

**2007**

# Graduate National Survey of Student Engagement:



**CALIFORNIA STATE UNIVERSITY,  
STANISLAUS**

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## Executive Summary

This report summarizes results of the Graduate National Survey of Student Engagement (*NSSE*) administered to 92 post-baccalaureate/graduate students in Fall, 2007. Students were informed that these results would “become a catalyst for productive discussions related to teaching, learning, and the quality of graduate experiences here at CSU Stanislaus.” The on-line survey presented 84 questions clustered into the 11 topical areas (or dimensions) below. Descriptive statistics for all questions of the *NSSE* are shown in Appendix A.

1. Educational Tasks
2. Mental Activities
3. Reading and Writing
4. Homework and Exams
5. Personal Enrichment Activities
6. Out-of-Class Learning Experiences
7. On Campus Relationships
8. Time Use
9. Emphasis of CSU Stanislaus Graduate Programs
10. Educational Outcomes
11. Evaluation of CSU Stanislaus

### Sample Characteristics

The sample resembled, but did not match, the composition of graduate students at CSU Stanislaus. The average age was 34, one year older than that of all eligible students. Women were overrepresented in the sample; they comprise 71.5% of the population, but 80.46% of the respondents were female. Fewer Hispanic students participated (18.5%) than might be expected based on enrollment figures (20.4%). The complete ethnic breakdown is shown in Table A.

**Table A: Ethnic Breakdown**

	N	Percent
African American/Black	3	3.30%
Asian American/Pacific Islands	3	3.30%
Caucasian/White	56	60.90%
Hispanic	17	18.50%
Other	4	4.30%
Prefer not to respond	9	9.80%
<b>Total</b>	<b>92</b>	<b>100%</b>

Most respondents attended CSU Stanislaus full time (66.3%). More than half (57.6%) of the sample reported achieving a grade of A- or better in most courses, slightly lower than the actual percentage for Fall, 2007 (68.9%). The academic classification and programs of the respondents varied. The areas with the most participants in the sample were Education (40.2%), Public Administration (11.7%), Psychology (9.8%), and Social Work (8.7%).

### Results Overview

Many graduate students at CSU Stanislaus are working parents who are tightly scheduled. The majority work for pay off campus, many of them full-time. Almost half spend substantial time caring for dependents, and less than one-third spend more than 10 hours a week on relaxation. Most students do not engage in personal enrichment efforts through arts events,

physical exercising, or spiritual activities. It would not be an exaggeration to say that many graduate students are “time starved.”

Overall, students expressed satisfaction with experiences at CSU Stanislaus. Approximately one-third of the sample rated their educational experience at CSU Stanislaus as excellent. Academic advising received moderate ratings from this sample, with a mean score falling in the “fair to good” range. Even so, one-fifth of the sample rated their advising experience as excellent. Most described their relationships with faculty, staff/administrators, and other students as helpful and supportive.

More than half of the sample stated they would choose CSU Stanislaus if starting again. The strongest statistical predictor of reenrollment was the quality of campus relationships, emphasizing the importance of personal contact between faculty-student contact and student networks. High ratings on mental activities and educational outcomes also predicted reenrollment. Surprisingly, low engagement in out-of class learning activities correlated with desired reenrollment, perhaps reflecting the time-starved experience of CSU Stanislaus graduate students.

Traditionally, graduate education has been an intensive process involving rigorous assignments and collaboration with faculty outside the classroom. However, more than one-half of the present sample did not write a paper of 20 pages or more in the past year, and not many students said they tutored or taught other students, worked with faculty outside the classroom, or participated in service learning. It also appears that the amount of time spent preparing for class is less than desired. The mean score for the entire sample translated to 6-10 hours per week of work outside class. Full-time students spent more time, giving responses in 11-15 hours per week range. There was no difference in the self-reported grades of students who studied more vs. less time.

There is ample evidence of the overall quality of CSU Stanislaus graduate programs. Students were asked how often they completed tasks such as analyzing and/or synthesizing ideas, judging the value of information, and applying theories. These activities were endorsed by approximately 40% of the student sample. Most students had done, or planned to do, practica/internships and capstone experiences such as theses and projects. Many reported participating in class discussion, working on an integrative paper, using electronic media to work on a project, making a class presentation, and including diverse perspectives in assignments. They also described examinations as challenging.

Students also said they gained positive outcomes from their education experiences. They reported the most gains in areas of job education. Respondents also noted gains in critical thinking and working with others.

## **Demographic Differences**

Analysis of demographic factors revealed differences between the responses of students from Caucasian and Hispanic backgrounds. Hispanic students were more likely to enroll full-time and less likely to work for pay off-campus. They reported more involvement in ‘foreign language’ coursework and participation in campus events and activities. Higher levels of working outside of class with other students and memorizing course material also were noted.

Results also differed across age groups. Respondents between the ages of 28 and 39 were most likely to report spending time examining the strengths and weaknesses of their own positions and trying to understand the perspectives of others. Students over 40 were least likely to report these activities, and scores for the youngest group (ages 23-27) fell in between. In contrast, more mature students reported a greater emphasis on understanding the self, solving complex real-life problems, and developing a personal code of values and ethics. They also reported spending less time caring for dependents.

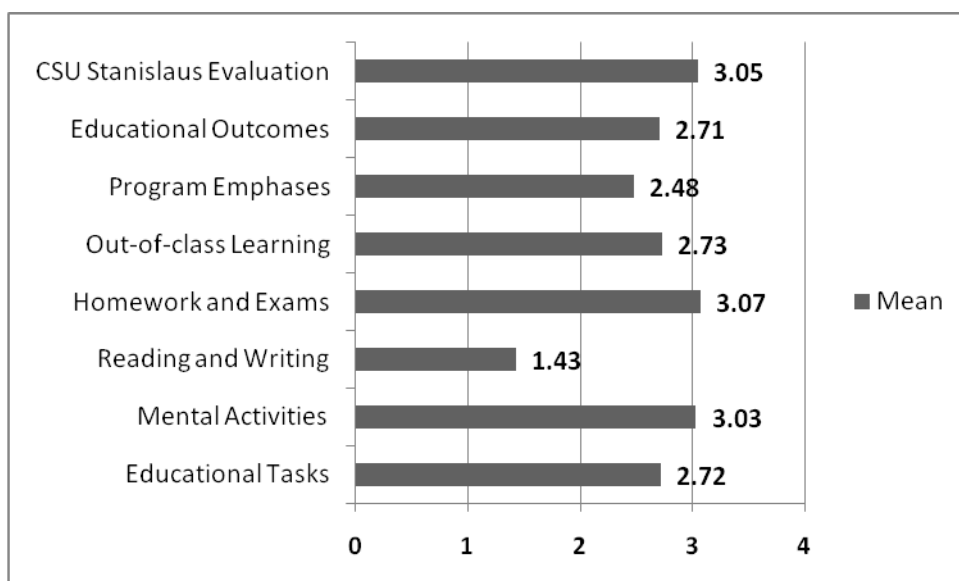
The academic engagement of male and female students also differed, but some results (e.g., length of papers, use of computers) may be confounded by the higher proportion of male vs. female respondents who reported being in a credential program (50% vs. 27%) in this sample. Others, however, are more difficult to interpret. There was no difference in ratings men and women gave to the quality of the education they received at CSU Stanislaus, yet women reported more positive advising experiences and more said they would return to CSU Stanislaus if they had the opportunity to start over.

## Dimension Scores

Most questions utilized a 4-point response scale. For 8 topical areas using this design, mean scores were calculated so that level of engagement could be compared across areas. The other two areas (Time Use and Personal Activities) were not included because the questions were not sufficiently intercorrelated to justify treating them as an inclusive set. The Personal Relationships category was not included because its range was 1-7. As needed, items scales were reversed so that a high mean always indicated high engagement.

Overall, students' ratings fell in the 'good' range, and they expressed satisfaction with educational experiences at CSU Stanislaus. Students described a relatively strong emphasis on learning activities such as integrating information from diverse sources, class discussion, and use of electronic media to communicate with the instructor and other students. They also reported challenging homework and examinations, engagement in mental activities such as application of theory and analytic thought. In contrast, they reported less engagement in reading and writing.

**Figure 1: Mean Scores for Engagement Areas**



NOTE: Scale used 1= Never/Very Little/Poor to 4=Very Often/Very Much/Excellent

## Demographic Comparisons

### Differences Based on Ethnicity

Responses of students who described themselves as Caucasian and Hispanic were compared (other groups were not compared due to low numbers of students in the sample). More Hispanic students were enrolled full-time (88.2% vs. 53.9%) and higher proportions were in credential programs (47.1% vs. 25%). Statistically reliable differences were found for 8 additional questions, and descriptive statistics for those questions are shown in Appendix B. Means and standard deviations for other ethnic groups are included, but generalizations cannot be made from these scores because of the low number of respondents.

Hispanic students reported fewer hours of work off-campus, yet a longer commute to campus. Despite the travel time, Hispanic students attended more campus events and more often worked with classmates outside of class to prepare assignments. They also completed more "foreign language" coursework and reported using memorization as a tool for learning course material more often. Perhaps because of differences in the programs attended, Hispanic students reported doing more papers 5-19 pages in length and fewer assignments that took less than 1 hour to complete.

## Differences Based on Age

Student respondents were classified into groups based on birthdate. Group 1 (n=31) included students 23-27 years of age, Group 2 (n=28) those who were 28-39 years of age, and Group 3 (n=33) those who were 40-68 years of age. Statistically reliable differences were found for 6 questions; descriptive statistics for those questions are shown in Appendix C.

Younger respondents appeared to be more focused on evaluating issues. Respondents who were 28 and 39 years of age were most likely to report spending time examining the strengths and weaknesses of their own positions and trying to understand the perspectives of others. Students over the age of 40 were least likely to report these activities, and scores for the youngest group fell in between.

In contrast, more mature students reported an emphasis on application of their studies. They reported a greater emphasis on understanding the self, solving complex real-life problems, and developing a personal code of values and ethics. They also reported spending less time caring for dependents.

## Differences Based on Gender

The academic engagement of male and female students differed in a variety of areas. Descriptive statistics for those questions are shown in Appendix D. However, some results may be confounded by the academic programs in which men and women were enrolled. In this sample, a higher proportion of male vs. female respondents reported being in a credential program (50% vs. 27%). The results below might be attributed to this difference.

- Men said they wrote more papers with fewer than 5 pages.
- Men were more likely to plan an internship and women a capstone experience such as a thesis or project.
- Women were more likely to use computers as part of their academic work.
- Women were more likely to say that CSU Stanislaus emphasizes contact among people from different backgrounds.

There are additional questions on which men and women differed that may not be related to program requirements.

- Women found their examinations to be more challenging.
- Men reported more time spent exercising.
- Women found the quality of advising higher.
- More women said they would return to CSU Stanislaus if starting over.

Subjective ratings of examination difficulty may be biased by women's underestimation of their abilities (see Wigfield & Eccles, 2000)<sup>1</sup>, and participation in physical activity is also linked to gender roles, with most research finding more involvement by males (see Vilhjalmsson and Kristjansdottir, 2002)<sup>2</sup>. Other differences in the present sample, however, are more difficult to interpret. There was no difference in ratings men and women gave to the quality of the education they received at CSU Stanislaus, yet women reported more positive advising experiences and more said they would return to CSU Stanislaus if they had the opportunity to start over. A closer look indicated that the perceived quality of advising was correlated with positive relationships with faculty members, talking about career plans with faculty, and receiving prompt feedback from faculty on academic performance.

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<sup>1</sup> Wigfield, A. and Eccles, J.S. (20002). The development of competence beliefs, expectations for success, and achievement values from childhood through adolescence. In Wigfield, A. and Eccles, J.S. (Eds.) *Development of Achievement Motivation*. San Diego, CA: Academic Press.

<sup>2</sup> Vilhjalmsson, R. and Kristjansdottir, G. (2003). Gender differences in physical activity in older children and adolescents: the central role of organized sport. *Social Science and Medicine*, 556(2), 363-374.

## Analysis of Student Responses by Dimension

In the discussion below, the percent of respondents giving the highest possible rating to a question is reported. This will provide a more user-friendly picture of student perspectives. Readers desiring more information are directed to the Appendix where means and standard deviations are provided.

### Educational Tasks

Table 1 provides ‘top box’ responses on questions about how often students have engaged in a variety of learning activities in their graduate program. For students, the highest rated activities were class discussion, working on an integrative paper, and contacting the instructor though email. Fifty percent or more of students endorsed these statements at the highest level. Other popular responses were using electronic media to work on a project, making a class presentation, and including diverse perspectives in assignments (40-50%).

Considered as a set, these responses provide evidence that graduate students at CSU Stanislaus are engaged in the classroom, using technology, and completing assignments that build integrative skills. However, further insight into academic practices comes from what students did not report. Fewer than 20% tutored or taught other students, worked with faculty outside the classroom or participated in service learning. These data suggest that CSU Stanislaus programs may not be engaging students at a high level of active learning outside the classroom.

<b>Table 1: In your postbaccalaureate experience at CSU Stanislaus, about how often have you done each of the following?</b>	<b>Agreement</b>
a) Asked questions in class or contributed to class discussions	50.0%
b) Made a class presentation	44.6%
c) Prepared two or more drafts of a paper or assignment before turning it in	31.9%
d) Worked on a paper or project that required integrating ideas or information from various sources	54.3%
e) Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	42.4%
f) Came to class without completing readings or assignments	6.5%
g) Worked with other students on projects during class	33.3%
h) Worked with classmates outside of class to prepare class assignments	25.3%
i) Put together ideas or concepts from different courses when completing assignments or during class discussions	36.7%
j) Tutored or taught other students (paid or voluntary)	13.2%
k) Participated in a community-based project (e.g., service learning) as part of a regular course	6.6%
l) Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	46.7%
m) Used e-mail to communicate with an instructor	49.5%
n) Discussed grades or assignments with an instructor	28.9%
o) Talked about career plans with a faculty member or advisor	19.6%
p) Discussed ideas from your readings or classes with faculty	23.1%
q) Received prompt written or oral feedback from faculty on your academic performance	27.2%
r) Worked harder than you thought you could to meet an instructor's standards or expectations	20.7%
s) Worked with faculty members on activities other than course work (committees, orientation, student life activities, etc.)	9.8%
t) Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	34.8%
u) Had serious conversations with students of a different race or ethnicity than your own	34.8%
v) Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	32.6%

## Mental Activities

Table 2 provides data on questions about how often students completed tasks that require various kinds of cognitive processes. Responses to these questions indicate CSU Stanislaus students engage in a variety of learning activities in their graduate programs. All but memorization were reported by approximately 40% of the student sample. The mean number of activities endorsed was 1.82 (SD = 1.78), and the range was from 0-5 activities.

<b>Table 2: How often has your coursework emphasized your engagement in the following mental activities?</b>		<b>Agreement</b>
a)	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	16.3%
b)	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	43.5%
c)	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	39.1%
d)	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	40.2%
e)	Applying theories or concepts to practical problems or in new situations	42.4%

## Reading and Writing

Students were asked to report how many books they have read and papers they have written during the current academic year. Since the survey was conducted in Fall term, the data summarize only one semester. Table 3 provides data on these questions. The majority of students read 5 or more assigned books during the term, but only half as many read that many books for pleasure. Very few students wrote more than 5 large papers.

<b>Table 3: During the current school year how much reading and writing have you done?</b>		<b>Agreement</b>
a)	Number of assigned textbooks, books, or book-length packs of course readings (5 or more)	60.8%
b)	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (5 or more)	34.1%
c)	Number of written papers or reports of 20 pages or more (5 or more)	8.7%
d)	Number of written papers or reports between 5 and 19 pages (5 or more)	35.2%
e)	Number of written papers or reports of fewer than 5 pages (5 or more)	58.3%

## Homework and Exams

Table 4 displays students' reports on homework assignments and examinations. Most students reported long homework assignments, taking one hour or more. When asked about how challenging they found examinations to be, most students gave high ratings.

<b>Table 4: Homework and Exams</b>		<b>Agreement</b>
In a typical week, how many homework problem sets do you complete that take more than an hour (3 or more)		45.1%
In a typical week, how many homework problem sets do you complete that take less than an hour to complete (3 or more)		66.3%
To what extent have your examinations during the current school year challenged you to do your best work? (5 or higher on a 7-point scale)		73.3%



## Personal Enrichment Activities

Table 5 summarizes students' reports of personal enrichment activities. Not many students said they engage in these activities; the mean was 1.23 (SD = 1.29) activities. The most highly rated activities were spiritual activities and exercise.

<b>Table 5: During the current school year, about how often have you done each of the following?</b>	<b>Agreement</b>
a) Attended an art exhibit, play, dance, music, theater, or other performance	3.3%
b) Exercised or participated in physical fitness activities	25.0%
c) Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	26.1%
d) Examined the strengths and weaknesses of your own views on a topic or issue	21.7%
e) Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	27.2%
f) Learned something that changed the way you understand an issue or concept	19.6%

## Out-of-Class Learning Experiences

Students were asked about learning activities they plan to do or have done as part of their graduate program. Table 6 summarizes the results. Most students endorsed more than one activity ( $M = 3.51$ ,  $SD = 1.8$ ), and the range was from 0 to 8 activities. Most students planned to complete internships and/or capstone experiences such as theses and projects; community volunteer work was also rated highly. These results suggest that CSU Stanislaus graduate programs are providing opportunities for in-depth study as part of the curricula.

<b>Table 6: Which of the following have you done or plan to do before you complete your postbaccalaureate program?</b>	<b>Agreement</b>
a) Practicum, internship, field experience, co-op experience, or clinical assignment	90.60%
b) Community service or volunteer work	66.70%
c) Participate in a learning community or some other formal program where groups of students take two or more classes together	47.50%
d) Work on a research project with a faculty member outside of course or program requirements	44.50%
e) Foreign language coursework	28.60%
f) Study abroad	9.80%
g) Independent study or self-designed program	34.60%
h) Culminating graduate program experience (capstone course, graduate project or thesis, comprehensive exam, etc.)	78.80%

## On Campus Relationships

Table 7 summarizes the results for questions about how positively students viewed their relationships with faculty, administrators/staff, and other students. The results paint a picture of strong, supportive relationships. Most students claimed relationships with at least two groups ( $M = 2.51$ ,  $SD = 0.76$ ), and only 3.3% of respondents described their relationships with other students as unfriendly, unsupportive or alienating. The corresponding scores for relationships with faculty and staff were 8.7% and 11.5%, respectively.

<b>Table 7: Mark the box that best represents the quality of your relationships with people at your institution during your postbaccalaureate program.</b>	<b>Agreement</b>
a) Relationships with other students are friendly, supportive, provide sense of belonging	93.40%
b) Relationships with faculty members are friendly, supportive, provide sense of belonging	89.20%
c) Relationships with administrative personnel and office staff are friendly, supportive, provide sense of belonging	72.30%

## Time Use

Students were asked to summarize how much time they spend on different activities in a typical week. Table 8 displays the percent who reported spending 10 or more hours on each activity. The data suggest that many graduate students are working parents who are tightly scheduled. Less than one-third spend more than 10 hours a week on relaxation, and almost half spend time caring for dependents. The majority work for pay off campus.

It appears that the amount of time spent preparing for graduate-level classes is less than may be desired. Typically, students are expected to spend a minimum of 3 hours outside of class for each hour in class. On an 8-point scale, the mean score for the entire sample was 2.57 ( $SD = 1.70$ ), translating to 6-10 hours per week of class preparation. Full-time students spend more time preparing ( $M = 2.93$ ,  $SD = 1.78$ ) than part time students ( $M = 1.87$ ,  $SD = 1.28$ ), but their mean response falls into the 11-15 hours per week range. There was no difference in the self-reported grades of students who studied more vs. less

<b>Table 8: About how many hours do you spend in a typical 7-day week doing each of the following?</b>	<b>% Agreement Student</b>
a) Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) more than 10 hours	36.90%
b) Working for pay on campus more than 10 hours	13.10%
c) Working for pay off campus more than 10 hours	59.70%
d) Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) more than 10 hours	9.90%
e) Relaxing and socializing (watching TV, partying, etc.) more than 10 hours	28.30%
f) Providing care for dependents living with you (parents, children, spouse, etc.) more than 10 hours	46.20%
g) Commuting to class (driving, walking, etc.) more than 10 hours time.	8.7%

## Emphasis of CSU Stanislaus Graduate Programs

When asked about the emphases of CSU Stanislaus graduate programs, fewer students gave high ratings than in other topical areas. The responses may reflect some confusion about what it means for a university to 'emphasize' something, or maybe the emphasis perceived by students is not on the list. The highest rating emphases were using computers in academic work and spending significant amounts of time studying and on academic work.

<b>Table 9: To what extent do you believe CSU Stanislaus emphasizes each of the following?</b>	<b>Agreement</b>
a) Spending significant amounts of time studying and on academic work	27.5%
b) Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	18.9%
c) Helping you cope with your non-academic responsibilities (work, family, etc.)	7.8%
d) Providing the support you need to thrive socially	6.7%
e) Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	6.7%
f) Using computers in academic work	57.8%

## Educational Outcomes

Students assessed the outcomes they gained from their work at CSU Stanislaus in a series of questions about knowledge, skills, and personal development. They reported the most gains in areas of job education. Respondents also noted gains in critical thinking and working with others.

<b>Table 10: To what extent has your experience in your postbaccalaureate program contributed to your knowledge, skills, and personal development in the following areas?</b>	<b>Agreement</b>
a) Acquiring job or work-related knowledge and skills	51.1%
b) Writing clearly and effectively	28.6%
c) Speaking clearly and effectively	29.3%
d) Thinking critically and analytically	43.5%
e) Analyzing quantitative problems	21.7%
f) Using computing and information technology	31.5%
g) Working effectively with others	41.3%
h) Voting	8.8%
i) Learning effectively on your own	31.5%
j) Understanding yourself	35.9%
k) Understanding people of other racial and ethnic backgrounds	26.1%
l) Solving complex real-world problems	23.9%
m) Developing a personal code of values and ethics	23.1%
n) Contributing to the welfare of your community	20.7%
o) Developing a deepened sense of spirituality and voting knowledge.	6.5%

## Evaluation of CSU Stanislaus

Approximately one-third of the sample rated their educational experience at CSU Stanislaus as excellent. The mean response to the questions was 3.00 (SD = 0.87), falling clearly in the “good” range. On the other hand, academic advising received tepid ratings from this sample. The mean score was 2.65 (SD = 1.02), indicating “fair to good” reports. Still, one-fifth of the sample rated their experience as excellent. The higher standard deviation for this question indicates a more varied set of ratings on this advising dimension compared to others.

More than half of the sample they would choose CSU Stanislaus if starting again. The mean for this question was 3.4 (SD = 0.71), indicating ‘probably to definitely’. Hierarchical linear regression was used to identify the best independent predictors of choosing to reenroll at CSU Stanislaus. The strongest correlate was the quality of campus relationships, emphasizing the importance of personal contact between faculty-student contact and student networks. High ratings to mental activities and educational outcomes also predicted reenrollment. Surprisingly, low engagement in out-of class learning activities also correlated with desired reenrollment, perhaps reflecting the time-starved experience of CSU Stanislaus graduate students.

Table 11: Evaluation of experience as a postbaccalaureate student at CSU Stanislaus	Agreement
a) Overall, would you evaluate the quality of academic advising you have received during your graduate program as good or excellent?	20.7%
b) How would you evaluate your graduate experience at this institution as good or excellent?	30.7%
c) If you could start your graduate program over again, would you probably come to CSU Stanislaus?	52.2%

*California State University, Stanislaus*  
**Graduate National Survey of Student Engagement 2007 - Appendices**

**Appendix A: Means and Standard Deviations of Student Responses**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>In your postbaccalaureate experience at CSU Stanislaus, about how often have you done each of the following?</b>					
Asked questions in class or contributed to class discussions	92	1.00	4.00	3.32	0.78
Made a class presentation	92	1.00	4.00	3.17	0.87
Prepared two or more drafts of a paper or assignment before turning it in	91	1.00	4.00	2.68	1.10
Worked on a paper or project that required integrating ideas or information from various sources	92	1.00	4.00	3.37	0.78
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	92	1.00	4.00	3.15	0.88
Came to class without completing readings or assignments	92	1.00	4.00	1.86	0.85
Worked with other students on projects during class	90	1.00	4.00	2.96	0.87
Worked with classmates outside of class to prepare class assignments	91	1.00	4.00	2.64	0.97
Put together ideas or concepts from different courses when completing assignments or during class discussions	90	1.00	4.00	2.98	0.92
Tutored or taught other students (paid or voluntary)	91	1.00	4.00	1.84	1.05
Participated in a community-based project (e.g., service learning) as part of a regular course	91	1.00	4.00	1.64	0.91
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	92	1.00	4.00	3.18	0.90
Used e-mail to communicate with an instructor	91	2.00	4.00	3.31	0.77
Discussed grades or assignments with an instructor	90	1.00	4.00	2.77	0.96
Talked about career plans with a faculty member or advisor	92	1.00	4.00	2.33	1.09
Discussed ideas from your readings or classes with faculty	91	1.00	4.00	2.58	1.02
Received prompt written or oral feedback from faculty on your academic performance	92	1.00	4.00	2.88	0.88
Worked harder than you thought you could to meet an instructor's standards or expectations	92	1.00	4.00	2.68	0.86
Worked with faculty members on activities other than course work (committees, orientation, student life activities, etc. )	92	1.00	4.00	1.60	0.98
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	92	1.00	4.00	3.05	0.86
Had serious conversations with students of a different race or ethnicity than your own	92	1.00	4.00	2.93	0.96

**Graduate National Survey of Student Engagement 2007 - Appendices**

	N	Minimum	Maximum	Mean	Std. Deviation
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	92	1.00	4.00	2.88	0.96
<b>How often has your coursework emphasized your engagement in the following mental activities?</b>					
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	92	1.00	4.00	2.50	0.90
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	92	1.00	4.00	3.21	0.82
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	92	1.00	4.00	3.10	0.89
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	92	1.00	4.00	3.12	0.89
Applying theories or concepts to practical problems or in new situations	92	1.00	4.00	3.24	0.76
<b>During the current school year how much reading and writing have you done?</b>					
Number of assigned textbooks, books, or book-length packs of course readings	92	.00	4.00	1.88	0.94
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	91	.00	4.00	1.31	1.20
Number of written papers or reports of 20 pages or more	92	.00	3.00	0.58	0.74
Number of written papers or reports between 5 and 19 pages	91	.00	4.00	1.36	0.89
Number of written papers or reports of fewer than 5 pages	91	.00	4.00	1.99	1.22
<b>In a typical week, how many homework problem sets do you complete that:</b>					
Take more than an hour	91	.00	4.00	1.53	0.94
Take less than an hour to complete	86	.00	4.00	0.93	0.86
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work?	90	1.00	7.00	5.20	1.68
<b>During the current school year, about how often have you done each of the following?</b>					
Attended an art exhibit, play, dance, music, theater, or other performance	92	1.00	4.00	1.74	0.77
Exercised or participated in physical fitness activities	92	1.00	4.00	2.46	1.09
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	92	1.00	4.00	2.38	1.19
Examined the strengths and weaknesses of your own views on a topic or issue	92	1.00	4.00	2.85	0.78
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	92	2.00	4.00	2.99	0.75

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	N	Minimum	Maximum	Mean	Std. Deviation
Learned something that changed the way you understand an issue or concept	92	1.00	4.00	2.78	0.80
<b>Which of the following have you done or plan to do before you complete your postbaccalaureate program?</b>					
Practicum, internship, field experience, co-op experience, or clinical assignment	85	2.00	4.00	3.27	0.62
Community service or volunteer work	81	2.00	4.00	3.19	0.91
Participate in a learning community or some other formal program where groups of students take two or more classes together	80	2.00	4.00	2.80	0.91
Work on a research project with a faculty member outside of course or program requirements	72	2.00	4.00	2.63	0.78
Foreign language coursework	84	2.00	4.00	2.43	0.73
Study abroad	81	2.00	4.00	2.11	0.35
Independent study or self-designed program	78	2.00	4.00	2.47	0.72
Culminating graduate program experience (capstone course, graduate project or thesis, comprehensive exam, etc.)	80	2.00	4.00	2.90	0.56
<b>Mark the box that best represents the quality of your relationships with people at your institution during your postbaccalaureate program.</b>					
Relationships with other students	92	2.00	7.00	6.08	1.14
Relationships with faculty members	92	1.00	7.00	5.74	1.33
Relationships with administrative personnel and office staff	87	2.00	7.00	5.31	1.37
<b>About how many hours do you spend in a typical 7-day week doing each of the following?</b>					
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	92	1.00	7.00	2.58	1.70
Working for pay on campus	92	.00	7.00	0.78	2.01
Working for pay off campus	92	.00	7.00	3.71	3.06
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	91	.00	7.00	0.49	1.32
Relaxing and socializing (watching TV, partying, etc.)	92	.00	7.00	2.23	1.60
Providing care for dependents living with you (parents, children, spouse, etc.)	91	.00	7.00	3.27	2.93
Commuting to class (driving, walking, etc.)	92	.00	7.00	1.38	1.01
<b>To what extent do you believe CSU Stanislaus emphasize each of the following?</b>					
Spending significant amounts of time studying and on academic work	91	1.00	4.00	2.96	0.83
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	90	1.00	4.00	2.48	1.00
Helping you cope with your non-academic responsibilities (work, family, etc.)	90	1.00	4.00	1.88	0.88

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	N	Minimum	Maximum	Mean	Std. Deviation
Providing the support you need to thrive socially	90	1.00	4.00	2.00	0.86
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	90	1.00	4.00	2.07	0.88
Using computers in academic work	90	1.00	4.00	3.43	0.77
<b>To what extent has your experience in your postbaccalaureate program contributed to your knowledge, skills, and personal development in the following areas?</b>					
Acquiring a broader, more general education	92	1.00	4.00	3.12	0.94
Acquiring job or work-related knowledge and skills	92	1.00	4.00	3.23	0.94
Writing clearly and effectively	91	1.00	4.00	2.88	0.93
Speaking clearly and effectively	92	1.00	4.00	2.87	0.94
Thinking critically and analytically	92	1.00	4.00	3.21	0.83
Analyzing quantitative problems	92	1.00	4.00	2.57	1.01
Using computing and information technology	92	1.00	4.00	2.93	0.95
Working effectively with others	92	1.00	4.00	3.12	0.89
Voting in local, state, or national elections	91	1.00	4.00	1.75	1.00
Learning effectively on your own	92	1.00	4.00	2.89	0.97
Understanding yourself	92	1.00	4.00	2.83	1.07
Understanding people of other racial and ethnic backgrounds	92	1.00	4.00	2.73	1.01
Solving complex real-world problems	92	1.00	4.00	2.60	1.06
Developing a personal code of values and ethics	91	1.00	4.00	2.47	1.10
Contributing to the welfare of your community	92	1.00	4.00	2.47	1.06
Developing a deepened sense of spirituality	92	1.00	4.00	1.63	0.90
<b>Please evaluate your educational experience at CSU Stanislaus.</b>					
Overall, how would you evaluate the quality of academic advising you have received during your postbaccalaureate program?	82	1.00	4.00	2.66	1.02
How would you evaluate your postbaccalaureate experience at this institution?	88	1.00	4.00	3.00	0.87
If you could start your postbaccalaureate program over again, would you again come to CSU Stanislaus?	92	1.00	4.00	3.41	0.71



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**Appendix B: Means and Standard Deviations for Ethnic Group Differences<sup>1</sup>**

		N	Mean	Std Deviation
Worked with classmates outside of class to prepare class assignments	African American	3	3.00	1.73
	Asian American	3	1.50	0.71
	Caucasian	56	2.52↓	0.83
	Hispanic	17	3.06↑	0.90
	Other	4	3.00	1.41
	Prefer not to respond	9	2.56	1.33
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	African American	3	3.33	0.58
	Asian American	3	2.33	1.53
	Caucasian	56	2.29↓	0.73
	Hispanic	17	2.88↑	1.05
	Other	4	3.25	0.96
	Prefer not to respond	9	2.56	1.01
Number of written papers or reports between 5 and 19 pages	African American	3	1.33	0.58
	Asian American	3	.67	0.58
	Caucasian	56	1.22↓	0.76
	Hispanic	17	1.76↑	0.97
	Other	4	2.75	1.26
	Prefer not to respond	9	1.11	0.78

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<sup>1</sup> Only Caucasian and Hispanic students were compared because of low cell size for other groups.

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		N	Mean	Std Deviation
Take less than an hour to complete	African American	3	2.67	2.31
	Asian American	3	2.67	2.31
	Caucasian	56	2.85↑	1.67
	Hispanic	17	1.73↓	1.79
	Other	4	2.50	1.73
	Prefer not to respond	9	.88	1.64
Foreign language coursework	African American	3	2.00	0.00
	Asian American	3	2.00	0.00
	Caucasian	56	2.29↓	0.61
	Hispanic	17	2.82↑	0.95
	Other	4	3.25	0.96
	Prefer not to respond	9	2.25	0.46
Working for pay off campus	African American	3	2.33	4.04
	Asian American	3	3.67	3.51
	Caucasian	56	4.21↑	2.98
	Hispanic	17	2.47↓	2.96
	Other	4	4.25	3.10
	Prefer not to respond	9	3.11	3.30
Commuting to class (driving, walking, etc.)	African American	3	2.00	2.00
	Asian American	3	1.00	1.00
	Caucasian	56	1.21↓	0.53
	Hispanic	17	1.76↑	1.64
	Other	4	2.00	2.16
	Prefer not to respond	9	1.33	0.71

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		N	Mean	Std Deviation
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	African American	3	2.00	0.00
	Asian American	3	2.33	0.58
	Caucasian	56	1.98↓	0.87
	Hispanic	17	2.63↑	0.96
	Other	4	1.75	0.96
	Prefer not to respond	9	1.67	0.71

Note: Arrows up and down are used to identify statistically significant differences.

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**Appendix C: Means and Standard Deviations for Age Group Differences**

		N	Mean	Std. Deviation
Examined the strengths and weaknesses of your own views on a topic or issue	23-27 years	31	2.84	0.73
	28-39 years	28	3.18 ↑	0.77
	40-68 years	33	2.58	0.75
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	23-27 years	31	3.03	0.71
	28-39 years	28	3.25 ↑	0.80
	40-68 years	33	2.73	0.67
Spend time ...Providing care for dependents living with you (parents, children, spouse, etc.)	23-27 years	31	4.06	2.80
	28-39 years	28	4.32	2.91
	40-68 years	32	1.59 ↓	2.33
Emphasis was... Understanding yourself	23-27 years	31	2.32	1.08
	28-39 years	28	2.96	0.92
	40-68 years	33	3.18 ↑	1.01
Emphasis was...Solving complex real-world problems	23-27 years	31	2.23	1.02
	28-39 years	28	2.71	1.01
	40-68 years	33	2.85↑	1.06
Emphasis was ... Developing a personal code of values and ethics	23-27 years	31	2.13	1.18
	28-39 years	27	2.44	1.01
	40-68 years	33	2.82 ↑	1.01

Note: Arrows up and down are used to identify statistically significant differences.

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**Appendix D Means and Standard Deviations for Gender Differences**

		N	Mean	Std. Deviation
Number of written papers or reports of fewer than 5 pages	Female	74	1.82	1.15
	Male	18	2.67 ↑	1.33
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work?	Female	74	5.42 ↑	1.51
	Male	18	4.33	2.06
Exercised or participated in physical fitness activities	Female	74	2.34	1.08
	Male	18	2.94 ↑	1.06
Practicum, internship, field experience, co-op experience, or clinical assignment	Female	74	3.19	0.63
	Male	18	3.59 ↑	0.51
Culminating graduate program experience (capstone course, graduate project or thesis, comprehensive exam, etc.	Female	74	2.97 ↑	0.54
	Male	18	2.65	0.61
Encouraging contact among students from different economic, social, and racial or ethnic background	Female	74	2.58 ↑	0.98
	Male	18	2.06	1.00
Using computers in academic work	Female	74	3.51 ↑	0.71
	Male	18	3.11	0.90
Overall, how would you evaluate the quality of academic advising you have received during your postbaccalaureate program?	Female	74	2.78 ↑	0.94
	Male	18	2.18	1.19
If you could start your postbaccalaureate program over again, would you again come to CSU Stanislaus?	Female	74	3.49 ↑	.62
	Male	18	3.11	.96

Note: Arrows up and down are used to identify statistically significant differences.