



# National Survey of Student Engagement

CUNY Hunter College

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Mean Comparisons

August 2007



# Interpreting the Mean Comparisons Report

## Sample

The Mean Comparisons report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section. Response options are also provided to help you interpret the statistics.

## Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

## Mean

The mean is the *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to:

[www.nsse.iub.edu/2007\\_Institutional\\_Report/NSSE\\_2007\\_Weighting.cfm](http://www.nsse.iub.edu/2007_Institutional_Report/NSSE_2007_Weighting.cfm)

## Class

Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

## Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes (see below) to judge the practical meaning of the results.

## Effect Size

Effect size indicates the “practical significance” of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for your institution. A negative sign indicates the institution

National Survey of Student Engagement

NSSE 2007 Mean Comparisons  
NSSEville State University

NSSEville State compared with:

Variable	Benchmark	Class	NSSEville State				Selected Peers			Carnegie Peers			NSSE 2007		
			Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	
1. Academic and Intellectual Experiences															
a. Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.94			2.76	***	.22	2.88	.07		2.78	***	.19
			SR	3.28			3.08	***	.24	3.20	.10		3.06	***	.26
b. Made a class presentation	CLPRESEN	ACL	FY	2.27			2.24		.04	2.34	-.09		2.23		.05
			SR	2.82			2.77		.07	2.87	-.06		2.80		.03
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	SCE	FY	2.85			2.61	***	.25	2.77	.09		2.65	***	.21
			SR	2.45			2.43		.02	2.58	*	-.14	2.49		-.04
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	SCE	FY	3.13			3.01	**	.15	3.05	.11		3.03	*	.13
			SR	3.26			3.31		-.07	3.32	-.08		3.30		-.05
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	SCE	FY	2.76			2.75		.01	2.71	.06		2.76		.00
			SR	2.88			2.83		.06	2.78	.12		2.78		.11
f. Come to class without completing readings or assignments	CLUNPREP	SCE	FY	1.86			2.07	***	-.28	1.93	-.10		2.03	***	-.23
			SR	1.89			2.14	***	-.32	1.98	-.12		2.12	***	-.30

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f.) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).

**NSSE 2007 Mean Comparisons  
CUNY Hunter College**

				<i>CUNY-Hunter compared with:</i>									<b>NSSE 2007</b>		
				<b>CUNY-Hunter</b>	<b>Urban Universities</b>			<b>CarnegiePeers - Publ</b>							
<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>		<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>		
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>															
<b>1. Academic and Intellectual Experiences</b>															
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.64	2.78	***	-.17	2.70	-.07	2.74	**	-.12		
				SR	2.90	3.04	***	-.16	2.95	-.06	3.03	***	-.15		
b.	Made a class presentation	CLPRESEN	ACL	FY	1.86	2.26	***	-.50	2.29	***	2.21	***	-.45		
				SR	2.31	2.73	***	-.48	2.69	***	2.77	***	-.53		
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.61	2.76	***	-.15	2.68	-.06	2.64		-.03		
				SR	2.42	2.53	**	-.11	2.55	**	2.47	**	-.05		
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.01	3.09	*	-.10	3.02	-.01	3.03		-.02		
				SR	3.16	3.29	***	-.17	3.29	***	3.30	***	-.18		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.90	2.87		.03	2.90	.00	2.75	***	.16		
				SR	2.92	2.89		.04	2.91	.01	2.80	**	.14		
f.	Come to class without completing readings or assignments	CLUNPREP		FY	1.94	2.00		-.07	2.08	***	2.02	*	-.10		
				SR	2.01	2.06		-.07	2.08	*	2.11	**	-.13		
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	ACL	FY	2.23	2.49	***	-.32	2.47	***	2.40	***	-.21		
				SR	2.23	2.58	***	-.40	2.55	***	2.52	***	-.32		
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	ACL	FY	2.04	2.21	***	-.19	2.13	*	2.38	***	-.39		
				SR	2.14	2.62	***	-.53	2.57	***	2.75	***	-.68		
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.49	2.60	**	-.13	2.59	*	2.57	*	-.10		
				SR	2.69	2.89	***	-.24	2.84	***	2.90	***	-.26		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.57	1.61		-.05	1.54	.05	1.69	**	-.14		
				SR	1.69	1.78	*	-.09	1.71	-.02	1.89	***	-.20		
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.26	1.43	***	-.22	1.36	***	1.52	***	-.33		
				SR	1.41	1.67	***	-.30	1.61	***	1.69	***	-.32		

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.

**NSSE 2007 Mean Comparisons  
CUNY Hunter College**

				<i>CUNY-Hunter compared with:</i>									
				<b>CUNY-Hunter</b>	<b>Urban Universities</b>			<b>CarnegiePeers - Publ</b>			<b>NSSE 2007</b>		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.49		-0.09	2.56		-0.07	2.61	*	-0.11
				SR	2.50	2.85	***	-0.34	2.73	***	-0.22	2.83	***
m.	Used e-mail to communicate with an instructor	EMAIL		FY	2.91	**	-0.13	2.99	*	-0.10	3.06	***	-0.19
				SR	3.13	3.28	***	-0.19	3.20		-0.08	3.33	***
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.40	***	-0.19	2.49	*	-0.10	2.57	***	-0.20
				SR	2.56	2.73	***	-0.19	2.64	*	-0.09	2.79	***
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.84	***	-0.27	1.93	*	-0.10	2.14	***	-0.34
				SR	2.09	2.24	***	-0.16	2.14		-0.06	2.39	***
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.81		-0.01	1.77		0.05	1.84		-0.03
				SR	2.02	2.01		0.00	1.97		0.06	2.08	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.57		-0.02	2.55		0.02	2.59		-0.02
				SR	2.65	2.73	*	-0.11	2.67		-0.03	2.76	**
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.49	**	-0.15	2.52		-0.04	2.60	**	-0.13
				SR	2.64	2.68		-0.04	2.68		-0.05	2.69	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.35	***	-0.18	1.45	**	-0.13	1.59	***	-0.28
				SR	1.49	1.66	***	-0.20	1.61	***	-0.14	1.81	***
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.64		-0.01	2.66		-0.02	2.66		-0.02
				SR	2.81	2.82		-0.02	2.83		-0.02	2.83	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.76	***	0.16	2.66	*	0.10	2.56	***	0.19
				SR	2.80	2.72		0.08	2.75		0.05	2.66	***
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.68		0.03	2.64		0.04	2.68		0.00
				SR	2.66	2.67		-0.01	2.65		0.00	2.71	

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

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				<i>CUNY-Hunter compared with:</i>									
				<b>CUNY-Hunter</b>	<b>Urban Universities</b>			<b>CarnegiePeers - Publ</b>			<b>NSSE 2007</b>		
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
<b>2. Mental Activities</b>													
a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.90	2.86		.04	2.83		.08	2.88		.02
			SR	2.68	2.74		-.06	2.70		-.02	2.75		-.08
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	LAC	3.08	3.08		.01	3.05		.04	3.07		.02
			SR	3.19	3.24		-.06	3.20		.00	3.23		-.05
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESEZ	LAC	2.86	2.85		.01	2.84		.02	2.85		.01
			SR	3.02	3.03		-.01	3.00		.03	3.03		-.01
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their	EVALUATE	LAC	2.84	2.87		-.03	2.87		-.03	2.84		.00
			SR	2.94	2.95		-.01	2.94		.00	2.96		-.03
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	LAC	2.88	3.00	**	-.15	2.92		-.06	3.01	**	-.15
			SR	3.02	3.14	**	-.15	3.11	*	-.11	3.18	***	-.20
<i>During the current school year, about how much reading and writing have you done? 1=none, 2=1-4, 3=5-10, 4=11-20, 5=more than 20</i>													
<b>3. Reading and Writing</b>													
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	3.34	3.16	***	.20	3.18	***	.19	3.20	***	.16
			SR	3.14	3.14		.00	3.13		.02	3.13		.01
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	2.21	2.07	**	.14	2.07	**	.15	2.02	***	.21
			SR	2.45	2.21	***	.24	2.19	***	.27	2.17	***	.29
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	1.25	1.25		.01	1.21		.07	1.24		.02
			SR	1.59	1.61		-.02	1.64		-.06	1.62		-.04
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	2.38	2.28	*	.11	2.24	***	.17	2.25	**	.15
			SR	2.47	2.57	*	-.11	2.54		-.08	2.55		-.09
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	2.88	2.96		-.08	2.99	*	-.12	3.03	**	-.14
			SR	2.45	2.91	***	-.40	2.77	***	-.28	2.97	***	-.44

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.

**NSSE 2007 Mean Comparisons  
CUNY Hunter College**

				<i>CUNY-Hunter compared with:</i>											
				<b>CUNY-Hunter</b>			<b>Urban Universities</b>			<b>CarnegiePeers - Publ</b>			<b>NSSE 2007</b>		
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>		
<b>4. Problem Sets</b>															
<i>In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>															
a.	Number of problem sets that take you more than an hour to complete	PROBSETA	FY	2.66	2.62		.04	2.61		.05	2.64		.02		
			SR	2.56	2.64		-.07	2.63		-.06	2.58		-.02		
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	FY	2.50	2.69	**	-.15	2.64	*	-.12	2.72	***	-.18		
			SR	2.19	2.29		-.08	2.23		-.03	2.32	*	-.11		
<b>5. Examinations</b>															
<i>1=very little to 7=very much</i>															
	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	5.23	5.33		-.09	5.23		.00	5.42	***	-.16		
			SR	5.35	5.41		-.05	5.37		-.02	5.40		-.04		
<b>6. Additional Collegiate Experiences</b>															
<i>1=never, 2=sometimes, 3=often, 4=very often</i>															
a.	Attended an art exhibit, play, dance, music, theatre or other performance	ATDART07	FY	2.14	2.01	**	.14	2.08		.06	2.19		-.06		
			SR	2.19	1.99	***	.23	2.00	***	.21	2.07	**	.14		
b.	Exercised or participated in physical fitness activities	EXRCSE05	FY	1.98	2.52	***	-.51	2.42	***	-.40	2.77	***	-.76		
			SR	2.15	2.49	***	-.32	2.34	***	-.18	2.66	***	-.49		
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY	1.73	1.88	**	-.14	1.76		-.04	2.07	***	-.31		
			SR	1.77	1.95	***	-.17	1.90	**	-.12	2.14	***	-.33		
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	2.43	2.51		-.09	2.50		-.07	2.56	**	-.15		
			SR	2.67	2.64		.03	2.58	*	.09	2.68		-.01		
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	2.74	2.73		.01	2.72		.02	2.72		.02		
			SR	2.80	2.81		-.01	2.79		.01	2.82		-.01		
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	2.78	2.78		.00	2.77		.01	2.79		-.02		
			SR	2.91	2.85		.06	2.83	*	.09	2.86		.05		
<b>7. Enriching Educational Experiences</b>															
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=have not decided, do not plan to do, plan to do; 1=done. Thus, the mean is the proportion responding "done" among all valid respondents.)</i>															
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.09	.08	.03	.07		.08	.07		.06		
			SR	.41	.44		-.06	.41		.00	.53	***	-.23		

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.

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	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.22		-.19	.27	**	-.12	.38	***	-.33
				SR	.40	***	-.17	.43		-.08	.59	***	-.40
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	EEE	FY	.13		-.03	.17	**	-.12	.17	*	-.11
				SR	.15	***	-.14	.18		-.06	.25	***	-.23
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.03		-.04	.04		-.03	.05		-.08
				SR	.15		.03	.12		.08	.19	*	-.10
e.	Foreign language coursework	FORLNG04	EEE	FY	.25	*	.11	.17	***	.22	.22		.07
				SR	.46	***	.26	.30	***	.35	.41	*	.11
f.	Study abroad	STDABR04	EEE	FY	.05		.04	.02	*	.17	.03		.12
				SR	.15	***	.19	.08	***	.26	.14		.02
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.05		.10	.02	**	.19	.03		.11
				SR	.16		.07	.11	**	.16	.17		-.03
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.01		-.01	.01		-.01	.02		-.02
				SR	.13	***	-.40	.25	***	-.27	.32	***	-.42

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

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

**8. Quality of Relationships**

a.	Relationships with other students	ENVSTU	SCE	FY	5.00	***	-.22	5.21	**	-.15	5.53	***	-.39
				SR	4.96	***	-.33	5.37	***	-.29	5.63	***	-.50
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>													
b.	Relationships with faculty members	ENVFAC	SCE	FY	4.91	**	-.15	5.06	*	-.12	5.19	***	-.21
				SR	5.10	**	-.14	5.22		-.08	5.41	***	-.23
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>													
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.13	***	-.19	4.38	**	-.16	4.64	***	-.33
				SR	3.72	***	-.38	4.32	***	-.36	4.54	***	-.49

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.



				<i>CUNY-Hunter compared with:</i>									
				CUNY-Hunter	Urban Universities			CarnegiePeers - Publ			NSSE 2007		
Variable	Bench- mark	Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</i>													
<b>9. Time Usage</b>													
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	3.91		.09	3.69	**	.15	4.01		-.06
				SR	3.88		-.07	3.91		-.01	4.10	**	-.12
b.	Working for pay <b>on campus</b>	WORKON01		FY	1.27	***	-.19	1.43	**	-.14	1.57	***	-.24
				SR	1.46	**	-.11	1.45		.01	1.84	***	-.24
c.	Working for pay <b>off campus</b>	WORKOF01		FY	3.16		-.08	3.22		-.02	2.41	***	.33
				SR	4.92	*	.11	4.84		.03	3.78	***	.41
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.51	***	-.21	1.75	***	-.19	2.24	***	-.48
				SR	1.45	***	-.19	1.60	**	-.13	2.08	***	-.42
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.53		-.09	3.82	***	-.17	3.79	**	-.15
				SR	3.22		-.08	3.36		-.09	3.49	***	-.17
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	2.38		.09	2.02	***	.22	1.71	***	.42
				SR	2.76		.03	2.80		-.02	2.38	***	.16
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	3.17	***	.68	2.55	***	.57	2.25	***	.89
				SR	3.06	***	.41	2.70	***	.32	2.38	***	.66
<i>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</i>													
<b>10. Institutional Environment</b>													
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.00		-.01	3.00		.00	3.09	*	-.12
				SR	2.97		-.08	3.04		-.09	3.08	**	-.14
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.76	***	-.19	2.90	**	-.16	3.02	***	-.31
				SR	2.55	***	-.26	2.74	***	-.22	2.87	***	-.38
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.55		-.07	2.59		-.04	2.63		-.08
				SR	2.48		-.03	2.51		-.03	2.44		.04

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.



**NSSE 2007 Mean Comparisons  
CUNY Hunter College**

				<i>CUNY-Hunter compared with:</i>									
				<b>CUNY-Hunter</b>	<b>Urban Universities</b>			<b>CarnegiePeers - Publ</b>			<b>NSSE 2007</b>		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	2.05	2.08		-.03	2.05		.00	2.16	*	-.12
			SR	1.83	1.84		-.01	1.85		-.02	1.91		-.09
e.	Providing the support you need to thrive socially	ENVSOCAL	FY	2.06	2.28	***	-.23	2.25	***	-.20	2.42	***	-.38
			SR	1.90	2.02	**	-.14	2.02	**	-.14	2.17	***	-.30
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	2.25	2.53	***	-.29	2.46	***	-.22	2.80	***	-.59
			SR	2.29	2.37		-.08	2.33		-.04	2.58	***	-.31
g.	Using computers in academic work	ENVCOMPT	FY	3.24	3.31		-.09	3.28		-.05	3.32	*	-.10
			SR	3.23	3.44	***	-.27	3.40	***	-.21	3.47	***	-.32

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*

*1=very little, 2=some, 3=quite a bit, 4=very much*

**11. Educational and Personal Growth**

a.	Acquiring a broad general education	GNGENLED	FY	3.02	3.05		-.03	3.06		-.04	3.13	**	-.13
			SR	3.23	3.15	*	.10	3.17		.08	3.24		.00
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY	2.29	2.65	***	-.37	2.50	***	-.22	2.74	***	-.48
			SR	2.61	2.93	***	-.34	2.87	***	-.26	3.03	***	-.44
c.	Writing clearly and effectively	GNWRITE	FY	2.89	2.97		-.09	2.97		-.09	2.95		-.06
			SR	3.05	3.03		.02	3.05		-.01	3.06		-.02
d.	Speaking clearly and effectively	GNSPEAK	FY	2.62	2.80	***	-.19	2.86	***	-.27	2.76	**	-.15
			SR	2.81	2.90		-.10	2.90	*	-.10	2.95	**	-.15
e.	Thinking critically and analytically	GNANALY	FY	2.98	3.15	***	-.20	3.12	***	-.18	3.17	***	-.24
			SR	3.18	3.27	*	-.12	3.26	*	-.10	3.33	***	-.19
f.	Analyzing quantitative problems	GNQUANT	FY	2.69	2.85	***	-.18	2.82	**	-.15	2.89	***	-.24
			SR	2.90	2.97		-.08	2.97		-.07	3.04	**	-.16
g.	Using computing and information technology	GNCMPTS	FY	2.77	3.02	***	-.27	2.90	*	-.14	3.01	***	-.26
			SR	2.90	3.15	***	-.27	3.12	***	-.24	3.20	***	-.34
h.	Working effectively with others	GNOTHERS	FY	2.65	2.89	***	-.27	2.85	***	-.23	2.93	***	-.32
			SR	2.75	3.03	***	-.32	3.02	***	-.30	3.13	***	-.43

<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.

**NSSE 2007 Mean Comparisons  
CUNY Hunter College**

				<i>CUNY-Hunter compared with:</i>									
				<b>CUNY-Hunter</b>	<b>Urban Universities</b>			<b>CarnegiePeers - Publ</b>			<b>NSSE 2007</b>		
	<i>Variable</i>	<i>Bench- mark</i>	<i>Class</i>	<i>Mean<sup>a</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>	<i>Mean<sup>a</sup></i>	<i>Sig<sup>b</sup></i>	<i>Effect Size<sup>c</sup></i>
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.96	2.07	*	-.10	2.17	***	-.20	2.05		-.09
			SR	2.04	2.04		.00	2.14		-.09	2.06		-.02
j.	Learning effectively on your own	GNINQ	FY	2.80	2.85		-.06	2.78		.03	2.88		-.10
			SR	2.96	2.93		.03	2.92		.05	3.00		-.05
k.	Understanding yourself	GNSELF	FY	2.59	2.68		-.09	2.64		-.05	2.73	**	-.15
			SR	2.73	2.68		.05	2.70		.03	2.78		-.04
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.78	2.69		.09	2.69		.09	2.61	***	.18
			SR	2.84	2.68	***	.16	2.75		.09	2.59	***	.25
m.	Solving complex real-world problems	GNPROBSV	FY	2.37	2.60	***	-.24	2.54	***	-.18	2.62	***	-.27
			SR	2.51	2.67	***	-.16	2.65	**	-.14	2.74	***	-.24
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.40	2.56	***	-.16	2.51	*	-.12	2.62	***	-.23
			SR	2.49	2.55		-.06	2.58		-.09	2.66	***	-.16
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.09	2.26	***	-.17	2.17		-.08	2.39	***	-.31
			SR	2.28	2.33		-.06	2.31		-.03	2.43	***	-.15
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.88	1.90		-.02	1.83		.05	2.08	***	-.19
			SR	1.77	1.75		.02	1.79		-.02	1.92	**	-.13
<b>12. Academic Advising</b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>												
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.64	2.82	***	-.21	2.86	***	-.26	2.98	***	-.40
			SR	2.52	2.68	***	-.16	2.73	***	-.22	2.84	***	-.33
<b>13. Satisfaction</b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>												
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	2.85	3.05	***	-.28	3.05	***	-.28	3.18	***	-.47
			SR	2.99	3.03		-.06	3.07	*	-.11	3.20	***	-.29
<b>14.</b>	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>												
	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	2.93	3.09	***	-.18	3.07	**	-.17	3.22	***	-.35
			SR	3.02	3.04		-.02	3.08		-.07	3.19	***	-.20

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<sup>a</sup> Weighted by gender, enrollment status, and institutional size.

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

<sup>c</sup> Mean difference divided by comparison group standard deviation.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup>

### CUNY Hunter College First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		CUNY-Hunter	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ
CLQUEST	538	2.64	2.78	2.70	2.74	.04	.01	.01	.00	.87	.84	.84	.84	7,909	4,161	542	.000	.145	.007	-.17	-.07	-.12
CLPRESENT	537	1.86	2.26	2.29	2.21	.03	.01	.01	.00	.71	.81	.76	.80	641	732	543	.000	.000	.000	-.50	-.57	-.45
REWRPOP	538	2.61	2.76	2.68	2.64	.04	.01	.02	.00	.93	.97	.98	.98	7,913	728	543	.001	.140	.518	-.15	-.06	-.03
INTEGRAT	537	3.01	3.09	3.02	3.03	.03	.01	.01	.00	.78	.78	.79	.80	7,906	4,159	114,299	.024	.811	.575	-.10	-.01	-.02
DIVCLASS	538	2.90	2.87	2.90	2.75	.04	.01	.01	.00	.84	.89	.85	.88	7,903	4,155	543	.476	.974	.000	.03	.00	.16
CLUNPREP	536	1.94	2.00	2.08	2.02	.03	.01	.01	.00	.74	.77	.81	.76	7,897	741	114,211	.132	.000	.018	-.07	-.16	-.10
CLASSGRP	538	2.23	2.49	2.47	2.40	.04	.01	.01	.00	.83	.83	.82	.83	618	701	542	.000	.000	.000	-.32	-.30	-.21
OCCGRP	538	2.04	2.21	2.13	2.38	.04	.01	.01	.00	.87	.88	.84	.87	619	4,159	542	.000	.018	.000	-.19	-.11	-.39
INTIDEAS	499	2.49	2.60	2.59	2.57	.04	.01	.01	.00	.84	.81	.81	.81	7,465	3,884	107,992	.006	.017	.033	-.13	-.12	-.10
TUTOR	500	1.57	1.61	1.54	1.69	.04	.01	.01	.00	.82	.83	.78	.84	7,465	3,881	108,009	.322	.347	.002	-.05	.05	-.14
COMMPROJ	500	1.26	1.43	1.36	1.52	.03	.01	.01	.00	.60	.76	.69	.80	616	703	507	.000	.001	.000	-.22	-.15	-.33
ITACADEM	500	2.49	2.59	2.56	2.61	.05	.01	.02	.00	1.02	1.06	1.03	1.03	7,461	3,882	107,989	.047	.173	.012	-.09	-.07	-.11
EMAIL	500	2.91	3.01	2.99	3.06	.04	.01	.01	.00	.85	.85	.84	.84	7,465	3,882	107,983	.006	.046	.000	-.13	-.10	-.19
FACGRADE	500	2.40	2.56	2.49	2.57	.04	.01	.01	.00	.89	.88	.86	.87	7,455	3,876	107,979	.000	.035	.000	-.19	-.10	-.20
FACPLANS	499	1.84	2.09	1.93	2.14	.04	.01	.01	.00	.84	.92	.87	.88	7,459	3,881	107,985	.000	.030	.000	-.27	-.10	-.34
FACIDEAS	499	1.81	1.82	1.77	1.84	.04	.01	.01	.00	.84	.88	.86	.87	7,464	3,877	107,977	.846	.252	.551	-.01	.05	-.03
FACFEED	485	2.57	2.59	2.55	2.59	.04	.01	.01	.00	.89	.84	.82	.83	7,303	614	488	.681	.705	.678	-.02	.02	-.02
WORKHARD	485	2.49	2.61	2.52	2.60	.04	.01	.01	.00	.86	.85	.83	.84	7,301	3,776	105,872	.002	.464	.005	-.15	-.04	-.13
FACOTHER	483	1.35	1.49	1.45	1.59	.03	.01	.01	.00	.65	.79	.76	.82	588	691	489	.000	.003	.000	-.18	-.13	-.28
OOCIDEAS	483	2.64	2.64	2.66	2.66	.04	.01	.02	.00	.88	.89	.90	.87	7,294	3,770	105,822	.907	.677	.681	-.01	-.02	-.02
DIVRSTUD	484	2.76	2.59	2.66	2.56	.05	.01	.02	.00	1.03	1.01	1.01	1.01	7,291	3,770	105,822	.001	.043	.000	.16	.10	.19
DIFFSTU2	484	2.68	2.65	2.64	2.68	.05	.01	.02	.00	1.02	1.00	.99	.98	7,280	3,770	105,808	.558	.458	.954	.03	.04	.00
MEMORIZE	476	2.90	2.86	2.83	2.88	.04	.01	.02	.00	.89	.88	.86	.86	7,219	3,732	104,942	.430	.114	.624	.04	.08	.02
ANALYZE	477	3.08	3.08	3.05	3.07	.04	.01	.01	.00	.82	.79	.79	.78	7,206	3,729	480	.813	.432	.713	.01	.04	.02
SYNTHESZ	477	2.86	2.85	2.84	2.85	.04	.01	.01	.00	.89	.85	.84	.84	7,209	605	480	.769	.715	.770	.01	.02	.01
EVALUATE	477	2.84	2.87	2.87	2.84	.04	.01	.01	.00	.88	.86	.84	.86	7,210	612	104,857	.491	.549	.978	-.03	-.03	.00
APPLYING	477	2.88	3.00	2.92	3.01	.04	.01	.01	.00	.89	.85	.84	.85	541	607	480	.003	.275	.002	-.15	-.06	-.15
READASGN	475	3.34	3.16	3.18	3.20	.04	.01	.02	.00	.92	.94	.89	.92	7,188	612	104,528	.000	.000	.001	.20	.19	.16

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup> CUNY Hunter College First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		CUNY-Hunter	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ
READOWN	477	2.21	2.07	2.07	2.02	.04	.01	.02	.00	.95	.93	.93	.90	543	618	480	.003	.003	.000	.14	.15	.21
WRITEMOR	477	1.25	1.25	1.21	1.24	.03	.01	.01	.00	.71	.63	.60	.63	7,186	581	104,518	.893	.218	.646	.01	.07	.02
WRITEMID	476	2.38	2.28	2.24	2.25	.04	.01	.01	.00	.82	.83	.80	.83	7,193	616	104,502	.018	.001	.001	.11	.17	.15
WRITESML	476	2.88	2.96	2.99	3.03	.04	.01	.02	.00	.98	1.02	.99	1.04	7,189	3,728	104,543	.074	.017	.002	-.08	-.12	-.14
PROBSETA	474	2.66	2.62	2.61	2.64	.05	.01	.02	.00	1.10	1.09	1.07	1.10	7,177	3,712	104,285	.364	.321	.632	.04	.05	.02
PROBSETB	475	2.50	2.69	2.64	2.72	.06	.01	.02	.00	1.22	1.18	1.17	1.19	7,170	3,703	104,193	.001	.015	.000	-.15	-.12	-.18
EXAMS	476	5.23	5.33	5.23	5.42	.06	.02	.02	.00	1.26	1.24	1.18	1.17	7,178	3,712	104,299	.070	.940	.000	-.09	.00	-.16
ATDART07	469	2.14	2.01	2.08	2.19	.04	.01	.02	.00	.90	.93	.93	.91	7,103	3,662	103,463	.003	.250	.229	.14	.06	-.06
EXRCSE05	469	1.98	2.52	2.42	2.77	.05	.01	.02	.00	1.01	1.07	1.11	1.04	545	647	473	.000	.000	.000	-.51	-.40	-.76
WORSHPO5	469	1.73	1.88	1.76	2.07	.04	.01	.02	.00	.95	1.07	1.03	1.10	556	642	474	.001	.438	.000	-.14	-.04	-.31
OWNVIEW	469	2.43	2.51	2.50	2.56	.04	.01	.02	.00	.92	.91	.93	.88	7,104	3,664	103,398	.061	.148	.002	-.09	-.07	-.15
OTHRVIEW	469	2.74	2.73	2.72	2.72	.04	.01	.02	.00	.88	.89	.90	.86	7,102	3,663	103,429	.784	.711	.636	.01	.02	.02
CHNGVIEW	468	2.78	2.78	2.77	2.79	.04	.01	.02	.00	.85	.85	.85	.84	7,101	3,662	103,414	.980	.825	.706	.00	.01	-.02
INTERN04	455	.09	.08	.07	.07	.01	.00	.00	.00	.28	.27	.25	.26	6,983	563	458	.546	.140	.251	.03	.08	.06
VOLNTR04	455	.22	.31	.27	.38	.02	.01	.01	.00	.41	.46	.45	.49	536	618	460	.000	.010	.000	-.19	-.12	-.33
LRNCOM04	454	.13	.14	.17	.17	.02	.00	.01	.00	.33	.35	.38	.37	6,980	633	458	.494	.010	.010	-.03	-.12	-.11
RESRCH04	455	.03	.04	.04	.05	.01	.00	.00	.00	.18	.20	.20	.22	6,978	3,575	460	.405	.535	.050	-.04	-.03	-.08
FORLNG04	454	.25	.20	.17	.22	.02	.00	.01	.00	.43	.40	.37	.41	509	555	457	.036	.000	.183	.11	.22	.07
STDABR04	455	.05	.04	.02	.03	.01	.00	.00	.00	.21	.19	.15	.16	6,977	520	457	.434	.016	.057	.04	.17	.12
INDSTD04	455	.05	.03	.02	.03	.01	.00	.00	.00	.22	.18	.15	.18	497	517	457	.078	.007	.061	.10	.19	.11
SNRX04	455	.01	.01	.01	.02	.01	.00	.00	.00	.11	.12	.12	.12	6,975	3,571	101,759	.866	.918	.657	-.01	-.01	-.02
ENVSTU	452	5.00	5.31	5.21	5.53	.07	.02	.03	.00	1.48	1.44	1.47	1.37	6,964	3,562	101,506	.000	.003	.000	-.22	-.15	-.39
ENVFAC	452	4.91	5.11	5.06	5.19	.07	.02	.02	.00	1.39	1.38	1.33	1.32	6,968	3,558	101,513	.003	.021	.000	-.15	-.12	-.21
ENVADM	452	4.13	4.45	4.38	4.64	.08	.02	.03	.00	1.63	1.63	1.55	1.55	6,963	3,555	101,445	.000	.001	.000	-.19	-.16	-.33
ACADPR01	447	3.91	3.76	3.69	4.01	.08	.02	.03	.01	1.64	1.57	1.51	1.61	6,920	561	100,890	.055	.008	.209	.09	.15	-.06
WORKON01	446	1.27	1.52	1.43	1.57	.05	.02	.02	.00	.95	1.32	1.19	1.28	570	663	452	.000	.001	.000	-.19	-.14	-.24
WORKOF01	447	3.16	3.38	3.22	2.41	.11	.03	.04	.01	2.41	2.66	2.45	2.26	524	3,533	449	.064	.665	.000	-.08	-.02	.33
COCURR01	447	1.51	1.79	1.75	2.24	.05	.02	.02	.00	.98	1.31	1.32	1.53	562	701	455	.000	.000	.000	-.21	-.19	-.48

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup>

### CUNY Hunter College First-Year Students

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		CUNY-Hunter	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ
SOCIAL05	446	3.53	3.69	3.82	3.79	.08	.02	.03	.01	1.64	1.71	1.74	1.67	6,910	3,522	100,697	.056	.001	.001	-.09	-.17	-.15
CAREDE01	441	2.38	2.20	2.02	1.71	.08	.02	.03	.01	1.75	2.01	1.62	1.61	6,905	554	444	.058	.000	.000	.09	.22	.42
COMMUTE	446	3.17	2.42	2.55	2.25	.05	.01	.02	.00	1.09	1.12	1.09	1.03	6,905	3,524	449	.000	.000	.000	.68	.57	.89
ENVSCHOL	436	3.00	3.01	3.00	3.09	.04	.01	.01	.00	.81	.78	.77	.76	6,833	3,471	99,679	.825	.939	.012	-.01	.00	-.12
ENVSUPRT	435	2.76	2.92	2.90	3.02	.04	.01	.02	.00	.88	.81	.83	.80	486	550	437	.001	.003	.000	-.19	-.16	-.31
ENVDIVRS	435	2.55	2.62	2.59	2.63	.05	.01	.02	.00	.98	.97	.97	.97	6,825	3,462	99,594	.152	.490	.115	-.07	-.04	-.08
ENVNACAD	434	2.05	2.08	2.05	2.16	.05	.01	.02	.00	.97	.95	.95	.94	6,824	3,462	99,583	.547	.989	.010	-.03	.00	-.12
ENVSOCAL	434	2.06	2.28	2.25	2.42	.04	.01	.02	.00	.90	.93	.93	.92	498	576	437	.000	.000	.000	-.23	-.20	-.38
ENVEVENT	434	2.25	2.53	2.46	2.80	.05	.01	.02	.00	1.02	.98	.97	.93	6,813	3,464	436	.000	.000	.000	-.29	-.22	-.59
ENVCOMPT	434	3.24	3.31	3.28	3.32	.04	.01	.01	.00	.82	.82	.82	.78	6,831	3,467	99,654	.081	.338	.035	-.09	-.05	-.10
NGNENLED	422	3.02	3.05	3.06	3.13	.04	.01	.01	.00	.83	.81	.80	.78	6,705	3,386	98,181	.572	.418	.008	-.03	-.04	-.13
GNWORK	420	2.29	2.65	2.50	2.74	.04	.01	.02	.00	.91	.96	.94	.94	484	554	98,138	.000	.000	.000	-.37	-.22	-.48
GNWRITE	422	2.89	2.97	2.97	2.95	.04	.01	.02	.00	.86	.86	.85	.87	6,706	3,382	98,157	.070	.081	.193	-.09	-.09	-.06
GNSPEAK	422	2.62	2.80	2.86	2.76	.04	.01	.02	.00	.92	.91	.89	.92	6,705	539	98,152	.000	.000	.003	-.19	-.27	-.15
GNANALY	422	2.98	3.15	3.12	3.17	.04	.01	.01	.00	.84	.81	.81	.79	6,706	3,386	98,170	.000	.001	.000	-.20	-.18	-.24
GNQUANT	422	2.69	2.85	2.82	2.89	.04	.01	.02	.00	.88	.89	.89	.88	6,701	3,385	98,086	.000	.003	.000	-.18	-.15	-.24
GNCMPTS	422	2.77	3.02	2.90	3.01	.05	.01	.02	.00	.98	.91	.91	.89	470	529	424	.000	.011	.000	-.27	-.14	-.26
GNOTHERS	422	2.65	2.89	2.85	2.93	.05	.01	.02	.00	.94	.90	.89	.88	474	534	424	.000	.000	.000	-.27	-.23	-.32
GNCITIZN	414	1.96	2.07	2.17	2.05	.05	.01	.02	.00	1.00	1.04	1.03	1.01	6,635	3,339	97,034	.045	.000	.066	-.10	-.20	-.09
GNINQ	414	2.80	2.85	2.78	2.88	.04	.01	.02	.00	.87	.88	.88	.85	6,633	3,339	97,062	.251	.619	.051	-.06	.03	-.10
GNSELF	412	2.59	2.68	2.64	2.73	.05	.01	.02	.00	.96	.99	.97	.96	6,630	3,335	97,046	.082	.337	.003	-.09	-.05	-.15
GNDIVERS	414	2.78	2.69	2.69	2.61	.04	.01	.02	.00	.92	.97	.96	.96	477	3,336	417	.071	.088	.000	.09	.09	.18
GNPROBSV	412	2.37	2.60	2.54	2.62	.04	.01	.02	.00	.90	.95	.92	.92	475	3,335	97,033	.000	.001	.000	-.24	-.18	-.27
GNETHICS	412	2.40	2.56	2.51	2.62	.05	.01	.02	.00	.96	1.00	.99	.99	474	3,336	97,034	.001	.026	.000	-.16	-.12	-.23
GNCOMMUN	412	2.09	2.26	2.17	2.39	.05	.01	.02	.00	.95	.99	.94	.97	474	3,335	415	.000	.114	.000	-.17	-.08	-.31
GNSPIRIT	412	1.88	1.90	1.83	2.08	.05	.01	.02	.00	.96	1.02	.97	1.07	6,626	3,334	416	.702	.338	.000	-.02	.05	-.19
ADVISE	413	2.64	2.82	2.86	2.98	.04	.01	.02	.00	.86	.87	.86	.85	6,638	3,347	415	.000	.000	.000	-.21	-.26	-.40
ENTIREXP	413	2.85	3.05	3.05	3.18	.04	.01	.01	.00	.76	.71	.72	.71	461	522	97,234	.000	.000	.000	-.28	-.28	-.47
SAMECOLL	413	2.93	3.09	3.07	3.22	.04	.01	.02	.00	.82	.84	.83	.82	6,637	3,348	415	.000	.001	.000	-.18	-.17	-.35

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



# National Survey of Student Engagement

## NSSE 2007 Detailed Statistics <sup>a</sup> CUNY Hunter College Seniors

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		CUNY-Hunter	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ
CLQUEST	564	2.90	3.04	2.95	3.03	.04	.01	.01	.00	.86	.86	.88	.86	8,635	4,943	113,909	.000	.192	.000	-.16	-.06	-.15
CLPRESENT	564	2.31	2.73	2.69	2.77	.04	.01	.01	.00	.85	.88	.88	.86	650	729	569	.000	.000	.000	-.48	-.43	-.53
REWRPOP	562	2.42	2.53	2.55	2.47	.04	.01	.01	.00	.94	.98	.98	.98	649	727	113,845	.009	.003	.249	-.11	-.13	-.05
INTEGRAT	563	3.16	3.29	3.29	3.30	.03	.01	.01	.00	.81	.75	.74	.74	8,635	4,944	113,832	.000	.000	.000	-.17	-.16	-.18
DIVCLASS	562	2.92	2.89	2.91	2.80	.04	.01	.01	.00	.93	.92	.90	.92	8,622	4,939	113,723	.389	.748	.001	.04	.01	.14
CLUNPREP	563	2.01	2.06	2.08	2.11	.03	.01	.01	.00	.75	.77	.75	.78	646	4,942	568	.081	.032	.001	-.07	-.10	-.13
CLASSGRP	562	2.23	2.58	2.55	2.52	.03	.01	.01	.00	.82	.87	.86	.88	653	730	568	.000	.000	.000	-.40	-.37	-.32
OCCGRP	563	2.14	2.62	2.57	2.75	.04	.01	.01	.00	.84	.91	.90	.91	658	739	569	.000	.000	.000	-.53	-.48	-.68
INTIDEAS	539	2.69	2.89	2.84	2.90	.04	.01	.01	.00	.83	.81	.83	.81	610	678	543	.000	.000	.000	-.24	-.18	-.26
TUTOR	540	1.69	1.78	1.71	1.89	.04	.01	.01	.00	.89	.91	.88	.95	8,353	4,784	110,362	.043	.642	.000	-.09	-.02	-.20
COMMPROJ	540	1.41	1.67	1.61	1.69	.03	.01	.01	.00	.76	.89	.86	.89	646	729	546	.000	.000	.000	-.30	-.24	-.32
ITACADEM	540	2.50	2.85	2.73	2.83	.04	.01	.02	.00	1.02	1.02	1.03	1.02	8,358	4,780	110,366	.000	.000	.000	-.34	-.22	-.32
EMAIL	540	3.13	3.28	3.20	3.33	.03	.01	.01	.00	.80	.79	.81	.77	8,357	4,782	110,369	.000	.074	.000	-.19	-.08	-.27
FACGRADE	540	2.56	2.73	2.64	2.79	.04	.01	.01	.00	.86	.88	.91	.88	8,357	698	110,334	.000	.036	.000	-.19	-.09	-.26
FACPLANS	540	2.09	2.24	2.14	2.39	.04	.01	.01	.00	.91	.95	.95	.95	622	696	545	.000	.212	.000	-.16	-.06	-.32
FACIDEAS	540	2.02	2.01	1.97	2.08	.04	.01	.01	.00	.88	.91	.91	.92	8,355	692	545	.934	.198	.115	.00	.06	-.07
FACFEED	531	2.65	2.73	2.67	2.76	.04	.01	.01	.00	.82	.82	.84	.81	8,261	4,724	109,138	.015	.553	.002	-.11	-.03	-.14
WORKHARD	530	2.64	2.68	2.68	2.69	.04	.01	.01	.00	.85	.85	.84	.86	8,259	4,716	109,080	.350	.313	.168	-.04	-.05	-.06
FACOTHER	531	1.49	1.66	1.61	1.81	.03	.01	.01	.00	.77	.89	.86	.94	633	712	538	.000	.001	.000	-.20	-.14	-.34
OOCIDEAS	530	2.81	2.82	2.83	2.83	.04	.01	.01	.00	.88	.86	.89	.86	8,260	4,721	109,092	.713	.689	.630	-.02	-.02	-.02
DIVRSTUD	531	2.80	2.72	2.75	2.66	.04	.01	.02	.00	.95	.99	1.01	.99	612	689	536	.067	.264	.001	.08	.05	.14
DIFFSTU2	531	2.66	2.67	2.65	2.71	.04	.01	.02	.00	.98	.98	.99	.96	8,251	4,721	109,021	.797	.959	.198	-.01	.00	-.06
MEMORIZE	523	2.68	2.74	2.70	2.75	.04	.01	.01	.00	.94	.92	.93	.91	8,211	4,682	108,364	.156	.655	.078	-.06	-.02	-.08
ANALYZE	523	3.19	3.24	3.20	3.23	.03	.01	.01	.00	.72	.75	.77	.75	601	683	527	.187	.960	.280	-.06	.00	-.05
SYNTHESZ	523	3.02	3.03	3.00	3.03	.04	.01	.01	.00	.83	.84	.85	.83	8,199	4,675	108,268	.829	.507	.802	-.01	.03	-.01
EVALUATE	523	2.94	2.95	2.94	2.96	.04	.01	.01	.00	.85	.87	.88	.87	8,210	4,679	108,299	.740	.982	.519	-.01	.00	-.03
APPLYING	523	3.02	3.14	3.11	3.18	.04	.01	.01	.00	.84	.84	.87	.83	596	673	527	.001	.017	.000	-.15	-.11	-.20
READASGN	520	3.14	3.14	3.13	3.13	.05	.01	.02	.00	1.05	1.02	1.01	1.00	8,181	4,666	107,942	.964	.731	.798	.00	.02	.01

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

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<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



**National Survey  
of Student Engagement**

**NSSE 2007 Detailed Statistics <sup>a</sup>  
CUNY Hunter College  
Seniors**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		CUNY-Hunter	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ
READOWN	520	2.45	2.21	2.19	2.17	.05	.01	.02	.00	1.03	1.00	.97	.97	587	640	523	.000	.000	.000	.24	.27	.29
WRITEMOR	518	1.59	1.61	1.64	1.62	.03	.01	.01	.00	.79	.79	.82	.77	8,178	4,665	107,951	.677	.173	.426	-.02	-.06	-.04
WRITEMID	521	2.47	2.57	2.54	2.55	.04	.01	.01	.00	.93	.97	.95	.94	8,190	4,666	107,957	.020	.101	.052	-.11	-.08	-.09
WRITESML	522	2.45	2.91	2.77	2.97	.05	.01	.02	.00	1.07	1.13	1.13	1.16	8,186	676	527	.000	.000	.000	-.40	-.28	-.44
PROBSETA	519	2.56	2.64	2.63	2.58	.05	.01	.02	.00	1.21	1.20	1.20	1.20	8,142	4,637	107,556	.144	.218	.671	-.07	-.06	-.02
PROBSETB	518	2.19	2.29	2.23	2.32	.05	.01	.02	.00	1.24	1.19	1.17	1.19	8,139	639	107,511	.075	.485	.013	-.08	-.03	-.11
EXAMS	520	5.35	5.41	5.37	5.40	.06	.01	.02	.00	1.37	1.29	1.34	1.27	8,157	4,657	523	.316	.699	.400	-.05	-.02	-.04
ATDART07	513	2.19	1.99	2.00	2.07	.04	.01	.01	.00	.90	.90	.90	.90	583	648	107,136	.000	.000	.001	.23	.21	.14
EXRCSE05	513	2.15	2.49	2.34	2.66	.05	.01	.02	.00	1.03	1.06	1.06	1.04	588	654	517	.000	.000	.000	-.32	-.18	-.49
WORSHPO5	513	1.77	1.95	1.90	2.14	.04	.01	.02	.00	.97	1.07	1.06	1.13	600	675	519	.000	.006	.000	-.17	-.12	-.33
OWNVIEW	513	2.67	2.64	2.58	2.68	.04	.01	.01	.00	.89	.91	.91	.89	8,109	4,607	107,110	.508	.042	.781	.03	.09	-.01
OTHRVIEW	513	2.80	2.81	2.79	2.82	.04	.01	.01	.00	.86	.86	.87	.85	8,104	4,606	107,115	.854	.783	.739	-.01	.01	-.01
CHNGVIEW	513	2.91	2.85	2.83	2.86	.04	.01	.01	.00	.82	.83	.85	.82	586	657	107,115	.168	.049	.251	.06	.09	.05
INTERN04	498	.41	.44	.41	.53	.02	.01	.01	.00	.49	.50	.49	.50	566	4,539	502	.184	.991	.000	-.06	.00	-.23
VOLNTR04	498	.40	.48	.43	.59	.02	.01	.01	.00	.49	.50	.50	.49	568	630	106,048	.000	.103	.000	-.17	-.08	-.40
LRNCOM04	498	.15	.21	.18	.25	.02	.00	.01	.00	.36	.41	.38	.43	585	642	504	.001	.185	.000	-.14	-.06	-.23
RESRCH04	496	.15	.14	.12	.19	.02	.00	.01	.00	.36	.35	.33	.39	8,000	603	501	.513	.113	.014	.03	.08	-.10
FORLNG04	497	.46	.34	.30	.41	.02	.01	.01	.00	.50	.47	.46	.49	557	604	501	.000	.000	.015	.26	.35	.11
STDABR04	498	.15	.09	.08	.14	.02	.00	.00	.00	.35	.29	.27	.35	542	570	105,982	.001	.000	.736	.19	.26	.02
INDSTD04	498	.16	.14	.11	.17	.02	.00	.01	.00	.37	.35	.32	.38	557	591	105,993	.185	.004	.550	.07	.16	-.03
SNRX04	497	.13	.31	.25	.32	.02	.01	.01	.00	.34	.46	.43	.47	630	715	505	.000	.000	.000	-.40	-.27	-.42
ENVSTU	496	4.96	5.42	5.37	5.63	.07	.02	.02	.00	1.51	1.39	1.42	1.34	7,992	4,537	499	.000	.000	.000	-.33	-.29	-.50
ENVFAC	499	5.10	5.30	5.22	5.41	.07	.02	.02	.00	1.48	1.39	1.43	1.35	7,994	4,540	502	.003	.077	.000	-.14	-.08	-.23
ENVADM	499	3.72	4.37	4.32	4.54	.08	.02	.03	.01	1.71	1.70	1.68	1.68	7,996	4,529	105,779	.000	.000	.000	-.38	-.36	-.49
ACADPR01	496	3.88	4.01	3.91	4.10	.08	.02	.03	.01	1.69	1.73	1.71	1.74	7,966	4,509	105,357	.111	.756	.006	-.07	-.01	-.12
WORKON01	496	1.46	1.63	1.45	1.84	.06	.02	.02	.00	1.26	1.53	1.30	1.61	596	4,511	502	.004	.881	.000	-.11	.01	-.24
WORKOF01	496	4.92	4.63	4.84	3.78	.13	.03	.04	.01	2.87	2.80	2.74	2.79	7,974	611	105,344	.022	.535	.000	.11	.03	.41
COCURR01	495	1.45	1.70	1.60	2.08	.04	.01	.02	.00	.97	1.27	1.16	1.50	611	681	505	.000	.002	.000	-.19	-.13	-.42

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



**National Survey  
of Student Engagement**

**NSSE 2007 Detailed Statistics <sup>a</sup>  
CUNY Hunter College  
Seniors**

	N	Mean				Standard Error of the Mean <sup>b</sup>				Standard Deviation <sup>c</sup>				Degrees of Freedom <sup>d</sup>			Significance <sup>e</sup>			Effect Size <sup>f</sup>		
		CUNY-Hunter	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	CUNY-Hunter	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ	NSSE 2007	Urban Universities	CarnegiePeers - Publ
SOCIAL05	494	3.22	3.34	3.36	3.49	.07	.02	.02	.00	1.47	1.50	1.53	1.55	7,957	4,512	498	.090	.065	.000	-.08	-.09	-.17
CAREDE01	495	2.76	2.70	2.80	2.38	.10	.03	.04	.01	2.28	2.39	2.38	2.31	7,959	4,513	105,194	.588	.678	.000	.03	-.02	.16
COMMUTE	495	3.06	2.61	2.70	2.38	.06	.01	.02	.00	1.23	1.08	1.12	1.03	545	4,513	497	.000	.000	.000	.41	.32	.66
ENVSCHOL	486	2.97	3.04	3.04	3.08	.04	.01	.01	.00	.82	.79	.79	.78	7,914	4,477	104,505	.076	.065	.002	-.08	-.09	-.14
ENVSUPRT	486	2.55	2.77	2.74	2.87	.04	.01	.01	.00	.89	.85	.86	.84	545	602	489	.000	.000	.000	-.26	-.22	-.38
ENVDIVRS	486	2.48	2.52	2.51	2.44	.05	.01	.02	.00	1.00	.98	.99	.99	7,896	4,471	104,378	.498	.579	.338	-.03	-.03	.04
ENVNACAD	484	1.83	1.84	1.85	1.91	.04	.01	.01	.00	.92	.92	.92	.91	7,890	4,472	104,390	.798	.715	.051	-.01	-.02	-.09
ENVSOCAL	484	1.90	2.02	2.02	2.17	.04	.01	.01	.00	.88	.90	.91	.92	7,889	4,468	104,339	.004	.005	.000	-.14	-.14	-.30
ENVEVENT	485	2.29	2.37	2.33	2.58	.04	.01	.01	.00	.94	.94	.94	.95	7,889	4,473	104,389	.072	.366	.000	-.08	-.04	-.31
ENVCOMPT	486	3.23	3.44	3.40	3.47	.04	.01	.01	.00	.80	.76	.79	.74	7,905	4,481	489	.000	.000	.000	-.27	-.21	-.32
NGENLED	476	3.23	3.15	3.17	3.24	.04	.01	.01	.00	.80	.83	.84	.80	7,821	4,424	103,473	.032	.099	.915	.10	.08	.00
GNWORK	475	2.61	2.93	2.87	3.03	.05	.01	.02	.00	1.03	.96	.99	.94	529	585	478	.000	.000	.000	-.34	-.26	-.44
GNWRITE	476	3.05	3.03	3.05	3.06	.04	.01	.01	.00	.90	.87	.86	.87	7,814	4,421	103,456	.655	.906	.728	.02	-.01	-.02
GNSPEAK	476	2.81	2.90	2.90	2.95	.04	.01	.01	.00	.97	.92	.91	.91	533	581	479	.051	.048	.002	-.10	-.10	-.15
GNANALY	476	3.18	3.27	3.26	3.33	.04	.01	.01	.00	.84	.79	.80	.77	7,816	4,421	479	.015	.045	.000	-.12	-.10	-.19
GNQUANT	476	2.90	2.97	2.97	3.04	.04	.01	.01	.00	.93	.91	.91	.89	535	589	479	.103	.135	.001	-.08	-.07	-.16
GNCMPTS	476	2.90	3.15	3.12	3.20	.04	.01	.01	.00	.91	.89	.88	.86	7,814	4,422	103,460	.000	.000	.000	-.27	-.24	-.34
GNOTHERS	476	2.75	3.03	3.02	3.13	.04	.01	.01	.00	.91	.89	.88	.86	535	588	479	.000	.000	.000	-.32	-.30	-.43
GNCITIZN	468	2.04	2.04	2.14	2.06	.05	.01	.02	.00	1.04	1.05	1.05	1.02	7,760	4,380	102,709	.945	.060	.741	.00	-.09	-.02
GNINQ	471	2.96	2.93	2.92	3.00	.04	.01	.01	.00	.93	.91	.92	.89	7,757	4,382	102,750	.528	.330	.325	.03	.05	-.05
GNSELF	469	2.73	2.68	2.70	2.78	.05	.01	.02	.00	.99	1.03	1.02	1.00	535	4,380	102,742	.272	.504	.335	.05	.03	-.04
GNDIVERS	471	2.84	2.68	2.75	2.59	.04	.01	.02	.00	.95	1.00	.99	.99	540	598	475	.000	.068	.000	.16	.09	.25
GNPROBSV	471	2.51	2.67	2.65	2.74	.05	.01	.02	.00	.99	.97	.97	.95	7,767	4,380	474	.001	.003	.000	-.16	-.14	-.24
GNETHICS	471	2.49	2.55	2.58	2.66	.05	.01	.02	.00	1.05	1.04	1.02	1.04	7,769	4,382	102,739	.245	.078	.000	-.06	-.09	-.16
GNCOMMUN	470	2.28	2.33	2.31	2.43	.05	.01	.02	.00	1.03	1.02	1.01	1.02	7,755	4,380	102,720	.229	.534	.001	-.06	-.03	-.15
GNSPIRIT	470	1.77	1.75	1.79	1.92	.05	.01	.02	.00	.98	1.01	1.02	1.07	7,750	4,379	474	.609	.738	.002	.02	-.02	-.13
ADVISE	471	2.52	2.68	2.73	2.84	.04	.01	.02	.00	.94	.97	.95	.95	7,794	4,395	102,906	.001	.000	.000	-.16	-.22	-.33
ENTIREXP	469	2.99	3.03	3.07	3.20	.04	.01	.01	.00	.80	.76	.76	.74	7,793	4,394	472	.182	.029	.000	-.06	-.11	-.29
SAMECOLL	471	3.02	3.04	3.08	3.19	.04	.01	.01	.00	.87	.89	.87	.86	7,791	4,389	474	.702	.173	.000	-.02	-.07	-.20

<sup>a</sup> All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup> The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

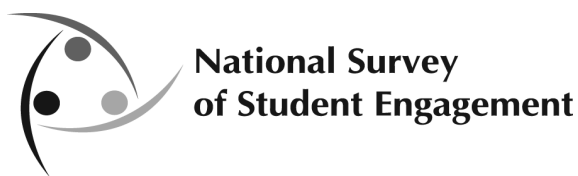
<sup>c</sup> A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup> Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup> Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup> Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.





**NSSE 2007 Mean Comparisons <sup>a</sup>  
Urban Universities Consortium  
CUNY Hunter College**

**CUNY-Hunter**

*CUNY-Hunter compared with  
Urban Universities*

**Urban Universities Consortium Questions**

*Refer to the Urban Universities codebook for response option values.*

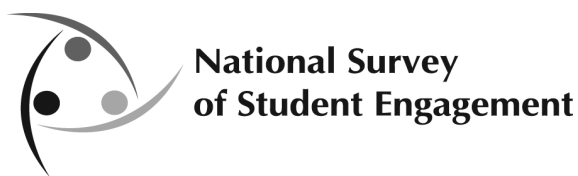
	Variable	Class	Mean	Mean	Sig <sup>b</sup>	Effect size <sup>c</sup>
1. About how many hours do you spend in a typical week engaging in community service or some other volunteer activity off campus?	URB0701	FY	1.38	1.44		-.08
		SR	1.54	1.54		.00
2. About how many hours do you spend in a typical week on your university's campus outside of time spent in class?	URB0702	FY	1.65	2.29	***	-.41
		SR	1.60	1.74	**	-.12
3. How likely is it that your work or family commitments will delay you in completing your undergraduate education?	URB0703	FY	2.52	2.22	***	.22
		SR	2.87	2.48	***	.25
4. How likely is it that financial problems will delay you in completing your undergraduate education?	URB0704	FY	2.78	2.68		.07
		SR	2.64	2.42	**	.14
5. By the time that you expect to receive your bachelor's degree, how long will it have taken, from when you first started attending college, to complete your undergraduate studies?	URB0705	FY	1.44	1.62	***	-.21
		SR	2.35	2.39		-.03
6. How likely is it that you will remain living in the area after you complete your undergraduate education?	URB0706	FY	3.61	3.24	***	.27
		SR	3.96	3.70	***	.19
7. How will your undergraduate education impact your career?	URB0707 <sup>d</sup>	FY SR				
8. To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?	URB0708	FY	2.63	2.46	***	.18
		SR	2.82	2.61	***	.21
9. To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?	URB0709	FY	2.64	2.47	**	.17
		SR	2.80	2.61	***	.19
10. As an outcome of your college education, how important to you is acquiring a broad general education?	URB0710	FY	3.46	3.31	***	.19
		SR	3.44	3.34	*	.12
11. As an outcome of your college education, how important to you is acquiring job- or work-related knowledge and skills?	URB0711	FY	3.70	3.71		-.03
		SR	3.56	3.71	***	-.24

<sup>a</sup>. Weighted by sex, enrollment stat., and instit. size.

<sup>b</sup>. \* p<.05 \*\* p<.01 \*\*\* p<.001 .

<sup>c</sup>. Mean difference divided by comp. group s.d.

<sup>d</sup>. Response set is categorical.



**NSSE 2007 Mean Comparisons <sup>a</sup>**  
**Urban Universities Consortium**  
**CUNY Hunter College**

**CUNY-Hunter**

*CUNY-Hunter compared with*  
**Urban Universities**

**Urban Universities Consortium Questions**

*Refer to the Urban Universities codebook for response option values.*

	Variable	Class	Mean	Mean	Sig <sup>b</sup>	Effect size <sup>c</sup>
12. As an outcome of your college education, how important to you is writing clearly and effectively?	URB0712	FY	3.70	3.49	***	.28
		SR	3.84	3.69	***	.25
13. As an outcome of your college education, how important to you is thinking critically and analytically?	URB0713	FY	3.70	3.62	*	.12
		SR	3.83	3.78	*	.11
14. As an outcome of your college education, how important to you is developing computer and information technology skills?	URB0714	FY	3.38	3.45		-.09
		SR	3.50	3.57	*	-.11
15. As an outcome of your college education, how important to you is working effectively with others?	URB0715	FY	3.59	3.63		-.06
		SR	3.60	3.64		-.06
16. As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen?	URB0716	FY	3.44	3.50		-.09
		SR	3.50	3.51		-.02
17. As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?	URB0717	FY	3.48	3.34	***	.18
		SR	3.53	3.41	**	.15
18. How would you characterize the support you receive for going to college from your close friends and family?	URB0718	FY	4.54	4.59		-.07
		SR	4.48	4.60	**	-.16
19. If you take less than a full course load (less than 15 or 16 student credit hours per term), what is the <b>most</b> important reason for doing so?	URB0719 <sup>d</sup>	FY				
		SR				
20. What is your best estimate of your total current annual income (before taxes) or the combined income of your parents if you are listed as a dependent on their income taxes?	URB0720	FY	2.73	3.12	***	-.24
		SR	2.83	2.97	*	-.09

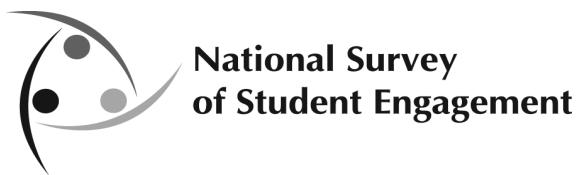
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<sup>a</sup>. Weighted by sex, enrollment stat., and instit. size.

<sup>b</sup>. \* p<.05 \*\* p<.01 \*\*\* p<.001 .

<sup>c</sup>. Mean difference divided by comp. group s.d.

<sup>d</sup>. Response set is categorical.



**NSSE 2007 Detailed Statistics<sup>a</sup>  
Urban Universities Consortium  
CUNY Hunter College**

**First-Year Students**

**Seniors**

	First-Year Students										Seniors													
	N	Mean			Standard Error of the Mean <sup>b</sup>		Standard deviation <sup>c</sup>			DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>	N	Mean			Standard Error of the Mean <sup>b</sup>		Standard deviation <sup>c</sup>			DF <sup>d</sup>	Sig. <sup>e</sup>	Effect size <sup>f</sup>
	CUNY-Hunter	CUNY-Hunter	Urban	CUNY-Hunter	Urban	Mean	Urban	Urban				CUNY-Hunter	CUNY-Hunter	Urban	CUNY-Hunter	Urban	CUNY-Hunter	Urban	Urban					
URB0701	381	1.38	1.44	.03	.01	.66	.70	6284		.120	-.08	452	1.54	1.54	.04	.01	.84	.75	7416		.995	.00		
URB0702	382	1.65	2.29	.05	.02	.91	1.56	538		.000	-.41	452	1.60	1.74	.05	.01	.98	1.13	531		.005	-.12		
URB0703	350	2.52	2.22	.08	.02	1.42	1.36	5836		.000	.22	383	2.87	2.48	.08	.02	1.65	1.57	426		.000	.25		
URB0704	377	2.78	2.68	.07	.02	1.38	1.36	6234		.160	.07	445	2.64	2.42	.07	.02	1.57	1.51	498		.005	.14		
URB0705	376	1.44	1.62	.03	.01	.61	.82	466		.000	-.21	441	2.35	2.39	.06	.02	1.29	1.28	7351		.542	-.03		
URB0706	375	3.61	3.24	.06	.02	1.18	1.34	438		.000	.27	441	3.96	3.70	.06	.02	1.27	1.38	509		.000	.19		
URB0707 <sup>g</sup>																								
URB0708	374	2.63	2.46	.05	.01	.95	.93	6184		.001	.18	441	2.82	2.61	.05	.01	.99	.99	7345		.000	.21		
URB0709	374	2.64	2.47	.05	.01	.92	.96	6184		.001	.17	440	2.80	2.61	.05	.01	.97	.98	7341		.000	.19		
URB0710	370	3.46	3.31	.04	.01	.73	.83	432		.000	.19	438	3.44	3.34	.04	.01	.83	.83	7298		.014	.12		
URB0711	368	3.70	3.71	.03	.01	.58	.57	6117		.555	-.03	439	3.56	3.71	.04	.01	.75	.61	477		.000	-.24		
URB0712	367	3.70	3.49	.03	.01	.58	.73	443		.000	.28	437	3.84	3.69	.02	.01	.47	.58	524		.000	.25		
URB0713	362	3.70	3.62	.03	.01	.57	.64	420		.013	.12	435	3.83	3.78	.02	.01	.46	.51	504		.020	.11		
URB0714	365	3.38	3.45	.04	.01	.74	.71	6077		.083	-.09	438	3.50	3.57	.04	.01	.74	.66	483		.040	-.11		
URB0715	364	3.59	3.63	.03	.01	.64	.63	6063		.303	-.06	435	3.60	3.64	.03	.01	.66	.63	7261		.250	-.06		
URB0716	362	3.44	3.50	.04	.01	.71	.70	6080		.111	-.09	436	3.50	3.51	.04	.01	.76	.74	7262		.724	-.02		
URB0717	362	3.48	3.34	.04	.01	.72	.83	425		.000	.18	437	3.53	3.41	.04	.01	.76	.80	501		.001	.15		
URB0718	360	4.54	4.59	.04	.01	.73	.76	6067		.226	-.07	434	4.48	4.60	.04	.01	.86	.74	476		.004	-.16		
URB0719 <sup>g</sup>																								
URB0720	347	2.73	3.12	.08	.02	1.48	1.65	403		.000	-.24	418	2.83	2.97	.07	.02	1.48	1.60	481		.048	-.09		

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<sup>a</sup>. All statistics are weighted by gender, enrollment status, and institutional size.

<sup>b</sup>. The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

<sup>c</sup>. A measure of the average amount individual scores deviate from the mean of all the scores in the distribution.

<sup>d</sup>. Degrees of freedom used to compute the t-tests. Values differ from the total Ns due to weighting and the equal variances assumption.

<sup>e</sup>. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

<sup>f</sup>. Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.

<sup>8</sup> Response set is categorical.



**National Survey  
of Student Engagement**

**CUNY Hunter College**

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**Frequency Distributions**

August 2007



# Interpreting the Frequency Distributions Report

## Sample

The Frequency Distributions report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted oversamples and other non-randomly selected students are not included in this report.

## Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

## Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the Mean Comparisons report.

## Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

**LAC**=Level of Academic Challenge

**ACL**=Active and Collaborative Learning

**SFI**=Student-Faculty Interaction

**EEE**=Enriching Educational Experiences

**SCE**=Supportive Campus Environment

**Response Options**

Response options appear in the second column just as they appear on the instrument.

## Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at [www.nsse.iub.edu/2007\\_Institutional\\_Report/NSSE\\_2007\\_Weighting.cfm](http://www.nsse.iub.edu/2007_Institutional_Report/NSSE_2007_Weighting.cfm)

## Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.



NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
NSSEville State University

Variable	Response Options	NSSEville State								Seniors								
		NSSEville State		Selected Peers		Carnegie Peers		NSSE 2007		NSSEville State		Selected Peers		Carnegie Peers		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	7	1%	210	3%	202	2%	3,791	3%	1	0%	99	2%	89	1%	2,111	2%
		Sometimes	138	31%	2721	40%	3,083	33%	47,772	38%	58	17%	1570	27%	1,566	21%	32,172	27%
		Often	163	40%	2404	35%	3,290	38%	46,652	35%	118	37%	1958	32%	2,458	34%	42,486	33%
		Very often	94	27%	1549	22%	2,158	26%	32,486	23%	154	46%	2465	39%	3,233	44%	51,477	37%
	Total	402	100%	6884	100%	8,733	100%	130,701	100%	331	100%	6092	100%	7,346	100%	128,246	100%	
b. Made a class presentation	CLPRESEN (ACL)	Never	43	11%	948	14%	955	12%	17,353	16%	8	3%	261	5%	274	4%	5,026	5%
		Sometimes	244	57%	3768	54%	4,515	50%	71,227	53%	120	36%	2097	36%	2,153	31%	41,250	34%
		Often	98	25%	1739	25%	2,529	28%	32,693	24%	124	37%	2334	38%	2,856	38%	49,222	37%
		Very often	17	7%	426	7%	726	9%	9,340	7%	79	24%	1398	22%	2,061	27%	32,693	24%
	Total	402	100%	6881	100%	8,725	100%	130,613	100%	331	100%	6090	100%	7,344	100%	128,191	100%	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	35	10%	988	14%	884	11%	17,251	13%	62	19%	982	17%	1,065	14%	20,747	16%
		Sometimes	101	23%	2170	32%	2,494	29%	41,938	31%	123	36%	2387	40%	2,702	36%	49,272	38%
		Often	150	38%	2195	32%	2,998	34%	42,107	32%	81	26%	1620	26%	2,024	28%	34,025	27%
		Very often	115	29%	1525	22%	2,349	27%	29,281	23%	65	19%	1101	17%	1,556	22%	24,132	19%
	Total	401	100%	6878	100%	8,725	100%	130,577	100%	331	100%	6090	100%	7,347	100%	128,176	100%	
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	10	3%	157	2%	179	3%	2,737	3%	2	1%	52	1%	78	1%	1,210	1%
		Sometimes	76	16%	1536	22%	1,758	21%	28,128	22%	50	15%	716	13%	869	12%	15,432	13%
		Often	186	46%	3174	46%	3,963	45%	58,796	44%	134	41%	2389	40%	2,913	40%	49,980	40%
		Very often	130	35%	2007	29%	2,826	31%	40,907	31%	145	43%	2934	46%	3,485	47%	61,533	46%
	Total	402	100%	6874	100%	8,726	100%	130,568	100%	331	100%	6091	100%	7,345	100%	128,155	100%	
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVCLASS	Never	25	6%	422	6%	598	8%	7,741	7%	16	5%	348	6%	507	7%	8,164	8%
		Sometimes	134	33%	2343	34%	3,107	34%	42,685	33%	100	30%	1926	32%	2,470	33%	40,724	33%
		Often	172	39%	2613	38%	3,246	38%	49,846	38%	117	35%	2129	35%	2,489	34%	44,705	34%
		Very often	71	22%	1497	22%	1,771	21%	30,252	22%	97	29%	1683	27%	1,870	25%	34,484	26%
	Total	402	100%	6875	100%	8,722	100%	130,524	100%	330	100%	6086	100%	7,336	100%	128,077	100%	

## Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

**Column Percentage (%)**  
This column represents the *weighted* percentage of students responding to the particular option in each question.



**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
CUNY Hunter College**

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1a. Asked questions in class or contributed to class discussions	CLQUEST (ACL)	Never	32	6%	242	3%	144	4%	4,818	4%	14	2%	151	2%	107	3%	2,703	2%
		Sometimes	249	45%	2649	39%	1,387	42%	55,600	39%	197	35%	2180	28%	1,213	32%	38,412	28%
		Often	150	29%	2291	34%	1,160	33%	52,716	35%	184	33%	2563	33%	1,274	32%	49,077	33%
		Very often	107	20%	1609	24%	694	21%	34,832	22%	169	30%	2948	37%	1,424	33%	57,667	36%
	Total		538	100%	6791	100%	3,385	100%	147,966	100%	564	100%	7842	100%	4,018	100%	147,859	100%
b. Made a class presentation	CLPRESEN (ACL)	Never	162	31%	985	15%	472	12%	20,226	16%	76	15%	504	7%	273	8%	6,635	5%
		Sometimes	300	55%	3646	52%	1,805	53%	80,694	53%	288	51%	2727	35%	1,434	36%	48,836	35%
		Often	62	11%	1653	25%	894	28%	36,364	23%	138	24%	2864	36%	1,438	35%	55,627	36%
		Very often	13	3%	505	8%	215	7%	10,649	7%	62	11%	1747	22%	874	21%	36,722	23%
	Total		537	100%	6789	100%	3,386	100%	147,933	100%	564	100%	7842	100%	4,019	100%	147,820	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	61	12%	798	11%	414	13%	19,490	14%	94	17%	1264	16%	631	15%	24,464	17%
		Sometimes	185	34%	1936	28%	975	32%	46,739	31%	219	39%	2837	36%	1,386	35%	56,855	38%
		Often	191	35%	2273	34%	1,090	31%	47,408	32%	160	29%	2192	28%	1,163	29%	39,257	27%
		Very often	101	19%	1785	26%	907	24%	34,241	23%	89	15%	1546	20%	838	21%	27,211	18%
	Total		538	100%	6792	100%	3,386	100%	147,878	100%	562	100%	7839	100%	4,018	100%	147,787	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	9	2%	140	2%	70	2%	2,946	3%	14	3%	118	1%	56	2%	1,463	1%
		Sometimes	127	23%	1393	20%	770	23%	31,602	23%	94	18%	1044	14%	485	13%	18,206	14%
		Often	249	46%	3063	45%	1,480	45%	66,342	44%	228	40%	3059	39%	1,624	42%	57,567	40%
		Very often	152	29%	2189	33%	1,063	30%	46,952	31%	227	40%	3621	46%	1,855	44%	70,540	46%
	Total		537	100%	6785	100%	3,383	100%	147,842	100%	563	100%	7842	100%	4,020	100%	147,776	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Never	21	4%	390	7%	151	4%	8,971	7%	37	7%	532	7%	215	6%	9,432	7%
		Sometimes	168	30%	1861	27%	982	29%	48,561	33%	147	26%	2257	29%	1,124	28%	46,531	32%
		Often	206	39%	2558	38%	1,337	40%	56,667	38%	191	34%	2671	34%	1,424	35%	51,295	34%
		Very often	143	27%	1973	27%	910	27%	33,555	22%	187	32%	2373	31%	1,252	31%	40,404	26%
	Total		538	100%	6782	100%	3,380	100%	147,754	100%	562	100%	7833	100%	4,015	100%	147,662	100%
f. Come to class without completing readings or assignments	CLUNPREP	Never	129	26%	1565	24%	796	22%	34,693	22%	126	22%	1571	20%	781	19%	28,849	19%
		Sometimes	320	59%	3977	58%	1,913	56%	87,335	58%	338	60%	4614	59%	2,395	60%	87,429	59%
		Often	63	11%	836	12%	460	14%	18,216	13%	68	12%	1157	15%	604	16%	21,762	16%
		Very often	24	4%	403	6%	214	8%	7,511	6%	31	6%	494	6%	238	6%	9,669	7%
	Total		536	100%	6781	100%	3,383	100%	147,755	100%	563	100%	7836	100%	4,018	100%	147,709	100%
g. Worked with other students on projects during class	CLASSGRP (ACL)	Never	91	18%	717	10%	324	10%	17,717	12%	86	16%	712	9%	371	9%	15,353	11%
		Sometimes	272	50%	2995	43%	1,490	44%	68,746	45%	291	52%	3255	42%	1,661	41%	63,806	43%
		Often	135	25%	2297	35%	1,181	35%	46,529	32%	140	24%	2544	33%	1,351	34%	45,662	31%
		Very often	40	8%	774	12%	388	11%	14,821	10%	45	8%	1328	17%	635	15%	22,922	16%
	Total		538	100%	6783	100%	3,383	100%	147,813	100%	562	100%	7839	100%	4,018	100%	147,743	100%

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**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions <sup>a</sup>  
CUNY Hunter College**

			First-Year Students								Seniors								
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		
	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	158	29%	1370	21%	806	23%	18,483	15%	116	21%	762	10%	399	10%	9,862	7%
		(ACL)	Sometimes	240	44%	3156	47%	1,621	49%	66,059	45%	290	52%	3008	39%	1,620	41%	50,564	35%
			Often	107	20%	1626	23%	718	22%	45,437	29%	112	19%	2439	31%	1,242	31%	51,003	34%
			Very often	33	7%	631	9%	237	7%	17,875	12%	45	8%	1631	20%	756	18%	36,348	24%
			Total		538	100%	6783	100%	3,382	100%	147,854	100%	563	100%	7840	100%	4,017	100%	147,777
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	47	9%	441	7%	227	7%	8,723	7%	26	5%	255	3%	148	4%	4,083	3%
			Sometimes	228	46%	2668	41%	1,327	41%	59,121	42%	210	39%	2160	29%	1,172	31%	39,761	28%
			Often	159	32%	2382	38%	1,201	39%	53,542	37%	198	37%	3280	43%	1,607	41%	62,638	43%
			Very often	65	13%	888	14%	413	13%	19,121	13%	106	19%	1890	25%	961	23%	37,132	25%
			Total		499	100%	6379	100%	3,168	100%	140,507	100%	540	100%	7585	100%	3,888	100%	143,614
j.	Tutored or taught other students (paid or voluntary)	TUTOR	Never	301	59%	3668	57%	1,971	61%	71,261	51%	287	53%	3628	48%	1,967	51%	59,776	43%
		(ACL)	Sometimes	137	28%	1874	30%	857	28%	48,067	34%	166	31%	2567	34%	1,265	32%	51,400	36%
			Often	42	9%	583	9%	240	8%	14,886	11%	52	10%	822	11%	406	11%	18,414	13%
			Very often	20	4%	255	5%	98	3%	6,337	5%	36	6%	572	7%	254	6%	14,051	9%
			Total		500	100%	6380	100%	3,166	100%	140,551	100%	541	100%	7589	100%	3,892	100%	143,641
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	Never	404	81%	4366	70%	2,358	73%	85,668	64%	383	72%	4184	55%	2,197	59%	73,030	54%
		(ACL)	Sometimes	72	14%	1360	21%	556	19%	36,611	24%	108	19%	2140	28%	1,048	26%	44,400	29%
			Often	15	3%	428	6%	182	6%	12,825	8%	26	5%	776	10%	399	9%	16,585	11%
			Very often	9	2%	222	3%	68	2%	5,379	4%	24	4%	487	6%	246	5%	9,572	6%
			Total		500	100%	6376	100%	3,164	100%	140,483	100%	541	100%	7587	100%	3,890	100%	143,587
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	Never	93	18%	1131	18%	593	18%	23,090	16%	89	16%	843	11%	498	13%	16,478	11%
		(EEE)	Sometimes	173	35%	1972	31%	1,019	32%	44,377	31%	212	40%	2118	28%	1,183	31%	40,596	28%
			Often	127	25%	1699	25%	844	27%	38,576	27%	112	21%	2007	27%	1,030	26%	38,312	27%
			Very often	107	21%	1575	26%	709	23%	34,471	25%	128	23%	2621	35%	1,179	30%	48,250	34%
			Total		500	100%	6377	100%	3,165	100%	140,514	100%	541	100%	7589	100%	3,890	100%	143,636
m.	Used e-mail to communicate with an instructor	EMAIL	Never	18	4%	121	3%	70	2%	2,163	2%	2	0%	73	1%	40	1%	865	1%
			Sometimes	148	30%	1577	26%	873	29%	31,644	25%	131	25%	1245	18%	735	21%	19,881	16%
			Often	192	38%	2369	37%	1,205	37%	52,463	37%	192	36%	2458	33%	1,317	35%	45,487	32%
			Very often	142	28%	2312	34%	1,018	32%	54,246	36%	216	39%	3814	48%	1,798	43%	77,408	51%
			Total		500	100%	6379	100%	3,166	100%	140,516	100%	541	100%	7590	100%	3,890	100%	143,641
n.	Discussed grades or assignments with an instructor	FACGRADE	Never	68	13%	575	9%	309	10%	10,509	8%	41	8%	392	6%	255	8%	5,981	5%
		(SFI)	Sometimes	244	48%	2806	43%	1,442	47%	60,378	44%	245	46%	2849	39%	1,528	41%	50,858	37%
			Often	116	24%	1880	30%	941	29%	44,593	31%	158	29%	2446	32%	1,180	29%	47,989	33%
			Very often	72	15%	1116	18%	471	15%	25,033	17%	97	17%	1903	23%	928	22%	38,794	25%
			Total		500	100%	6377	100%	3,163	100%	140,513	100%	541	100%	7590	100%	3,891	100%	143,622

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CUNY Hunter College**

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
o. Talked about career plans with a faculty member or advisor	FACPLANS (SFI)	Never	191	39%	1836	28%	1,112	35%	31,676	24%	147	27%	1622	23%	948	28%	21,622	17%
		Sometimes	222	43%	2826	44%	1,338	42%	66,813	47%	245	46%	3201	43%	1,628	41%	58,506	42%
		Often	58	12%	1158	18%	510	16%	29,073	20%	91	16%	1677	21%	811	20%	37,329	25%
		Very often	28	6%	556	10%	206	6%	12,949	9%	58	10%	1090	13%	504	11%	26,175	16%
	Total		499	100%	6376	100%	3,166	100%	140,511	100%	541	100%	7590	100%	3,891	100%	143,632	100%
p. Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS (SFI)	Never	209	41%	2827	43%	1,495	46%	56,632	42%	159	30%	2397	32%	1,286	35%	38,495	29%
		Sometimes	202	41%	2392	38%	1,125	36%	56,086	39%	256	47%	3245	43%	1,622	41%	64,010	44%
		Often	64	12%	799	13%	388	13%	19,414	14%	79	15%	1251	16%	643	16%	26,236	18%
		Very often	24	5%	361	6%	155	5%	8,364	6%	47	8%	696	9%	340	8%	14,875	10%
	Total		499	100%	6379	100%	3,163	100%	140,496	100%	541	100%	7589	100%	3,891	100%	143,616	100%
q. Received prompt written or oral feedback from faculty on your academic performance	FACFEED (SFI)	Never	58	12%	517	9%	245	9%	9,504	8%	31	6%	373	6%	238	7%	5,956	5%
		Sometimes	167	35%	2371	39%	1,192	40%	51,520	39%	206	39%	2381	33%	1,263	35%	43,290	32%
		Often	189	39%	2427	38%	1,238	38%	56,106	39%	209	39%	3359	43%	1,662	41%	64,630	44%
		Very often	70	15%	919	14%	402	13%	20,924	14%	87	16%	1390	18%	686	17%	28,299	18%
	Total		484	100%	6234	100%	3,077	100%	138,054	100%	533	100%	7503	100%	3,849	100%	142,175	100%
r. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD (LAC)	Never	46	11%	510	8%	267	9%	10,134	8%	35	7%	471	7%	231	6%	8,500	7%
		Sometimes	210	43%	2459	39%	1,251	42%	53,540	39%	207	39%	2765	37%	1,405	37%	50,778	37%
		Often	163	33%	2285	37%	1,144	35%	52,492	37%	195	37%	2840	37%	1,484	39%	54,032	37%
		Very often	65	14%	979	16%	415	13%	21,873	15%	95	17%	1425	19%	725	18%	28,816	19%
	Total		484	100%	6233	100%	3,077	100%	138,039	100%	532	100%	7501	100%	3,845	100%	142,126	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER (SFI)	Never	355	73%	4061	66%	2,137	68%	77,842	59%	339	64%	4057	56%	2,209	60%	62,490	48%
		Sometimes	94	20%	1413	23%	613	21%	39,815	27%	143	27%	2099	27%	1,009	26%	45,995	31%
		Often	27	6%	541	8%	240	8%	14,559	10%	29	5%	857	11%	397	10%	21,029	13%
		Very often	6	1%	216	3%	88	3%	5,796	4%	22	4%	486	6%	231	5%	12,599	8%
	Total		482	100%	6231	100%	3,078	100%	138,012	100%	533	100%	7499	100%	3,846	100%	142,113	100%
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS (ACL)	Never	36	8%	521	9%	271	9%	9,111	8%	27	6%	371	5%	184	5%	5,699	5%
		Sometimes	196	39%	2307	37%	1,189	37%	52,407	38%	174	33%	2521	33%	1,249	33%	46,403	33%
		Often	157	33%	2162	35%	974	33%	48,846	35%	193	36%	2684	37%	1,356	35%	53,397	37%
		Very often	93	19%	1240	19%	642	21%	27,625	19%	138	25%	1923	25%	1,058	27%	36,619	25%
	Total		482	100%	6230	100%	3,076	100%	137,989	100%	532	100%	7499	100%	3,847	100%	142,118	100%
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD (EEE)	Never	57	12%	919	16%	471	14%	21,860	16%	48	9%	920	12%	454	12%	18,038	13%
		Sometimes	155	32%	2030	33%	1,004	32%	47,783	34%	160	31%	2439	31%	1,174	29%	51,135	35%
		Often	123	25%	1723	28%	877	29%	36,419	27%	170	32%	2122	29%	1,158	30%	38,043	28%
		Very often	148	31%	1556	24%	721	25%	31,923	23%	155	28%	2016	27%	1,060	29%	34,812	25%
	Total		483	100%	6228	100%	3,073	100%	137,985	100%	533	100%	7497	100%	3,846	100%	142,028	100%

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# National Survey of Student Engagement

## NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup> CUNY Hunter College

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2 (EEE)	Never	67	14%	756	13%	434	13%	15,004	12%	61	11%	814	11%	458	13%	13,211	10%
		Sometimes	152	31%	2032	33%	1,063	34%	46,567	34%	188	36%	2632	35%	1,268	32%	50,028	35%
		Often	138	28%	1822	29%	861	28%	40,829	29%	146	27%	2146	28%	1,159	30%	42,101	30%
		Very often	126	27%	1616	25%	715	25%	35,575	25%	138	25%	1904	25%	962	25%	36,709	26%
	Total		483	100%	6226	100%	3,073	100%	137,975	100%	533	100%	7496	100%	3,847	100%	142,049	100%
2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little	35	7%	409	6%	181	6%	7,819	6%	60	11%	650	9%	389	10%	12,760	9%
		Some	115	24%	1735	27%	893	30%	37,727	27%	166	32%	2303	31%	1,220	31%	44,703	31%
		Quite a bit	193	41%	2414	40%	1,228	40%	55,783	41%	182	35%	2705	36%	1,361	36%	51,513	37%
		Very much	133	28%	1606	26%	743	24%	35,590	26%	117	22%	1798	24%	849	22%	32,251	23%
Total		476	100%	6164	100%	3,045	100%	136,919	100%	525	100%	7456	100%	3,819	100%	141,227	100%	
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE (LAC)	Very little	13	3%	149	3%	81	3%	2,779	2%	5	1%	108	2%	81	2%	2,000	2%
		Some	95	21%	1214	20%	639	21%	26,435	20%	77	15%	1087	14%	569	15%	19,823	15%
		Quite a bit	200	41%	2764	45%	1,377	45%	62,249	45%	245	47%	3213	43%	1,619	43%	61,409	43%
		Very much	169	35%	2028	33%	944	32%	45,388	32%	197	36%	3048	41%	1,549	39%	57,958	41%
Total		477	100%	6155	100%	3,041	100%	136,851	100%	524	100%	7456	100%	3,818	100%	141,190	100%	
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ (LAC)	Very little	32	7%	330	5%	158	5%	5,925	5%	18	3%	267	4%	152	4%	4,556	4%
		Some	124	27%	1801	30%	900	28%	38,940	30%	113	23%	1727	23%	885	24%	30,782	23%
		Quite a bit	192	39%	2512	40%	1,276	43%	57,938	42%	224	42%	3021	41%	1,524	40%	58,071	41%
		Very much	129	27%	1514	25%	707	23%	34,017	24%	170	32%	2436	33%	1,254	32%	47,720	33%
Total		477	100%	6157	100%	3,041	100%	136,820	100%	525	100%	7451	100%	3,815	100%	141,129	100%	
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE (LAC)	Very little	27	6%	336	5%	158	5%	7,117	6%	24	5%	376	5%	211	6%	6,800	5%
		Some	134	29%	1719	28%	853	27%	38,351	29%	130	25%	1876	25%	922	24%	33,074	24%
		Quite a bit	191	39%	2506	41%	1,292	43%	57,356	41%	215	41%	2881	40%	1,496	39%	56,287	39%
		Very much	125	26%	1596	26%	736	25%	33,995	24%	156	29%	2323	30%	1,187	30%	44,994	31%
Total		477	100%	6157	100%	3,039	100%	136,819	100%	525	100%	7456	100%	3,816	100%	141,155	100%	
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING (LAC)	Very little	31	7%	259	4%	136	4%	4,915	4%	18	4%	230	3%	138	4%	3,783	3%
		Some	127	26%	1457	24%	801	26%	31,393	23%	119	23%	1381	19%	722	20%	23,618	18%
		Quite a bit	189	40%	2460	39%	1,270	42%	55,904	40%	215	41%	2770	38%	1,364	36%	53,137	38%
		Very much	130	27%	1984	32%	835	27%	44,631	32%	173	32%	3075	40%	1,594	40%	60,644	42%
Total		477	100%	6160	100%	3,042	100%	136,843	100%	525	100%	7456	100%	3,818	100%	141,182	100%	
3a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN (LAC)	None	0	0%	54	1%	24	1%	957	1%	8	2%	101	1%	44	1%	1,758	1%
		1-4	81	18%	1345	25%	657	22%	26,221	22%	143	29%	2167	28%	1,084	29%	37,097	28%
		5-10	203	43%	2647	43%	1,375	46%	58,345	44%	196	37%	2863	38%	1,494	38%	54,393	39%
		11-20	129	27%	1457	21%	716	23%	35,746	24%	98	18%	1389	20%	719	18%	29,328	20%
		More than 20	62	13%	635	11%	266	9%	15,192	10%	76	14%	914	13%	467	13%	18,139	12%
Total		475	100%	6138	100%	3,038	100%	136,461	100%	521	100%	7434	100%	3,808	100%	140,715	100%	

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
CUNY Hunter College**

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	92	19%	1487	25%	753	25%	35,372	27%	63	12%	1644	21%	832	21%	29,810	21%
		1-4	258	55%	3370	54%	1,670	54%	75,530	55%	274	53%	3881	52%	2,030	54%	76,465	54%
		5-10	81	17%	815	14%	385	13%	16,636	12%	105	20%	1137	16%	587	16%	21,326	15%
		11-20	22	4%	237	4%	102	3%	4,710	3%	43	8%	375	5%	165	4%	6,816	5%
		More than 20	24	5%	233	4%	128	4%	4,212	3%	36	7%	397	5%	194	5%	6,333	5%
		Total	477	100%	6142	100%	3,038	100%	136,460	100%	521	100%	7434	100%	3,808	100%	140,750	100%
c. Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR (LAC)	None	411	85%	5176	82%	2,577	85%	114,697	83%	285	55%	3918	53%	1,955	51%	69,014	50%
		1-4	41	9%	722	14%	344	11%	16,473	13%	185	35%	2886	38%	1,503	39%	60,386	41%
		5-10	12	3%	128	3%	67	2%	2,966	3%	38	7%	427	6%	225	7%	7,885	6%
		11-20	9	3%	63	1%	23	1%	1,268	1%	5	1%	113	2%	68	2%	1,893	2%
		More than 20	4	1%	48	1%	29	1%	1,047	1%	7	1%	91	1%	56	2%	1,538	1%
		Total	477	100%	6137	100%	3,040	100%	136,451	100%	520	100%	7435	100%	3,807	100%	140,716	100%
d. Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID (LAC)	None	44	9%	759	14%	419	14%	17,207	15%	57	12%	718	9%	349	10%	11,783	9%
		1-4	261	55%	3342	54%	1,658	55%	72,569	53%	234	46%	3303	44%	1,735	45%	61,268	45%
		5-10	127	26%	1558	24%	744	24%	35,633	24%	163	31%	2229	31%	1,162	31%	45,267	31%
		11-20	36	8%	398	7%	179	5%	9,161	6%	50	9%	854	11%	409	11%	16,474	11%
		More than 20	8	2%	82	1%	38	1%	1,873	1%	18	3%	331	5%	151	4%	5,926	4%
		Total	476	100%	6139	100%	3,038	100%	136,443	100%	522	100%	7435	100%	3,806	100%	140,718	100%
e. Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML (LAC)	None	17	4%	199	3%	80	2%	3,439	3%	78	15%	520	7%	325	10%	8,330	7%
		1-4	166	36%	2086	34%	1,030	34%	39,868	32%	243	46%	2749	36%	1,494	39%	46,511	35%
		5-10	177	37%	2109	34%	1,072	35%	46,878	34%	116	22%	2065	29%	1,001	26%	39,531	28%
		11-20	79	16%	1182	19%	585	20%	29,954	20%	51	10%	1184	16%	580	14%	25,723	17%
		More than 20	37	7%	563	9%	273	9%	16,358	11%	35	7%	915	12%	408	10%	20,659	14%
		Total	476	100%	6139	100%	3,040	100%	136,497	100%	523	100%	7433	100%	3,808	100%	140,754	100%
4a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	61	14%	822	14%	403	13%	17,690	13%	108	21%	1379	18%	726	18%	28,639	20%
		1-2	160	33%	2205	36%	1,106	37%	49,466	37%	163	31%	2369	31%	1,208	32%	45,214	33%
		3-4	161	35%	1990	32%	1,004	33%	43,650	31%	151	29%	2156	30%	1,093	29%	39,501	28%
		5-6	49	10%	604	9%	284	9%	13,854	10%	47	9%	709	10%	357	10%	13,042	9%
		More than 6	42	8%	505	8%	235	8%	11,460	9%	51	10%	788	11%	402	11%	13,782	10%
		Total	473	100%	6126	100%	3,032	100%	136,120	100%	520	100%	7401	100%	3,786	100%	140,178	100%
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	98	21%	787	14%	438	15%	18,211	14%	194	37%	2100	29%	1,170	30%	38,721	28%
		1-2	183	38%	2305	38%	1,146	37%	48,835	36%	161	30%	2714	37%	1,435	38%	50,173	36%
		3-4	105	22%	1628	26%	794	26%	37,057	27%	84	16%	1453	19%	665	17%	28,880	20%
		5-6	35	8%	677	11%	326	11%	16,241	11%	41	8%	543	7%	237	6%	11,008	8%
		More than 6	54	11%	719	12%	320	10%	15,690	12%	39	8%	591	8%	278	8%	11,333	8%
		Total	475	100%	6116	100%	3,024	100%	136,034	100%	519	100%	7401	100%	3,785	100%	140,115	100%

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			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
5. Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	8	2%	53	1%	18	1%	772	1%	10	2%	79	1%	56	2%	1,536	1%
		2	4	1%	89	2%	46	2%	1,560	1%	13	3%	154	2%	71	2%	2,470	2%
		3	27	6%	257	5%	150	5%	4,522	4%	21	4%	304	4%	178	5%	5,796	4%
		4	74	15%	852	13%	479	16%	16,637	13%	74	14%	942	13%	475	13%	16,643	12%
		5	166	35%	1986	32%	1,036	35%	42,941	31%	144	27%	2108	29%	1,037	28%	41,432	29%
		6	119	25%	1840	30%	847	28%	45,426	32%	148	29%	2226	30%	1,127	29%	44,726	31%
		7 Very much	78	16%	1048	18%	451	14%	24,383	18%	111	21%	1604	22%	855	22%	27,777	20%
	<b>Total</b>		<b>476</b>	<b>100%</b>	<b>6125</b>	<b>100%</b>	<b>3,027</b>	<b>100%</b>	<b>136,241</b>	<b>100%</b>	<b>521</b>	<b>100%</b>	<b>7417</b>	<b>100%</b>	<b>3,799</b>	<b>100%</b>	<b>140,380</b>	<b>100%</b>
6a. Attended an art exhibit, play, dance, music, theater, or other performance	ATDART07	Never	119	25%	1790	33%	923	29%	26,614	23%	112	22%	2447	32%	1,235	32%	36,783	28%
		Sometimes	214	45%	2699	42%	1,330	43%	63,773	47%	247	47%	3286	45%	1,708	45%	65,631	47%
		Often	94	20%	929	15%	463	17%	27,986	19%	102	20%	992	14%	500	14%	22,538	15%
		Very often	44	10%	635	10%	268	10%	16,834	11%	53	11%	638	9%	325	9%	14,768	10%
	<b>Total</b>		<b>471</b>	<b>100%</b>	<b>6053</b>	<b>100%</b>	<b>2,984</b>	<b>100%</b>	<b>135,207</b>	<b>100%</b>	<b>514</b>	<b>100%</b>	<b>7363</b>	<b>100%</b>	<b>3,768</b>	<b>100%</b>	<b>139,720</b>	<b>100%</b>
b. Exercised or participated in physical fitness activities	EXRCSE05	Never	204	41%	1111	20%	760	26%	15,597	13%	165	32%	1417	20%	889	25%	19,022	15%
		Sometimes	148	32%	1942	31%	909	29%	38,961	29%	187	35%	2547	35%	1,340	35%	45,955	33%
		Often	73	16%	1480	25%	635	21%	34,230	26%	89	18%	1614	21%	769	20%	32,706	23%
		Very often	46	11%	1519	24%	682	23%	46,410	32%	73	15%	1787	24%	771	20%	42,035	29%
	<b>Total</b>		<b>471</b>	<b>100%</b>	<b>6052</b>	<b>100%</b>	<b>2,986</b>	<b>100%</b>	<b>135,198</b>	<b>100%</b>	<b>514</b>	<b>100%</b>	<b>7365</b>	<b>100%</b>	<b>3,769</b>	<b>100%</b>	<b>139,718</b>	<b>100%</b>
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	Never	261	54%	3004	50%	1,657	57%	52,733	41%	263	52%	3171	46%	1,726	48%	50,724	38%
		Sometimes	121	27%	1572	25%	665	22%	38,601	28%	141	27%	2070	28%	1,010	27%	40,728	28%
		Often	49	10%	656	11%	312	10%	19,917	14%	64	12%	989	13%	466	12%	20,627	14%
		Very often	40	8%	818	14%	348	11%	23,929	17%	46	9%	1134	14%	566	13%	27,602	19%
	<b>Total</b>		<b>471</b>	<b>100%</b>	<b>6050</b>	<b>100%</b>	<b>2,982</b>	<b>100%</b>	<b>135,180</b>	<b>100%</b>	<b>514</b>	<b>100%</b>	<b>7364</b>	<b>100%</b>	<b>3,768</b>	<b>100%</b>	<b>139,681</b>	<b>100%</b>
d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	73	15%	721	13%	419	14%	12,871	10%	45	9%	722	10%	387	11%	10,532	8%
		Sometimes	193	41%	2372	39%	1,216	40%	53,961	40%	184	36%	2631	35%	1,367	37%	50,173	36%
		Often	139	30%	1934	31%	868	29%	45,590	33%	183	36%	2556	34%	1,291	33%	50,291	36%
		Very often	66	14%	1027	16%	482	17%	22,725	16%	102	20%	1457	20%	721	18%	28,700	20%
	<b>Total</b>		<b>471</b>	<b>100%</b>	<b>6054</b>	<b>100%</b>	<b>2,985</b>	<b>100%</b>	<b>135,147</b>	<b>100%</b>	<b>514</b>	<b>100%</b>	<b>7366</b>	<b>100%</b>	<b>3,766</b>	<b>100%</b>	<b>139,696</b>	<b>100%</b>
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	28	6%	405	7%	236	8%	7,972	7%	30	6%	403	6%	205	7%	6,277	5%
		Sometimes	178	38%	2088	35%	1,032	34%	47,767	35%	157	31%	2376	32%	1,156	31%	44,747	32%
		Often	159	34%	2218	36%	1,074	36%	51,316	37%	208	40%	2839	39%	1,504	39%	54,823	39%
		Very often	106	23%	1339	22%	642	22%	28,113	21%	119	23%	1746	24%	902	23%	33,859	24%
	<b>Total</b>		<b>471</b>	<b>100%</b>	<b>6050</b>	<b>100%</b>	<b>2,984</b>	<b>100%</b>	<b>135,168</b>	<b>100%</b>	<b>514</b>	<b>100%</b>	<b>7364</b>	<b>100%</b>	<b>3,767</b>	<b>100%</b>	<b>139,706</b>	<b>100%</b>
f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	21	4%	299	5%	153	5%	5,221	4%	18	4%	265	4%	125	4%	3,885	3%
		Sometimes	170	36%	2036	34%	1,033	34%	45,388	34%	140	28%	2341	32%	1,193	33%	43,826	32%
		Often	170	36%	2291	38%	1,143	38%	53,167	39%	226	43%	2922	39%	1,483	38%	56,367	40%
		Very often	109	23%	1425	23%	656	22%	31,387	22%	130	25%	1836	25%	969	24%	35,617	25%
	<b>Total</b>		<b>470</b>	<b>100%</b>	<b>6051</b>	<b>100%</b>	<b>2,985</b>	<b>100%</b>	<b>135,163</b>	<b>100%</b>	<b>514</b>	<b>100%</b>	<b>7364</b>	<b>100%</b>	<b>3,770</b>	<b>100%</b>	<b>139,695</b>	<b>100%</b>

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	Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04 (EEE)	Have not decided	72	16%	833	15%	475	16%	16,860	14%	69	15%	707	11%	418	13%	9,907	8%
			Do not plan to do	14	3%	291	6%	139	5%	5,062	4%	96	20%	1241	17%	587	16%	21,814	16%
			Plan to do	332	72%	4359	71%	2,108	73%	101,496	75%	122	24%	1883	28%	1,055	29%	28,572	23%
			Done	39	9%	464	8%	193	7%	9,863	7%	212	41%	3442	44%	1,656	41%	78,182	53%
		Total	457	100%	5947	100%	2,915	100%	133,281	100%	499	100%	7273	100%	3,716	100%	138,475	100%	
b.	Community service or volunteer work	VOLNTR04 (EEE)	Have not decided	96	22%	1036	18%	567	19%	17,988	15%	79	16%	866	13%	525	16%	12,396	10%
			Do not plan to do	32	8%	544	12%	294	10%	8,254	8%	118	25%	1496	22%	744	21%	21,627	17%
			Plan to do	226	49%	2448	39%	1,248	44%	53,282	40%	98	20%	1191	17%	714	19%	17,693	14%
			Done	103	22%	1919	31%	804	27%	53,724	38%	204	40%	3718	48%	1,732	43%	86,735	59%
		Total	457	100%	5947	100%	2,913	100%	133,248	100%	499	100%	7271	100%	3,715	100%	138,451	100%	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04 (EEE)	Have not decided	164	36%	2010	35%	1,029	34%	46,524	34%	107	22%	1134	17%	699	21%	19,129	15%
			Do not plan to do	91	21%	1692	28%	783	26%	35,313	27%	244	49%	3808	52%	1,886	51%	72,515	52%
			Plan to do	139	30%	1326	23%	668	22%	29,628	22%	68	13%	673	10%	375	11%	9,954	8%
			Done	62	13%	918	14%	434	17%	21,737	17%	80	15%	1654	21%	750	18%	36,776	25%
		Total	456	100%	5946	100%	2,914	100%	133,202	100%	499	100%	7269	100%	3,710	100%	138,374	100%	
d.	Worked on a research project with a faculty member outside of course or program requirements	RESRCH04 (SFI)	Have not decided	212	46%	2398	39%	1,222	42%	54,268	40%	116	24%	1335	19%	827	24%	21,440	17%
			Do not plan to do	84	19%	1643	28%	840	28%	32,130	25%	212	43%	3793	52%	1,893	50%	73,895	52%
			Plan to do	148	32%	1662	28%	740	26%	40,547	30%	92	18%	1039	15%	501	14%	15,169	12%
			Done	13	3%	242	4%	111	4%	6,247	5%	77	15%	1103	14%	491	12%	27,898	19%
		Total	457	100%	5945	100%	2,913	100%	133,192	100%	497	100%	7270	100%	3,712	100%	138,402	100%	
e.	Foreign language coursework	FORLNG04 (EEE)	Have not decided	88	19%	1130	19%	587	20%	23,882	19%	48	10%	711	10%	443	13%	10,732	8%
			Do not plan to do	85	19%	1632	30%	732	26%	34,177	27%	137	28%	3287	45%	1,610	43%	58,380	42%
			Plan to do	171	37%	1933	30%	1,144	38%	42,407	32%	79	16%	717	11%	490	14%	10,651	9%
			Done	111	25%	1250	20%	450	17%	32,760	22%	234	46%	2556	34%	1,168	30%	58,664	41%
		Total	455	100%	5945	100%	2,913	100%	133,226	100%	498	100%	7271	100%	3,711	100%	138,427	100%	
f.	Study abroad	STDABR04 (EEE)	Have not decided	150	33%	1719	29%	876	31%	38,333	30%	110	22%	1084	15%	672	19%	16,232	13%
			Do not plan to do	105	25%	1849	34%	882	28%	33,543	27%	261	53%	4927	67%	2,365	62%	89,056	64%
			Plan to do	182	38%	2217	33%	1,100	39%	58,266	41%	52	10%	617	9%	390	11%	10,364	9%
			Done	20	5%	159	4%	56	2%	3,065	3%	76	15%	642	9%	286	8%	22,738	14%
		Total	457	100%	5944	100%	2,914	100%	133,207	100%	499	100%	7270	100%	3,713	100%	138,390	100%	
g.	Independent study or self-designed major	INDSTD04 (EEE)	Have not decided	189	40%	2083	34%	1,039	36%	45,863	34%	86	17%	1026	14%	613	18%	15,754	13%
			Do not plan to do	155	34%	2766	45%	1,370	47%	62,963	47%	251	50%	4486	61%	2,226	59%	85,359	61%
			Plan to do	92	21%	933	17%	442	15%	20,563	16%	79	17%	707	11%	396	11%	10,747	9%
			Done	21	5%	162	3%	64	2%	3,808	3%	83	16%	1051	14%	474	11%	26,528	17%
		Total	457	100%	5944	100%	2,915	100%	133,197	100%	499	100%	7270	100%	3,709	100%	138,388	100%	

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**National Survey  
of Student Engagement**

**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
CUNY Hunter College**

	Variable	Response Options	First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04 (EEE)	Have not decided	232	50%	2289	37%	1,298	40%	52,141	40%	119	25%	861	12%	640	19%	13,945	11%
		Do not plan to do	50	12%	680	13%	380	11%	14,141	12%	197	39%	1736	22%	1,088	28%	34,903	27%
		Plan to do	168	37%	2889	49%	1,205	47%	65,084	47%	116	23%	2458	34%	1,080	29%	40,098	29%
		Done	6	1%	86	1%	28	1%	1,831	2%	66	13%	2214	31%	905	25%	49,443	32%
		<b>Total</b>	<b>456</b>	<b>100%</b>	<b>5944</b>	<b>100%</b>	<b>2,911</b>	<b>100%</b>	<b>133,197</b>	<b>100%</b>	<b>498</b>	<b>100%</b>	<b>7269</b>	<b>100%</b>	<b>3,713</b>	<b>100%</b>	<b>138,389</b>	<b>100%</b>
8a. Quality of relationships with other students	ENVSTU (SCE)	1 Unfriendly, Unsupportive, Sense of Alienation	7	2%	92	2%	59	2%	1,352	1%	8	2%	73	1%	49	1%	1,139	1%
		2	18	4%	197	3%	117	4%	3,188	3%	23	5%	184	3%	106	3%	2,841	2%
		3	48	10%	389	7%	203	7%	6,361	5%	60	12%	423	6%	208	6%	5,800	5%
		4	92	20%	852	15%	461	15%	14,835	12%	92	19%	916	13%	479	13%	13,621	10%
		5	108	24%	1383	23%	669	24%	26,984	21%	115	24%	1572	22%	842	23%	27,223	20%
		6	93	21%	1588	27%	767	27%	40,397	30%	108	21%	2150	30%	1,052	28%	41,848	30%
		7 Friendly, Supportive, Sense of Belonging	88	19%	1424	24%	627	21%	39,781	28%	92	18%	1942	25%	974	24%	45,675	31%
		<b>Total</b>	<b>454</b>	<b>100%</b>	<b>5925</b>	<b>100%</b>	<b>2,903</b>	<b>100%</b>	<b>132,898</b>	<b>100%</b>	<b>498</b>	<b>100%</b>	<b>7260</b>	<b>100%</b>	<b>3,710</b>	<b>100%</b>	<b>138,147</b>	<b>100%</b>
b. Quality of relationships with faculty members	ENVFAC (SCE)	1 Unavailable, Unhelpful, Unsympathetic	4	1%	67	1%	36	1%	974	1%	10	2%	84	1%	54	2%	1,161	1%
		2	17	4%	176	3%	81	3%	2,871	3%	17	3%	205	3%	110	4%	2,968	3%
		3	46	10%	396	7%	218	7%	7,597	6%	46	9%	432	6%	229	7%	6,313	5%
		4	110	24%	1131	19%	578	20%	21,808	18%	91	18%	1065	15%	557	16%	16,504	13%
		5	121	26%	1617	27%	834	28%	36,344	27%	113	23%	1776	24%	907	25%	32,193	24%
		6	91	20%	1530	25%	741	26%	38,794	27%	126	25%	2083	28%	1,044	27%	43,277	30%
		7 Available, Helpful, Sympathetic	65	15%	1007	17%	413	14%	24,518	17%	97	19%	1616	22%	810	20%	35,762	24%
		<b>Total</b>	<b>454</b>	<b>100%</b>	<b>5924</b>	<b>100%</b>	<b>2,901</b>	<b>100%</b>	<b>132,906</b>	<b>100%</b>	<b>500</b>	<b>100%</b>	<b>7261</b>	<b>100%</b>	<b>3,711</b>	<b>100%</b>	<b>138,178</b>	<b>100%</b>
c. Quality of relationships with administrative personnel and offices	ENVADM (SCE)	1 Unhelpful, Inconsiderate, Rigid	32	7%	284	5%	136	4%	3,784	3%	65	13%	448	6%	218	6%	6,717	5%
		2	41	9%	468	8%	249	8%	7,919	7%	68	13%	696	10%	374	10%	11,193	9%
		3	83	19%	739	13%	363	13%	14,428	12%	82	16%	881	12%	474	13%	15,667	12%
		4	109	23%	1444	23%	781	28%	30,649	24%	122	25%	1610	22%	841	23%	28,888	21%
		5	93	20%	1324	22%	653	23%	32,184	23%	88	18%	1545	21%	733	20%	29,888	21%
		6	60	14%	968	17%	429	15%	26,029	19%	43	9%	1164	15%	608	16%	25,634	18%
		7 Helpful, Considerate, Flexible	36	8%	693	12%	287	10%	17,841	13%	32	6%	915	12%	455	11%	20,116	14%
		<b>Total</b>	<b>454</b>	<b>100%</b>	<b>5920</b>	<b>100%</b>	<b>2,898</b>	<b>100%</b>	<b>132,834</b>	<b>100%</b>	<b>500</b>	<b>100%</b>	<b>7259</b>	<b>100%</b>	<b>3,703</b>	<b>100%</b>	<b>138,103</b>	<b>100%</b>

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**National Survey  
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**NSSE 2007 Engagement Item Frequency Distributions<sup>a</sup>  
CUNY Hunter College**

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01 (LAC)	0 hr/wk	3	1%	20	1%	10	0%	383	0%	2	0%	31	1%	17	1%	460	0%
		1-5 hr/wk	96	22%	1216	22%	635	22%	20,306	17%	101	21%	1471	20%	771	22%	23,785	18%
		6-10 hr/wk	118	25%	1744	30%	925	33%	34,337	27%	152	30%	1954	27%	1,010	28%	35,818	26%
		11-15 hr/wk	85	20%	1187	20%	567	20%	29,424	22%	90	18%	1373	18%	699	18%	27,130	19%
		16-20 hr/wk	75	16%	840	13%	391	13%	22,171	16%	57	11%	1046	14%	497	13%	21,303	15%
		21-25 hr/wk	37	9%	451	8%	192	7%	12,970	9%	44	8%	597	8%	307	8%	12,570	9%
		26-30 hr/wk	15	3%	231	4%	97	3%	6,685	5%	27	5%	360	5%	173	5%	7,555	5%
		30+ hr/wk	19	5%	186	3%	62	3%	5,845	4%	23	5%	402	6%	212	5%	8,989	6%
		Total	448	100%	5875	100%	2,879	100%	132,121	100%	496	100%	7234	100%	3,686	100%	137,610	100%
b. Working for pay on campus	WORKON01	0 hr/wk	407	91%	4953	84%	2,480	86%	99,893	79%	421	85%	5909	82%	3,153	87%	95,847	73%
		1-5 hr/wk	9	2%	109	2%	59	2%	6,320	4%	18	4%	171	2%	65	2%	7,216	4%
		6-10 hr/wk	10	2%	250	4%	97	3%	12,454	7%	12	2%	235	3%	99	3%	12,657	7%
		11-15 hr/wk	9	2%	230	4%	89	3%	7,512	5%	9	2%	283	4%	115	3%	9,093	6%
		16-20 hr/wk	8	2%	205	4%	103	4%	4,055	3%	24	5%	345	5%	160	4%	7,748	6%
		21-25 hr/wk	2	0%	55	1%	25	1%	855	1%	6	1%	108	1%	34	1%	2,091	2%
		26-30 hr/wk	1	0%	23	0%	10	0%	327	0%	4	1%	60	1%	13	0%	924	1%
		30+ hr/wk	1	0%	49	1%	17	0%	704	1%	2	0%	125	2%	49	1%	2,027	2%
Total	447	100%	5874	100%	2,880	100%	132,120	100%	496	100%	7236	100%	3,688	100%	137,603	100%		
c. Working for pay off campus	WORKOF01	0 hr/wk	205	45%	2932	47%	1,301	46%	90,076	65%	137	26%	2036	28%	959	25%	58,983	41%
		1-5 hr/wk	27	6%	295	5%	146	5%	6,307	4%	21	4%	303	4%	152	4%	7,244	5%
		6-10 hr/wk	44	10%	349	6%	202	7%	6,626	5%	25	5%	413	6%	218	6%	9,020	6%
		11-15 hr/wk	36	8%	422	7%	229	8%	6,574	5%	29	6%	512	7%	241	6%	9,363	7%
		16-20 hr/wk	45	10%	556	9%	346	13%	7,406	6%	52	10%	798	11%	462	12%	12,883	10%
		21-25 hr/wk	44	10%	464	8%	243	8%	5,184	5%	45	9%	732	10%	386	11%	10,130	8%
		26-30 hr/wk	19	4%	267	5%	152	5%	3,168	3%	27	6%	573	8%	342	9%	6,994	6%
		30+ hr/wk	27	8%	587	13%	261	8%	6,762	7%	160	35%	1870	26%	931	28%	22,973	19%
		Total	447	100%	5872	100%	2,880	100%	132,103	100%	496	100%	7237	100%	3,691	100%	137,590	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 (EEE)	0 hr/wk	321	71%	3245	58%	1,777	61%	46,635	39%	358	73%	4397	63%	2,454	67%	59,595	47%
		1-5 hr/wk	71	16%	1571	26%	671	23%	44,625	32%	88	17%	1743	22%	767	20%	41,377	29%
		6-10 hr/wk	30	7%	501	8%	205	7%	18,669	13%	25	5%	488	7%	230	6%	16,383	11%
		11-15 hr/wk	15	4%	229	4%	86	3%	9,762	7%	13	3%	225	3%	104	3%	8,147	5%
		16-20 hr/wk	7	2%	157	2%	70	3%	5,862	4%	4	1%	179	3%	59	2%	5,275	3%
		21-25 hr/wk	2	0%	69	1%	29	1%	2,924	2%	4	1%	78	1%	27	1%	2,728	2%
		26-30 hr/wk	1	0%	27	0%	14	1%	1,316	1%	1	0%	38	0%	14	0%	1,367	1%
		30+ hr/wk	0	0%	76	1%	26	1%	2,344	2%	2	0%	87	1%	34	1%	2,741	2%
Total	447	100%	5875	100%	2,878	100%	132,137	100%	495	100%	7235	100%	3,689	100%	137,613	100%		

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CUNY Hunter College**

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
e. Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	12	3%	65	1%	29	1%	1,344	1%	9	2%	111	2%	64	2%	1,674	1%
		1-5 hr/wk	124	29%	1515	27%	732	24%	30,437	23%	186	37%	2387	32%	1,247	33%	39,709	29%
		6-10 hr/wk	121	26%	1648	28%	790	27%	38,930	29%	141	29%	2304	32%	1,130	30%	42,804	31%
		11-15 hr/wk	88	19%	1129	19%	579	21%	26,565	20%	79	16%	1143	16%	607	17%	25,104	18%
		16-20 hr/wk	51	11%	670	11%	312	11%	16,246	13%	39	8%	651	9%	326	9%	14,398	11%
		21-25 hr/wk	22	5%	325	5%	173	6%	7,855	6%	20	4%	274	4%	137	4%	5,965	4%
		26-30 hr/wk	6	1%	160	3%	82	3%	3,634	3%	5	1%	126	2%	67	2%	2,798	2%
		30+ hr/wk	22	5%	354	6%	177	7%	6,869	6%	15	3%	228	3%	110	3%	4,964	4%
	Total		446	100%	5866	100%	2,874	100%	131,880	100%	494	100%	7224	100%	3,688	100%	137,416	100%
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	173	40%	3635	57%	1,559	54%	100,048	73%	207	42%	3535	49%	1,576	44%	86,870	61%
		1-5 hr/wk	120	27%	1051	19%	645	23%	15,702	13%	107	21%	1258	17%	700	20%	16,503	12%
		6-10 hr/wk	65	14%	428	8%	284	10%	5,879	5%	54	11%	645	10%	361	10%	8,165	7%
		11-15 hr/wk	32	7%	188	4%	126	5%	2,994	3%	37	8%	337	5%	220	6%	4,681	4%
		16-20 hr/wk	21	4%	134	3%	79	3%	1,759	2%	23	5%	250	4%	134	4%	3,658	3%
		21-25 hr/wk	10	3%	61	1%	39	1%	792	1%	7	1%	132	2%	81	2%	1,845	2%
		26-30 hr/wk	1	0%	36	1%	26	1%	539	0%	6	1%	92	1%	75	2%	1,433	1%
		30+ hr/wk	20	4%	332	7%	114	3%	4,134	4%	54	11%	976	12%	541	12%	14,237	11%
	Total		442	100%	5865	100%	2,872	100%	131,847	100%	495	100%	7225	100%	3,688	100%	137,392	100%
g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	2	0%	605	10%	216	6%	22,415	13%	7	1%	267	3%	87	2%	14,098	8%
		1-5 hr/wk	130	28%	3585	60%	1,674	56%	85,270	64%	175	37%	4278	56%	2,082	54%	89,258	64%
		6-10 hr/wk	172	39%	1071	19%	641	25%	15,656	14%	171	35%	1795	27%	1,009	28%	22,939	19%
		11-15 hr/wk	101	23%	335	6%	206	8%	4,595	4%	91	17%	531	8%	326	10%	6,499	5%
		16-20 hr/wk	23	5%	135	2%	72	3%	1,900	2%	24	5%	178	3%	92	3%	2,230	2%
		21-25 hr/wk	14	3%	48	1%	27	1%	768	1%	14	3%	62	1%	35	1%	756	1%
		26-30 hr/wk	1	0%	21	0%	15	0%	363	0%	6	1%	41	1%	18	1%	399	0%
		30+ hr/wk	4	1%	63	1%	24	1%	941	1%	7	1%	79	1%	39	1%	1,262	1%
	Total		447	100%	5863	100%	2,875	100%	131,908	100%	495	100%	7231	100%	3,688	100%	137,441	100%
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL (LAC)	Very little	12	3%	151	3%	73	2%	2,229	2%	19	4%	183	3%	93	3%	2,998	3%
		Some	108	24%	1243	22%	627	23%	22,219	19%	113	23%	1460	21%	732	21%	24,319	19%
		Quite a bit	187	43%	2762	48%	1,360	47%	62,011	48%	216	45%	3310	46%	1,649	45%	62,955	46%
		Very much	130	30%	1641	28%	770	28%	44,157	32%	139	28%	2231	30%	1,186	31%	46,248	32%
	Total		437	100%	5797	100%	2,830	100%	130,616	100%	487	100%	7184	100%	3,660	100%	136,520	100%
b. Providing the support you need to help you succeed academically	ENVSUPRT (SCE)	Very little	34	8%	232	4%	128	5%	3,484	3%	57	12%	474	7%	263	8%	6,483	6%
		Some	131	30%	1444	25%	753	26%	25,573	22%	178	37%	2124	30%	1,095	31%	33,018	26%
		Quite a bit	174	40%	2624	46%	1,294	44%	58,891	45%	179	36%	3070	43%	1,539	42%	60,165	44%
		Very much	97	22%	1497	25%	656	25%	42,651	30%	73	15%	1518	21%	765	20%	36,854	24%
	Total		436	100%	5797	100%	2,831	100%	130,599	100%	487	100%	7186	100%	3,662	100%	136,520	100%

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			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS (EEE)	Very little	69	16%	747	13%	400	14%	16,175	13%	91	19%	1246	17%	658	17%	25,066	19%
		Some	143	33%	1855	33%	963	34%	41,768	33%	154	32%	2493	34%	1,266	34%	48,527	35%
		Quite a bit	131	31%	1844	31%	904	31%	42,909	32%	151	31%	2094	30%	1,064	29%	38,851	28%
		Very much	93	20%	1346	22%	558	21%	29,681	22%	91	18%	1343	19%	670	20%	23,956	17%
	Total	436	100%	5792	100%	2,825	100%	130,533	100%	487	100%	7176	100%	3,658	100%	136,400	100%	
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD (SCE)	Very little	146	34%	1861	32%	976	34%	32,357	27%	222	46%	3183	45%	1,589	44%	50,542	40%
		Some	164	38%	2173	37%	1,033	36%	52,215	40%	153	32%	2391	33%	1,293	35%	51,721	37%
		Quite a bit	76	17%	1215	22%	578	21%	32,194	23%	79	16%	1128	16%	518	14%	23,947	17%
		Very much	49	11%	542	9%	239	9%	13,735	10%	31	6%	470	7%	256	7%	10,176	7%
	Total	435	100%	5791	100%	2,826	100%	130,501	100%	485	100%	7172	100%	3,656	100%	136,386	100%	
e. Providing the support you need to thrive socially	ENVSOCAL (SCE)	Very little	130	30%	1200	22%	664	23%	20,517	17%	188	39%	2236	32%	1,169	33%	33,221	26%
		Some	175	41%	2313	40%	1,160	40%	48,787	38%	184	38%	2945	41%	1,484	40%	55,095	40%
		Quite a bit	96	22%	1601	27%	721	26%	43,083	32%	86	18%	1458	20%	738	20%	35,098	25%
		Very much	34	7%	677	11%	280	11%	18,100	13%	27	5%	532	7%	263	7%	12,906	9%
	Total	435	100%	5791	100%	2,825	100%	130,487	100%	485	100%	7171	100%	3,654	100%	136,320	100%	
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	119	27%	846	17%	508	18%	10,340	10%	106	22%	1319	19%	752	21%	18,085	14%
		Some	149	35%	1802	31%	972	35%	32,526	27%	189	39%	2734	38%	1,349	38%	42,038	32%
		Quite a bit	100	23%	1965	33%	884	31%	51,511	38%	137	28%	2167	29%	1,105	29%	48,921	35%
		Very much	67	15%	1176	19%	462	17%	36,170	25%	54	11%	953	13%	451	12%	27,336	19%
	Total	435	100%	5789	100%	2,826	100%	130,547	100%	486	100%	7173	100%	3,657	100%	136,380	100%	
g. Using computers in academic work	ENVCOMPT	Very little	10	2%	162	3%	83	3%	2,605	2%	9	2%	148	2%	79	2%	2,313	2%
		Some	78	17%	822	14%	430	15%	17,298	13%	85	18%	738	10%	397	12%	12,764	10%
		Quite a bit	147	34%	1916	33%	978	34%	45,873	35%	171	35%	2157	29%	1,084	29%	40,003	29%
		Very much	200	46%	2895	51%	1,339	48%	64,812	50%	222	45%	4139	58%	2,103	56%	81,427	60%
	Total	435	100%	5795	100%	2,830	100%	130,588	100%	487	100%	7182	100%	3,663	100%	136,507	100%	
11a. Acquiring a broad general education	GNGENLED	Very little	12	3%	177	3%	86	3%	2,901	3%	11	2%	235	3%	144	4%	3,331	3%
		Some	102	25%	1100	20%	536	19%	20,637	17%	78	17%	1207	18%	555	16%	18,381	15%
		Quite a bit	167	39%	2555	44%	1,306	46%	57,519	45%	177	37%	2817	39%	1,438	39%	51,578	39%
		Very much	141	33%	1839	32%	835	31%	47,747	35%	211	45%	2835	40%	1,481	41%	61,970	44%
	Total	422	100%	5671	100%	2,763	100%	128,804	100%	477	100%	7094	100%	3,618	100%	135,260	100%	
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	90	21%	721	13%	433	15%	12,225	10%	78	16%	558	9%	351	11%	8,575	7%
		Some	168	40%	1802	31%	992	36%	37,785	30%	142	31%	1621	24%	830	25%	27,749	21%
		Quite a bit	120	29%	1898	34%	897	32%	46,605	36%	137	28%	2380	33%	1,168	32%	45,968	34%
		Very much	43	10%	1249	22%	441	17%	32,139	24%	119	24%	2532	34%	1,268	33%	52,941	38%
	Total	421	100%	5670	100%	2,763	100%	128,754	100%	476	100%	7091	100%	3,617	100%	135,233	100%	

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Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c. Writing clearly and effectively	GNWRITE	Very little	22	5%	310	5%	135	5%	6,138	5%	26	6%	328	5%	163	5%	5,534	5%
		Some	115	27%	1251	22%	645	24%	28,517	24%	96	20%	1560	22%	742	21%	26,772	21%
		Quite a bit	174	41%	2316	42%	1,166	42%	53,213	41%	175	37%	2668	38%	1,408	39%	51,706	38%
		Very much	111	27%	1795	30%	816	30%	40,915	30%	180	37%	2535	35%	1,304	35%	51,235	36%
	Total	422	100%	5672	100%	2,762	100%	128,783	100%	477	100%	7091	100%	3,617	100%	135,247	100%	
d. Speaking clearly and effectively	GNSPEAK	Very little	45	12%	497	9%	211	7%	11,024	9%	46	10%	497	8%	262	7%	7,902	7%
		Some	142	33%	1610	28%	782	26%	36,721	29%	130	27%	1716	25%	884	25%	30,727	24%
		Quite a bit	158	36%	2125	39%	1,080	40%	48,729	37%	161	34%	2650	37%	1,372	38%	50,949	37%
		Very much	77	19%	1439	25%	691	26%	32,295	24%	140	29%	2230	31%	1,099	30%	45,657	32%
	Total	422	100%	5671	100%	2,764	100%	128,769	100%	477	100%	7093	100%	3,617	100%	135,235	100%	
e. Thinking critically and analytically	GNANALY	Very little	21	5%	165	3%	89	3%	2,908	3%	15	3%	159	2%	98	3%	2,510	2%
		Some	90	22%	988	17%	486	18%	19,934	16%	81	18%	984	14%	463	14%	15,028	12%
		Quite a bit	185	44%	2352	41%	1,203	43%	54,026	42%	175	37%	2600	37%	1,349	38%	49,252	37%
		Very much	126	30%	2168	38%	986	36%	51,916	39%	206	42%	3347	47%	1,707	45%	68,456	49%
	Total	422	100%	5673	100%	2,764	100%	128,784	100%	477	100%	7090	100%	3,617	100%	135,246	100%	
f. Analyzing quantitative problems	GNQUANT	Very little	40	9%	392	7%	228	8%	7,776	6%	34	7%	416	6%	221	6%	7,007	5%
		Some	132	31%	1526	27%	762	27%	33,220	26%	127	27%	1662	24%	842	23%	30,130	22%
		Quite a bit	173	41%	2239	40%	1,112	40%	51,939	41%	163	34%	2607	36%	1,334	37%	49,422	36%
		Very much	77	19%	1512	26%	661	25%	35,763	28%	153	32%	2401	34%	1,219	33%	48,610	36%
	Total	422	100%	5669	100%	2,763	100%	128,698	100%	477	100%	7086	100%	3,616	100%	135,169	100%	
g. Using computing and information technology	GNCMPTS	Very little	51	12%	402	6%	214	7%	7,441	6%	33	7%	326	5%	171	5%	5,362	4%
		Some	108	25%	1277	21%	689	25%	29,161	22%	120	26%	1287	19%	665	19%	23,474	17%
		Quite a bit	151	36%	2019	37%	1,038	38%	48,547	38%	175	37%	2435	33%	1,271	35%	46,810	34%
		Very much	112	27%	1973	36%	823	30%	43,624	35%	149	30%	3042	43%	1,510	41%	59,592	45%
	Total	422	100%	5671	100%	2,764	100%	128,773	100%	477	100%	7090	100%	3,617	100%	135,238	100%	
h. Working effectively with others	GNOTHERS	Very little	49	12%	383	7%	201	7%	6,485	6%	40	9%	332	5%	176	5%	4,815	4%
		Some	136	32%	1491	26%	758	27%	31,166	25%	146	31%	1516	23%	775	22%	24,119	19%
		Quite a bit	152	36%	2155	38%	1,104	40%	50,846	39%	176	37%	2593	36%	1,353	38%	49,408	36%
		Very much	85	20%	1641	29%	701	26%	40,269	30%	115	23%	2650	36%	1,311	35%	56,870	40%
	Total	422	100%	5670	100%	2,764	100%	128,766	100%	477	100%	7091	100%	3,615	100%	135,212	100%	
i. Voting in local, state, or national elections	GNCITIZN	Very little	175	42%	2161	38%	891	33%	47,742	37%	186	41%	2840	40%	1,265	35%	49,526	37%
		Some	119	28%	1697	30%	862	31%	41,564	32%	125	26%	2147	30%	1,098	30%	43,340	32%
		Quite a bit	81	20%	1028	19%	600	22%	24,543	20%	102	21%	1185	18%	739	21%	24,953	19%
		Very much	40	10%	723	13%	360	14%	13,531	11%	56	12%	872	13%	487	14%	16,466	12%
	Total	415	100%	5609	100%	2,713	100%	127,380	100%	469	100%	7044	100%	3,589	100%	134,285	100%	

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Variable	Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
j. Learning effectively on your own	GNINQ	Very little	28	7%	390	7%	217	8%	6,771	6%	40	9%	488	7%	292	8%	7,554	6%
		Some	121	29%	1485	26%	749	27%	31,966	25%	88	19%	1632	24%	785	23%	27,050	21%
		Quite a bit	170	41%	2357	42%	1,161	43%	56,351	43%	189	40%	2712	38%	1,418	39%	54,527	40%
		Very much	96	23%	1376	25%	587	22%	32,333	25%	155	33%	2210	31%	1,092	30%	45,208	33%
	Total		415	100%	5608	100%	2,714	100%	127,421	100%	472	100%	7042	100%	3,587	100%	134,339	100%
k. Understanding yourself	GNSELF	Very little	58	14%	774	14%	400	14%	13,981	12%	61	13%	1037	16%	519	15%	15,224	13%
		Some	134	32%	1604	29%	792	29%	34,598	27%	122	26%	1971	28%	961	27%	33,354	26%
		Quite a bit	141	34%	1886	33%	959	35%	46,576	36%	161	34%	2142	30%	1,161	31%	45,150	33%
		Very much	80	20%	1342	24%	563	21%	32,242	25%	126	26%	1891	27%	946	27%	40,589	29%
	Total		413	100%	5606	100%	2,714	100%	127,397	100%	470	100%	7041	100%	3,587	100%	134,317	100%
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	32	8%	728	13%	374	12%	17,185	14%	39	9%	980	14%	446	12%	20,136	15%
		Some	135	32%	1622	29%	794	29%	41,618	32%	129	28%	2205	31%	1,053	29%	43,999	33%
		Quite a bit	144	35%	1864	34%	949	36%	42,502	33%	162	34%	2139	30%	1,150	32%	41,241	31%
		Very much	104	25%	1389	24%	596	23%	26,071	21%	142	29%	1714	26%	938	27%	28,899	22%
	Total		415	100%	5603	100%	2,713	100%	127,376	100%	472	100%	7038	100%	3,587	100%	134,275	100%
m. Solving complex real-world problems	GNPROBSV	Very little	68	17%	760	13%	378	13%	14,207	12%	76	17%	881	13%	454	13%	13,952	11%
		Some	167	40%	1872	33%	984	35%	43,076	34%	159	33%	2143	31%	1,105	31%	38,979	29%
		Quite a bit	131	32%	1915	34%	926	35%	45,785	35%	144	30%	2375	33%	1,204	33%	48,122	35%
		Very much	48	11%	1058	20%	426	16%	24,313	19%	93	19%	1644	23%	822	23%	33,267	25%
	Total		414	100%	5605	100%	2,714	100%	127,381	100%	472	100%	7043	100%	3,585	100%	134,320	100%
n. Developing a personal code of values and ethics	GNETHICS	Very little	80	20%	950	17%	510	18%	17,173	15%	94	21%	1319	19%	645	18%	19,469	16%
		Some	146	35%	1727	31%	880	32%	37,611	30%	145	31%	2067	29%	1,021	29%	36,286	28%
		Quite a bit	128	32%	1737	31%	839	32%	42,685	33%	128	27%	2035	29%	1,108	31%	41,384	30%
		Very much	60	14%	1192	21%	485	19%	29,922	22%	105	22%	1622	22%	813	22%	37,170	26%
	Total		414	100%	5606	100%	2,714	100%	127,391	100%	472	100%	7043	100%	3,587	100%	134,309	100%
o. Contributing to the welfare of your community	GNCOMMUN	Very little	137	33%	1362	26%	760	27%	22,984	20%	126	28%	1706	24%	875	25%	25,389	21%
		Some	133	32%	1959	35%	1,032	39%	44,527	36%	154	32%	2402	34%	1,225	35%	44,193	34%
		Quite a bit	111	27%	1468	25%	647	24%	38,267	29%	119	25%	1759	25%	906	25%	37,790	27%
		Very much	33	8%	813	13%	274	10%	21,582	15%	72	15%	1173	17%	579	15%	26,923	19%
	Total		414	100%	5602	100%	2,713	100%	127,360	100%	471	100%	7040	100%	3,585	100%	134,295	100%
p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	185	45%	2553	47%	1,327	49%	46,026	39%	247	53%	3938	56%	1,966	54%	60,296	49%
		Some	123	29%	1495	26%	732	28%	35,315	28%	115	24%	1559	22%	800	23%	33,657	24%
		Quite a bit	76	19%	939	16%	423	15%	25,952	19%	70	15%	861	12%	460	12%	20,675	14%
		Very much	30	7%	615	10%	230	8%	20,059	14%	39	8%	678	10%	359	10%	19,638	13%
	Total		414	100%	5602	100%	2,712	100%	127,352	100%	471	100%	7036	100%	3,585	100%	134,266	100%

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	Variable	Response Options	First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	46	11%	477	9%	223	7%	6,935	6%	79	17%	966	14%	471	12%	13,250	11%
		Fair	111	27%	1247	23%	642	23%	22,591	19%	134	29%	1757	26%	862	25%	27,804	22%
		Good	201	47%	2622	47%	1,265	46%	59,252	46%	190	40%	2774	38%	1,435	40%	53,367	40%
		Excellent	56	14%	1272	22%	591	24%	38,836	29%	69	15%	1568	22%	830	22%	40,082	28%
		Total	414	100%	5618	100%	2,721	100%	127,614	100%	472	100%	7065	100%	3,598	100%	134,503	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	20	5%	134	3%	75	3%	2,255	2%	23	5%	228	3%	106	3%	2,829	2%
		Fair	93	22%	844	15%	429	15%	13,876	12%	79	17%	1171	18%	569	16%	15,096	12%
		Good	232	56%	3171	57%	1,574	56%	64,697	52%	248	52%	3647	52%	1,836	51%	63,842	48%
		Excellent	69	17%	1468	25%	645	26%	46,818	34%	121	26%	2019	27%	1,088	30%	52,752	37%
		Total	414	100%	5617	100%	2,723	100%	127,646	100%	471	100%	7065	100%	3,599	100%	134,519	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	25	6%	296	5%	158	5%	5,374	4%	34	7%	499	7%	232	7%	7,095	5%
		Probably no	76	18%	805	15%	436	15%	15,160	12%	75	16%	1126	16%	542	15%	17,271	13%
		Probably yes	211	51%	2499	46%	1,270	46%	50,802	40%	211	45%	3015	43%	1,540	43%	51,504	39%
		Definitely yes	102	24%	2018	34%	859	33%	56,289	43%	152	32%	2422	34%	1,281	36%	58,608	43%
		Total	414	100%	5618	100%	2,723	100%	127,625	100%	472	100%	7062	100%	3,595	100%	134,478	100%

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<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions<sup>a</sup> CUNY Hunter College

			First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
15. Age	AGE	19 or younger	328	77%	4431	73%	2,275	84%	112,805	85%	0	0%	23	0%	5	0%	418	0%
		20-23	63	17%	567	13%	229	9%	7,945	8%	171	35%	3458	47%	1,487	40%	90,887	63%
		24-29	15	4%	247	5%	85	3%	2,522	3%	141	32%	1674	27%	1,049	33%	19,222	18%
		30-39	4	1%	201	4%	78	2%	2,338	2%	71	18%	956	15%	515	15%	11,655	10%
		40-55	1	0%	136	3%	47	1%	1,641	2%	54	14%	688	10%	396	11%	9,561	8%
		Over 55	1	0%	13	0%	5	0%	129	0%	5	1%	56	1%	38	1%	767	1%
		Total	412	100%	5595	100%	2,719	100%	127,380	100%	442	100%	6855	100%	3,490	100%	132,510	100%
16. Sex	SEX	Male	104	35%	1856	43%	800	39%	44,356	45%	118	31%	2420	42%	1,105	39%	46,512	43%
		Female	310	65%	3767	57%	1,924	61%	83,411	55%	352	69%	4632	58%	2,484	61%	87,961	57%
		Total	414	100%	5623	100%	2,724	100%	127,767	100%	470	100%	7052	100%	3,589	100%	134,473	100%
17. Are you an international student or foreign national?	INTERNAT	No	337	80%	5285	93%	2,569	93%	121,561	95%	373	80%	6632	93%	3,294	89%	128,655	95%
		Yes	77	20%	326	7%	153	7%	6,055	5%	98	20%	421	7%	301	11%	5,764	5%
		Total	414	100%	5611	100%	2,722	100%	127,616	100%	471	100%	7053	100%	3,595	100%	134,419	100%
18. Racial or ethnic identification	RACE05	American Indian or other Native American	2	1%	33	0%	21	1%	946	1%	3	1%	54	1%	28	1%	1,032	1%
		Asian, Asian American, or Pacific Islander	125	29%	462	8%	388	18%	7,344	6%	80	16%	572	10%	403	15%	6,228	6%
		Black or African American	32	8%	466	8%	125	4%	7,779	7%	55	12%	498	7%	215	6%	7,859	6%
		White (non-Hispanic)	113	28%	3609	64%	1,487	47%	91,557	68%	169	37%	4749	63%	2,093	50%	98,199	69%
		Mexican or Mexican American	10	2%	189	3%	153	8%	3,458	3%	4	1%	187	3%	154	5%	3,518	4%
		Puerto Rican	5	1%	34	1%	22	1%	1,061	1%	23	5%	36	1%	38	1%	918	1%
		Other Hispanic or Latino	49	11%	124	2%	106	5%	3,054	3%	52	11%	146	2%	126	5%	3,027	3%
		Multiracial	19	5%	177	3%	122	5%	3,085	3%	18	4%	156	3%	109	4%	2,715	2%
		Other	22	6%	122	3%	78	3%	1,956	2%	18	4%	139	2%	125	4%	1,967	2%
		I prefer not to respond	36	9%	398	7%	222	8%	7,379	6%	48	10%	514	8%	302	9%	8,915	7%
		Total	413	100%	5614	100%	2,724	100%	127,619	100%	470	100%	7051	100%	3,593	100%	134,378	100%
19. What is your current classification in college?	CLASS	Freshman/first year	285	66%	4389	74%	2,174	77%	109,967	82%	1	0%	6	0%	4	0%	125	0%
		Sophomore	123	32%	919	20%	427	19%	14,323	14%	3	1%	31	0%	20	1%	507	0%
		Junior	2	1%	172	3%	77	3%	1,781	2%	14	3%	329	5%	281	7%	6,110	5%
		Senior	1	0%	62	1%	26	1%	574	1%	395	84%	6483	92%	3,163	88%	124,502	92%
		Unclassified	4	1%	71	2%	16	1%	965	1%	57	12%	200	3%	123	4%	3,053	3%
		Total	415	100%	5613	100%	2,720	100%	127,610	100%	470	100%	7049	100%	3,591	100%	134,297	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	371	88%	4819	86%	2,396	90%	116,498	90%	158	31%	2928	37%	1,115	30%	80,043	55%
		Started elsewhere	44	12%	792	14%	322	10%	11,122	10%	315	69%	4132	63%	2,482	70%	54,398	45%
		Total	415	100%	5611	100%	2,718	100%	127,620	100%	473	100%	7060	100%	3,597	100%	134,441	100%

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# National Survey of Student Engagement

## NSSE 2007 Background Item Frequency Distributions<sup>a</sup> CUNY Hunter College

	Variable	Response Options	First-Year Students								Seniors							
			CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	VOTECH05	Vocational or technical school	8	2%	302	6%	81	2%	3,868	3%	31	6%	663	8%	346	8%	9,636	7%
	COMCOL05	Community or junior college	22	4%	665	9%	327	9%	10,445	8%	170	31%	3263	46%	2,124	55%	48,122	36%
	FOURYR05	4-year college other than this one	49	10%	569	9%	246	6%	9,017	7%	201	36%	2478	32%	1,155	27%	33,593	24%
	NONE05	None	332	60%	4191	61%	2,085	63%	105,309	68%	138	23%	2146	25%	749	18%	62,322	38%
	OCOL1_05	Other	20	4%	223	4%	95	3%	3,494	3%	38	7%	335	4%	193	5%	5,549	4%
22. Thinking about this current academic term, how would you characterize your enrollment?	ENRLMENT	Less than full-time	15	5%	404	11%	173	6%	4,441	5%	172	40%	1564	25%	864	27%	17,730	16%
		Full-time	400	95%	5206	89%	2,542	94%	123,134	95%	300	60%	5488	75%	2,724	73%	116,589	84%
	Total	415	100%	5610	100%	2,715	100%	127,575	100%	472	100%	7052	100%	3,588	100%	134,319	100%	
23. Are you member of a fraternity or sorority?	FRATSORO	No	405	98%	5286	95%	2,618	96%	114,808	90%	458	97%	6549	93%	3,426	96%	118,377	89%
		Yes	9	2%	316	5%	95	4%	12,697	10%	14	3%	505	7%	164	4%	15,954	11%
	Total	414	100%	5602	100%	2,713	100%	127,505	100%	472	100%	7054	100%	3,590	100%	134,331	100%	
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	402	96%	5377	96%	2,589	96%	113,454	92%	468	99%	6901	98%	3,529	98%	126,201	96%
		Yes	12	4%	228	4%	123	4%	14,022	8%	4	1%	149	2%	61	2%	8,105	4%
	Total	414	100%	5605	100%	2,712	100%	127,476	100%	472	100%	7050	100%	3,590	100%	134,306	100%	
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	9	2%	108	2%	59	2%	2,363	2%	4	1%	13	0%	10	0%	272	0%
		C	16	4%	202	4%	108	4%	5,368	5%	9	2%	163	3%	90	3%	2,708	2%
		C+	22	5%	285	6%	160	6%	7,617	7%	11	2%	296	5%	169	6%	5,409	5%
		B-	36	9%	406	7%	285	10%	10,869	9%	25	6%	526	8%	297	9%	9,793	8%
		B	93	23%	1185	22%	679	25%	26,780	21%	101	21%	1472	21%	763	22%	26,724	21%
		B+	78	19%	1112	20%	530	20%	24,886	19%	77	16%	1349	20%	771	21%	27,784	21%
		A-	69	16%	994	16%	421	15%	22,564	17%	109	23%	1310	19%	613	16%	26,362	19%
		A	90	22%	1303	24%	466	17%	26,515	21%	136	29%	1895	26%	860	23%	34,754	25%
Total	413	100%	5595	100%	2,708	100%	126,962	100%	472	100%	7024	100%	3,573	100%	133,806	100%		
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	33	8%	2486	37%	865	27%	88,968	63%	20	4%	318	4%	115	2%	23,446	13%
		Residence, walking distance	17	5%	457	9%	237	8%	7,192	7%	35	8%	794	11%	296	9%	30,264	23%
		Residence, driving distance	358	87%	2560	54%	1,587	64%	28,332	28%	415	89%	5730	84%	3,112	89%	73,676	62%
		Fraternity or sorority house	1	0%	30	1%	8	0%	1,082	1%	0	0%	38	0%	1	0%	2,236	2%
		Total	409	100%	5533	100%	2,697	100%	125,574	100%	470	100%	6880	100%	3,524	100%	129,622	100%

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**National Survey  
of Student Engagement**

**NSSE 2007 Background Item Frequency Distributions <sup>a</sup>  
CUNY Hunter College**

		First-Year Students						Seniors										
		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
27a. Father's educational attainment	FATHREDU	Did not finish HS	63	15%	543	10%	348	15%	8,542	8%	100	22%	789	12%	552	17%	12,176	10%
		Graduated from HS	119	29%	1506	30%	723	24%	30,545	24%	124	26%	2012	28%	1,001	27%	31,875	23%
		Attended, no degree	42	10%	927	16%	426	16%	18,141	15%	55	12%	1096	15%	542	14%	19,099	14%
		Completed Associate's	30	7%	460	8%	231	9%	10,209	8%	26	5%	582	8%	305	8%	10,756	8%
		Completed Bachelor's	73	19%	1285	23%	591	23%	32,923	26%	96	21%	1494	21%	667	20%	32,839	25%
		Completed Master's	56	14%	580	9%	250	10%	17,421	13%	47	10%	684	10%	335	10%	17,557	13%
		Completed Doctorate	22	6%	238	4%	93	3%	8,456	6%	16	4%	328	5%	136	4%	9,086	7%
<b>Total</b>		<b>405</b>	<b>100%</b>	<b>5539</b>	<b>100%</b>	<b>2,662</b>	<b>100%</b>	<b>126,237</b>	<b>100%</b>	<b>464</b>	<b>100%</b>	<b>6985</b>	<b>100%</b>	<b>3,538</b>	<b>100%</b>	<b>133,388</b>	<b>100%</b>	
27b. Mother's educational attainment	MOTHREDU	Did not finish HS	71	17%	406	8%	289	12%	6,437	6%	87	19%	663	11%	510	16%	9,569	8%
		Graduated from HS	100	24%	1493	30%	690	25%	27,161	22%	120	26%	2171	30%	1,031	28%	33,153	25%
		Attended, no degree	45	11%	935	16%	466	17%	20,330	16%	62	13%	1133	16%	584	16%	20,741	16%
		Completed Associate's	46	12%	636	11%	315	12%	15,587	12%	47	10%	832	11%	447	12%	16,263	12%
		Completed Bachelor's	78	19%	1400	24%	629	24%	36,840	28%	88	19%	1397	20%	654	18%	33,694	25%
		Completed Master's	57	13%	579	9%	255	9%	17,222	13%	52	11%	704	10%	282	8%	17,588	13%
		Completed Doctorate	13	3%	116	2%	34	1%	3,106	2%	12	2%	113	2%	48	2%	2,769	2%
<b>Total</b>		<b>410</b>	<b>100%</b>	<b>5565</b>	<b>100%</b>	<b>2,678</b>	<b>100%</b>	<b>126,683</b>	<b>100%</b>	<b>468</b>	<b>100%</b>	<b>7013</b>	<b>100%</b>	<b>3,556</b>	<b>100%</b>	<b>133,777</b>	<b>100%</b>	
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	69	18%	763	13%	412	16%	17,811	12%	129	28%	954	14%	604	18%	19,801	14%
		Biological science	34	9%	321	5%	178	7%	10,303	8%	33	7%	358	5%	156	4%	8,875	7%
		Business	21	6%	968	18%	509	22%	18,608	16%	29	6%	1392	21%	670	23%	22,628	17%
		Education	30	6%	423	8%	265	8%	11,647	8%	11	2%	664	8%	321	7%	13,749	9%
		Engineering	1	0%	308	7%	79	4%	7,229	7%	0	0%	389	5%	112	3%	7,224	7%
		Physical science	18	4%	134	2%	47	2%	4,255	3%	15	3%	161	3%	79	2%	4,315	3%
		Professional	106	25%	809	15%	354	12%	14,750	12%	58	12%	738	9%	379	8%	12,040	9%
		Social science	79	19%	657	11%	317	11%	15,145	11%	155	33%	1057	16%	604	17%	19,850	15%
		Other	23	7%	817	16%	325	12%	19,324	17%	34	7%	1272	19%	621	17%	24,669	20%
		Undecided	25	6%	317	5%	172	7%	6,597	5%	0	0%	5	0%	5	0%	58	0%
<b>Total</b>		<b>406</b>	<b>100%</b>	<b>5517</b>	<b>100%</b>	<b>2,658</b>	<b>100%</b>	<b>125,669</b>	<b>100%</b>	<b>464</b>	<b>100%</b>	<b>6990</b>	<b>100%</b>	<b>3,551</b>	<b>100%</b>	<b>133,209</b>	<b>100%</b>	
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	45	35%	356	23%	177	24%	9,085	24%	49	37%	272	19%	148	22%	7,005	21%
		Biological science	7	7%	46	3%	25	3%	1,411	4%	7	5%	49	4%	26	3%	1,149	4%
		Business	6	4%	260	17%	114	20%	4,757	15%	0	0%	330	22%	105	14%	4,945	17%
		Education	15	10%	87	6%	57	7%	2,606	6%	12	9%	99	5%	68	8%	2,889	8%
		Engineering	0	0%	33	3%	8	1%	655	3%	0	0%	17	1%	10	2%	426	2%
		Physical science	9	7%	75	5%	40	6%	1,930	6%	8	6%	78	6%	41	5%	1,674	6%
		Professional	15	11%	141	10%	50	6%	2,510	8%	3	2%	88	6%	38	5%	1,447	5%
		Social science	24	16%	230	15%	115	17%	5,554	15%	43	33%	267	19%	163	22%	5,776	19%
		Other	11	8%	206	15%	86	12%	4,683	15%	8	6%	228	16%	119	15%	4,658	16%
		Undecided	2	2%	45	3%	25	4%	1,051	3%	3	2%	28	2%	14	3%	398	2%
<b>Total</b>		<b>134</b>	<b>100%</b>	<b>1479</b>	<b>100%</b>	<b>697</b>	<b>100%</b>	<b>34,242</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>1456</b>	<b>100%</b>	<b>732</b>	<b>100%</b>	<b>30,367</b>	<b>100%</b>	

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**National Survey  
of Student Engagement**

**NSSE 2007 Background Item Frequency Distributions <sup>a</sup>  
CUNY Hunter College**

Variable	Response Options	First-Year Students								Seniors								
		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		CUNY-Hunter		Urban Universities		CarnegiePeers - Publ		NSSE 2007		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Institution reported gender	GENDER	Male	136	35%	2268	44%	1,006	39%	52,119	45%	145	32%	2721	42%	1,266	40%	51,995	43%
		Female	402	65%	4529	56%	2,382	61%	95,958	55%	419	68%	5127	58%	2,755	60%	95,954	57%
	Total	538	100%	6797	100%	3,388	100%	148,077	100%	564	100%	7848	100%	4,021	100%	147,949	100%	
Institution reported race or ethnicity	ETHNICIT	African American/Black	48	9%	645	10%	206	5%	9,987	9%	80	14%	614	9%	264	7%	9,200	7%
		Am. Indian/Native Amer.	0	0%	30	1%	21	1%	902	1%	1	0%	45	1%	32	1%	1,015	1%
		Asian/Pacific Islander	151	27%	547	8%	477	18%	7,522	6%	90	15%	627	11%	477	16%	6,340	6%
		Caucasian/White	130	25%	4251	66%	1,916	49%	100,460	69%	190	35%	4965	63%	2,417	51%	105,543	71%
		Hispanic/Latino	87	16%	442	6%	422	16%	8,651	8%	93	16%	419	7%	404	12%	8,304	8%
		Other	28	5%	123	2%	77	3%	1,310	1%	24	4%	147	3%	75	3%	1,317	1%
		Foreign	0	0%	156	2%	85	3%	2,778	2%	0	0%	130	2%	98	3%	2,482	2%
		Multi-racial	0	0%	6	0%	2	0%	436	0%	0	0%	7	0%	8	0%	315	0%
		Unknown	94	18%	270	5%	182	6%	6,488	5%	86	15%	345	6%	246	8%	6,515	5%
Total	538	100%	6470	100%	3,388	100%	138,534	100%	564	100%	7299	100%	4,021	100%	141,031	100%		
Institution reported enrollment	ENROLLMT	Part-time	30	9%	573	12%	251	7%	6,167	6%	242	49%	1934	29%	1,204	35%	21,196	19%
		Full-time	508	91%	6224	88%	3,137	93%	141,910	94%	322	51%	5914	71%	2,817	65%	126,753	81%
		Total	538	100%	6797	100%	3,388	100%	148,077	100%	564	100%	7848	100%	4,021	100%	147,949	100%
Mode of completion	MODECOMP	Paper	0	0%	218	11%	99	4%	5,414	6%	0	0%	366	11%	145	7%	6,112	7%
		Web	538	100%	6579	89%	3,289	96%	142,663	94%	564	100%	7482	89%	3,876	93%	141,837	93%
		Total	538	100%	6797	100%	3,388	100%	148,077	100%	564	100%	7848	100%	4,021	100%	147,949	100%
Thinking about this current academic term, are you taking all courses entirely online? (item asked with the online version only)	DISTED	No	410	99%	5327	99%	2,603	99%	120,408	98%	469	100%	6530	98%	3,385	98%	123,872	97%
		Yes	5	1%	64	1%	13	1%	1,764	2%	2	0%	162	2%	60	2%	4,420	3%
		Total	415	100%	5391	100%	2,616	100%	122,172	100%	471	100%	6692	100%	3,445	100%	128,292	100%

IPEDS: 190594

<sup>a</sup> Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.





**NSSE 2007 Frequency Distributions <sup>a</sup>**  
**Urban Universities Consortium**  
**CUNY Hunter College**

		<b>First-Year Students</b>				<b>Seniors</b>					
		<b>CUNY-Hunter</b>		<b>Urban Universities</b>		<b>CUNY-Hunter</b>		<b>Urban Universities</b>			
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>		
1.	About how many hours do you spend in a typical week engaging in community service or some other volunteer activity off campus?	URB0701	No hours	267	70%	3485	65%	275	61%	3770	57%
			1-5 hours	91	24%	1563	29%	134	29%	2470	34%
			6-10 hours	19	5%	216	4%	28	6%	372	5%
			11-20 hours	5	1%	53	1%	8	2%	134	2%
			More than 20 hours	1	0%	27	1%	9	2%	53	1%
		<b>Total</b>		<b>383</b>	<b>100%</b>	<b>5344</b>	<b>100%</b>	<b>454</b>	<b>100%</b>	<b>6799</b>	<b>100%</b>
2.	About how many hours do you spend in a typical week on your university's campus, outside of time spent in class?	URB0702	5 hours or less	219	57%	2458	49%	295	65%	4219	61%
			6-10 hours	111	28%	866	17%	77	17%	1197	18%
			11-20 hours	38	10%	538	11%	53	12%	724	11%
			21-30	11	4%	270	4%	18	4%	317	4%
			More than 30 hours	5	1%	1211	19%	10	2%	338	5%
		<b>Total</b>		<b>384</b>	<b>100%</b>	<b>5343</b>	<b>100%</b>	<b>453</b>	<b>100%</b>	<b>6795</b>	<b>100%</b>
3.	How likely is it that your work or family commitments will delay you in completing your undergraduate education?	URB0703	Very unlikely	133	34%	2507	44%	147	33%	3011	41%
			Somewhat unlikely	44	11%	570	11%	23	5%	531	8%
			Not sure	88	24%	995	19%	43	9%	724	11%
			Somewhat likely	45	12%	557	11%	84	19%	905	15%
			Very likely	41	12%	311	8%	86	20%	882	14%
			Not applicable	28	7%	358	6%	63	14%	713	11%
		<b>Total</b>		<b>379</b>	<b>100%</b>	<b>5298</b>	<b>100%</b>	<b>446</b>	<b>100%</b>	<b>6766</b>	<b>100%</b>
4.	How likely is it that financial problems will delay you in completing your undergraduate education?	URB0704	Very unlikely	98	26%	1588	28%	174	39%	3122	44%
			Somewhat unlikely	63	17%	952	18%	60	14%	997	15%
			Not sure	98	26%	1207	23%	48	11%	753	11%
			Somewhat likely	67	17%	996	19%	85	19%	1021	16%
			Very likely	53	15%	550	11%	79	18%	858	14%
		<b>Total</b>		<b>379</b>	<b>100%</b>	<b>5293</b>	<b>100%</b>	<b>446</b>	<b>100%</b>	<b>6751</b>	<b>100%</b>
5.	By the time that you expect to receive your bachelor's degree, how long will it have taken, from when you first started attending college, to complete your undergraduate studies?	URB0705	4 years or less	243	61%	3091	53%	127	27%	1953	26%
			5-6 years	122	34%	1870	39%	191	43%	2730	40%
			7-8 years	10	3%	173	5%	43	11%	871	14%
			9-10 years	3	1%	59	2%	31	7%	420	7%
			More than 10 years	0	0%	92	2%	50	12%	773	12%
		<b>Total</b>		<b>378</b>	<b>100%</b>	<b>5285</b>	<b>100%</b>	<b>442</b>	<b>100%</b>	<b>6747</b>	<b>100%</b>

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**Urban Universities Consortium**  
**CUNY Hunter College**

			First-Year Students				Seniors				
			CUNY-Hunter		Urban Universities		CUNY-Hunter		Urban Universities		
Variable	Response Options		Count	%	Count	%	Count	%	Count	%	
6.	How likely is it that you will remain living in the area after you complete your undergraduate education?	URB0706	Very unlikely	28	7%	744	15%	36	8%	932	12%
			Somewhat unlikely	28	7%	578	11%	20	5%	542	7%
			Not sure	119	34%	1631	31%	94	21%	1322	19%
			Somewhat likely	86	23%	1124	20%	76	16%	1339	21%
			Very likely	116	29%	1207	23%	216	50%	2620	40%
			<b>Total</b>	<b>377</b>	<b>100%</b>	<b>5284</b>	<b>100%</b>	<b>442</b>	<b>100%</b>	<b>6755</b>	<b>100%</b>
7.	How will your undergraduate education impact your career?	URB0707	I am not sure what the impact will be	111	30%	1169	22%	101	23%	1137	18%
			There will be no impact whatsoever	7	2%	94	2%	28	7%	214	3%
			This will help me to change careers	16	4%	288	7%	74	18%	819	13%
			This will help me to advance in my current career	30	9%	545	11%	75	17%	1093	17%
			This will help me to start my career	214	55%	3180	58%	166	36%	3485	49%
			<b>Total</b>	<b>378</b>	<b>100%</b>	<b>5276</b>	<b>100%</b>	<b>444</b>	<b>100%</b>	<b>6748</b>	<b>100%</b>
8.	To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?	URB0708	Very little	43	12%	810	16%	47	11%	988	14%
			Some	130	35%	1944	37%	115	26%	2359	33%
			Quite a bit	125	32%	1666	32%	146	32%	1999	30%
			Very much	77	21%	834	15%	134	30%	1383	22%
			<b>Total</b>	<b>375</b>	<b>100%</b>	<b>5254</b>	<b>100%</b>	<b>442</b>	<b>100%</b>	<b>6729</b>	<b>100%</b>
9.	To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?	URB0709	Very little	40	11%	871	17%	43	10%	983	14%
			Some	122	34%	1855	35%	127	29%	2310	33%
			Quite a bit	142	36%	1648	31%	144	32%	2057	31%
			Very much	71	19%	881	17%	127	29%	1374	22%
			<b>Total</b>	<b>375</b>	<b>100%</b>	<b>5255</b>	<b>100%</b>	<b>441</b>	<b>100%</b>	<b>6724</b>	<b>100%</b>
10.	As an outcome of your college education, how important to you is acquiring a broad general education?	URB0710	Not at all important	4	1%	182	4%	17	4%	256	3%
			Slightly important	39	11%	660	13%	46	10%	893	13%
			Moderately important	105	29%	1674	32%	103	23%	2034	30%
			Very important	223	59%	2687	51%	272	62%	3502	54%
			<b>Total</b>	<b>371</b>	<b>100%</b>	<b>5203</b>	<b>100%</b>	<b>438</b>	<b>100%</b>	<b>6685</b>	<b>100%</b>
11.	As an outcome of your college education, how important to you is acquiring job or work-related knowledge and skills?	URB0711	Not at all important	2	1%	32	1%	11	3%	83	1%
			Slightly important	16	4%	207	4%	33	8%	274	5%
			Moderately important	69	20%	908	18%	92	21%	1018	16%
			Very important	282	75%	4056	77%	303	69%	5305	78%
			<b>Total</b>	<b>369</b>	<b>100%</b>	<b>5203</b>	<b>100%</b>	<b>439</b>	<b>100%</b>	<b>6680</b>	<b>100%</b>

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		First-Year Students				Seniors					
		CUNY-Hunter		Urban Universities		CUNY-Hunter		Urban Universities			
Variable	Response Options	Count	%	Count	%	Count	%	Count	%		
12.	As an outcome of your college education, how important to you is writing clearly and effectively?	URB0712	Not at all important	2	0%	68	2%	2	1%	53	1%
			Slightly important	17	5%	437	9%	12	3%	278	4%
			Moderately important	71	20%	1426	28%	43	9%	1382	21%
			Very important	278	75%	3268	62%	380	87%	4968	75%
		Total		368	100%	5199	100%	437	100%	6681	100%
13.	As an outcome of your college education, how important to you is thinking critically and analytically?	URB0713	Not at all important	2	0%	46	1%	1	0%	38	1%
			Slightly important	15	4%	301	6%	12	3%	181	3%
			Moderately important	70	20%	1211	23%	50	11%	1063	15%
			Very important	276	75%	3596	70%	372	86%	5364	81%
		Total		363	100%	5154	100%	435	100%	6646	100%
14.	As an outcome of your college education, how important to you is developing computer and information technology skills?	URB0714	Not at all important	4	1%	75	1%	6	2%	80	1%
			Slightly important	45	12%	504	9%	45	10%	406	6%
			Moderately important	123	34%	1747	33%	112	25%	1853	27%
			Very important	194	53%	2836	57%	275	63%	4313	66%
		Total		366	100%	5162	100%	438	100%	6652	100%
15.	As an outcome of your college education, how important to you is working effectively with others?	URB0715	Not at all important	3	1%	44	1%	4	1%	72	1%
			Slightly important	21	6%	229	5%	31	7%	301	5%
			Moderately important	92	26%	1162	24%	102	23%	1448	23%
			Very important	249	67%	3723	70%	298	69%	4830	71%
		Total		365	100%	5158	100%	435	100%	6651	100%
16.	As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen?	URB0716	Not at all important	3	1%	78	2%	11	3%	170	3%
			Slightly important	38	11%	379	8%	40	9%	496	7%
			Moderately important	114	32%	1506	30%	109	25%	1799	26%
			Very important	208	56%	3203	61%	275	64%	4186	64%
		Total		363	100%	5166	100%	435	100%	6651	100%
17.	As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?	URB0717	Not at all important	6	2%	150	4%	9	2%	213	3%
			Slightly important	27	8%	541	11%	41	10%	725	10%
			Moderately important	108	31%	1560	32%	95	21%	1920	29%
			Very important	222	60%	2915	53%	292	67%	3788	58%
		Total		363	100%	5166	100%	437	100%	6646	100%

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		First-Year Students				Seniors				
		CUNY-Hunter		Urban Universities		CUNY-Hunter		Urban Universities		
Variable	Response Options	Count	%	Count	%	Count	%	Count	%	
18. How would you characterize the support you receive for going to college from your close friends and family?	URB0718	Very unsupportive	1	0%	39	1%	6	1%	56	1%
		Somewhat unsupportive	6	2%	87	2%	10	3%	115	2%
		Neither supportive nor unsupportive	29	8%	229	5%	34	8%	321	5%
		Somewhat supportive	82	23%	992	21%	101	23%	1333	21%
		Very supportive	243	66%	3810	71%	283	65%	4814	71%
	Total		361	100%	5157	100%	434	100%	6639	100%
19. If you take less than a full course load (less than 15 or 16 student credit hours per term), what is the <b>most</b> important reason for doing so?	URB0719	Improve academic performance	101	28%	969	19%	72	16%	889	14%
		Work more hours	42	13%	678	16%	127	32%	1614	27%
		Cost of additional courses	22	6%	355	8%	37	8%	400	6%
		Scheduling problems	34	9%	409	8%	56	13%	613	10%
		Course availability	26	7%	270	5%	45	11%	490	8%
		Course load limit set by program	6	2%	92	2%	11	3%	150	2%
	Not applicable - always take a full course load	127	35%	2297	41%	84	18%	2383	33%	
Total		358	100%	5070	100%	432	100%	6539	100%	
20. What is your best estimate of your total current annual income (before taxes) or the combined income of your parents if you are listed as a dependent on their income taxes?	URB0720	Less than \$10,000	80	22%	1067	23%	98	22%	1369	22%
		\$10,000 to \$24,999	103	29%	730	16%	95	23%	1441	23%
		\$25,000 to \$49,999	79	23%	988	21%	108	26%	1332	21%
		\$50,000 to \$74,999	35	10%	874	17%	57	14%	976	14%
		\$75,000 to \$99,999	27	8%	557	11%	29	7%	579	9%
	\$100,000 and over	24	7%	691	12%	32	7%	684	11%	
Total		348	100%	4907	100%	419	100%	6381	100%	

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