substantial emphasis (i.e., quite a bit or very much) on the *analysis* of ideas and seven in ten said that substantial emphasis was put on *applying* theories and concepts or *making judgments* about their value. In addition, approximately two-thirds reported substantial emphasis on *synthesizing* and organizing ideas, arguments, or methods. In short, an emphasis on abstract thinking appears to be a hallmark of the lower division curriculum at CSUN, with a special emphasis on the analysis of ideas.

- The Northridge freshmen are somewhat more likely than their counterparts at the Carnegie peer institutions to report that *making judgments* about the value of information or methods received substantial emphasis during the most recent academic year (70% vs. 64%).

- Between half and two-thirds of the Northridge freshman respondents reported often or very often experiencing the following during the current school year: learning something that changed my view of a topic or concept (66%), incorporating ideas and concepts from different courses into my class work (56%), and examining the strengths and weaknesses of my own views on a topic or issue (48%).

- The Northridge freshman respondents are somewhat more likely than those at the Carnegie peer institutions to report using concepts from different courses during class discussion or to prepare assignments (56% vs. 49%) and learning something that changed their views of a topic or concept (66% vs. 61%).

Writing-Intensive Character of the Curriculum (see Table 6)

According to the first report of NSSE results (NSSE 2000, 12), the items listed in Table 6 indicate whether institutions are "writing intensive". They concern the number of papers written during the current academic year and the frequency with which students rewrote papers or assignments.

- Three in five of the Northridge freshman respondents report being asked to write at least five short papers (i.e., fewer than five pages) during their first year at CSUN, while half say they wrote 1-4 papers that were 5-19 pages long. Only one-fifth report being asked to write papers that are as long as 20 pages, though they are somewhat more likely to report doing so than respondents at the Carnegie peer institutions (20% vs. 15%).

- Close to four-fifths of the Northridge freshman respondents report having frequently rewritten papers or assignments several times during their first year at college (77%) and integrating ideas from several sources in these papers or projects (80%). Once again, agreement is widespread enough for these two features of the lower division curriculum to be viewed as among its strengths

- The CSUN respondents are more likely than their peers at the other CSU and Carnegie peer institutions to have prepared several drafts of their papers (77% vs. 64% and 57%) and somewhat more likely to have integrated ideas from several sources into their papers (80% vs. 73%).

Use of Electronic Media (see Table 7)

- Slightly over half of the Northridge freshman respondents (51%) report using electronic media while preparing class assignments during their first year of college. Use of e-mail to communicate with instructors and fellow-students was more widespread; 72% reported using it.

- More than four-fifths of the freshman respondents (83%) said that the use of computers in academic work received substantial emphasis at CSUN (i.e., quite a bit or very much). Such widespread agreement serves to identify another strength of the undergraduate curriculum.

Active and Collaborative Learning (see Table 8)

- The majority of the Northridge freshman respondents say that during their first year of college they frequently (i.e., often or very often) undertook three of the seven collaborative learning activities considered: contributing to class discussions (56%), discussing ideas presented in readings or classes with others outside of class (56%), and working with other students on projects during class (57%).

- Close to four-tenths of the freshman respondents also made class presentations (39%), while a third reported frequently working with classmates outside of class to prepare assignments (33%). Relatively few Northridge freshmen frequently tutored other students or participated in community-based projects as part of a regular class.

- Close to half of the CSUN freshman respondents (46%) said that they planned to participate in a learning community prior to graduation. They are somewhat more likely to have such plans than respondents at the Carnegie peer institutions (46% vs. 40%).

- The Northridge freshman respondents are more likely than those at the Carnegie peer institutions to report making class presentations (39% vs. 27%) and working with other students on projects during class sessions (57% vs. 43%). They are also somewhat more likely than the respondents at the Carnegie peers to have contributed to class discussion (56% vs. 50%).

- Compared to the respondents at other CSU campuses, the CSUN freshmen are somewhat more likely to have contributed to class discussion (50% vs. 56%), but somewhat less likely to report making class presentations (47% vs. 39%).

Enriching Educational Experiences (see Table 9)

- Close to three-quarters of the CSUN freshman respondents plan on gaining on-the-job experience during their college years (76%). A similar percentage expects to participate in community service or volunteer work (73%). These responses suggest that an emphasis on gaining job-relevant experience and involvement in the community are integral to CSUN's lower division curriculum

- Close to half of the CSUN freshman respondents plan on engaging in another three of the additional four educationally enriching experiences considered in the NSSE survey: studying a foreign language (56%), undertaking a culminating senior experience (47%), and studying abroad (46%). Very few plan independent study or a self-designed major.

- The expectations of the Northridge freshman respondents for educationally enriching experiences differ from those of respondents at the Carnegie peer institutions in only one respect: the CSUN respondents are somewhat less likely to plan on-the-job experience (76% vs. 82%). The Northridge respondents are also somewhat less likely than those on other CSU campuses to expect to engage in community service or volunteer work (73% vs. 78%).

Interaction with Diverse Student Groups (see Table 10)

- More than three-fifths of the freshman respondents (63%) report that contact among students of diverse socioeconomic backgrounds receives substantial encouragement at CSUN (i.e., quite a bit or very much).

- The majority of the freshman respondents report frequently (i.e., often or very often) having serious conversations with students belonging to different racial and ethnic groups (58%) or with those whose beliefs and opinions are very different from their own (54%).

- Approximately three-quarters of the freshman respondents (74%) report frequently including diverse perspectives in their class discussions or writing assignments, while 62% said they had tried to better understand someone else's point view during the current school year by imagining how an issue looked from his/her point of view.

- Compared to the freshman respondents at the Carnegie peer institutions, those on the CSUN campus are more likely to report that contact among students of differing socio-economic backgrounds receives substantial encouragement on their campus (53% vs. 63%) and to say that they frequently included diverse perspectives in class discussions or writing assignments (62% vs. 74%). In addition, they are somewhat more likely than respondents from the Carnegie peers to have serious conversations with students of differing racial and ethnic backgrounds (58% vs. 50%).

- The Northridge freshman respondents are somewhat more likely than those on other CSU campuses to say that contact among students of differing socio-economic backgrounds receives substantial encouragement on their campus (63% vs. 58%).

Student Interaction with Faculty Members (see Table 11)

Several years ago, a NSSE summary report noted that some types of student-faculty interaction need occur no more than occasionally, while others should occur frequently (NSSE 2003, 6-7). Among the latter are two items included in Table 11: getting prompt feedback from instructors on academic performance and discussing course-related ideas with them outside of class. Consequently, Table 11 is arranged to reflect this more nuanced view of optimal student-faculty contact.

- The freshman respondents' ratings of the quality of their relationships with CSUN faculty suggest that most consider their instructors available, helpful, and sympathetic: seven-tenths relied on the top three scores of a 7-point scale to rate their relationships with campus faculty in this way.

- Just over half of the Northridge freshman respondents (53%) report frequently (i.e., often or very often) receiving prompt feedback from faculty members on their academic performance, while one-fifth report frequently discussing class-related ideas with their instructors outside of class.

- Approximately nine in ten Northridge freshmen (89%) report sometimes discussing grades or assignments with an instructor. Since most respondents engage in such student-faculty interaction, it can be taken to be integral to the CSUN freshman experience.

- Seven-tenths of the CSUN respondents occasionally discussed their career plans with a faculty member or advisor. In addition, 32%-36% said they had sometimes worked with faculty members in co-curricular settings or planned to work with faculty members on research projects prior to graduation.

- The Northridge freshmen are somewhat more likely than those at other CSU campuses to have sometimes talked about their career plans with faculty members or advisors during the current school year (71% vs. 64%). Their responses are typical of respondents at the Carnegie peers, however.

Supportive Campus Environment (see Table 12)

Assistance in Meeting Student Needs

- Close to three-quarters of the freshman respondents (73%) say that there is substantial emphasis at CSUN (i.e., very much or quite a bit) on providing the support students need to succeed academically.

- Close to half of the Northridge freshman respondents (47%) say that there is substantial emphasis at CSUN on helping students to thrive socially, while just over two-fifths (42%) reported substantial emphasis on assisting them with non-academic responsibilities (e.g., work or family obligations).

- The CSUN freshman respondents are more likely than those at the Carnegie peer institutions to say that there is substantial campus emphasis on helping students to meet their non-academic responsibilities (42% vs. 31%). The Northridge respondents are also somewhat more likely to express such sentiments than respondents on other CSU campuses (42% vs. 34%).

Participation in Co-Curricular Activities

- Just over a third of the Northridge freshman respondents (35%) typically spend one or more hours per week on co-curricular activities (e.g., participating in student government or campus organizations).

- The CSUN freshman respondents are less likely than those at the Carnegie peer institutions to engage in co-curricular activities (35% vs. 53%).

Quality of Interpersonal Relationships

- The Northridge freshman respondents' ratings of their fellow students on a 7-point scale suggest that their relationships with them tend to be friendly and supportive: 74% chose one of the top three scores in rating these relationships.

- The responses of the CSUN freshman respondents suggest that they are as likely to consider campus administrative personnel helpful and considerate as to consider them unhelpful, inconsiderate, and inflexible. This is evident from the fact that 52% of the Northridge respondents chose the top three scores on a seven-point scale to rate their views of the staff in campus administrative offices. The CSUN respondents' views of these staff are somewhat more likely to be positive than are the views of their counterparts on other CSU campuses (52% vs. 47%).

Contribution of College Education to Knowledge, Skills, and Personal Development (see Table 13)

Intellectual Skills

- Four in five Northridge freshman respondents say that, thus far, their college experience has contributed substantially (i.e., very much or quite a bit) to their acquisition of a broad general education. More specifically, just over four in five (82%) report substantial improvement in their ability to think critically and analytically, while 77% say their ability to write clearly and effectively has improved to a considerable extent. In addition, close to seven in ten report substantial improvement in three other abilities: using computing and information technology (72%), speaking clearly and effectively (71%), and analyzing quantitative problems (69%). Another three-fifths report substantial gains in their ability to solve complex real-world problems.

- Close to seven-tenths of the Northridge freshman respondents report that their first year in college has contributed substantially to their ability to work effectively with others (73%) and to learn effectively on their own (70%).

- Compared to respondents at the Carnegie peer institutions, the freshman respondents at CSUN are more likely to report substantial gains in their ability to speak clearly and effectively (60% vs. 71%). In addition, the Northridge respondents are somewhat more likely than those at the Carnegie peer institutions to have substantially improved their abilities in three other areas: writing clearly and effectively (77% vs. 69%), solving complex real-world problems 60% vs. 52%), and working effectively with others (73% vs. 66%).

- The Northridge freshman respondents are somewhat more likely than those at the other CSU campuses to have substantially improved their ability to use computing and information technology (72% vs. 67%).

Personal and Other Virtues

- Just over two-thirds of the Northridge freshman respondents (69%) indicate that, thanks to their initial college experiences, they have made substantial gains in understanding people from other racial and ethnic backgrounds (69%). Another 64% report similar gains in self-understanding.

- Close to 55% of the Northridge freshman respondents report that their college experience thus far has contributed substantially to the development of a personal code of ethics (59%) and to their job-related knowledge and skills (53%). Contributing to the welfare of the community or voting in elections has been encouraged for just over a third of the freshman respondents (36%-37%).

- The Northridge freshman respondents are more likely than those at the Carnegie peer institutions to say that their college education has contributed substantially to their understanding of people from other racial and ethnic backgrounds (69% vs. 55%). They are also somewhat more likely than respondents at the Carnegie peers to report substantial gains in self-understanding (64% vs. 58%) and the development of a personal code of ethics (59% vs. 51%).

Distinctive Backgrounds and Engagement Patterns Among Freshmen Taking University 100

Since Cal State Northridge has devoted considerable effort over the last five years to developing an innovative freshman seminar for newly enrolled students, it seemed worthwhile to use the latest NSSE data to compare freshman respondents who did and did not attempt University 100 (U100) during their first year at the university.¹⁶ Of the 1,040 freshman respondents in the Spring 2007 CSUN sample, 416 attempted the course (40%). Comparing their responses to those of the freshman respondents who did not attempt the course suggests that the U100 students are distinctive in terms of their background and a few aspects of engagement with their studies; these features are summarized below.

Differences in Background (see Table 14)

- The backgrounds of respondents attempting U100 are distinctive in a number of respects. They are more likely than others to stem from Latina/o backgrounds (45% vs. 33%) and to be first-generation students. In particular, the U100 students are more likely than respondents not attempting the course to have both fathers and mothers who have completed no more than a high school education (55% and 49% vs. 42% and 36%).

- As one might expect, given the frequent pairing of U100 with other lower division GE courses, respondents attempting the course are more likely than others to plan to participate in a learning community prior to graduation (55% vs. 40%).

- The U100 respondents are more likely than others to arrive at CSUN undecided about a major (31% vs. 17%) or to plan a major housed in the College of Business and Economics (21% vs. 14%). In contrast, they are less likely than others to be planning a major in Arts, Media, and Communication or Health and Human Development (6% and 7% vs. 22% and 15%).

Differences in Engagement

- In some respects, freshmen attempting U100 appear to be more tied into campus life (see Table 15). Thus, they are somewhat more likely than those not attempting the course to say that CSUN emphasizes providing the support students need to thrive socially (55% vs. 42%) and to deal with their non-academic responsibilities (49% vs. 37%).

¹⁶ Of the respondents attempting U100, three-quarters did so in Fall 2006.

- Freshmen attempting U100 are more likely than others to say that during the past academic year they worked, at least sometimes, with faculty members on activities other than coursework (44% vs. 30%).
- Freshman respondents attempting U100 are at least slightly more likely than others to say that their CSUN experience has contributed substantially to several elements of their personal and intellectual development (see Table 16). These differences in perceived educational gains are strong enough to be statistically significant for one aspect of respondents' education: understanding people of other racial and ethnic backgrounds (78% vs. 63%).

Distinctive Background Characteristics of Freshmen Residing in Campus Housing

In addition to participation in the University 100 freshman seminar, residence in campus housing may add a distinctive flavor to students' initial college experience. Thus, it seemed worthwhile to use the latest NSSE data to compare freshman respondents who did and did not reside in campus housing during their first year on campus. Although the comparison revealed some differences in background and current responsibilities, no differences in engagement emerged.

- Of the first time freshmen entering Cal State Northridge in Fall 2005 or Fall 2006, 29% spent at least part of their first year of college in on-campus housing. Thus, it would appear that such students are slightly underrepresented in the Spring 2007 NSSE response sample. Within it, 27% of the freshman respondents (n=284) resided in campus housing.
- The freshman respondents residing in CSUN campus housing are more likely than those residing elsewhere to have at least one college-educated parent (51% vs. 34%), with the difference more pronounced for respondents' mothers than for their fathers (see section 2 of Table 17).
- Although respondents residing in campus housing are as likely as those residing elsewhere to stem from minority backgrounds (see section 1 of Table 17), they are more likely to be African American (16% vs. 5%). A similar disparity is evident among all freshmen residing in campus housing.
- Respondents residing in campus housing are significantly more likely than those residing elsewhere to plan majors in Arts, Media, and Communications (23% vs. 12%), but less likely to be planning majors in Business and Economics or Science and Mathematics (11% and 5% vs. 19% and 9%; see section 3 of Table 17).
- Of the three activities said to foster engagement with one's studies, respondents residing in campus housing are more likely than those residing elsewhere to engage in two (see top half of Table 18): working for pay on campus (20% vs. 9%) and participating in co-curricular activities (52% vs. 29%). To a considerable degree, the proximity that campus housing provides is likely to account for the greater participation in both activities.
- In contrast, two of the three activities said to discourage engagement with one's studies are less evident among freshman respondents residing in campus housing than among those residing elsewhere (see bottom half of Table 18). Thus, the housing students are less likely than others to work for pay off

campus (33% vs. 61%) and provide care for dependents (26% vs. 64%). Again, these differences are not surprising, given the difference in residence patterns.

The Senior Responses: Engagement at the Upper Division Level

Adequacy of a Northridge Education (see Table 3)

- Over four-fifths of the Northridge senior respondents (83%) rate their overall educational experience at CSUN as excellent or good. Most also say that they would return to the campus if they were beginning college over; 81% say they would definitely or probably do so. These positive views of the university, though very similar to those expressed by respondents at the comparison institutions, are, nonetheless, worthy of note.

- Like their counterparts elsewhere, close to two-thirds of the Northridge senior respondents (64%) report that the academic advising they have received at CSUN has been excellent or good.

Rigor of the Curriculum (see Table 4)

- Four-fifths of the senior respondents at Northridge report that “spending significant time studying and on academic work” is substantially emphasized at Northridge. Such a high level of consensus suggests that an emphasis on devoting time to one’s studies is a feature of the upper division curriculum at CSUN.

- Just over three-fifths of the CSUN senior respondents (62%) report that during the current school year they have frequently worked harder than they thought they could to meet an instructor’s standards.

- According to almost four-fifths of the senior respondents (79%), their examinations during the current school year challenged them to do their best work. The unanimity of these responses again suggests that challenging exams are integral to the upper division curriculum at CSUN.

- More than half of the senior respondents at Northridge (56%) report spending at least 11 hours per week preparing for class. For most (71%), this involved reading at least five assigned books or textbooks during 2006-07, with 29% reading more than 10 assigned books during the year.

Emphasis on Abstract Thinking Skills (see Table 5)

- More than four in five Northridge senior respondents (85%) say that their coursework during the past year placed substantial emphasis on the *analysis* of ideas, while close to three-quarters reported substantial emphasis on *applying* theories or concepts to practical problems (77%), *synthesizing* and organizing ideas (76%), and *making judgments* about the value of ideas or methods (73%). These findings suggest that the development of abstract thinking skills is one of the engaging features of CSUN’s upper division curriculum.

- Five- to seven-tenths of the Northridge senior respondents reported doing the following things during the current school year: combining ideas or concepts from different courses in completing assignments or during class discussion (69%), changing their ideas in response to something they learned (66%), or examining the strengths and weaknesses of their own views on a topic or issue (52%).

- The Northridge senior respondents are somewhat more likely than those at other CSU campuses to say that they put together ideas or concepts from different courses during class discussion or in completing assignments (69% vs. 64%).

Writing-Intensive Character of the Curriculum (see Table 6)

According to the first report of NSSE results (NSSE 2000, 12), the items listed in Table 6 indicate whether institutions are "writing intensive". As noted above, the items concern the number of papers respondents wrote during the current academic year and the frequency with which they rewrote papers or assignments.

- More than half of the Northridge senior respondents (55%-57%) reported writing at least five short papers (i.e., fewer than five pages) during the current academic year, along with at least one long paper (i.e., at least 20 pages in length). In addition, just under half (48%) reported writing five or more medium-length papers (5-19 pages).

- The Northridge seniors are more likely than those at other CSU campuses or Carnegie peer institutions to report being asked to write one or more long papers during 2006-07 (57% vs. 47%) and somewhat more likely than those at the Carnegie peers to write at least five medium-length papers (48% vs. 43%).

- The vast majority of the Northridge senior respondents (87%) say that they have often or very often integrated ideas from several sources into papers or projects. Thus, an emphasis on integrating ideas can be said to constitute another feature of the upper division curriculum at CSUN.

- More than half of the CSUN senior respondents (54%) report revising papers or assignments more than once during the current academic year. They are somewhat more likely to report this second than respondents at the Carnegie peer institutions (54% vs. 46%).

- It is worth noting that the CSUN senior respondents are significantly less likely than their freshman counterparts to report preparing multiple drafts of papers or projects before submitting them (54% vs. 77%). A similar pattern is evident for the Carnegie peer institutions, but it is less pronounced, suggesting that the importance of revision may receive less attention than it should at the upper division.

Use of Electronic Media (see Table 7)

- Almost three-fifths of the Northridge senior respondents (58%) relied on electronic media in preparing class-related assignments.

- More than four in five Northridge respondents (84%) used e-mail to communicate with instructors or classmates. Reliance on e-mail for such communication was somewhat more widespread among the CSUN respondents than among those at other CSU campuses (84% vs. 78%)

- Close to nine-tenths of the senior respondents (88%) said that the use of computers in academic work received substantial emphasis at CSUN. Given the high consensus on this item, an emphasis on computer use appears to be integral to CSUN's upper division curriculum.

Active and Collaborative Learning (see Table 8)

- Two-thirds of the Northridge senior respondents say that during the 2006-07 academic year they frequently made class presentations. In addition, 60%-65% report frequently engaging in three of the six other collaborative learning activities considered: contributing to class discussions (64%), discussing ideas presented in readings or classes outside of class (64%), and working with other students outside of class to prepare assignments (61%).

- The majority of CSUN senior respondents also reported frequently working with others on projects during class sessions (55%). In addition, one in four Northridge seniors (23%) reported tutoring other students, while close to one in five (18%) said he/she had participated in a community-based project as part of a regular class.

- One-third of the senior respondents at Northridge reported participating in a learning community during their college years.

- The Northridge senior respondents are more likely than those at the Carnegie peer institutions to report having frequently made class presentations during the current school year (68% vs. 56%) and somewhat more likely to have frequently worked with others on projects during class (55% vs. 46%).

- The Northridge seniors are somewhat more likely than respondents attending other CSU campuses to report frequently making class presentations (68% vs. 62%), working with classmates outside class to prepare assignments (61% vs. 52%), and tutoring other students (23% vs. 18%).

Enriching Educational Experiences (see Table 9)

- Three-quarters of the CSUN senior respondents (76%) report having acquired on-the-job experience during their college years. Such a high level of agreement suggests that the acquisition of job-relevant experience is integral to CSUN's upper division curriculum.

- Between three-fifths and two-thirds of the CSUN senior respondents have completed another two of the six educationally enriching activities considered: completing community service or volunteer work (68%) and undertaking a culminating senior experience such as a capstone course (64%). In addition, just over two-fifths have studied a foreign language (43%), while three-tenths have completed some form of independent study (29%). Only one in five has studied abroad.

- The Northridge senior respondents are somewhat more likely than those at the Carnegie peer institutions to have undertaken a culminating senior experience (64% vs. 58%) and engaged in some form of independent study (29% vs. 24%). In contrast, they are somewhat less likely to have completed foreign language coursework (43% vs. 49%).

- The CSUN seniors are somewhat more likely than those on other CSU campuses to have engaged in two educationally enriching experiences: a culminating senior experience (64% vs. 58%) and some form of independent study (29% vs. 21%).

Interaction with Diverse Student Groups (see Table 10)

- Half of the senior respondents at Northridge report that contact among students of diverse socioeconomic backgrounds receives substantial encouragement (i.e., quite a bit or very much) on this campus.

- Over three-fifths of the senior respondents (64%) report frequently (i.e., often or very often) having serious conversations with students belonging to different racial and ethnic groups, while another 57% report frequent conversations with students whose opinions are very different from their own.

- Two-thirds of the senior respondents said that, during the current academic year, they frequently included diverse perspectives in their class discussions and writing assignments. A similar percentage reported trying to better understand another's point of view by imagining how an issue appeared from his/her perspective (66%).

- The CSUN senior respondents are more likely than those at the Carnegie peer institutions to report frequently having serious conversations with students from differing racial or ethnic backgrounds (64% vs. 53%). They are also somewhat more likely than these others to include diverse perspectives in class discussions or writing assignments (68% vs. 60%) and to report that contact among students of differing socio-economic backgrounds receives substantial encouragement on their campus (50% vs. 44%).

Student Interaction with Faculty Members (see Table 11)

Several years ago, as stated above, a NSSE summary report noted that some types of student-faculty interaction need occur no more than occasionally, while others should occur frequently (NSSE 2003, 6-7). Among the latter are two items included in Table 11: getting prompt feedback from instructors on academic performance and discussing course-related ideas with them outside of class. Consequently, Table 11 is arranged to reflect this more nuanced view of optimal student-faculty contact.

- Seniors' assessments of their interpersonal relationships with CSUN faculty members suggest that they tend to view them as available, helpful, and sympathetic. This is evident from the fact that seven in ten chose the three highest scores on a seven-point scale rating the quality of their relationships with campus faculty.

- Over half of the Northridge senior respondents (54%) reported frequently (i.e., often or very often) receiving prompt feedback from faculty members on their academic performance and close to one-quarter (24%) reported frequent out-of-class discussions with faculty members about course-related ideas. The

percentage receiving prompt feedback is somewhat lower than that found at the Carnegie peer institutions (54% vs. 59%).

- Almost all Northridge senior respondents (95%) reported discussing grades or assignments with an instructor at least sometimes during the current school year, while close to four-fifths (79%) occasionally discussed their career plans with faculty members during the same time period. This high level of consensus suggests that such a pattern of student-faculty interaction is part and parcel of the upper division curriculum at CSUN.

- Just over two-fifths of the Northridge senior respondents (42%) worked with a CSUN faculty member on a co-curricular activity during 2006-07 and almost three-tenths (28%) reported working on a non-course-related faculty research project.

- The Northridge senior respondents are somewhat less likely than those at the Carnegie peer institutions to report working with faculty members on co-curricular activities (42% vs. 47%).

Supportive Campus Environment (see Table 12)

Assistance in Meeting Student Needs

- Approximately three-fifths of the Northridge senior respondents (62%) say that there is substantial emphasis (i.e., very much or quite a bit) at CSUN on providing the support students need to succeed academically.

- Like seniors elsewhere, three-tenths of the Northridge respondents said that CSUN placed substantial emphasis on providing the support students need to thrive socially and a quarter (24%) expressed a similar sentiment about the assistance provided to help students meet their non-academic responsibilities (e.g., work or family obligations).

Participation in Co-Curricular Activities

- Just over one-third of the Northridge senior respondents (37%) typically spend one or more hours per week on co-curricular activities (e.g., participating in student government or campus organizations).

- The Northridge senior respondents are less likely than respondents at the Carnegie peer institutions to participate in co-curricular activities (37% vs. 47%).

Quality of Interpersonal Relationships

- The ratings of the Northridge seniors on a seven-point scale suggest that most consider their relationships with other students friendly and supportive. More specifically, four in five selected the three top scores in assessing the quality of these relationships.

- The responses of the Northridge seniors suggest that a good many do not consider the administrative personnel at CSUN to be helpful, considerate, and flexible. Only 45% chose the three top scores on a seven-point scale in summarizing their views of staff in the campus's administrative offices.

Contribution of College Education to Knowledge, Skills, and Personal Development (see Table 13)

Intellectual Skills

- Just over four in five senior respondents (81%) say that their experience at Cal State Northridge has contributed substantially (i.e., very much or quite a bit) to their acquisition of a broad general education. More specifically, close to nine in ten (86%) say that their college education has substantially improved their ability to think critically and analytically. In addition, 73% - 79% cite substantial improvement in four other skills: using computing and information technology (79%), writing clearly and effectively (75%), analyzing quantitative problems (75%), and speaking clearly and effectively (73%). Finally, approximately three-fifths report substantial gains in their ability to solve complex real-world problems (61%).

- Four-fifths of the Northridge senior respondents report that their CSUN experience has contributed substantially to their ability to work effectively with others, while 72% say it has contributed substantially to their ability to learn effectively on their own.

- The Northridge senior respondents are somewhat more likely than those at the Carnegie peer institutions to report substantial improvement in two abilities: working effectively with others (80% vs. 74%) and speaking clearly and effectively (73% vs. 67%).

- The Northridge senior respondents are somewhat more likely than those on other CSU campuses to cite substantial learning gains in two areas: analyzing quantitative problems (75% vs. 70%) and working effectively with others (80% vs. 75%).

Personal and Other Virtues

- Close to seven in ten of the Northridge senior respondents report that their college education has helped them acquire substantial job-related knowledge and skills (71%). Another 62%-65% report substantial gains in their understanding of people from other racial and ethnic backgrounds and of themselves. The majority also believe that they have made substantial progress in developing a personal code of ethics (56%). Finally, just over two in five claim that their college education has contributed substantially to their ability to contribute to the welfare of the community (42%), with three in ten reporting similar gains in their voting behavior.

- The Northridge senior respondents are more likely than those at Carnegie peer institutions to say that their college education has contributed substantially to their understanding of people from other racial and ethnic backgrounds (65% vs. 52%).

- The CSUN senior respondents are somewhat more likely than those at other CSU campuses to report that their college education has provided substantial job-related knowledge and skills (71% vs. 65%), but somewhat less likely to report similar gains in their voting habits (30% vs. 35%).

Distinctive Background Characteristics of Seniors Differing by Entry Status

Initial discussion in this report indicated that the NSSE responses of entering and exiting students are not readily comparable because so many of the senior respondents entered as transfer students. Given this ambiguity, it is of interest to compare the engagement patterns of the senior respondents entering the university as first time freshmen (n=305 or 35.5%) with those entering as transfer students (n=555 or 64.5%). The results of the analysis are summarized below. They reveal some differences between the two groups in background and engagement-related responsibilities, but no differences in other dimensions of students' engagement with their studies.

- The background characteristics of the CSUN seniors who entered as first time freshmen differ in several respects from those who entered as transfer students (see sections 1-3 of Table 19). The freshman entrants are more likely than the transfer entrants to be 22 or younger (51% vs. 11%) and to stem from minority backgrounds (58% vs. 37%), especially Latina/o. The transfer entrants, in contrast, are more likely than the freshman entrants to be 25 or older (65% vs. 9%) and somewhat more likely to be international students (17% vs. 7%).

- The senior respondents entering as first time freshmen are more likely than those entering as transfer students to be first-generation college students (see section 4 of Table 19), with the former more likely than the latter to have fathers with no more than a high school education (54% vs. 35%).

- Two of the three activities identified in NSSE reports as fostering engagement distinguish the seniors who entered as first time freshmen from those who entered as transfer students (see Table 20). The former are almost twice as likely than the latter to have paid on-campus jobs (19% vs. 11%) and somewhat more likely to participate in co-curricular activities (44% vs. 33%). To a considerable degree, these differences may simply reflect the longer CSUN enrollment of the senior respondents who entered as freshmen.

Strengths and Weaknesses of the Northridge Curriculum as a Whole

Writing-Intensive Character of the Curriculum (see Table 6)

- Both the freshman and senior respondents at Northridge are at least somewhat more likely than those at the Carnegie peer institutions to report having written one or more papers of 20 pages in length (20% and 57% vs. 15% and 47%) The Northridge seniors are also more likely than those on other CSU campuses to report writing such long papers (57% vs. 47%) and somewhat more likely than those on the Carnegie peer campuses to have written five or more papers that were 5-19 pages in length (48% vs. 43%).

- Both sets of Northridge respondents are more likely than the freshman and senior respondents at the Carnegie peer institutions to report preparing several drafts of their papers before submitting them (77% and 54% vs. 57% and 46%). The freshman CSUN respondents are also more likely than those on other CSU campuses to report routinely preparing multiple drafts (77% vs. 64%).

Active and Collaborative Learning (see Table 8)

- Both the Northridge freshmen and seniors are more likely than those at the Carnegie peer institutions to report often or very often engaging in two forms of active and collaborative learning during the current school year: making class presentations (39% and 68% vs. 27% and 56%) and working with other students on projects during class (57% and 55% vs. 43% and 46%).
- The Northridge senior respondents are somewhat more likely than those from other CSU campuses to report making class presentations (68% vs. 62%). In contrast, the freshman respondents are somewhat less likely than those elsewhere in the CSU to report making such presentations (39% vs. 47%). This last is one of the few areas in which Northridge appears to lag campuses elsewhere in the system.

Interaction with Diverse Student Groups (see Table 10)

- Both the freshman and senior respondents at Northridge are more likely than their counterparts at the Carnegie peers to report frequently (i.e., often or very often) having serious conversations with students of differing racial and ethnic backgrounds (58% and 64% vs. 50% and 53%) or bringing diverse perspectives to class discussions and their writing assignments (74% and 68% vs. 62% and 60%).
- Both sets of Northridge respondents are at least somewhat more likely than the freshman and seniors at the Carnegie peers to report substantial encouragement on their campuses for contact among students of differing socio-economic backgrounds (63% and 50% vs. 53% and 44%).

Participation in Co-Curricular Activities (see Table 12)

- Both the freshman and senior Northridge respondents are less likely than respondents at the Carnegie peer institutions to engage in co-curricular activities (35% and 37% vs. 53% and 47%).
- As noted above, the lack of campus involvement is likely to be a consequence of students' family responsibilities. Both sets of Northridge respondents, for example, are more likely than those at the Carnegie peers to report off-campus employment (53% and 73% vs. 32% and 64%) and regular dependent care responsibilities (54% and 57% vs. 33% and 43%).

Contribution of College Education to Knowledge, Skills, and Personal Development (see Table 13)

- The two groups of Northridge respondents are more likely than the freshman and senior respondents at the Carnegie peer institutions to claim substantial improvement in their understanding of people stemming from other racial and ethnic backgrounds (69% and 65% vs. 55% and 52%).
- The Northridge freshman and senior respondents at least somewhat more likely than their counterparts at the Carnegie peers to report substantial gains in two intellectual skills: speaking clearly and effectively (71% and 73% vs. 60% and 67%) and working effectively with others (73% and 80% vs. 66% and 74%).

Differences in Background and Engagement Among Subgroups of CSUN NSSE Respondents

Preceding discussion has summarized a number of comparisons that focused exclusively on subgroups of freshman or senior NSSE respondents at Cal State Northridge. This section summarizes additional comparisons that are not confined to a single sample subgroup. Thus, the first set of comparisons considered focuses on respondents who entered the university as first time freshmen, but who are currently in their first or last years of college. These “first year students” and “senior freshmen” differ only modestly in background, but are distinct on a number of elements of engagement.

The remaining comparisons discussed focus on characteristics that potentially differentiate both the freshman and senior respondents: their racial and ethnic background, the educational attainment of their parents, and their gender. By and large, these comparisons reveal clear differences in background, but more modest differences in patterns of engagement, especially among seniors.

Distinctive Characteristics and Engagement Patterns of NSSE Respondents Entering CSUN as First Time Freshmen, But Currently at Different Points in Their College Careers

Initial discussion in this report indicated that the NSSE responses of entering and exiting students are not readily comparable because so many of the senior respondents entered as transfer students. It is possible, however, to compare the relatively small group of senior respondents who entered CSUN as first time freshmen (n=305 or 23%) with the larger group of current freshmen respondents (n=1,040 or 77%). The differences between these “graduating freshmen” and current “first-year respondents” are summarized below. The background differences that emerge are relatively modest, while some aspects of engagement with one’s studies are fairly clear-cut.

- Most of the differences in background between the first-year respondents and graduating freshmen are largely true by definition (see Table 21). Thus, the first-year respondents tend to be younger than the graduating freshmen (18 years of age vs. 22 years of age, on average) and more likely to have no declared major (23% vs. 0%) or to be living in on-campus housing (27% vs. 4%), much of which is reserved for incoming freshmen. Presumably this last difference also accounts for the fact that the first-year respondents are less likely than the graduating freshmen to be employed off campus (53% vs. 72%).

- The first-year respondents are more likely than the graduating seniors to report carrying a full-time load during the Spring 2007 term (98% vs. 82%), a pattern that reflects the fact that CSUN’s entering freshmen consistently have heavier average unit loads than other students.

- Observed differences in writing patterns among the two groups under consideration are largely what one would expect (see the top part of Table 22). Thus, the graduating freshmen are more likely than the first-year respondents to report writing one or more papers of 20 pages in length (49% vs. 20%) and somewhat more likely to report writing five or more medium-length papers during the preceding academic year (44% vs. 31%).

- Less expected is the differential emphasis on revision, with the first-year respondents more likely than the graduating seniors to report preparing several drafts of a paper or assignment before submitting it (77% vs. 53%). This last difference may reflect a differential emphasis in the upper- and lower-division curricula at CSUN.

- As the last row of Table 22 indicates, the graduating freshmen are somewhat more likely than the first-year students to report frequently using e-mail to communicate with their instructors or other students (87% vs. 72%).
- With only one clear exception, the graduating freshmen are at least as likely as the first-time respondents to frequently report engaging in active and collaborative learning activities (see Table 23). In three instances, they are significantly more likely to report such activities: making class presentations (70% vs. 39%), working with classmates outside of class to prepare assignments (63% vs. 33%), and participating in course-related community-based projects (20% vs. 8%). The exception is learning communities, in which the first-time students more frequently participate than the graduating seniors. This last difference is not statistically significant, however.
- A comparison of the expectations of the first-year respondents with the experiences of the graduating freshmen reveals some interesting differences (see top part of Table 24). Close to two-thirds of the graduating freshmen have had a culminating senior experience and close to half have completed some foreign language coursework. Only a fifth have studied abroad, however. The first-year respondents have similar expectations about doing foreign language course work while in college. They are more likely than the graduating freshmen, however, to expect to study abroad (46% vs. 22%) and less likely to expect to have a culminating senior experience (47% vs. 65%).
- According to the bottom part of Table 24, first-year respondents are somewhat more likely than graduating freshmen to report that contact between students of differing socio-economic backgrounds receives substantial emphasis at CSUN (63% vs. 49%). They are slightly less likely, however, to report frequently having serious conversations with students of differing racial and ethnic backgrounds (58% vs. 68%).

The Impact of Parental Education and Racial and Ethnic Background on Students' Engagement with Their Studies

There are reasons to think that racial and ethnic background, as well as parental education or lack thereof, may affect some aspects of students' engagement with their studies. Initial examination of both revealed considerable overlap between the two groups on which analysis focused: traditionally underserved minority students and first generation college students. Among both the senior and freshman respondents, Latina/o students account for the bulk of each of these two groupings (74%-81% for the former and 53%-69% of the latter). In addition, 59% of the Latina/o freshman respondents are first-generation college students, as are 64% of the senior respondents. Thus, to avoid dealing with two sets of overlapping findings, the two measures were combined into a single indicator of racial-ethnic background and parental education.

Traditionally underserved students are those whose enrollment in U.S. colleges and universities has consistently lagged white students' enrollment. Included in the grouping are the relatively small number of students stemming from American Indian or Pacific Islander backgrounds (including Alaskan and Hawaiian natives), as well as the larger numbers stemming from African American and Latina/o backgrounds. For present purposes, students stemming from the remaining racial/ethnic groupings

conventionally identified (i.e., white, Asian, and the other/unknown grouping) were combined into a single subgroup.¹⁷

Students responding to the Spring 2007 NSSE survey provided enough information about their parents' education (see section 10 of Table 1), to permit identification of three groups of respondents: (1) those whose parents have no more than a high school education; (2) those whose parents have at least some college education, but no four-year college degree; and (3) those with at least one parent who has a baccalaureate degree. Although the federal definition of “first-generation college student” includes the first two of these groups, encompassing the majority of the freshman and senior respondents, a narrow definition includes only the first group. It is clearly distinct from the third, with the students whose parents have some college education generally falling between the two extremes. Thus, analysis focused on the narrowly defined first-generation group whose parents have no more than a high school education.

Combining the two consolidated variables just described allowed definition of three distinct groups: traditionally underserved first-generation students, almost all of which stem from Latina/o backgrounds (26% of the freshman and 19% of the senior respondents); respondents whose parents, regardless of racial and ethnic background, have at least some college education (43% of the freshman and 40% of the senior respondents); and the primarily white or Asian students with at least one parent who has a four-year college degree (31% of the freshman and 41% of the senior respondents). First generation students who are not from traditionally underserved groups have been excluded from the comparisons presented here.¹⁸ The racial and ethnic composition of each of the groupings used, along with parents' educational attainments, are summarized in more detail in Tables 25 and 26. For simplicity's sake, students belonging to the first grouping defined above are referred to as TUF respondents, while those belonging to the third are labeled WACEP respondents (white-Asian with College-Educated Parents).

Background Differences

- The TUF **freshman** respondents are more likely than the WACEP freshman respondents to be responsible for providing regular care for dependents are living with them (67% vs. 44%) and to spend at least six hours per week commuting to campus (52% vs. 29%), in part because they are a bit less likely to reside in on-campus housing (21% vs. 30%). This last difference is not statistically significant, however (see sections 1-3 of Table 27).

- Like their freshman counterparts, the TUF **senior** NSSE respondents are more likely than the WACEP seniors to provide care for dependents, though the difference is more modest (68% vs. 50%; see section 3 of Table 28).

- According to Table 28, the TUF **senior** NSSE respondents are considerably more likely than the WACEP respondents to be women (81% vs. 57%). They are also considerably less likely than senior respondents in the other two subgroups to have begun their college careers at a community college (40% vs. 60% and 72%; see sections 1-2 of Table 28). This last suggests the possibility that TUF students may succeed more readily at four-year institutions like CSUN than at community colleges.

¹⁷ International students were excluded from this second grouping. They account for 50 of the freshman (5%) and 57 of the senior (7%) respondents.

¹⁸ There are 60 such respondents among the freshman respondents (7% of the larger grouping) and 80 among the senior respondents (11% of the larger grouping).

- The figures in the fourth section of Table 27 indicate that the TUF **freshman** respondents are more likely than the WACEP respondents to enter CSUN undecided about their majors (31% vs. 15%), but less likely to plan a major in an Arts, Media, and Communication or Science and Mathematics field (7% and 6% vs. 22% and 10%). Further, the TUF freshman respondents are somewhat more likely than the WACEP respondents to have attempted the Univ. 100 freshman seminar (51% vs. 30%).

- According to the fourth section of Table 28, TUF **senior** respondents are more likely than WACEP seniors to be completing a major in a Humanities or Social and Behavioral Sciences field (26% and 18% vs. 11%) and less likely to be attempting majors housed in the College of Science and Mathematics (6% vs. 14%).¹⁹

Perceptions of the CSUN Experience

- According to Table 29, TUF **freshman** respondents tend to express greater satisfaction with their initial overall CSUN experience than WACEP respondents. These differences in perception, though not pronounced, approach statistical significance for two items: the percentage of respondents saying they would choose CSUN again if they were starting college over (88% vs. 74%) and the percentage saying that they have received excellent or good academic advising at CSUN (83% vs. 69%).

- In keeping with their greater overall satisfaction, the TUF **freshman** respondents tend to be more positive about their initial college gains than respondents with more highly educated parents (see section 1 of Table 30). The biggest differences are evident for the personal virtues enumerated, with TUF respondents more likely than WACEP respondents to report that their CSUN experience has contributed substantially to the following: understanding people of other racial and ethnic backgrounds (77% vs. 59%), understanding oneself (75% vs. 56%), development of a personal code of ethics (72% vs. 51%), and contributing to the welfare of the community (41% vs. 26%).

- The TUF **freshman** respondents also report greater learning in a number of intellectual areas (see section 2 of Table 30). More specifically, these respondents are more likely than the WACEP respondents to say that their CSUN experience has contributed substantially to their ability to speak clearly and effectively (75% vs. 62%), to solve complex real-world problems (72% vs. 53%), and to learn effectively on their own (79% vs. 64%). They are also somewhat more likely than others to report improvement in their ability to analyze quantitative problems (76% vs. 61%).

- The TUF **freshman** respondents are somewhat more likely than the WACEP respondents to say that their initial CSUN experience has made a substantial contribution to their voting behavior (47% vs. 31%).²⁰

¹⁹ The concentration on Humanities' majors may well be linked to the TUF students' Latina/o background (Chicana/o Studies is housed in the College of Humanities at CSUN, as is the modern languages department).

²⁰ The traditionally underserved first generation senior respondents differ modestly in their evaluation of their learning in the last area mentioned above. They are somewhat more likely than respondents with more highly educated parents to say that their CSUN experience has made a substantial contribution to their voting behavior (42% vs. 28%). In addition, senior respondents whose parents have some college education are somewhat less likely than others to report substantial change in their ability to solve complex real-world problems (55% vs. 70% for the traditionally underserved first generation respondents and 66% for the WACEP respondents).

Differences in Engagement

- The top section of Table 31 indicates that the TUF **freshman** respondents are somewhat more likely than the WACEP respondents to say that they have frequently worked harder than they thought they could to meet an instructor's standards (65% vs. 47%).
- According to the bottom part of Table 31, TUF **freshman** respondents are somewhat more likely than WACEP respondents to have frequently worked with other students on projects during class (61% vs. 46%) and slightly more likely to report working with other students on assignments outside of class. Only the first difference approaches statistical significance, however.
- Analysis revealed that freshman respondents with parents with some college education were somewhat more likely than respondents with less- and more-highly educated parents to mention one other active and collaborative learning activity: making a class presentation (48% vs. 36% and 35%).
- According to Table 32, TUF **freshman** respondents are somewhat more likely than WACEP respondents to expect to undertake two educationally enriching experiences : foreign language coursework (67% vs. 51%), and study abroad (55% vs. 39%). They are also slightly more likely to expect to undertake community service or volunteer coursework, but the difference is not statistically significant. The two statistically significant differences may well reflect a determination on the part of the Latina/o respondents, who dominate the TUF grouping, to build on their Spanish language skills during their college years.
- Although the TUF **freshman** respondents are slightly less likely than the WACEP respondents to participate in co-curricular activities, they have a more positive view of CSUN's commitment to their welfare. According to the bottom section of Table 33, the TUF freshman respondents are more likely than those with college-educated parents to report that there is substantial emphasis at CSUN on providing the support students need to thrive socially (60% vs. 32%) and the assistance they may need with their non-academic responsibilities (54% vs. 30%). There is wide agreement in all three respondent groups that CSUN is committed to students' academic success.
- No aspect of the TUF **senior** respondents' engagement with their studies was found to differ significantly from the engagement of the WACEP seniors.²¹ When considered in the light of the distinctive features of engagement evident among the freshman respondents, this finding suggests that the CSUN experience may serve to blunt initial differences in both engagement and perceptions of CSUN.

²¹ As noted above, analysis revealed a few weak differences in seniors' views of the contribution of CSUN to their learning. The items in question do not concern student engagement in the NSSE sense, however.

The Impact of Gender on Students' Engagement with Their Studies

Like racial and ethnic background, gender affects student success in the CSU, as well as at Cal State Northridge. Thus, it may also influence students' engagement with their studies. The analysis summarized below suggests that the effect on engagement is smaller than one might expect. Although a few differences and background and engagement are evident, they are modest.

- Women account for two-thirds of the first time **freshmen** responding to the Spring 2007 administration of the NSSE survey. They differ from the men in the response sample by expected major (see Table 34). The women are more likely than the men to expect to pursue majors housed in Health and Human Development (15% vs. 5%) or Humanities (9% vs. 4%), while the men are more likely than the women to plan majors housed in Engineering and Computer Science (12% vs. 2%), Arts, Media, and Communication (20% vs. 14%), or Business and Economics (21% vs. 14%).

- Close to two-thirds of the Spring 2007 NSSE **senior** respondents (65%) are women. Like their freshman counterparts, they differ from the men who responded by the majors they are pursuing (see Table 35). They are more likely than the men to be completing majors housed in Health and Human Development (19% vs. 9%) or Humanities (21% vs. 5%), but less likely to be attempting Engineering and Computer Science majors (2% vs. 21%) or those housed in Science and Mathematics (8% vs. 12%).

- According to the bottom of Table 35, the women among the NSSE **senior** respondents are more likely than the men to stem from minority backgrounds (50% vs. 34%).

- Table 36 indicates that the men among the **freshman** respondents are more likely than the women to spend at least 11 hours per week relaxing and socializing (51% vs. 36%), activities said to discourage engagement with one's studies. In contrast, the women are more likely than the men to expect to undertake community or volunteer service during their college years (80% vs. 58%).

- The findings summarized in Table 37 suggest that the women among the **senior** respondents are more likely than the men to engage in several activities indicative of involvement with one's studies. In keeping with the expectations of their freshman counterparts, the senior women are more likely than the senior men to have completed some community or volunteer work during their college years (73% vs. 57%). They are also more likely to have frequently included diverse perspectives in class discussions or written work (73% vs. 59%). Finally, the senior women are somewhat more likely than the senior men to have frequently worked harder than they thought they could to meet an instructor's standards (66% vs. 54%).

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A p p e n d i c e s

Appendix A. NSSE Benchmark Scores

Since the inception of the National Survey of Student Engagement (NSSE) in 2000, Indiana University's annual reports of major findings have dealt extensively with approximately 40 survey items, some of which are included in each of the five benchmarks listed below.

- **Level of academic challenge** summarizes responses to 11 items that focus on the intellectual and creative work required of students. The items deal with the nature and amount of assigned coursework, the emphasis on higher order thinking skills, and the importance of excellent academic work.
- **Active and collaborative learning** opportunities allow students to think about what they are learning and apply it in different settings. The seven items included in this benchmark deal with selected participatory activities built into class activities and required assignments (e.g., student presentations in class, working with others on projects and assignments).
- **Enriching educational experiences** are activities that allow students to use their new knowledge to broaden their self conceptions. The 12 benchmark items focus on exposure of students to peers with diverse ideological viewpoints and cultural backgrounds, opportunities to use new electronic media, and participation in real world and integrative experiences.
- **Interactions with faculty members**, especially outside of class, benefit students by allowing them to observe how these role models and mentors identify and solve everyday challenges or problems. The benchmark encompasses six such activities, most of which are not integral to life on a commuter campus (e.g., discussing ideas or career plans outside of class, working with faculty members on research or in co-curricular activities).
- A **supportive campus environment**, which makes students feel that faculty and staff are committed to their success, generates greater student satisfaction and better academic performance. The six benchmark items inquire into respondents' views of the quality of their relationships with other students or staff and of how supportive the campus is of their social and non-academic needs.

The benchmark scores included in the 2007 summary reports provided to participating campuses by NSSE staff and discussed below are based on the responses provided by the 1,903 respondents from CSUN, the approximately 5,457 respondents from six other CSU campuses,²² and the approximately

²² In Spring 2007, six other CSU campuses participated in the NSSE: Bakersfield, Dominguez Hills, Fresno, Long Beach, Los Angeles, and San Francisco.

52,500 respondents from 51 large, primarily non-residential four-year institutions (i.e., the Carnegie Peers).

The main part of this report does not deal with the benchmarks, but examines the full spectrum of individual survey items because they allow one to pinpoint specific, rather than general, areas of strength and weakness. In addition, the breadth of the benchmarks is variable, with some unduly broad in scope (e.g., level of academic challenge, enriching educational experiences) and others focused on a narrow or partial set of items (e.g., student interactions with faculty members). Finally, the scores themselves, while derived using sophisticated methods, have little intuitive meaning for the general reader.

Table A-1 summarizes three full sets of benchmark scores, all of which are based on a 100-point scale. The first and fourth columns of the table show the CSUN scores for the Spring 2007 NSSE administration. The other columns in the table locate the Northridge scores in a broader comparative context by showing the mean scores for the selected Carnegie Peer institutions and for the other CSU campuses participating in the 2007 survey administration. Where they are present, significant differences in the ratings are identified.

A comparison of the benchmark scores for the senior and freshman respondents at CSUN indicates that, with one exception, the rank orderings of the benchmarks are similar for both groups, though the senior scores are higher than the equivalent freshman scores. The one exception is a Supportive Campus Environment. On this measure, the freshman award CSUN higher scores than the seniors, suggesting that freshmen are more likely than seniors to think that campus services and activities are designed to support their success.

Although the differences between the CSUN benchmark scores and the averages for the two comparison groups are small, a number of them are statistically significant. Such differences are evident for three of the senior benchmarks, as the top part of Table A-1 indicates. Thus, the CSUN benchmark score for the Active and Collaborative Learning benchmark exceeds those of both comparison groups by a

significant degree. The same applies to the Level of Academic Challenge benchmark, though the CSUN score exceeds that for the other CSU campuses by a modest amount only. In contrast, the CSUN senior score for the Enriching Educational Experiences benchmark is significantly higher than the average score for other CSU campuses, but is marginally lower than the average score for the Carnegie peers.²³

The pattern of benchmark responses among the freshman respondents differs from that for the seniors, as the bottom half of Table A-1 indicates. When the CSUN scores are compared to the average scores for the other participating CSU campuses, very little difference is evident, while the comparison with the Carnegie peers reveals clear differences. The CSUN scores are significantly higher for the first three benchmarks listed, with the greatest differences evident for Active and Collaborative Learning and Supportive Campus Environment. Finally, the CSUN freshman scores are modestly lower for the Enriching Educational Experiences benchmark than are the equivalent scores for the Carnegie peers.

Taken together, the findings summarized above suggest that, with one exception, CSUN's seniors are more engaged in their studies than are its freshmen. The exception is views of the campus environment, which freshmen are more likely than seniors to consider supportive. This pattern is typical of that found on campuses in the two comparison groups, suggesting that it reflects differences in the situation of students at the beginning and end of their college careers rather than any peculiarities or weaknesses of the CSUN curriculum.

²³ The CSUN seniors' score for Students Interactions with Faculty Members is also marginally lower than that for the Carnegie Peers. But the difference is insignificant, as is the case for the Enriching Educational Experiences benchmark.

Table A-1. Benchmark Scores of NSSE Respondents at Cal State Northridge Compared to Mean Scores at Other CSU Institutions and Carnegie Peers Participating in the Spring 2007 Survey Administration

Benchmark	Cal State Northridge	Other CSU Campuses	significance of difference in benchmark scores	Cal State Northridge	Carnegie Peers*	significance of difference in benchmark scores
Senior Respondents						
Level of Academic Challenge ¹	56.3	55.1	0.05	56.3	54.4	0.001
Active and Collaborative Learning ²	51.7	49.3	0.001	51.7	48.3	0.001
Supportive Campus Environment ³	53.9	53.9	--	53.9	53.3	--
Enriching Educational Experiences ⁴	36.9	33.6	0.001	36.9	37.5	--
Student Interactions with Faculty Members ⁵	36.7	35.7	--	36.7	37.9	--
Freshmen Respondents						
Level of Academic Challenge ¹	51.1	50.9	--	51.1	50.1	0.05
Active and Collaborative Learning ²	41.9	41.8	--	41.9	39.1	0.001
Supportive Campus Environment ³	59.3	58.0	--	59.3	57.2	0.001
Enriching Educational Experiences ⁴	25.7	26.2	--	25.7	26.8	0.05
Student Interactions with Faculty Members ⁵	31.1	30.6	--	31.1	30.7	--

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration.

¹ The **Academic Challenge** benchmark includes responses to 10 items that focus on the intellectual and creative work required of students (e.g., emphasis on synthesis and analysis, number of papers required).

² **Active and Collaborative Learning** focuses on the participatory activities built into classwork and required assignments (e.g., student presentations in class, working with others on projects and assignments).

³ A **Supportive Campus Environment** makes students feel that faculty and staff are committed to their success. The six benchmark items inquire into respondents' views of the quality of their relationships with other students, faculty, and staff and of how supportive the campus is of their academic and non-academic needs.

⁴ **Enriching Educational Experiences** include activities that: expose students to peers with diverse ideological viewpoints and cultural backgrounds, provide opportunities to use new electronic media, allow them to participate in real world experiences, and help them integrate knowledge they acquire.

⁵ The **Interactions with Faculty Members** examined deal primarily with students' opportunities to interact with these mentors and role models outside of class.

Appendix B. Data Collection Procedures and Sample Representativeness

The data discussed in the main body of this report were collected during February, March, and April of 2007. They stem from the eighth administration of the National Survey of Student Engagement (NSSE). The survey questionnaire, which is designed to assess undergraduates' involvement with their studies, deals with a range of topics, including course-related activities, both in and outside of class; the amount of reading and writing required of students; the intellectual activities emphasized in classes; the nature and quality of on-campus interpersonal relationships; and student views of the contribution of college work to their knowledge and skills.

Data Collection Procedures

The distribution and collection of the responses were undertaken by the Center for Survey Research at Indiana University. During October 2006, participating institutions submitted electronic address files with information on all first-time freshmen entering in Fall 2006 and on all seniors likely to graduate in Spring or Summer 2007 (i.e., they still had 12-24 units of course work to complete). Staff at Indiana University used the files to select stratified random samples of potential respondents, with sample size dependent on mode of administration (paper vs. electronic). For the first time, CSUN relied exclusively on the World Wide Web to gather its NSSE responses. As a result, 2,500 students were automatically included in our randomly chosen samples for both freshman and seniors. In addition, we over-sampled the freshman respondents, including all Fall 2006 entrants in the final sample.

Initial e-mail invitations to participate in the NSSE went out in mid-February 2007. They were sent in the name of CSUN's president, Jolene Koester, and contained a link to an Indiana University Web site, at which students could complete the survey. Several weeks after distribution of the initial e-mail, several phased follow-up mailings, generally one-to-two weeks apart, were sent to all non-respondents. By early May 2007, 1,040 freshmen and 863 seniors had completed the survey. These CSUN respondents

represent 29% of the 3,646 first-time freshmen and 35% of the 2,496 graduating seniors receiving NSSE invitations. Northridge's overall adjusted response rate of 31% is higher than the 24% response rate for both sets of comparison institutions used (i.e., the other CSU campuses participating in the 2007 administration and a group of large, primarily non-residential, four-year institutions).¹

Representativeness of the Response Sample

With the aid of information in the student databases maintained by CSUN's Office of Institutional Research, it was possible to compare the freshman and senior NSSE respondents with the other similar students enrolled at the university in 2006-07. The freshman comparisons were undertaken using Spring 2007 data, but the senior comparisons relied on Fall 2006 data because 21% of the responding seniors were not enrolled in Spring 2007, presumably because they had graduated the preceding Fall. The resulting comparisons are presented in Tables B-1 and B-2. They suggest that both the freshman and senior response samples are largely representative of the larger groups from which they are drawn.

The first two columns of Tables B-1 and B-2 show selected characteristics of the freshmen or seniors completing the NSSE and of comparable students enrolled in either Spring 2007 or Fall 2006. The figures in the first column of Table B-1 indicate that almost all freshman respondents are 19 or younger. Between 60% and 68% are either women, stem from minority backgrounds, or have high school GPAs of 3.00 or higher. In addition, 23% had no declared major at entry, while a third are planning a major in Business and Economics or Arts, Media & Communication field; another 24% are planning majors in fields housed in two other CSUN Colleges: Social & Behavioral Sciences or Health & Human Development. Finally, close to two-thirds of the freshman respondents attempted 12-14 units in Spring 2007 (65%), while just over half had a CSUN GPA of 3.00 or higher (53%).

¹ The overall response rates cited above have been adjusted for non-deliverable mailing addresses (there were 7 out of 6,149 in the case of CSUN).

In most respects, these characteristics are also typical of all freshmen entering CSUN in Fall 2006. Several differences are evident, however, as a comparison of the first two columns in Table B-1 reveals. The NSSE respondents are more likely than all freshmen to be women (68% vs. 58%) and tend to have higher average CSUN GPAs (3.00 vs. 2.83). In keeping with this last difference, the NSSE respondents are slightly more likely than all freshmen to have a high school GPA of 3.00 or higher (65% vs. 60%) and to be attempting at least 15 units in Spring 2007 (40% vs. 33%).²

Turning now to Table B-2, the figures in the first column indicate that 60% to 65% of the senior NSSE respondents are women, 25 or younger, and entered CSUN as transfer students. The latter generally arrived with 60 or more transfer units and an average GPA of 3.00. In addition, 44% of the NSSE senior respondents stem from minority backgrounds and 62% had earned 45 or more units at CSUN at the time of the survey. Approximately half had been at CSUN for 6 or more terms, attempted 13 or more units in Fall 2006, and earned a GPA of 3.00 or higher. Finally, two-thirds of the senior NSSE respondents are majoring in one of four broad disciplines: Business and Economics, Humanities, Health and Human Development, or Social and Behavioral Sciences.

A comparison of the first two columns of Table B-2 indicates that, in all respects considered, the senior NSSE respondents are quite similar to the larger group of advanced seniors from whom they are drawn. Only two modest differences are evident: the NSSE seniors are somewhat more likely than others to have a CSUN GPA of 3.00 or higher (50% vs. 43%) and to be women (65% vs. 59%).

The observed differences between the freshman or senior response samples and the larger groups from which they are drawn are modest and, by and large, unlikely to bias the responses. The figures in the third column of Tables B-1 and B-2 reveal this most clearly. These figures show the percentage of all students in a given sub-group that the freshman or senior respondents represent. Thus, for example,

² Although the NSSE respondents are less likely than all freshman to stem from African American backgrounds (8% vs. 13%), they are not significantly less likely to stem from minority backgrounds (60% vs. 64%).

freshman respondents who are 19 years or younger represent 35% of the freshmen in this age group who first enrolled in Fall 2006. Whether this figure, and the others shown in the third columns of the tables, is high or low can be assessed by comparing it to the percentage of students included in the entire response sample. This figure is 30% for the freshman and 14% for the senior grouping.

Using these percentages as a benchmark indicates that freshmen who are 19 or younger, for example, are well-represented in the sample, as are most of the other subgroups identified, especially among the seniors. Two freshman, but no senior, subgroups are underrepresented in the NSSE sample: men and students with low GPAs (i.e., CSUN GPAs of less than 2.00 or high school GPAs of less than 2.50).³ It may well be, therefore, that less able students, especially if they are men, are somewhat underrepresented among the NSSE freshman respondents.

Nonetheless, it seems fair to conclude that both the freshman and senior NSSE samples are largely representative of the larger groups from which they are drawn. This is not to say that no caution is required in interpreting the findings presented in the main text; the reasons for caution lie in other features of the response samples, however. Their relative smallness is a concern (approximately 1,900 respondents out of more than 29,000 enrolled undergraduates), as is the fact that the two groups studied may be atypical of all CSUN undergraduates.

Another limitation of the data is the fact that close to two in three of the senior NSSE respondents entered Cal State Northridge as transfer students rather than as first-time freshmen (see section 5 of Table B-2). As a result, observed differences between the freshman and senior respondents cannot be ascribed primarily to the greater experience of the latter at CSUN. This limitation means that one set of comparisons the NSSE is designed to facilitate—between entering and exiting students—cannot be undertaken with the full 2007 data set.

³ Students who earned 11 or fewer units in their first semester at CSUN are also somewhat underrepresented among the freshmen respondents, as are African American students.

Table B-1. Selected Characteristics of All First-Time Freshmen Entering CSUN in

Characteristic	First-time Freshmen Completing Survey	All First-Time Freshmen	Percentage of Respondents Among All First-Time Freshmen	No. of freshmen on which percentage based
All Respondents			30.0	3,429
1. Gender (Percentages)				
Women	67.7	58.4	34.8	2,004
Men	32.3	41.6	23.3	1,425
Total (No. of first-time freshmen)	100.0 (1,029)	100.0 (3,429)		
2. Age at Entry to CSU Northridge				
19 or younger	97.2	97.8	29.8	3,354
20 or older	2.8	2.2	38.7	75
Total (No. of first-time freshmen)	100.0 (1,029)	100.0 (3,429)		
Mean	18.2	18.2		
Median	18.0	18.0		
3. Racial and Ethnic Background (Percentages)				
Minority	59.6	63.6	28.1	2,182
<i>African American</i>	8.1	12.7	19.0	436
<i>Asian (& Pacific Islanders)</i>	12.3	13.1	28.3	448
<i>Latino/a</i>	38.6	37.5	30.9	1,285
<i>Native American/American Indian</i>	0.6	0.4	46.2	13
White	26.5	23.3	34.2	799
Unknown (and other)	9.1	9.3	29.6	318
Non-resident alien	4.8	3.8	37.7	130
Total (No. of first-time freshmen)	100.0 (1,029)	100.0 (3,429)		
4. Major Discipline (Percentages)				
Arts, Media & Communication	15.4	15.2	30.3	521
Business & Economics	16.6	18.7	26.6	642
Education	1.7	1.0	51.4	35
Engineering & Comp Science	5.0	5.9	25.0	204
Health & Human Development	11.7	9.3	37.7	318
Humanities	7.8	6.0	38.6	207
Science & Mathematics	8.0	8.3	28.8	285
Social & Behavioral Sciences	12.3	12.1	30.5	416
Undeclared	21.6	23.4	27.7	801
Total (No. of first-time freshmen)	100.0 (1,029)	100.0 (3,429)		

Chi-square = 52.28 (.001); df=1
Cramer's V=.123

T-Test = 2.060 (.04)
Eta = 0.041

Chi-square = 10.33 (.001); df=1
Cramer's V=.059

Chi-square = 32.25 (.001); df=8
Cramer's V=.097

* The comparisons shown in Table B-1 are based on Spring 2007 enrollment data.

Table B-1 cont'd. - 2

Characteristic	First-time Freshmen Completing Survey	All First-Time Freshmen	Percentage of Respondents Among All First-Time Freshmen	No. of freshmen on which percentage based
5. High School GPA				
2.49 or less	4.3	5.5	23.5	187
2.50 to 2.99	30.5	34.9	26.2	1,185
3.00 to 3.49	41.7	41.2	30.3	1,402
3.50 and Above	23.5	18.4	38.2	625
Total (No. of first-time freshmen)	100.0 (1,019)	100.0 (3,399)		
Mean	3.16	3.10		
Median	3.13	3.07		
Interquartile range	2.9 - 3.5	2.8 - 3.4		
6. Number of Units Attempted in Spring 2007				
11 or fewer	4.6	6.0	22.9	205
12 units	21.0	25.4	24.8	870
13 - 14 units	35.6	35.4	30.1	1,215
15 or more units	38.9	33.2	35.1	1,139
Total (No. of first-time freshmen)	100.0 (1,029)	100.0 (3,429)		
Mean	14.0	13.7		
Median	14.0	14.0		
Interquartile range	12 - 15	12 - 15		
7. CSU Northridge Grade Point Average				
Under 2.00	14.8	19.2	23.6	632
2.00 to 2.49	14.6	16.5	26.9	546
2.50 to 2.99	17.7	19.8	27.4	653
3.00 to 3.49	25.5	23.9	32.6	788
3.50 to 4.00	27.5	20.6	40.7	681
Total (No. of first-time freshmen)	100.0 (1,009)	100.0 (3,300)		
Mean	2.86	2.69		
Median	3.00	2.83		
Interquartile range	2.3 - 3.5	2.1 - 3.4		

T-Test = 5.922 (.001)
Eta = 0.103

T-Test = 5.501 (.001)
Eta = 0.094

T-Test = 7.573 (.001)
Eta = 0.128

Table B-2. Selected Characteristics of All Seniors Likely to Graduate from CSUN in 2006-07 and of Those Responding to the Spring 2007 NSSE Survey*

Characteristic	Seniors Completing Survey	All Seniors	Percentage of Respondents Among Seniors	No. of freshmen on which percentage based
All Respondents			13.8	6,257
1. Gender (Percentages)				
Women	64.5	58.8	15.2	3,676
Men	35.5	41.2	11.9	2,581
Total (No. of graduating seniors)	100.0 (863)	100.0 (6,257)		
2. Age at time of survey				
22 or younger	25.1	25.2	13.8	1,574
23 - 25	35.8	40.9	12.1	2,558
26 - 35	28.6	25.6	15.4	1,599
36 or older	10.4	8.4	17.1	526
Total (No. of graduating seniors)	100.0 (863)	100.0 (6,257)		
Mean	26.9	26.3		
Median	24.0	24.0		
Interquartile range	22 - 28	22 - 27		
3. Racial and Ethnic Background (Percentages)				
Minority	44.3	47.1	13.0	2,944
<i>African American</i>	7.1	7.9	12.3	494
<i>Asian (& Pacific Islanders)</i>	13.1	13.7	13.1	860
<i>Latino/a</i>	23.5	25.0	13.0	1,563
<i>Native American/American Indian</i>	0.6	0.4	18.5	27
White	32.9	30.3	15.0	1,894
Unknown	16.2	16.3	13.7	1,023
Non-resident alien	6.6	6.3	14.4	396
Total (No. of graduating seniors)	100.0 (863)	100.0 (6,257)		
4. Major Discipline (Percentages)				
Arts, Media & Communication	13.0	14.9	12.0	932
Business & Economics	22.5	23.5	13.2	1,469
Education	1.6	1.2	19.2	73
Engineering & Comp Science	8.5	8.0	14.6	500
Health & Human Development	15.2	14.4	14.6	899
Humanities	15.2	14.9	14.1	931
Science & Mathematics	9.3	7.8	16.3	490
Social & Behavioral Sciences	14.5	15.3	13.1	956
Undeclared	0.3	0.1	42.9	7
Total (No. of graduating seniors)	100.0 (863)	100.0 (6,257)		

Chi-square = 13.86 (.001); df=1
Cramer's V=.047

T-Test = 2.618 (.009)
Eta = 0.036

Chi-square = 3.96 (.047); df=1
Cramer's V=.029

Chi-square = 13.50 (NS); df=8
Cramer's V=.046

Table B-2 cont'd. - 2

Characteristic	Seniors Completing Survey	All Seniors	Percentage of Respondents Among Seniors	No. of freshmen on which percentage based
5. Entry Status (Percentages)				
First-time freshmen	35.5	36.6	13.4	2,281
Transfer student	64.5	63.4	14.0	3,959
Total (No. of graduating seniors)	100.0 (860)	100.0 (6,240)		
6. Number of Transfer Units				
less than 30 units	1.6	1.7	13.2	68
30 to 59 units	6.5	8.2	11.0	327
60 to 89 units	59.8	58.6	14.3	2,322
90 units or more	32.1	31.5	14.3	1,249
Total (No. of transfer seniors)	100.0 (557)	100.0 (3,964)		
Mean	85.3	84.1		
Median	78.0	78.0		
Interquartile range	67 - 97	67 - 96		
7. Transfer GPA				
Under 2.49	13.5	14.6	13.0	576
2.50 to 2.99	35.7	37.8	13.3	1,491
3.00 to 3.49	34.7	33.7	14.4	1,331
3.50 and above	16.1	14.0	16.2	551
Total (No. of transfer seniors)	100.0 (554)	100.0 (3,949)		
Mean	3.01	2.98		
Median	3.00	2.97		
Interquartile range	2.7 - 3.4	2.7 - 3.3		
8. Number of Elapsed Terms Since CSUN Entry				
3 or fewer terms	28.5	27.1	14.5	1,695
4 - 7 terms	34.7	32.3	14.8	2,020
8 terms	26.7	29.5	12.5	1,844
9 or more terms	10.1	11.1	12.5	694
Total (No. of graduating seniors)	100.0 (860)	100.0 (6253)		
Mean	6.0	6.2		
Median	6.0	6.0		
Interquartile range	3 - 8	3 - 8		

Chi-square = 0.51 (NS); df=1
Cramer's V=.009

T-Test = 0.986 (NS)
Eta = 0.016

T-Test = 1.919 (.057)
Eta = 0.031

T-Test = -1.642 (NS)
Eta = 0.019

Table B-2 cont'd. - 3

Characteristic	Seniors Completing Survey	All Seniors	Percentage of Respondents Among Seniors	No. of freshmen on which percentage based
9. Number of Units Earned at CSU Northridge				
15 or fewer units	9.8	10.4	13.1	651
16 - 44 units	28.2	26.3	14.8	1,645
45 - 99 units	34.8	34.6	13.9	2,166
100 or more units	27.2	28.7	13.1	1,795
Total (No. of graduating seniors)	100.0 (863)	100.0 (6,257)		
Mean	64.6	65.8		
Median	56.0	58.0		
Interquartile range	33 - 102	35 - 103		
10. Number of Units Attempted in Fall 2006				
11 or fewer	21.4	23.7	12.5	1,482
12 units	28.0	29.3	13.2	1,831
13 - 14 units	22.4	20.4	15.1	1,274
Over 15 units	28.2	26.7	14.6	1,670
Total (No. of graduating seniors)	100.0 (863)	100.0 (6,257)		
Mean	12.4	12.2		
Median	13.0	12.0		
Interquartile range	12 - 15	12 - 15		
11. CSU Northridge Grade Point Average				
Under 2.00	3.6	3.9	12.7	237
2.00 to 2.49	19.4	23.1	11.7	1,386
2.50 to 2.99	27.2	30.0	12.6	1,799
3.00 to 3.49	29.1	26.3	15.4	1,578
3.50 to 4.00	20.6	16.7	17.1	1,005
Total (No. of graduating seniors)	100.0 (834)	100.0 (6,005)		
Mean	2.97	2.89		
Median	2.99	2.88		
Interquartile range	2.5 - 3.4	2.5 - 3.3		

T-Test = -0.973 (NS)
Eta = 0.012

T-Test = 2.319 (.021)
Eta = 0.028

T-Test = 4.484 (.001)
Eta = 0.047

* The comparisons shown in Table B-2 are based on Fall 2006 enrollment data.

Appendix C.

The College Student Report: The 2007 NSSE Questionnaire

Tables 1 to 37

Table 1. Selected Characteristics of NSSE Respondents by Class Level and Respondent Grouping (Spring 2007 Percentages)

Characteristic	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
1. Age								
19 or younger	97.6	94.0	97.6	88.0	0.0	0.3	0.0	0.4
20 - 23	2.1	4.9	2.1	7.8	43.7	40.0	43.7	59.0
24 - 39	0.3	0.9	0.3	3.4	48.5	49.3	48.5	33.0
Over 39	0.0	0.2	0.0	0.9	7.8	10.4	7.8	7.6
Total (No. of respondents)	100.0 (866)	100.0 (1,944)	100.0 (866)	100.0 (20,276)	100.0 (707)	100.0 (2,585)	100.0 (707)	100.0 (24,634)
2. Gender								
Men	32.1	28.1	32.1	35.0	35.5	34.0	35.5	37.6
Women	67.9	71.9	67.9	65.0	64.5	66.0	64.5	62.4
Total (No. of respondents)	100.0 (1,040)	100.0 (2,434)	100.0 (1,040)	100.0 (24,195)	100.0 (863)	100.0 (3,023)	100.0 (863)	100.0 (28,180)
3. Racial and Ethnic Background								
Minority	59.3	63.5	59.3	28.4	44.3	54.0	44.3	23.4
<i>African American</i>	8.1	6.0	8.1	7.0	7.1	6.0	7.1	6.2
<i>American Indian/Native American</i>	0.6	0.4	0.6	0.7	0.6	0.9	0.6	0.7
<i>Asian (includes Pacific Islander)</i>	12.5	23.6	12.5	10.6	13.1	19.7	13.1	7.0
<i>Latino/a</i>	38.2	33.6	38.2	10.1	23.5	27.5	23.5	9.5
White/Caucasian	26.6	25.7	26.6	63.5	32.9	30.4	32.9	67.9
Other (includes foreign & multi-racial)	14.0	5.5	14.0	3.9	22.8	4.9	22.8	3.8
Unknown	0.0	5.3	0.0	4.2	0.0	10.7	0.0	5.0
Total (No. of respondents)	100.0 (1,040)	100.0 (2,434)	100.0 (1,040)	100.0 (23,272)	100.0 (863)	100.0 (3,023)	100.0 (863)	100.0 (27,568)
4. Percentage of Internat'l. Students Among Respondents	7.2	5.6	7.2	5.1	13.3	8.1	13.3	5.5
(No. of responses on which the percentages are based)	(866)	(1,941)	(866)	(20,293)	(748)	(2,648)	(748)	(25,214)
5. Percentage Beginning College at Current Institution	97.8	96.4	97.8	91.5	38.1	26.6	38.1	49.2
(No. of responses on which the percentages are based)	(865)	(1,938)	(865)	(20,282)	(746)	(2,653)	(746)	(25,213)

Table 1 cont'd. - 2

Characteristic	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
6. Enrollment Status During Spring 2007 (student-defined)								
Full-time	98.0	97.3	98.0	96.0	77.3	82.1	77.3	82.6
Less than full-time	2.0	2.7	2.0	4.0	22.7	17.9	22.7	17.4
Total (No. of respondents)	100.0 (864)	100.0 (1,940)	100.0 (864)	100.0 (20,270)	100.0 (744)	100.0 (2,647)	100.0 (744)	100.0 (25,186)
7. Member of Social Fraternity or Sorority								
Yes	6.3	4.5	6.3	9.9	7.1	6.0	7.1	10.1
No	93.8	95.5	93.8	90.1	92.9	94.0	92.9	89.9
Total (No. of respondents)	100.0 (835)	100.0 (1,884)	100.0 (835)	100.0 (20,261)	100.0 (728)	100.0 (2,612)	100.0 (728)	100.0 (25,188)
8. Where are you living this year while attending college?								
Dormitory or other campus housing	26.9	28.2	26.9	48.3	2.9	2.4	2.9	4.8
Residence (e.g., house or apartment) within walking distance	7.9	8.4	7.9	9.7	12.5	9.1	12.5	19.4
Residence (e.g., house or apartment) within driving distance	65.1	62.9	65.1	40.6	84.6	88.4	84.6	74.5
Fraternity or sorority house	0.1	0.5	0.1	1.4	0.0	0.2	0.0	1.3
Total (No. of respondents)	100.0 (859)	100.0 (1,927)	100.0 (859)	100.0 (20,064)	100.0 (735)	100.0 (2,582)	100.0 (735)	100.0 (24,562)
9. Number of hours spent commuting to class								
None	4.3	6.9	4.3	7.3	2.6	2.9	2.6	3.8
1 - 5 hours per week	54.8	57.5	54.8	63.6	51.6	55.7	51.6	62.5
6-10 hours per week	25.1	21.5	25.1	18.6	30.4	26.0	30.4	22.4
More than 10 hours per week	15.8	14.1	15.8	10.5	15.4	15.4	15.4	11.3
Total (No. of respondents)	100.0 (901)	100.0 (2,060)	100.0 (901)	100.0 (21,167)	100.0 (777)	100.0 (2,743)	100.0 (777)	100.0 (25,847)

Table 1 cont'd. - 3

Characteristic	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
10a. Father's educational attainment								
Did not finish HS	24.2	27.3	24.2	8.5	22.2	25.6	22.2	10.7
Graduated from HS	23.0	17.6	23.0	23.4	19.0	21.9	19.0	22.8
Attended college, no degree	17.1	16.3	17.1	15.6	14.4	14.9	14.4	15.7
Completed Associate's	7.3	8.1	7.3	7.9	8.6	9.0	8.6	8.3
Completed Bachelor's	16.2	19.0	16.2	26.1	23.0	17.7	23.0	24.8
Completed Master's/Doctorate	12.3	11.8	12.3	18.5	12.8	10.9	12.8	17.7
Total (No. of respondents)	100.0 (853)	100.0 (1,899)	100.0 (853)	100.0 (20,039)	100.0 (735)	100.0 (2,619)	100.0 (735)	100.0 (24,981)
10b. Mother's educational attainment								
Did not finish HS	23.4	24.5	23.4	7.2	19.0	25.1	19.0	9.4
Graduated from HS	17.6	18.9	17.6	21.3	22.8	21.3	22.8	25.0
Attended college, no degree	18.7	17.0	18.7	17.6	16.9	17.4	16.9	17.1
Completed Associate's	11.8	9.5	11.8	11.7	12.6	11.6	12.6	11.3
Completed Bachelor's	18.0	21.3	18.0	28.0	20.3	17.0	20.3	23.8
Completed Master's/Doctorate	10.5	8.8	10.5	14.2	8.4	7.6	8.4	13.4
Total (No. of respondents)	100.0 (859)	100.0 (1,907)	100.0 (859)	100.0 (20,109)	100.0 (738)	100.0 (2,622)	100.0 (738)	100.0 (25,055)
11. Primary Major or Expected Primary Major								
Arts and humanities	21.7	20.5	21.7	12.9	25.9	24.2	25.9	14.1
Business	16.8	15.4	16.8	15.3	20.4	18.4	20.4	17.5
Education	3.4	2.9	3.4	7.2	3.8	4.2	3.8	9.1
Engineering	4.5	3.9	4.5	7.6	5.8	3.6	5.8	8.1
Physical & Biological Sciences	9.1	12.0	9.1	11.4	10.0	6.9	10.0	9.6
Social Sciences	13.5	12.9	13.5	10.6	12.0	17.8	12.0	14.1
Professional	9.3	14.1	9.3	14.2	5.5	7.7	5.5	8.4
Other	12.8	11.4	12.8	15.3	16.7	17.1	16.7	19.1
Undecided	8.9	6.9	8.9	5.5	0.0	0.1	0.0	0.0
Total (No. of respondents)	100.0 (858)	100.0 (1,905)	100.0 (858)	100.0 (19,932)	100.0 (742)	100.0 (2,620)	100.0 (742)	100.0 (24,941)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

**Table 2. Number of Hours per Week NSSE Respondents Typically Spend on Selected Activities by Class Level and Respondent Grouping
(Spring 2007 Percentages)**

Number of Hours Typically Spent	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Fosters Engagement with Studies								
Preparing for class (e.g., studying, reading, writing, rehearsing)								
10 or fewer hours per week	53.4	52.7	53.4	48.9	44.1	48.6	44.1	46.4
<i>Zero hours per week</i>	0.4	0.4	0.4	0.4	0.4	0.3	0.4	0.4
<i>1 - 5 hours per week</i>	23.5	20.7	23.5	19.5	17.8	20.0	17.8	19.4
<i>6 - 10 hours per week</i>	29.5	31.5	29.5	29.0	25.9	28.2	25.9	26.6
11 or more hours per week	46.6	47.3	46.6	51.1	55.9	51.4	55.9	53.6
<i>11 - 20 hours per week</i>	33.1	33.0	33.1	35.6	36.8	32.4	36.8	33.4
<i>More than 20 hours per week</i>	13.5	14.3	13.5	15.5	19.1	19.0	19.1	20.2
Total (No. of respondents)	100.0 (903)	100.0 (2,066)	100.0 (903)	100.0 (21,212)	100.0 (780)	100.0 (2,749)	100.0 (780)	100.0 (25,879)
Working for Pay On Campus								
No	88.0	87.1	88.0	84.2	86.4	86.9	86.4	78.3
Yes	12.0	12.9	12.0	15.8	13.6	13.1	13.6	21.7
<i>1 - 5 hours per week</i>	1.9	1.6	1.9	1.9	1.7	1.9	1.7	2.6
<i>6 - 10 hours per week</i>	2.8	2.4	2.8	4.0	2.2	1.9	2.2	4.4
<i>11 - 20 hours per week</i>	6.3	7.1	6.3	8.1	7.2	7.3	7.2	10.6
<i>More than 20 hours per week</i>	1.0	1.8	1.0	1.7	2.6	2.0	2.6	4.1
Total (No. of respondents)	100.0 (903)	100.0 (2,066)	100.0 (903)	100.0 (21,215)	100.0 (780)	100.0 (2,748)	100.0 (780)	100.0 (25,879)
Participation in co-curricular activities (e.g., campus organ. or publications, student government, sports, fraternities/sororities)								
None	64.7	63.5	64.7	46.7	63.3	65.7	63.3	53.6
Some	35.3	36.5	35.3	53.3	36.5	34.3	36.5	46.5
<i>1 - 5 hours per week</i>	16.6	21.2	16.6	28.6	19.4	20.3	19.4	26.5
<i>6 - 10 hours per week</i>	7.4	7.6	7.4	11.7	9.0	6.7	9.0	9.4
<i>11 - 20 hours per week</i>	7.0	5.3	7.0	8.9	5.9	5.3	5.9	7.2
<i>More than 20 hours per week</i>	4.3	2.4	4.3	4.0	2.3	2.0	2.3	3.3
Total (No. of respondents)	100.0 (903)	100.0 (2,065)	100.0 (903)	100.0 (21,210)	100.0 (779)	100.0 (2,749)	100.0 (779)	100.0 (25,882)

Table 2 cont'd.

Number of Hours Typically Spent	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Does Not Foster Engagement with Studies								
Working for Pay Off Campus								
No	47.2	52.9	47.2	57.9	26.8	25.6	26.8	35.8
Yes; 20 or fewer hours per week	31.8	28.3	31.8	25.8	27.1	28.3	27.1	27.5
1 - 5 hours per week	5.0	4.5	5.0	4.7	2.8	3.7	2.8	4.4
6 - 10 hours per week	6.4	6.3	6.4	5.6	6.0	5.9	6.0	5.9
11 - 20 hours per week	20.4	17.6	20.4	15.5	18.2	18.7	18.2	17.3
Yes; more than 20 hours per week	21.0	18.7	21.0	16.3	45.9	46.1	45.9	36.7
Total (No. of respondents)	100.0 (903)	100.0 (2,065)	100.0 (903)	100.0 (21,211)	100.0 (778)	100.0 (2,750)	100.0 (778)	100.0 (25,877)
Providing care for dependents living with you (e.g., parents, children, spouse)								
No	46.1	52.7	46.1	67.3	42.3	43.3	42.3	56.5
Yes	53.5	47.0	53.5	32.4	57.1	56.4	57.1	43.4
1 - 5 hours per week	25.5	21.3	25.5	16.7	20.9	18.4	20.9	14.7
6 - 10 hours per week	12.3	11.6	12.3	6.8	10.9	10.7	10.9	7.5
11 - 20 hours per week	10.4	9.3	10.4	5.1	11.0	11.0	11.0	7.7
More than 20 hours per week	5.3	4.8	5.3	3.9	14.2	16.2	14.2	13.5
Total (No. of respondents)	100.0 (899)	100.0 (2,060)	100.0 (899)	100.0 (21,156)	100.0 (775)	100.0 (2,741)	100.0 (775)	100.0 (25,839)
Relaxing and socializing (e.g., watching TV, partying, exercising, playing games)								
10 or fewer hours per week	59.0	54.2	59.0	52.6	65.6	65.8	65.6	62.5
Zero hours per week	0.9	0.9	0.9	0.9	1.4	1.7	1.4	1.3
1 - 5 hours per week	29.2	26.5	29.2	22.8	32.3	33.7	32.3	30.0
6 - 10 hours per week	28.9	26.8	28.9	28.9	31.9	30.4	31.9	31.2
11 or more hours per week	40.6	45.6	40.6	47.2	33.8	33.9	33.8	37.4
11 - 20 hours per week	27.1	30.3	27.1	32.5	24.9	25.1	24.9	28.1
More than 20 hours per week	13.5	15.3	13.5	14.7	9.0	8.8	9.0	9.3
Total (No. of respondents)	100.0 (900)	100.0 (2,061)	100.0 (900)	100.0 (21,166)	100.0 (776)	100.0 (2,742)	100.0 (776)	100.0 (25,843)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

**Table 3. NSSE Respondents' Views of the Adequacy of the Education They Are Receiving by Class Level and Respondent Grouping
(Spring 2007 Percentages)**

	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
My entire educational experience at this institution has been								
Excellent	27.5	25.1	27.5	28.6	29.9	27.2	29.9	30.0
Good	58.2	58.0	58.2	55.4	53.5	51.4	53.5	52.4
Fair	12.9	15.4	12.9	14.0	14.7	17.7	14.7	14.7
Poor	1.4	1.8	1.4	2.0	1.9	3.7	1.9	3.0
Total (No. of respondents)	100.0 (865)	100.0 (1,943)	100.0 (865)	100.0 (20,291)	100.0 (748)	100.0 (2,659)	100.0 (748)	100.0 (25,232)
If you could start over again, would you go to the institutions you are now attending?								
Definitely Yes	38.3	33.7	38.3	39.8	34.1	34.7	34.1	38.2
Probably Yes	43.6	46.7	43.6	43.1	46.7	42.9	46.7	41.5
Probably No	14.0	16.0	14.0	13.2	13.8	15.9	13.8	14.2
Definitely No	4.2	3.8	4.2	4.0	5.5	6.5	5.5	6.1
Total (No. of respondents)	100.0 (865)	100.0 (1,943)	100.0 (865)	100.0 (20,290)	100.0 (748)	100.0 (2,658)	100.0 (748)	100.0 (25,225)
Overall, the quality of academic advising I have received at this institution has been								
Excellent	25.1	23.1	25.1	25.5	22.7	23.3	22.7	22.6
Good	49.8	49.7	49.8	47.3	41.2	41.2	41.2	39.5
Fair	18.7	22.5	18.7	21.0	22.7	24.4	22.7	24.8
Poor	6.4	4.6	6.4	6.2	13.4	11.1	13.4	13.0
Total (No. of respondents)	100.0 (865)	100.0 (1,940)	100.0 (865)	100.0 (20,283)	100.0 (748)	100.0 (2,659)	100.0 (748)	100.0 (25,229)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

Table 4. NSSE Items Relating to the Rigor of the Curriculum by Class Level and Respondent Grouping (Spring 2007 Percentages)

	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Spending significant time studying and on academic work has been substantially emphasized [^] in the current academic year. (No. of responses on which the percentages are based)	78.3 (891)	75.2 (2,023)	78.3 (891)	77.4 (20,919)	79.9 (768)	77.1 (2,724)	79.9 (768)	76.9 (25,671)
During the current school year, I have often or very often worked harder than I thought I could to meet an instructor's standards. (No. of responses on which the percentages are based)	57.0 (962)	52.7 (2,226)	57.0 (962)	50.5 (22,347)	61.7 (822)	57.8 (2,886)	61.7 (822)	55.6 (26,888)
During the current school year, my examinations challenged me to do my best work ^{^^} (No. of responses on which the percentages are based)	72.2 (953)	76.1 (2,183)	72.2 (953)	80.4 (22,011)	78.9 (811)	79.4 (2,840)	78.9 (811)	79.6 (26,533)
Number of Hours Typically Spent Preparing for Class During 2006-2007 ** (e.g., studying, reading, writing, rehearsing)								
10 or fewer hours per week	53.4	52.7	53.4	48.9	44.1	48.6	44.1	46.4
11 or more hours per week	46.6	47.3	46.6	51.1	55.9	51.4	55.9	53.6
Total (No. of respondents)	100.0 (903)	100.0 (2,066)	100.0 (903)	100.0 (21,212)	100.0 (780)	100.0 (2,749)	100.0 (780)	100.0 (25,879)
Number of Assigned Textbooks and Books Read During 2006-2007 (includes book-length packets of xeroxed readings)								
Fewer than five	23.5	23.9	23.5	23.8	28.9	27.5	28.9	30.5
Between 5 and 10	47.4	47.2	47.4	45.9	41.8	37.9	41.8	38.7
More than 10	29.1	28.9	29.1	30.3	29.3	34.6	29.3	30.8
Total (No. of respondents)	100.0 (954)	100.0 (2,193)	100.0 (954)	100.0 (22,052)	100.0 (813)	100.0 (2,851)	100.0 (813)	100.0 (26,579)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

[^] Substantial emphasis includes respondents saying that specific activities have been emphasized "very much" and "quite a bit".

^{^^} Percentages summarize highest three scores on a 7-point scale where 1 equals "very little" and 7 equals "very much".

** See Table 2 for a more detailed breakdown of the number of hours typically spent preparing for class.

**Table 5. NSSE Items Relating to the Emphasis on Abstract Thinking Skills in Coursework by Class Level and Respondent Grouping
(Spring 2007 Percentages)**

	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
<i>During the current school year, coursework has substantially emphasized^ the following mental activities:</i>								
Analyzing basic elements of an idea, experience or theory (e.g., examining case/situation in depth & considering components) (No. of responses on which the percentages are based)	76.7 (957)	77.3 (2,196)	76.7 (957)	75.7 (22,114)	84.8 (815)	82.6 (2,864)	84.8 (815)	82.9 (26,679)
Applying theories or concepts to practical problems or in new situations (No. of responses on which the percentages are based)	70.5 (959)	70.2 (2,197)	70.5 (959)	70.7 (22,110)	77.3 (816)	76.1 (2,863)	77.3 (816)	78.0 (26,681)
Making judgments about value of information/arguments/methods (e.g., assess soundness of data gathered & interpreted by others) (No. of responses on which the percentages are based)	69.8 (958)	70.1 (2,195)	69.8 (958)	64.1 (22,106)	72.5 (816)	71.1 (2,859)	72.5 (816)	68.6 (26,673)
Synthesizing and organizing ideas/information/experiences into new, more complex interpretations and relationships (No. of responses on which the percentages are based)	66.4 (958)	68.4 (2,197)	66.4 (958)	63.9 (22,108)	76.1 (815)	72.3 (2,858)	76.1 (815)	71.9 (26,670)
Memorizing facts, ideas or methods from courses/readings and repeating them (No. of responses on which the percentages are based)	65.8 (958)	64.4 (2,199)	65.8 (958)	69.3 (22,126)	59.9 (816)	61.5 (2,863)	59.9 (816)	61.4 (26,688)
<hr style="border-top: 1px dashed black;"/>								
<i>During the current school year, I have often or very often</i>								
put together ideas/concepts from different courses in completing assignments or during class discussion (No. of responses on which the percentages are based)	55.5 (988)	53.5 (2,281)	55.5 (988)	48.8 (22,817)	69.4 (830)	64.3 (2,926)	69.4 (830)	67.6 (27,231)
examined the strengths & weaknesses of my own views on a topic or issue (No. of responses on which the percentages are based)	48.3 (943)	45.3 (2,160)	48.3 (943)	47.4 (21,811)	51.5 (802)	52.8 (2,815)	51.5 (802)	54.8 (26,347)
learned something that changed my view of a topic or concept (No. of responses on which the percentages are based)	65.5 (943)	62.9 (2,158)	65.5 (943)	60.5 (21,809)	65.9 (803)	64.6 (2,814)	65.9 (803)	63.8 (26,351)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

^ Substantial emphasis includes respondents saying that specific activities have been emphasized "very much" and "quite a bit".

**Table 6. NSSE Items Relating to the Writing Intensive Character of the Curriculum by Class Level and Respondent Grouping
(Spring 2007 Percentages)**

	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Number of Papers Written During 2006-2007 That Are Fewer Than Five Pages Long								
Fewer than five papers written	39.7	41.6	39.7	39.3	45.4	47.9	45.4	43.6
Five or more papers written	60.3	58.4	60.3	60.7	54.6	52.1	54.6	56.4
<i>Between 5 and 10 papers written</i>	35.8	32.7	35.8	33.7	24.8	26.0	24.8	27.0
<i>More than 10 papers written</i>	24.4	25.6	24.4	27.1	29.8	26.1	29.8	29.3
Total (No. of respondents)	100.0 (954)	100.0 (2,195)	100.0 (954)	100.0 (22,046)	100.0 (813)	100.0 (2,850)	100.0 (813)	100.0 (26,573)
Between Five and Nineteen Pages Long								
Fewer than five papers written	69.1	68.2	69.1	71.1	51.8	51.6	51.8	56.9
<i>No papers written</i>	17.1	14.0	17.1	16.1	8.0	7.7	8.0	10.7
<i>Between 1 and 4 papers written</i>	52.0	54.2	52.0	55.0	43.8	43.9	43.8	46.2
Five or more papers written	30.9	31.8	30.9	28.9	48.2	48.4	48.2	43.1
<i>Between 5 and 10 papers written</i>	24.3	25.8	24.3	22.8	32.6	33.6	32.6	29.4
<i>More than 10 papers written</i>	6.6	6.0	6.6	6.1	15.5	14.8	15.5	13.7
Total (No. of respondents)	100.0 (954)	100.0 (2,192)	100.0 (954)	100.0 (22,038)	100.0 (812)	100.0 (2,849)	100.0 (812)	100.0 (26,577)
Twenty Pages or Longer								
No papers written	80.3	83.5	80.3	85.2	43.0	53.2	43.0	52.6
One or more papers written	19.7	16.7	19.7	14.8	57.1	46.9	57.1	47.4
<i>Between 1 and 4 papers written</i>	13.7	11.1	13.7	10.9	44.5	37.0	44.5	39.0
<i>Between 5 and 10 papers written</i>	3.8	3.1	3.8	2.3	8.7	6.2	8.7	5.7
<i>More than 10 papers written</i>	2.2	2.4	2.2	1.7	3.9	3.7	3.9	2.7
Total (No. of respondents)	100.0 (954)	100.0 (2,195)	100.0 (954)	100.0 (22,049)	100.0 (812)	100.0 (2,850)	100.0 (812)	100.0 (26,589)
During the current school year, I have often or very often								
prepared several drafts of a paper/assignment before submitting	77.2	63.6	77.2	56.8	54.0	50.4	54.0	46.2
(No. of responses on which the percentages are based)	(1,037)	(2,434)	(1,037)	(24,161)	(863)	(3,022)	(863)	(28,147)
integrated ideas from several courses in a paper/project	80.3	77.8	80.3	73.4	87.2	87.1	87.2	83.8
(No. of responses on which the percentages are based)	(1,038)	(2,433)	(1,038)	(24,157)	(862)	(3,022)	(862)	(28,147)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

Table 7. NSSE Items Relating to the Use of Electronic Media by Class Level and Respondent Grouping (Spring 2007 Percentages)

	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
During the current academic year, respondents have often or very often								
Used an electronic medium** to discuss/complete class assignments (No. of responses on which the percentages are based)	51.3 (988)	49.8 (2,278)	51.3 (988)	50.5 (22,816)	58.1 (830)	58.8 (2,923)	58.1 (830)	58.4 (27,226)
Used e-mail to communicate with instructor or other students (No. of responses on which the percentages are based)	72.2 (988)	67.5 (2,280)	72.2 (988)	71.6 (22,812)	83.8 (831)	78.4 (2,927)	83.8 (831)	82.2 (27,226)
<hr style="border-top: 1px dashed black;"/>								
Using computers in academic work has been emphasized quite a bit or very much (No. of responses on which the percentages are based)	83.3 (892)	81.7 (2,024)	83.3 (892)	84.4 (20,918)	88.0 (769)	85.8 (2,726)	88.0 (769)	88.5 (25,672)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

** Electronic medium includes list-serves, chat groups, Internet, instant messaging, etc.

Table 8. NSSE Items Relating to an Emphasis on Active and Collaborative Learning by Class Level and Respondent Group (Spring 2007 Percentages)

	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
During the current school year, respondents have done the following often or very often:								
Made a class presentation (No. of responses on which the percentages are based)	38.6 (1,039)	47.2 (2,433)	38.6 (1039)	27.4 (24,175)	67.9 (862)	61.8 (3,021)	67.9 (862)	56.2 (28,160)
Discussed ideas from readings/classes with others^ outside class (No. of responses on which the percentages are based)	56.1 (962)	56.4 (2,224)	56.1 (962)	52.9 (22,341)	64.1 (822)	61.3 (2,888)	64.1 (822)	61.6 (26,886)
Asked questions in class or contributed to class discussion (No. of responses on which the percentages are based)	55.7 (1,039)	49.8 (2,432)	55.7 (1039)	50.3 (24,178)	63.8 (863)	62.0 (3,022)	63.8 (863)	64.9 (28,168)
Worked with other students on projects during class (No. of responses on which the percentages are based)	56.5 (1,038)	52.1 (2,430)	56.5 (1038)	43.1 (24,151)	54.7 (863)	53.1 (3,020)	54.7 (863)	46.1 (28,138)
Worked with classmates outside class to prepare class assignments (No. of responses on which the percentages are based)	32.8 (1,038)	33.7 (2,429)	32.8 (1038)	36.4 (24,159)	60.5 (863)	51.8 (3,022)	60.5 (863)	56.6 (28,151)
Tutored or taught other students (No. of responses on which the percentages are based)	16.2 (988)	13.2 (2,281)	16.2 (988)	13.7 (22,824)	23.0 (831)	18.3 (2,927)	23.0 (831)	20.1 (27,231)
Participated in a community-based project as part of regular course (No. of responses on which the percentages are based)	8.2 (986)	11.7 (2,280)	8.2 (986)	10.1 (22,815)	18.1 (831)	17.5 (2,925)	18.1 (831)	15.5 (27,215)

Plan to participate in a learning community** prior to graduation (No. of responses on which the percentages are based)	45.9 (920)	44.2 (2,103)	45.9 (920)	39.5 (21,452)	33.6 (785)	33.8 (2,766)	33.6 (785)	32.0 (26,059)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

^ Others includes students, family members, co-workers.

** Formal program in which groups of students take 2 or more classes together.

Table 9. NSSE Items Relating to Enriching Educational Experiences Students Expect to Complete Before Graduating by Class Level and Respondent Grouping (Spring 2007 Percentages)

Enriching experience	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
<u>On-the job experience</u> (e.g., internship, practicum, field/co-op exper.) (No. of responses on which the percentages are based)	76.4 (921)	78.1 (2,102)	76.4 (921)	81.5 (21,464)	75.8 (785)	72.4 (2,769)	75.8 (785)	74.1 (26,083)
<u>Community service or volunteer work</u> (No. of responses on which the percentages are based)	72.5 (921)	78.2 (2,104)	72.5 (921)	77.0 (21,457)	67.6 (784)	68.7 (2,770)	67.6 (784)	70.3 (26,073)
<u>Culminating senior experience</u> (e.g., capstone course, thesis, project) (No. of responses on which the percentages are based)	46.7 (919)	48.6 (2,100)	46.7 (919)	44.9 (21,445)	63.9 (785)	57.9 (2,769)	63.9 (785)	58.2 (26,054)
<u>Foreign language coursework</u> (No. of responses on which the percentages are based)	55.9 (918)	59.2 (2,105)	55.9 (918)	56.9 (21,451)	42.8 (785)	42.8 (2,769)	42.8 (785)	49.3 (26,066)
<u>Study abroad</u> (No. of responses on which the percentages are based)	46.4 (920)	44.2 (2,105)	46.4 (920)	42.4 (21,449)	20.0 (785)	19.3 (2,768)	20.0 (785)	21.0 (26,064)
<u>Independent study or self-designed major</u> (No. of responses on which the percentages are based)	17.1 (919)	16.3 (2,104)	17.1 (919)	17.4 (21,444)	29.0 (785)	21.3 (2,770)	29.0 (785)	24.1 (26,063)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

Table 10. NSSE Items Relating to the Emphasis on and Opportunities for Interacting with Diverse Student Groups by Class Level and Respondent Grouping (Spring 2007 Percentages)

	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Contact among students of differing economic, social, & racial/ethnic backgrounds is encouraged quite a bit or very much (No. of responses on which the percentages are based)	63.2 (891)	58.2 (2,020)	63.2 (891)	53.1 (20,902)	49.9 (769)	50.9 (2,722)	49.9 (769)	43.8 (25,647)
During the current academic year, respondents have often or very often								
Had serious conversations with students of differing racial or ethnic background (No. of responses on which the percentages are based)	57.8 (963)	56.5 (2,224)	57.8 (963)	50.2 (22,340)	64.4 (822)	62.1 (2,884)	64.4 (822)	53.1 (26,865)
Had serious conversations with students whose values or opinions are very different from their own (No. of responses on which the percentages are based)	54.3 (963)	53.7 (2,223)	54.3 (963)	54.1 (22,336)	57.0 (821)	54.3 (2,885)	57.0 (821)	55.4 (26,866)
Included diverse perspectives^ in class discussions or writing assignments (No. of responses on which the percentages are based)	74.1 (1,038)	71.2 (2,429)	74.1 (1038)	61.7 (24,149)	68.3 (863)	70.1 (3,022)	68.3 (863)	60.1 (28,127)
Tried to better understand someone else's point of view by imagining how an issue looks from his/her point of view (No. of responses on which the percentages are based)	61.9 (943)	60.2 (2,159)	61.9 (943)	57.6 (21,812)	66.2 (804)	64.9 (2,814)	66.2 (804)	62.6 (26,349)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

^ Diverse perspectives are those differing by race, religion, gender, political belief, etc.

Table 11. NSSE Items Relating to Student Interactions with Faculty Members by Class Level and Respondent Grouping (Spring 2007 Percentages)

	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Faculty members are available, helpful, and sympathetic [^] (No. of responses on which the means are based)	69.4 (915)	68.7 (2,091)	69.4 (915)	67.0 (21,374)	71.0 (782)	72.2 (2,767)	71.0 (782)	73.6 (26,002)

During the current school year, respondents have often or very often engaged in the following activities:								
<i>Received prompt feedback from faculty on academic perform.</i> (No. of responses on which the percentages are based)	53.1 (964)	54.6 (2,226)	53.1 (964)	50.2 (22,352)	54.1 (822)	55.3 (2,889)	54.1 (822)	59.4 (26,895)
<i>Discussed ideas from reading/classes with faculty outside class</i> (No. of responses on which the percentages are based)	20.5 (987)	18.8 (2,279)	20.5 (987)	17.2 (22,810)	23.7 (830)	22.8 (2,926)	23.7 (830)	24.5 (27,222)

During the current school year, respondents have engaged in the following activities at least sometimes :								
<i>Discussed grades or assignments with an instructor</i> (No. of responses on which the percentages are based)	89.1 (988)	88.9 (2,280)	89.1 (988)	90.5 (22,815)	95.1 (831)	92.9 (2,925)	95.1 (831)	94.5 (27,225)
<i>Talked about career plans with a faculty member or advisor</i> (No. of responses on which the percentages are based)	70.8 (987)	64.1 (2,281)	70.8 (987)	72.6 (22,812)	78.9 (831)	76.1 (2,927)	78.9 (831)	79.7 (27,228)
<i>Worked with faculty members on activities other than coursework **</i> (No. of responses on which the percentages are based)	35.6 (963)	31.8 (2,226)	35.6 (963)	35.2 (22,339)	41.8 (822)	41.5 (2,884)	41.8 (822)	46.9 (26,882)

Respondents have worked/plan to work with a faculty member on a research project outside of course/program requirements (No. of responses on which the percentages are based)	32.2 (919)	31.8 (2,102)	32.2 (919)	33.9 (21,444)	28.4 (784)	28.9 (2,767)	28.4 (784)	30.3 (26,054)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

[^] Percentages summarize highest three scores on a 7-point scale where 1 equals "unavailable, unhelpful, unsympathetic" and 7 equals "available, helpful, supportive".

** Activities other than coursework include university committees, orientation, student life activities, etc.

Table 12. NSSE Items Relating to the Nature of the Campus Environment by Class Level and Respondent Grouping (Spring 2007 Percentages)

	Freshmen Respondents				Senior Respondents			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
The following were substantially emphasized^ at respondents' institutions during the 2006-2007 academic year:								
Providing the support students need to succeed academically (No. of responses on which the percentages are based)	72.8 (892)	69.2 (2,023)	72.8 (892)	71.1 (20,919)	61.8 (769)	61.8 (2,727)	61.8 (769)	62.8 (25,672)
Providing the support students need to thrive socially (No. of responses on which the percentages are based)	46.7 (892)	41.3 (2,016)	46.7 (892)	42.8 (20,897)	29.5 (767)	29.4 (2,717)	29.5 (767)	29.6 (25,632)
Providing assistance with non-academic respon. (e.g., work, family) (No. of responses on which the percentages are based)	41.8 (892)	34.0 (2,017)	41.8 (892)	30.6 (20,895)	23.8 (769)	24.4 (2,722)	23.8 (769)	20.2 (25,648)
Participation in co-curricular activities ** (e.g., campus organ. or publications, student government, sports, fraternities/sororities)								
None	64.7	63.5	64.7	46.7	63.3	65.7	63.3	53.6
One or more hours per week	35.3	36.5	35.3	53.3	36.5	34.3	36.5	46.5
Total (No. of respondents)	100.0 (903)	100.0 (2,065)	100.0 (903)	100.0 (21,210)	100.0 (779)	100.0 (2,749)	100.0 (779)	100.0 (25,882)
Other students are friendly and supportive; provide sense of belonging^^ (No. of responses on which the percentages are based)	73.6 (915)	73.8 (2,093)	73.6 (915)	76.6 (21,373)	80.2 (782)	78.4 (2,768)	80.2 (782)	79.3 (25,996)
Administrative staff in campus offices are helpful, considerate, and flexible*** (No. of responses on which the percentages are based)	52.0 (915)	47.1 (2,090)	52.0 (915)	50.7 (21,343)	44.6 (780)	45.4 (2,766)	44.6 (780)	48.9 (25,982)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

^ Substantial emphasis includes respondents saying that specific things are emphasized "very much" or "quite a bit" on their campuses.

** See Table 2 for a more detailed breakdown of the number of hours typically spent participating in co-curricular activities.

^^ Percentages summarize highest three scores on a 7-point scale where 1 equals "unfriendly & unsupportive" and 7 equals "friendly & supportive".

*** Percentage summarize highest three scores on a 7-point scale where 1 equals "unhelpful, inconsiderate, rigid" and 7 equals "helpful, considerate, flexible".

Table 13. Percentage of NSSE Respondents Saying Their Campus Experience Has Contributed Substantially^ to Their Knowledge, Skills, and Personal Development in Selected Areas by Class Level and Respondent Grouping (Spring 2007)

	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Intellectual Skills								
Thinking critically and analytically (No. of responses on which the percentages are based)	81.7 (876)	80.9 (1,976)	81.7 (876)	79.2 (20,542)	86.0 (756)	83.7 (2,681)	86.0 (756)	84.1 (25,374)
Writing clearly and effectively (No. of responses on which the percentages are based)	76.7 (877)	75.0 (1,975)	76.7 (877)	69.2 (20,539)	74.7 (756)	75.5 (2,680)	74.7 (756)	72.4 (25,378)
Using computing and information technology (No. of responses on which the percentages are based)	72.3 (876)	67.3 (1,977)	72.3 (876)	70.9 (20,537)	78.7 (756)	76.8 (2,680)	78.7 (756)	78.9 (25,378)
Analyzing quantitative problems (No. of responses on which the percentages are based)	69.3 (876)	68.5 (1,975)	69.3 (876)	67.0 (20,524)	75.1 (756)	70.2 (2,680)	75.1 (756)	71.8 (25,369)
Speaking clearly and effectively (No. of responses on which the percentages are based)	70.8 (876)	73.8 (1,974)	70.8 (876)	60.0 (20,536)	72.8 (755)	68.8 (2,681)	72.8 (755)	67.0 (25,378)
Solving complex real-world problems (No. of responses on which the percentages are based)	60.2 (862)	56.4 (1,942)	60.2 (862)	52.1 (20,261)	61.4 (747)	57.1 (2,652)	61.4 (747)	57.3 (25,199)
Working effectively with others (No. of responses on which the percentages are based)	73.3 (876)	70.8 (1,975)	73.3 (876)	66.1 (20,538)	80.3 (755)	74.7 (2,680)	80.3 (755)	73.7 (25,376)
Learning effectively on your own (No. of responses on which the percentages are based)	69.5 (863)	69.2 (1,941)	69.5 (863)	67.4 (20,268)	72.4 (747)	69.6 (2,653)	72.4 (747)	70.8 (25,200)

Table 13 cont'd. 2

	<u>Freshmen Respondents</u>				<u>Senior Respondents</u>			
	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *	Cal State Northridge	CSU Campuses	Cal State Northridge	Carnegie Peers *
Personal Virtues								
Understanding people of other racial and ethnic backgrounds (No. of responses on which the percentages are based)	68.9 (863)	65.7 (1,941)	68.9 (863)	55.0 (20,253)	65.2 (747)	63.8 (2,652)	65.2 (747)	52.4 (25,183)
Understanding yourself (No. of responses on which the percentages are based)	64.0 (863)	63.2 (1,942)	64.0 (863)	58.1 (20,264)	62.4 (747)	60.0 (2,653)	62.4 (747)	57.7 (25,199)
Developing a personal code of values and ethics (No. of responses on which the percentages are based)	59.2 (863)	57.7 (1,942)	59.2 (863)	51.2 (20,259)	55.7 (747)	55.1 (2,655)	55.7 (747)	51.1 (25,192)
Contributing to the welfare of your community (No. of responses on which the percentages are based)	36.5 (863)	39.7 (1,940)	36.5 (863)	40.3 (20,257)	41.6 (747)	42.4 (2,654)	41.6 (747)	40.9 (25,191)
Other								
Acquiring a broad general education (No. of responses on which the percentages are based)	79.6 (877)	80.1 (1,976)	79.6 (877)	79.0 (20,541)	81.2 (756)	78.9 (2,681)	81.2 (756)	80.7 (25,390)
Acquiring job or work-related knowledge and skills (No. of responses on which the percentages are based)	53.3 (876)	49.8 (1,973)	53.3 (876)	55.3 (20,530)	71.3 (756)	65.3 (2,679)	71.3 (756)	68.7 (25,378)
Voting in elections (No. of responses on which the percentages are based)	36.3 (862)	40.1 (1,942)	36.3 (862)	32.7 (20,265)	30.3 (746)	35.2 (2,654)	30.3 (746)	30.5 (25,194)

Note: figures in bold indicate that a pair of percentages is moderately different, while bolded figures in a shaded cell denote a significantly different pair of percentages.

* The Carnegie Peers group includes all larger, non-residential four-year institutions participating in the Spring 2007 NSSE administration (N=65).

^ A substantial contribution includes respondents saying that their college education has contributed very much or quite a bit to the development of a skill or attribute.

Table 14. Selected Characteristics of CSUN's NSSE Freshmen Respondents by University 100 Status (Spring 2007 Percentages)

Characteristic	Took Univ 100		
	Yes	No	
All Freshman Respondents			
Number	416	624	
Percent	40.0	60.0	
1. Racial and Ethnic Background (institution provided)			
Minority	69.5	52.6	Chi-square=30.94 (.001); df=1 Cramer's V=.186
<i>African American</i>	10.1	6.7	
<i>Asian (includes Pacific Islander)</i>	13.7	11.7	
<i>Latino/a</i>	45.4	33.3	
<i>Native American/American Indian</i>	0.2	0.8	
White/Caucasian	18.0	32.4	
Other (includes foreign & multi-racial)	12.5	15.1	
Total (No. of respondents)	100.0 (416)	100.0 (624)	
2a. Father's educational attainment			
No more than high school	55.4	41.8	Chi-square=17.14 (.001); df=3 Cramer's V=.142
Some College	22.5	25.6	
Completed Bachelor's Degree	13.5	17.9	
Master's or Doctoral degree	8.7	14.6	
Total (No. of respondents)	100.0 (334)	100.0 (519)	
2b. Mother's educational attainment			
No more than high school	49.4	35.6	Chi-square=23.05 (.001); df=3 Cramer's V=.164
Some College	29.5	31.2	
Completed Bachelor's Degree	15.2	19.9	
Master's or Doctoral degree	6.0	13.4	
Total (No. of respondents)	100.0 (336)	100.0 (523)	
2c. First Generation Status			
Both parents have no more than a high school education	38.9	27.1	Chi-square=17.84 (.001); df=2 Cramer's V=.144
One or both parents has some college education (no 4-year degree)	30.5	29.6	
One or both parents have a four-year college degree	30.5	43.4	
Total (No. of respondents)	100.0 (334)	100.0 (521)	
3. Plan to participate in a learning community* prior to grad.			
(No. of responses on which the percentages are based)	55.1 (361)	39.9 (559)	Chi-square = 20.50 (.001); df=1 Cramer's V=.149

* Formal program in which groups of students take 2 or more classes together.

Table 14 cont'd.

Characteristic	Took Univ 100	
	Yes	No
4. College Housing Expected Major		
Arts, Media, and Communication	6.3	21.5
Business & Economics	20.9	13.6
Education	1.0	2.9
Engineering & Computer Science	5.5	4.8
Health & Human Development	6.7	14.6
Humanities	5.0	9.0
Science & Mathematics	9.9	5.9
Social & Behavioral Science	13.5	10.9
Undeclared	31.3	16.8
Total (No. of respondents)	100.0 (416)	100.0 (624)

Chi-square=98.38 (.001); df=8
Cramer's V=.308

**Table 15. NSSE Items Relating to the Nature of the Campus Environment by University
100 Status of CSUN's Freshman Respondents (Spring 2007 Percentages)**

	<u>Took Univ 100</u>		
	Yes	No	
The following were substantially emphasized[^] at respondents' institutions during the 2005-2006 academic year:			
Providing the support students need to succeed academically (No. of responses on which the percentages are based)	77.2 (347)	69.9 (545)	
Providing the support students need to thrive socially (No. of responses on which the percentages are based)	54.8 (347)	41.7 (545)	Chi-square = 14.62 (.001); df=1 Cramer's V=.128
Providing assistance with non-academic respon. (e.g., work, family) (No. of responses on which the percentages are based)	49.3 (347)	37.1 (545)	Chi-square = 13.00 (.001); df=1 Cramer's V=.121
<hr/>			
<i>At least sometimes worked with faculty members on activities other than coursework</i> * (No. of responses on which the percentages are based)	44.3 (379)	30.0 (584)	Chi-square = 20.67 (.001); df=1 Cramer's V=.147
Participation in co-curricular activities (e.g., campus organ. or publications, student government, sports, fraternities/sororities)			
None	60.1	67.6	
One or more hours per week	39.9	32.4	
Total (No. of respondents)	100.0 (353)	100.0 (550)	
<hr/>			
Other students are friendly and supportive; provide sense of belonging ^{^^} (No. of responses on which the percentages are based)	78.8 (359)	70.1 (556)	
Administrative staff in campus offices are helpful, considerate, and flexible* (No. of responses on which the percentages are based)	57.9 (359)	48.2 (556)	

[^] Substantial emphasis includes respondents saying that specific things are emphasized "very much" or "quite a bit" on their campuses.

^{^^} Percentages summarize highest three scores on a 7-point scale where 1 equals "unfriendly & unsupportive" and 7 equals "friendly & supportive".

* Percentage summarize highest three scores on a 7-point scale where 1 equals "unhelpful, inconsiderate, rigid" and 7 equals "helpful, considerate, flexible".

Table 16. Percentage of CSUN NSSE Freshmen Respondents Saying Their College Education Has Contributed Substantially* to Their Intellectual or Personal Development in Selected Areas by University 100 Status (Spring 2007)

	Took Univ 100	
	Yes	No
Solving complex real-world problems (No. of responses on which the percentages are based)	66.7 (339)	56.0 (523)
Working effectively with others (No. of responses on which the percentages are based)	77.1 (341)	70.8 (535)
Understanding people of other racial and ethnic backgrounds (No. of responses on which the percentages are based)	77.9 (339)	63.2 (524)
Contributing to the welfare of your community (No. of responses on which the percentages are based)	41.9 (339)	33.0 (524)

Chi-square = 20.80 (.001); df=1
Cramer's V=.155

* A substantial contribution includes respondents saying that their college education has contributed very much or quite a bit to the development of a skill or attribute.

Table 17. Selected Characteristics of NSSE Freshmen Respondents by Residence in CSUN Campus Housing (Spring 2007 Percentages)

Characteristic	Residing in Campus Housing	
	Yes	No
All Freshman Respondents		
Number	284	756
Percent	27.3	72.7
1. Racial and Ethnic Background (institution provided)		
Minority	59.9	59.2
<i>African American</i>	15.5	5.3
<i>Asian (includes Pacific Islander)</i>	8.8	13.9
<i>Latino/a</i>	34.5	39.6
<i>Native American/American Indian</i>	1.1	0.4
White/Caucasian	30.3	25.3
Other (includes foreign & multi-racial)	9.9	15.6
Total (No. of respondents)	100.0 284	100.0 756
2a. Father's educational attainment		
No more than high school	42.1	49.1
Some College	22.9	25.0
Completed Bachelor's Degree	18.3	15.3
Master's or Doctoral degree	16.7	10.6
Total (No. of respondents)	100.0 (240)	100.0 (613)
2b. Mother's educational attainment		
No more than high school	29.9	45.3
Some College	31.5	30.1
Completed Bachelor's Degree	23.7	15.9
Master's or Doctoral degree	14.9	8.7
Total (No. of respondents)	100.0 (241)	100.0 (618)
2c. First Generation Status		
Both parents have no more than a high school education	21.7	35.6
One or both parents has some college education (no 4-year degree)	27.5	30.9
One or both parents have a four-year college degree	50.8	33.5
Total (No. of respondents)	100.0 (240)	100.0 (615)
3. Expected Primary Major		
Arts, Media, & Communication	23.2	12.4
Business & Economics	11.3	18.5
Education	4.6	1.2
Engineering & Computer Science	3.5	5.7
Health & Human Development	13.0	10.8
Humanities	6.3	7.8
Science & Mathematics	4.9	8.5
Social & Behavioral Science	13.7	11.2
Undeclared	19.4	23.8
Total (No. of respondents)	100.0 (284)	100.0 (756)

Chi-square=22.39 (.001); df=3
Cramer's V=.161

Chi-square=24.78 (.001); df=2
Cramer's V=.170

Chi-square=43.11 (.001); df=8
Cramer's V=.204

Table 18. Number of Hours NSSE Freshman Respondents Typically Spend on Selected Activities by Residence in CSUN Campus Housing (Spring 2007 Percentages)

Number of Hours Typically Spent	Residing in Campus Housing	
	Yes	No
<i>Fosters Engagement with Studies</i>		
Preparing for class (e.g., studying, reading, writing, rehearsing)		
10 or fewer hours per week	60.1	50.8
11 or more hours per week	39.9	49.2
Total (No. of respondents)	100.0 248	100.0 655
Working for Pay On Campus		
No	79.8	91.1
Yes	20.2	8.9
Total (No. of respondents)	100.0 248	100.0 655
Participation in co-curricular activities (e.g., campus organ. or publications, student government, sports, fraternities/sororities)		
None	48.4	70.8
Some	51.6	29.2
Total (No. of respondents)	100.0 248	100.0 655
<i>Does Not Foster Engagement with Studies</i>		
Working for Pay Off Campus		
No	67.7	39.4
Yes; 20 or fewer hours per week	22.2	35.4
Yes; more than 20 hours per week	10.1	25.2
Total (No. of respondents)	100.0 248	100.0 655
Providing care for dependents living with you (e.g., parents, children, spouse)		
No	73.8	35.8
Yes	26.2	64.2
Total (No. of respondents)	100.0 248	100.0 651
Relaxing and socializing (e.g., watching TV, partying, exercising, playing games)		
10 or fewer hours per week	51.6	62.1
11 or more hours per week	48.4	37.9
Total (No. of respondents)	100.0 248	100.0 652

Chi-square = 21.84 (.001); df=1
Cramer's V=.156

Chi-square = 39.69 (.001); df=1
Cramer's V=.210

Chi-square = 60.10 (.001); df=2
Cramer's V=.258

Chi-square = 104.30 (.001); df=
Cramer's V=.341

**Table 19. Selected Characteristics of NSSE Senior Respondents by CSUN Entry Status
(Spring 2007 Percentages)**

Characteristic	First Time	
	Freshmen	Transfers
All Senior Respondents		
Number	305	555
Percent	35.5	64.5
1. Age		
22 or younger	50.8	11.4
23 years	27.5	12.5
24 years	12.8	10.7
25-29 years	7.4	33.6
30 years and over	1.6	31.8
Total (No. of respondents)	100.0 (258)	100.0 (449)
Mean	22.9	29.3
Median	22.0	26.0
Interquartile range	22 - 23	24 - 31
2. Racial and Ethnic Background (institution provided)		
Minority	58.4	36.8
<i>African American</i>	8.2	6.5
<i>Asian (includes Pacific Islander)</i>	14.8	12.3
<i>Latino/a</i>	35.1	17.3
<i>Native American/American Indian</i>	0.3	0.7
White/Caucasian	23.6	38.2
Other (includes foreign & multi-racial)	18.0	25.0
Total (No. of respondents)	100.0 (305)	100.0 (555)
3. Percentage of Internat'l. Students Among Respondents (No. of responses on which the percentages are based)	7.2 (263)	16.5 (480)
4a. Father's educational attainment		
No more than high school	53.5	34.7
Some College	20.8	24.1
Completed Bachelor's Degree	16.2	26.6
Master's or Doctoral degree	9.6	14.6
Total (No. of respondents)	100.0 (260)	100.0 (473)
4b. Mother's educational attainment		
No more than high school	48.7	38.1
Some College	27.4	30.9
Completed Bachelor's Degree	17.9	21.6
Master's or Doctoral degree	6.1	9.5
Total (No. of respondents)	100.0 (263)	100.0 (473)

T-Test = -14.43 (.001)
Eta = .388

Chi-square=31.57 (.001); df=1
Cramer's V=.217

Chi-square=12.65 (.001); df=1
Cramer's V=.130

Chi-square=26.42 (.001); df=3
Cramer's V=.190

Table 19 cont'd.

Characteristic	First Time Freshmen	Transfers
4c. First Generation Status		
Both parents have no more than a high school education	37.9	22.7
One or both parents has some college education (no 4-year degree)	28.0	26.5
One or both parents have a four-year college degree	34.1	50.8
Total (No. of respondents)	100.0 (261)	100.0 (472)

Chi-square=24.57 (.001); df=2
Cramer's V=.183

Table 20. Number of Hours NSSE Senior Respondents Typically Spend on Activities That Foster Engagement with One's Studies by CSUN Entry Status (Spring 2006 Percentages)

Number of Hours Typically Spent	First Time	
	Freshmen	Transfers
Preparing for class (e.g., studying, reading, writing, rehearsing)		
10 or fewer hours per week	47.1	42.7
11 or more hours per week	52.9	57.3
Total (No. of respondents)	100.0 (274)	100.0 (503)
Working for Pay <i>On Campus</i>		
No	80.7	89.5
Yes, one or more hours per week	19.3	10.5
Total (No. of respondents)	100.0 (274)	100.0 (503)
Participation in co-curricular activities (e.g., campus organ. or publications, student government, sports, fraternities/sororities)		
None	55.8	67.5
One or more hours per week	44.2	32.5
Total (No. of respondents)	100.0 (274)	100.0 (502)

Chi-square=11.67 (.001); df=1
Cramer's V=.123

Chi-square=10.44 (.001); df=1
Cramer's V=.116

Table 21. Selected Characteristics of NSSE Respondents Entering CSUN as First Time Freshmen by Current Class Status (Spring 2007 Percentages)

Characteristic	First-Year Respondents	Graduating Freshmen	
All Respondents Entering as First Time Freshmen			
Number	1,040	305	
Percent	77.3	22.7	
1. Age			
22 or younger	99.5	50.8	
23 years	0.0	27.5	
24 years	0.2	12.8	
25-29 years	0.3	7.4	
30 years and over	0.0	1.6	
Total (No. of respondents)	100.0 (1,040)	100.0 (258)	
Mean	18.2	22.9	T-Test = -39.58 (.001)
Median	18.0	22.0	Eta = .879
Interquartile range	18-18	22-23	
2. Enrollment Status During Spring 2007 (student-defined)			
Full-time	98.0	82.1	Chi-square=95.20 (.001); df=1
Less than full-time	2.0	17.9	Cramer's V=.291
Total (No. of respondents)	100.0 (864)	100.0 (263)	
3. Where are you living this year while attending college?			
Dormitory or other campus housing	26.9	3.8	Chi-square=68.21 (.001); df=3
Residence (e.g., house or apartment) within walking distance	7.9	15.4	Cramer's V=.217
Residence (e.g., house or apartment) within driving distance	65.1	80.8	
Fraternity or sorority house	0.1	0.0	
Total (No. of respondents)	100.0 (859)	100.0 (260)	
4. Working for Pay Off Campus			
No	47.2	28.5	Chi-square=55.58 (.001); df=2
Yes; 20 or fewer hours per week	31.8	28.8	Cramer's V=.247
Yes; more than 20 hours per week	21.0	42.7	
Total (No. of respondents)	100.0 (903)	100.0 (274)	
5. College Housing Expected Major			
Arts, Media, and Communication	15.4	13.8	Chi-square=98.14 (.001); df=8
Business & Economics	16.5	23.0	Cramer's V=.270
Education	2.1	1.3	
Engineering & Computer Science	5.1	7.2	
Health & Human Development	11.4	16.4	
Humanities	7.4	14.8	
Science & Mathematics	7.5	9.5	
Social & Behavioral Science	11.9	14.1	
Undeclared	22.6	0.0	
Total (No. of respondents)	100.0 (1,040)	100.0 (305)	

Table 22. NSSE Items Relating to the Writing Intensive Character of the Curriculum by Current Class Level of Respondents Entering CSUN as First Time Freshmen (Spring 2007 Percentages)

	First-Year Respondents	Graduating Freshmen	
Number of Papers Written During 2006-2007 That Are Fewer Than Five Pages Long			
Fewer than five papers written	39.7	48.8	
Between 5 and 10 papers written	35.8	26.5	
More than 10 papers written	24.4	24.7	
Total (No. of respondents)	100.0 (954)	100.0 (283)	
Between Five and Nineteen Pages Long			
Fewer than five papers written	69.1	55.8	Chi-square=17.08 (.001); df=1 Cramer's V=.118
Five or more papers written	30.9	44.2	
Total (No. of respondents)	100.0 (954)	100.0 (283)	
Twenty Pages or Longer			
No papers written	80.3	50.7	Chi-square=98.39 (.001); df=1 Cramer's V=.282
One or more papers written	19.7	49.3	
Total (No. of respondents)	100.0 (954)	100.0 (284)	
<hr style="border-top: 1px dashed black;"/>			
During the current school year, I have often or very often			
prepared several drafts of a paper/assignment before submitting (No. of responses on which the percentages are based)	77.2 (1,037)	53.1 (305)	Chi-square=67.70 (.001); df=1 Cramer's V=.225
integrated ideas from several sources for a paper/project (No. of responses on which the percentages are based)	80.3 (1,038)	86.6 (305)	
Used an electronic medium* to discuss/complete class assignments (No. of responses on which the percentages are based)	51.3 (988)	55.0 (291)	
Used e-mail to communicate with instructor or other students (No. of responses on which the percentages are based)	72.2 (988)	86.6 (292)	Chi-square=25.52 (.001); df=1 Cramer's V=.141

* Electronic medium includes list-serves, chat groups, Internet, instant messaging, etc.

Table 23. NSSE Items Relating to an Emphasis on Active and Collaborative Learning by Current Class Level of Respondents Entering CSUN as First Time Freshmen (Spring 2007 Percentages)

	First-Year Respondents	Graduating Freshmen	
During the current school year, respondents have done the following often or very often:			
Made a class presentation (No. of responses on which the percentages are based)	38.6 (1,039)	70.1 (304)	Chi-square=93.86 (.001); df=1 Cramer's V=.264
Discussed ideas from readings/classes with others [^] outside class (No. of responses on which the percentages are based)	56.1 (962)	65.6 (285)	
Asked questions in class or contributed to class discussion (No. of responses on which the percentages are based)	55.7 (1,039)	57.7 (305)	
Worked with classmates outside class to prepare class assignments (No. of responses on which the percentages are based)	32.8 (1,038)	63.3 (305)	Chi-square=91.75 (.001); df=1 Cramer's V=.261
Worked with other students on projects during class (No. of responses on which the percentages are based)	56.5 (1,038)	54.4 (305)	
Tutored or taught other students (No. of responses on which the percentages are based)	16.2 (988)	24.3 (292)	
Participated in a community-based project as part of regular course (No. of responses on which the percentages are based)	8.2 (986)	19.9 (292)	Chi-square=31.53 (.001); df=1 Cramer's V=.157
----- Plan to participate in a learning community* prior to graduation (No. of responses on which the percentages are based)	45.9 (920)	33.1 (275)	

[^] Others includes students, family members, co-workers.

* Formal program in which groups of students take 2 or more classes together.

Table 24. NSSE Items Relating to Enriching Educational Experiences Students Expect to Complete Before Graduating by Current Class Level of CSUN Respondents Entering as First Time Freshmen and Respondent Grouping (Spring 2007 Percentages)

Characteristic	First-Year Respondents	Graduating Freshmen	
On-the job experience (e.g., internship, practicum, field/co-op exper.) (No. of responses on which the percentages are based)	76.4 (921)	77.8 (275)	
Community service or volunteer work (No. of responses on which the percentages are based)	72.5 (921)	72.0 (275)	
Culminating senior experience (e.g., capstone course, thesis, project) (No. of responses on which the percentages are based)	46.7 (919)	65.1 (275)	Chi-square=28.70 (.001); df=1 Cramer's V=.155
Foreign language coursework (No. of responses on which the percentages are based)	55.9 (918)	46.9 (275)	
Study abroad (No. of responses on which the percentages are based)	46.4 (920)	21.5 (275)	Chi-square=54.66 (.001); df=1 Cramer's V=.214
Independent study or self-designed major (No. of responses on which the percentages are based)	17.1 (919)	28.4 (275)	

Contact among students of differing economic, social, & racial/ ethnic backgrounds is encouraged quite a bit or very much (No. of responses on which the percentages are based)	63.2 (891)	48.5 (270)	Chi-square=18.54 (.001); df=1 Cramer's V=.126
During the current academic year, respondents have often or very often had serious conversations with students of differing racial or ethnic background (No. of responses on which the percentages are based)	57.8 (963)	68.1 (285)	

Table 25. Percentage of CSUN NSSE Respondents Who Are Traditionally Underserved and/or First Generation Students by Respondent Grouping and Racial and Ethnic Background (Spring 2007 Survey)

	Latina/o Respondents	Other Respondents	Total Percent	Total (Number)
<i>First Time Freshman Respondents</i>	40.1	59.9	100.0	(990)
Racial and Ethnic Background				
Traditionally underserved	80.9	19.1	100.0	(491)
Other	0.0	100.0	100.0	(499)
Parental Education				
High school or less; both parents	72.4	27.6	100.0	(257)
Some college; at least one parent	32.4	67.6	100.0	(247)
Four-year degree; at least one parent	16.0	84.0	100.0	(312)
<i>Senior Respondents</i>	25.2	74.8	100.0	(806)
Racial and Ethnic Background				
Traditionally underserved	74.4	25.6	100.0	(273)
Other	0.0	100.0	100.0	(533)
Parental Education				
High school or less; both parents	55.6	44.4	100.0	(196)
Some college; at least one parent	18.4	81.6	100.0	(190)
Four-year degree; at least one parent	8.7	91.3	100.0	(298)

**Table 26. Character of Freshman NSSE Respondents in the Latina/o and Other Groupings*
(Spring 2007 Percentages)**

Characteristic	Latina/o Background	Other Backgrounds	All Respondents
All Freshman Respondents			
Number	397	593	990
Percent	40.1	59.9	
1. Racial and Ethnic Background (institution provided)			
Traditionally Underserved	100.0	15.9	49.6
<i>American Indian/Native American</i>	0.0	1.0	0.6
<i>Pacific Islander</i>	0.0	0.7	0.4
<i>African American</i>	0.0	14.2	8.5
<i>Latino/a</i>	100.0	0.0	40.1
Asian	0.0	21.2	12.7
White/Caucasian	0.0	46.7	28.0
Other (includes unknown & multi-racial)	0.0	16.2	9.7
Total (No. of respondents)	100.0 (397)	100.0 (593)	100.0 (990)
2a. Father's educational attainment			
No more than high school	71.1	32.7	47.5
Some College	17.1	29.1	24.4
Completed Bachelor's Degree	6.7	21.6	15.8
Master's or Doctoral degree	5.1	16.6	12.2
Total (No. of respondents)	100.0 (315)	100.0 (499)	100.0 (814)
2b. Mother's educational attainment			
No more than high school	69.0	22.0	40.2
Some College	21.9	36.9	31.1
Completed Bachelor's Degree	5.6	25.9	18.0
Master's or Doctoral degree	3.4	15.2	10.6
Total (No. of respondents)	100.0 (319)	100.0 (501)	100.0 (820)
2c. First Generation Status			
Both parents have no more than a high school education	58.9	14.2	31.5
One or both parents has some college education (no 4-ye	25.3	33.4	30.3
One or both parents have a four-year college degree	15.8	52.4	38.2
Total (No. of respondents)	100.0 (316)	100.0 (500)	100.0 (816)

**Table 27. Character of Senior NSSE Respondents in Latina/o and Other Groupings*
(Spring 2007 Percentages)**

Characteristic	Latina/o Background	Other Backgrounds	All Respondents
All Senior Respondents			
Number	203	603	806
Percent	25.2	74.8	
1. Racial and Ethnic Background (institution provided)			
Traditionally Underserved	100.0	11.6	33.9
<i>American Indian/Native American</i>	0.0	0.8	0.6
<i>Pacific Islander</i>	0.0	0.7	0.5
<i>African American</i>	0.0	10.1	7.6
<i>Latino/a</i>	100.0	0.0	25.2
Asian	0.0	18.1	13.5
White/Caucasian	0.0	47.1	35.2
Other (includes unknown & multi-racial)	0.0	23.2	17.4
Total (No. of respondents)	100.0 (203)	100.0 (603)	100.0 (806)
2a. Father's educational attainment			
No more than high school	76.0	31.1	42.3
Some College	11.7	27.6	23.6
Completed Bachelor's Degree	6.4	26.7	21.6
Master's or Doctoral degree	5.8	14.6	12.4
Total (No. of respondents)	100.0 (171)	100.0 (514)	100.0 (685)
2b. Mother's educational attainment			
No more than high school	74.9	31.2	42.1
Some College	17.5	34.7	30.4
Completed Bachelor's Degree	5.8	23.6	19.2
Master's or Doctoral degree	1.8	10.5	8.3
Total (No. of respondents)	100.0 (171)	100.0 (516)	100.0 (687)
2c. First Generation Status			
Both parents have no more than a high school education	64.1	16.9	28.7
One or both parents has some college education (no 4-year degree)	20.6	30.2	27.8
One or both parents have a four-year college degree	15.3	52.9	43.6
Total (No. of respondents)	100.0 (170)	100.0 (514)	100.0 (684)

Table 28. Selected Characteristics of CSUN's Freshman NSSE Respondents in the Latina/o and Other Groupings (Spring 2007 Percentages)

Characteristic	Latina/o Background	Other Backgrounds	
1. Where are you living this year while attending college?			
Dormitory or other campus housing	24.3	28.9	
Residence (e.g., house or apartment) within walking distance	5.6	8.6	
Residence (e.g., house or apartment) within driving distance	70.1	62.3	
Fraternity or sorority house	0.0	0.2	
Total (No. of respondents)	100.0 (321)	100.0 (499)	
2. Number of hours spent commuting to class			
None	3.3	4.8	Chi-square=17.81 (.001) df=3 Cramer's V=.144
1 - 5 hours per week	47.5	59.3	
6-10 hours per week	27.9	23.3	
More than 10 hours per week	21.4	12.6	
Total (No. of respondents)	100.0 (337)	100.0 (523)	
3. Providing care for dependents living with you (e.g., parents, children, spouse)			
Yes	66.7	45.6	Chi-square=36.53 (.001) df=1 Cramer's V=.206
No	33.3	54.4	
Total (No. of respondents)	100.0 (336)	100.0 (522)	
4. College Housing Expected Major			
Arts, Media, and Communication	11.1	18.9	Chi-square=41.06 (.001) df=8 Cramer's V=.204
Business & Economics	14.1	17.2	
Education	0.3	3.4	
Engineering & Computer Science	5.0	4.2	
Health & Human Development	10.6	12.0	
Humanities	7.8	7.3	
Science & Mathematics	6.3	8.3	
Social & Behavioral Science	15.9	9.6	
Undeclared	29.0	19.2	
Total (No. of respondents)	100.0 (397)	100.0 (593)	
5. Attempted University 100			
Course attempted	47.6	35.2	Chi-square=15.12 (.001) df=1 Cramer's V=.124
Course <i>not</i> attempted	52.4	64.8	
Total (No. of respondents)	100.0 (397)	100.0 (593)	

Table 29. Selected Characteristics of CSUN's Senior NSSE Respondents in the Latina/o and Other Groupings (Spring 2007 Percentages)

Characteristic	Latina/o Background	Other Backgrounds	
1. Percentage Transferring to CSUN from Elsewhere (No. of responses on which the percentages are based)	43.4 (173)	67.0 (522)	Chi-square=30.72 (.001) df=1 Cramer's V=.210
2. Gender			
Men	24.6	39.0	Chi-square=13.67 (.001); df=1 Cramer's V=.130
Women	75.4	61.0	
Total (No. of respondents)	100.0 (203)	100.0 (603)	
3. College Housing Expected Major			
Arts, Media, and Communication	12.8	13.8	Chi-square=25.19 (.001) df=8 Cramer's V=.177
Business & Economics	18.7	22.6	
Education	1.0	1.8	
Engineering & Computer Science	5.9	8.3	
Health & Human Development	14.3	15.9	
Humanities	23.6	12.9	
Science & Mathematics	4.9	11.3	
Social & Behavioral Science	18.7	12.9	
Special major	0.0	0.5	
Total (No. of respondents)	100.0 (203)	100.0 (603)	

Table 30. NSSE Items Relating to the Enriching Educational Experiences Students Expect to Complete Before Graduating by Racial and Ethnic Background (Freshman Spring 2007 Percentages)

	Latina/o Background	Other Backgrounds
Foreign language coursework (No. of responses on which the percentages are based)	65.2 (345)	48.4 (531)
Study abroad (No. of responses on which the percentages are based)	52.6 (346)	41.7 (532)
Community service or volunteer work (No. of responses on which the percentages are based)	78.7 (347)	69.2 (532)
On-the job experience (e.g., internship, practicum, field/co-op exper.) (No. of responses on which the percentages are based)	76.9 (347)	76.9 (532)
Culminating senior exper. (e.g., capstone course, thesis, project) (No. of responses on which the percentages are based)	48.0 (346)	45.6 (531)

Chi-square=23.90 (.001)
df=1
Cramer's V=.165

Table 31. NSSE Freshman Respondents' Views of the Supportiveness of the Campus Climate at CSUN by Racial and Ethnic Background (Spring 2007 Percentages)

	Latina/o Background	Other Backgrounds
Participation in co-curricular activities (e.g., campus organ. or publications, student government, sports, fraternities/sororities)		
None	67.0	62.5
Some	33.0	37.5
Total	100.0	100.0
(No. of respondents)	(339)	(523)

The following were substantially emphasized^ at respondents' institutions during the 2006-2007 academic year:		
Providing the support students need to succeed academically	76.5	70.5
(No. of responses on which the percentages are based)	(332)	(519)
Providing the support students need to thrive socially	55.1	41.4
(No. of responses on which the percentages are based)	(332)	(519)
Providing assistance with non-academic responsibilities (e.g., work, family)	51.5	35.6
(No. of responses on which the percentages are based)	(332)	(519)

Chi-square=15.25 (.001)
df=1
Cramer's V=.134

Chi-square=20.93 (.001)
df=1
Cramer's V=.157

^ Substantial emphasis includes respondents saying that specific things are emphasized "very much" or "quite a bit" on their campuses.

**Table 32. Likely Majors of CSUN's NSSE Freshman Respondents by Gender
(Spring 2007 Percentages)**

Characteristic	Women	Men
All Respondents Entering as First Time Freshmen		
Number	706	334
Percent	67.9	32.1
College Housing Expected Major		
Arts, Media, and Communication	13.5	19.5
Business & Economics	14.4	21.0
Education	3.1	0.0
Engineering & Computer Science	1.7	12.3
Health & Human Development	14.7	4.5
Humanities	9.2	3.6
Science & Mathematics	7.8	6.9
Social & Behavioral Science	13.3	9.0
Undeclared	22.2	23.4
Total (No. of respondents)	100.0 706	100.0 334

Chi-square=105.66 (.001); df=8
Cramer's V=.319

**Table 33. Selected Characteristics of CSUN's NSSE Senior Respondents by Gender
(Spring 2007 Percentages)**

Characteristic	Women	Men
All Senior Respondents		
Number	557	306
Percent	64.5	35.5
College Housing Expected Major		
Arts, Media, and Communication	12.6	13.7
Business & Economics	20.1	26.8
Education	2.2	0.7
Engineering & Computer Science	1.6	20.9
Health & Human Development	18.5	9.2
Humanities	21.0	4.6
Science & Mathematics	7.9	11.8
Social & Behavioral Science	15.8	12.1
Special major	0.4	0.3
Total (No. of respondents)	100.0 557	100.0 306
Racial and Ethnic Background (institution provided)		
Minority	49.7	34.3
<i>African American</i>	7.5	6.2
<i>Asian (includes Pacific Islander)</i>	14.2	11.1
<i>Latino/a</i>	27.5	16.3
<i>Native American/American Indian</i>	0.5	0.7
White/Caucasian	29.1	39.9
Other (includes foreign & multi-racial)	21.2	25.8
Total (No. of respondents)	100.0 557	100.0 306

Chi-square=145.38 (.001); df=8
Cramer's V=.410

Chi-square = 17.35 (.001); df=1
Cramer's V=.161

Table 34. Selected Plans and Experiences of CSUN's NSSE Freshman Respondents by Gender (Spring 2007 Percentages)

Characteristic	Women	Men	
Number of Hours per Week Typically Spent Relaxing and Socializing (e.g., watching TV, partying, exercising, playing games)			
10 or fewer hours per week	64.2	49.0	Chi-square = 18.97 (.001); df=1 Cramer's V=.145
11 or more hours per week	35.8	51.0	
Total (No. of respondents)	100.0 606	100.0 294	
<hr style="border-top: 1px dashed black;"/>			
Expect to Complete Community Service or Volunteer Work Before Graduating	79.7	57.7	Chi-square = 49.33 (.001); df=1 Cramer's V=.231
(No. of responses on which the percentages are based)	621	300	

Table 35. Selected Views and Experiences of CSUN's NSSE Senior Respondents by Gender (Spring 2007 Percentages)

Characteristic	Women	Men	
Expect to Complete Community Service or Volunteer Work Before Graduating	73.2	56.9	Chi-square = 21.51 (.001); df=1 Cramer's V=.166
(No. of responses on which the percentages are based)	515	269	
<hr style="border-top: 1px dashed black;"/>			
During the current school year, I have often or very often:			
included diverse perspectives [^] in class discussions or writing assignments	73.2	59.2	Chi-square = 18.12 (.001); df=1 Cramer's V=.145
(No. of responses on which the percentages are based)	557	306	
worked harder than I thought I could to meet an instructor's standards	66.0	53.5	Chi-square = 12.22 (.001); df=1 Cramer's V=.122
(No. of responses on which the percentages are based)	538	284	

[^] Diverse perspectives are those differing by race, religion, gender, political belief, etc.