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# National Survey of Student Engagement

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## Summary Report 2007

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## National Survey of Student Engagement NSSE 2007 Summary Report

### Overview

The National Survey of Student Engagement (NSSE) is a national survey instrument designed to assess the extent to which students are engaged in positive educational practices and to look at what students gain from their educational experiences. In completing this survey, students are asked to reflect on what they are putting into and getting out of their college experience.

NSSE annual results provide Towson with internal and external benchmarks for determining how effectively the University is contributing to student learning. Towson has participated in NSSE since 2001 and these data offer valuable insight into what students think about their experience at Towson and why.

NSSE data also allow comparisons to three peer groups: regional, formed by institutions within the same IPEDS geographic region (24 institutions); masters, formed by institutions with the same 2005 basic Carnegie classification (140 institutions); and national, formed by all the NSSE 2007 responding schools (585 institutions).

The NSSE instrument looks at overall student satisfaction and evaluation of academic and co-curricular components in their college experience. Data are broken down by first-year and senior students, by native and transfer students, by colleges, by Middle States standards, and by student engagement benchmark clusters.

The following sections discuss overall and NSSE benchmarks results and provide some insight into changes in Towson student perceptions over time.

### Overall Ratings

NSSE included three overall evaluation items:

1. How would you evaluate your entire educational experience at this institution?
2. If you could start over again, would you go to the same institution you are now attending?
3. Overall, how would you evaluate the quality of academic advising you have received at your institution?

Results for Towson student response to these questions are encouraging especially when observing the entire educational experience evaluation. Nevertheless, there are a number of opportunities for improvement, especially in academic advising.

- 81% of TU students evaluated their entire educational experience as “good” or “excellent”. Although Towson ratings were below their respective regional, masters, and national peers, only 3% of TU students rated their entire educational experience as “poor.”
- 75% of TU students would “definitely” or “probably” go back to Towson if they could start over again. TU ratings were several percentage points below their regional, masters, and national peers.
- 60% of TU students rated the quality of the received academic advising as “good” or “excellent.” This was the lowest rated overall item, and in comparison to Towson Peers. Additional analysis of other items will offer further insight into this response.

- Although there is some percentage variation in these three overall items since 2002, there is no statistically significant change in student response between 2002 and 2007.

Student Responses to NSSE Overall Items Since 2002

	TU 2002	TU 2005	TU 2007	Peers 2007	Masters 2007	NSSE 2007
How would you evaluate your entire educational experience at this institution? <sup>a</sup>	84	84	81	84	86	87
If you could start over again, would you go to the same institution you are now attending? <sup>b</sup>	79	77	75	80	82	83
Overall, how would you evaluate the quality of academic advising you have received at your institution? <sup>a</sup>	54	62	60	66	73	73

a. Percentage responding "Good" or "Excellent"

b. Percentage responding "Probably yes" or "Definitely yes"

**First Year and Senior Students Response**

Comparison of first-year response and senior response shows that first-year students are more satisfied with their entire educational experience at Towson, more likely to return to Towson if given the opportunity, and happier with academic advising than senior students. First-year student response is comparable to peers, masters, and national benchmark response.

Senior student response to these three overall questions suggests that seniors are less satisfied with the overall educational experience, they are less likely to come back to Towson if given the opportunity and they are less satisfied with the academic advising than TU first year students or regional, masters, and national peers.

Between 2002 and 2007, senior students at Towson have tended to rate these three overall items lower than first year students. This year's results were consistent with that trend. Senior students perceive that their entire educational experience is not as satisfactory as they expected or as it was during their first year, especially when evaluating academic advising. Senior student satisfaction for academic advising decreases significantly between the first and the last year at Towson.

Along with the three overall items, senior student response indicates that they spend more hours per week working for pay, commuting to class, and providing care for dependents than first year students. On the other hand, first year students spend more hours per week participating in co-curricular activities, and relaxing and socializing than senior students. Despite those differences, first-year students and senior students spend the same number of hours per week preparing for their classes, studying, reading, writing, doing homework, etc.

Additionally, first-year students are more satisfied with the support that Towson University provides to help them succeed academically, to cope with their non-academic responsibilities, and to thrive socially, and are more satisfied with the quality of their relationship with administrative personnel and offices than senior students.

Students' responses suggest that Towson University may be responding more effectively to first year student needs than senior students needs.

## Student Response to NSSE Overall Item by Year at College

	TU	First Year	Senior	Peers 2007	Masters 2007	NSSE 2007
How would you evaluate your entire educational experience at this institution? <sup>a</sup>	81%	86%	76%	84	86	87
If you could start over again, would you go to the same institution you are now attending? <sup>b</sup>	75%	80%	71%	80	82	83
Overall, how would you evaluate the quality of academic advising you have received at your institution? <sup>a</sup>	60%	72%	50%	66	73	73

a. Percentage responding "Good" or "Excellent"

b. Percentage responding "Probably yes" or "Definitely yes"

### Transfer and Native Student Responses

In addition to the difference between first-year and senior response, NSSE data show a difference in response between transfer and native students. Native student, or students who started their academic career at Towson, tend to have a more favorable perception of their overall educational experience, and their responses are comparable with regional, masters, and national peers.

These results are also consistent with the three overall NSSE items. About 70% of native students are first-year student and about 80% of transfer students are senior students. Data indicate that transfer students have a different experience at Towson than native students during their college years.

Transfer students dedicate more time per week to work for pay than native students. 56% of transfer seniors and 35% of transfer first-year students dedicate more than 16 hours per week to working for pay, while only 41% of native seniors and 19% of native first year students dedicate more than 16 hours per week to working for pay.

Transfer students dedicate more time than native students to commuting. 51% of transfer-senior and 28% of transfer-first-year students dedicate 6 or more hours per week commuting to class while about 30% of native-senior and 21% of native-first-year dedicate 6 or more hours per week to commute to class.

Transfer students work with classmates outside the class to preparing their assignments, and working on a research project with a faculty member outside of course or program requirements more frequently than native students. Transfer students are also more determined to do or have done an internship field experience, co-op experience, or clinical assignment than native students.

On the other hand, native students dedicate more time to working with faculty on other activities than coursework (committees, orientation, student life, etc); attending an art exhibit, play, dance, music, theater, or other performance; and exercising or participating in physical fitness activities more frequently than transfer students.

Native students also rate the quality of their relationship with other students and administrative personnel higher than transfer students. Additionally, native students perceive that Towson University provides the needed support to succeed academically, to help them cope with their non-academic responsibilities, to provide support to thrive socially, and to promote their

attendance at campus events and activities more than transfer students do. On the other hand, transfer students perceive that they receive prompt feedback from faculty more frequently than native students.

Student Response to NSSE Overall Items by Transfer & Native and by First & Senior Year

	TU	Transfer	Native	Peers 2007	Masters 2007	NSSE 2007
How would you evaluate your entire educational experience at this institution? <sup>a</sup>	81%	75%	85%	84	86	87
If you could start over again, would you go to the same institution you are now attending? <sup>b</sup>	75%	70%	79%	80	82	83
Overall, how would you evaluate the quality of academic advising you have received at your institution? <sup>a</sup>	60%	54%	65%	66	73	73

a. Percentage responding "Good" or "Excellent"

b. Percentage responding "Probably yes" or "Definitely yes"

### NSSE Cluster Benchmark

NSSE uses five clusters or "benchmarks" of effective educational practice. These clusters are Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student-Faculty Interaction (SFI), Enriching Educational Experience (EEE), and Supportive Campus Environment (SCE).

- TU student response was similar to peers' response in two benchmark categories ACL and EEE, and statistically significant different in the other three categories LAC, SFI, and SCE.

A more detailed description of Towson responses in these 5 benchmark categories follows below.

### Active and Collaborative Learning - ACL

This benchmark category represents 7 NSSE items. These items are listed below:

1. Asked questions in class or contributed to class discussions
2. Made a class presentation
3. Worked with other students on projects during class
4. Worked with classmates outside of class to prepare class assignments
5. Tutored or taught other students (paid or voluntary)
6. Participated in a community-based project (e.g. service learning) as part of a regular course
7. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

TU student response in ACL was similar to masters and national peers response and was statistically significant higher ( $p < .05$ ) than its regional peers in 5 of the 7 items that define this category. Freshman and senior student response was more similar than their peers in this benchmark.

TU students' ratings were lower than their peer ratings on "discussed ideas from your readings with others outside the class" and "tutored or taught other students".

## ACL - Towson and Peers Responses

Active Collaborative Learning	Towson	Peers	Masters	National
Asked questions in class or contributed to class discussions <sup>a</sup>	63%	61%	67%	66%
Made a class presentation <sup>a</sup>	53%	42%	50%	47%
Worked with other students on projects during class <sup>a</sup>	46%	42%	47%	44%
Worked with classmates outside of class to prepare class assignments <sup>a</sup>	47%	45%	49%	51%
Tutored or taught other students (paid or voluntary) <sup>a</sup>	12%	18%	18%	19%
Participated in a community-based project (e.g. service learning) as part of a regular course <sup>a</sup>	13%	12%	16%	16%
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) <sup>a</sup>	51%	57%	58%	59%

<sup>a</sup>. Percentage responding Often or very often

Comparing student response since 2001, there is a significant improvement in this benchmark category. In 2001 the mean score for first year student was 34.2 and in 2007 the mean score for first year student was 40.0. For senior students the mean score in 2001 was 47.1 and in 2007 the mean score was 49.2.

### Enriching Educational Experience - EEE

This benchmark category was developed from the result of 12 NSSE items. These items are listed below:

1. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
2. Had serious conversations with students of a different race or ethnicity than your own
3. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
4. Practicum, internship, field experience, co-op experience, or clinical assignment
5. Community service or volunteer work
6. Participate in a learning community or some other formal program where groups of students take two or more classes together
7. Foreign language coursework
8. Study abroad
9. Independent study or self-designed major
10. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
11. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
12. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

TU student response in EEE was similar to regional, masters, and national peers in 8 of the 12 items that define this category. Freshman and senior student response is more similar than their peers on this benchmark.

TU students' ratings were higher than their peers' ratings in the following four items; "[plan to do or have done] culminating senior experience", "[plan to do or have done] foreign language

coursework”, “[TU] encouraging contact among students from different economic, social, and racial background”, and “[hours per week] participating in co-curricular activities”

### EEE – Towson and Peers Responses

Enriching Educational Experience	Towson	Peers	Masters	National
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment <sup>a</sup>	60%	57%	56%	56%
Had serious conversations with students of a different race or ethnicity than your own <sup>a</sup>	50%	55%	49%	50%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values <sup>a</sup>	51%	58%	54%	55%
Practicum, internship, field experience, co-op experience, or clinical assignment <sup>b</sup>	84%	81%	80%	80%
Study abroad <sup>b</sup>	31%	34%	30%	35%
Independent study or self-designed major <sup>b</sup>	18%	23%	22%	23%
Participate in a learning community or some other formal program where groups of students take two or more classes together <sup>b</sup>	34%	38%	38%	36%
Community service or volunteer work <sup>b</sup>	69%	72%	76%	78%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) <sup>b</sup>	44%	52%	56%	58%
Foreign language coursework <sup>b</sup>	44%	51%	48%	53%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds <sup>c</sup>	42%	50%	51%	51%
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) <sup>d</sup>	51%	56%	54%	61%

a. Percentage responding "Often or Very Often"

b. Percentage Responding "Done or Plan to Do"

c. Percentage responding "Very much" or "Quite a bit"

d. Percentage responding "1 or more hours per week"

There is a slight improvement in the EEE mean scores from 2005 to 2007 student response. Unfortunately data prior 2004 are not available for this benchmark category because in 2004, question 7 was rescaled. Question 7 contains 8 items and 7 of those items define the EEE benchmark category.

### Level of Academic Challenge - LAC

This benchmark category was developed from the result of 11 NSSE items. These items are listed below:

1. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
2. Spending significant amounts of time studying and on academic work
3. Number of assigned textbooks, books, or book-length packs of course readings

4. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
5. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
6. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
7. Worked harder than you thought you could to meet an instructor's standards or expectations
8. Number of written papers or reports between 5 and 19 pages
9. Number of written papers or reports of 20 pages or more
10. Number of written papers or reports of fewer than 5 pages
11. Applying theories or concepts to practical problems or in new situations

Towson University first year and senior students reported that they spend less time than their benchmark peers preparing for class, studying, reading, writing, or doing homework, etc. There was no statistically significant difference between first year student and senior student response at Towson for this benchmark category.

Towson first year and senior students reported spending less time studying and on academic work than their benchmark peers. Once again, there was no significant difference between first year and senior student response on these items at Towson.

TU first year students reported to have the same amount of assigned readings than master and national peers, but senior students reported to have less assigned course reading than their regional, masters, and national peers. Towson senior students also reported to have less number of assigned course readings than first year students.

First year Towson students rated the coursework emphasis on “synthesizing and organizing ideas”, and on “making judgments about the value of information” as high as their master and national peers, but senior students rate this emphasis below their regional, masters, and national peers.

First year Towson students rated the coursework emphasis on “analyzing” as well as their regional, masters, and national peers, and senior students rate this emphasis as well as masters do.

Towson students, first year and senior, reported that they worked harder than they thought they could as often as their regional and national peers do. Towson seniors rated themselves lower than master seniors do in this item.

There were not statistically significant differences between Towson students and their masters and national peers in the items “number of written papers” and “applying theories”

#### LAC Towson and Peers Responses

Level of Academic Challenge	Towson	Peers	Masters	National
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) <sup>a</sup>	46%	54%	53%	57%
Spending significant amounts of time studying and on academic work <sup>b</sup>	74%	77%	79%	81%
Number of assigned textbooks, books, or book-length packs of course readings <sup>c</sup>	71%	76%	75%	76%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences <sup>b</sup>	66%	71%	70%	71%

Coursework emphasizes: Making judgments about the value of information, arguments, or method <sup>b</sup>	65%	68%	70%	69%
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory <sup>b</sup>	78%	81%	80%	82%
Worked harder than you thought you could to meet an instructor's standards or expectations <sup>d</sup>	53%	54%	57%	56%
Number of written papers or reports of <b>20 pages or more</b> <sup>c</sup>	5%	7%	6%	6%
Number of written papers or reports <b>between 5 and 19 pages</b> <sup>c</sup>	37%	43%	41%	41%
Number of written papers or reports of <b>fewer than 5 pages</b> <sup>c</sup>	61%	61%	64%	65%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations <sup>b</sup>	77%	76%	77%	77%

a. percentage responding more than 10 hours per week

b. percentage responding quite a bit and very much

c. percentage responding 5 or more

d. percentage responding often or very often

### Student Faculty Interaction SFI

This benchmark category was developed from the result of 6 NSSE items. These items are listed below:

1. Discussed ideas from your readings or classes with faculty members outside of class
2. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
3. Worked on a research project with a faculty member outside of course or program requirements
4. Talked about career plans with a faculty member or advisor
5. Discussed grades or assignments with an instructor
6. Received prompt written or oral feedback from faculty on your academic performance

TU student response was significantly lower than their peers (regional, masters, and national) in the first three items; “discuss ideas from readings with faculty members”, “work with faculty on activities other than coursework”, and “work with faculty on a research project outside of course or program requirement.”

On the other hand, Towson student response to the other three items “talk about career plans with faculty member or advisor”, “discuss grades or assignments with an instructor”, and “receive prompt feedback from faculty on your academic performance” were more similar to their regional, masters, and national peers.

Towson student response suggest that student faculty interaction is mainly oriented to the academic performance.

SFI – Towson and Peers Responses

Student Faculty Interactions	Towson	Peers	Masters	National
Discussed ideas from your readings or classes with faculty members outside of class <sup>a</sup>	18%	23%	24%	24%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) <sup>a</sup>	14%	18%	19%	19%

Worked on a research project with a faculty member outside of course or program requirements <sup>b</sup>	25%	35%	30%	33%
Talked about career plans with a faculty member or advisor <sup>a</sup>	35%	34%	37%	37%
Discussed grades or assignments with an instructor <sup>a</sup>	54%	51%	56%	55%
Received prompt written or oral feedback from faculty on your academic performance <sup>a</sup>	54%	57%	61%	61%

a. Percentage responding "Very Often" or "Often"

b. Percentage responding "Plan to do" or "Done"

## Supportive Campus Environment SCE

This benchmark category was developed from the result of 6 NSSE items. These items are listed below:

1. Relationships with faculty members
2. Relationships with other students
3. Relationships with administrative personnel and offices
4. Providing the support you need to help you succeed academically
5. Helping you cope with your non-academic responsibilities (work, family, etc.)
6. Providing the support you need to thrive socially

In average, students rated Towson University in this benchmark significantly below than regional, masters, and national peers. First year students rated Towson University higher than senior students in five of six items of this benchmark; "quality of relationships with faculty members", "quality of relationships with other students", "[TU] helping to cope with non-academic responsibilities (work, family, etc.)", "[TU] providing the needed support to help you succeed academically," and "[TU] providing the needed support to thrive socially." As it was described in previous paragraphs, students perceive that Towson University is providing a better support to first year students than to senior students.

Towson students, first year and senior, reported to be less satisfied with the "quality of relationships with administrative personnel and offices" than their master and national peers.

The following shows percentage responding to each of these 6 items:

### SCE - Towson and Peers Responses

Supportive Campus Environment	Towson	Peers	Masters	National
Quality of relationships with faculty members <sup>a</sup>	71%	72%	78%	78%
Quality of relationships with other students <sup>b</sup>	74%	78%	81%	82%
Quality of relationships with administrative personnel and offices <sup>c</sup>	46%	47%	56%	56%
Providing the support you need to help you succeed academically <sup>d</sup>	63%	68%	73%	74%
Helping you cope with your non-academic responsibilities (work, family, etc.) <sup>d</sup>	26%	27%	30%	30%
Providing the support you need to thrive socially <sup>d</sup>	37%	38%	40%	41%

a. Percentage responding 5, 6, and 7 in a seven points scale being one "Unavailable, Unhelpful, Unsympathetic" and seven "Available, Helpful, Sympathetic"

b. Percentage responding 5, 6, and 7 in a seven points scale being one "Unfriendly, Unsupportive, Sense of Alienation" and seven "Friendly, Supportive, Sense of Belonging"

- c. Percentage responding 5, 6, and 7 in a seven points scale being 1 "Unhelpful, Inconsiderate, Rigid" and seven "Helpful, Considerate, Flexible"
- d. Percentage responding "quite a bit" or "very much"

The following table shows how students had rated TU at this 5 NSSE benchmarks along the time. Percentages were recalculated by NSSE.

#### Recalculated Benchmarks for All Years of NSSE Participation

<i>Benchmark</i>	<i>Class</i>	<i>2001</i>	<i>2002</i>	<i>2005</i>	<i>2007</i>
Level of Academic Challenge	FY	49.2	52.3	50.9	50.0
	SR	54.6	54.7	53.2	52.9
Active and Collaborative Learning	FY	34.2	37.1	37.8	40.0
	SR	47.1	48.3	48.8	49.2
Student-Faculty Interaction(a)	FY	*	*	30.4	32.0
	SR	*	*	38.8	37.1
Enriching Educational Experience (b)	FY	*	*	25.2	25.5
	SR	*	*	35.8	37.9
Supportive Campus Environment	FY	56.7	57.5	56.4	57.9
	SR	49.2	51.3	50.7	51.9

- a. In 2004 all items in question seven, including the SFI item "work on a research project with a faculty member outside of course or program requirements," were rescaled. Therefore, scores for the SFI benchmark were recalculated without including the "research" item in the calculation.
- b. Since all items on question 7 were rescaled, it is not possible to compare the 2004-2007 EEE with prior years

## **Middle States**

Items on the NSSE survey are linked to a number of Middle State Standards for accreditation. These standards include Standard 12, General Education; Standard 13, Related Educational Activities; and Standard 14, Assessment of Student Learning. Summary NSSE results for each of these standards are discussed below.

### **Standard 12: General Education**

Standard 12 looks at whether an institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills. These skills include oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

TU students were rated TU contribution to their knowledge, skills, and personal development below than regional, masters and national peers in the following general education areas:

- Acquiring a broad general education
- Acquiring a job or work-related knowledge and skills,
- Analyzing quantitative problems
- Solving complex real-world problems
- Speaking clearly and effectively,
- Thinking critically and analytically
- Writing clearly and effectively

### **Standard 13: Related Educational Activities**

Standard 13 addresses the extent to which institutional programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

In these results, TU students reported to be more likely than their benchmarking peers to do community service or volunteer work, to do an independent study or self-designed major, and to study abroad.

- On the other hand, TU students were less likely to or plan to:
- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Work on a research project with a faculty member outside of course or program

### **Standard 14: Assessment of Student Learning**

Standard 14 covers assessment of student learning and whether assessment at the institution demonstrates that students have the knowledge, skills, and competencies consistent with institutional goals and that student at graduation have achieved appropriate higher education goals.

TU students tend to have serious conversations with students of a different race or ethnicity than their own, and to have serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values as frequently as their benchmarking peers.

TU students are as likely to work effectively with others and to try to better understand someone else's views by imagining how an issue looks from his or her perspective as their benchmark peers.

TU students are also as likely to work on a paper or project that required integrating ideas or information from various sources and to put together ideas or concepts from different courses when completing assignments or during class discussions as their benchmarking peers.

TU students are as likely to use computing and information technology as their benchmarking peers.

On the other hand, TU students are less likely to vote in local, state, or national elections, to use computers in academic work, and to contribute to the welfare of your community than their benchmarking peers. TU students are more likely to come to class without completing readings or assignments than their benchmarking peers.

### **Final Remarks**

NSSE results show that students are generally satisfied with their TU experience. Some groups are more satisfied than others. Results also suggest that advising is an area of particular concern and that transfer students and seniors are much less satisfied overall. Benchmark scores allow TU to identify areas of strength, weakness, and improvements in across these benchmarks, and along the time. Middle States standards comparisons allow us to highlight our strength and identify weaker areas in comparison with ourselves in the time, and other colleges and universities.

## Respondents Demographics to the NSSE 2002, 2005, 2007

	2002	2005	2007
Respondents surveyed	324	1295	1173
Percentage of Response	46%	44%	26%
<b>Completed on Paper</b>			
Completed Online	81 %		3 %
Type	19 %		97 %
<b>Transfer</b>			
Native	40 %	43%	43 %
Academic Year	60 %	57%	57 %
<b>Freshman</b>			
Seniors	51 %	44%	50 %
Gender	49 %	56%	50 %
<b>Men</b>			
Women	31 %	27%	30 %
Ethnicity	69 %	73%	70 %
<b>African American</b>			
Asian	7 %	8%	12 %
White	5 %	4%	4 %
Hispanic	84 %	78%	71 %
Other	2 %	2%	2 %
Student	3 %	8%	11.1 %
<b>Full-time</b>			
Part-time	88%	91%	93%
	12%	9%	7%