

Faculty classroom practices and student responses:

Faculty Responses

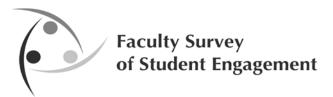
Percentage of faculty who reported that more than half of students from their courses do the following

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or	FCLQUEST	LD	19%
contribute to class discussions	FCLQUEST	UD	32%
Frequently come to class without	FCLUNPRE	LD	35%
completing readings or assignments	FCLUNPRE	UD	20%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	30%
	FWORKHRD	UD	32%
Occasionally use e-mail to communicate	FEMAII.	LD	31%
with you	FEMAIL	UD	43%
Occasionally discuss grades or assignments	FGRADE	LD	25%
with you	FGRADE	UD	21%
At least once, talk about career plans with	EDI ANG	LD	13%
you	FPLANS	UD	24%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAG	LD	11%
	FIDEAS	UD	15%

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to	CLQUEST	FY	19%	38%	40%	3%
class discussions	CEQUEST	SR	33%	33%	32%	2%
Come to class without completing assignments	CLUNPREP	FY	6%	13%	58%	24%
	CLUNPREP	SR	11%	16%	61%	12%
Worked harder than you thought you could	WORKHARD	FY	10%	39%	42%	9%
to meet an instructor's standards or expectations	WORKHARD	SR	15%	36%	45%	5%
Used e-mail to communicate with an		FY	31%	41%	25%	3%
instructor	EMAIL	SR	51%	32%	16%	0%
Discussed grades or assignments with an	F. CCP. 155	FY	16%	33%	42%	10%
instructor	FACGRADE	SR	22%	34%	37%	6%
Talked about career plans with a faculty		FY	9%	28%	48%	15%
member or advisor	FACPLANS	SR	12%	26%	43%	18%
Discussed ideas from your readings or		FY	7%	12%	35%	46%
classes with faculty members outside of class	FACIDEAS	SR	7%	13%	46%	34%



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Percentage of faculty who reported that students from their courses do the following often or very often

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse		LD	39%
perspectives (different races, religions, genders, political beliefs, etc.)	TETVELIG	UD	43%
Work with other students on projects		LD	48%
during class		UD	62%
Participate in a community-based project (e.g., service learning) as part	FCOMMPRO	LD	8%
of your course		UD	17%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	FITICADE	LD	46%
to discuss or complete an assignment	THEADE	UD	45%
Receive prompt written or oral feedback	FFEED	LD	94%
from you on their academic performance	TTEED	UD	89%
Have serious conversations in your course with students of a different race	FDIVRSTU	LD	18%
or ethnicity than their own	1 DIVRSTO	UD	18%
Have serious conversations in your course with students who are very different from	•		17%
them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	UD	24%

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs,	DIVCLASS	FY	19%	40%	35%	5%
etc.) in class discussions or writing assignments	DIVELIAGO	SR	21%	39%	37%	4%
Worked with other students on projects during class	CLASSGRP	FY	8%	33%	49%	10%
	CLI IDSGIA	SR	14%	38%	41%	7%
Participated in a community-based project (e.g., service learning) as	COMMPROJ	FY	3%	8%	23%	66%
part of a regular course		SR	5%	9%	29%	57%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	ITACADEM	FY	24%	28%	35%	13%
to discuss or complete an assignment	HACADLM	SR	37%	30%	27%	7%
Received prompt written or oral feedback from faculty	FACFEED	FY	12%	41%	42%	5%
on your academic performance	TACTEED	SR	11%	48%	37%	4%
Had serious conversations with students of	DIVRSTUD	FY	16%	26%	39%	19%
a different race or ethnicity than your own	DIVKSTOD	SR	19%	22%	46%	14%
Had serious conversations with students who are very different from you in terms of	DIFFSTU2	FY	22%	29%	37%	11%
their religious beliefs, political opinions, or personal values		SR	22%	31%	38%	9%



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Very Important

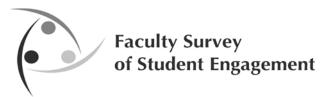
Percentage of faculty who reported that it is important or very important that their students do the following

FSSE Item	Variable	Class	or Important
Prepare two or more drafts of a paper or	FREWROPA	LD	51%
assignment before turning it in		UD	64%
Work on a paper or project that requires integrating ideas or information from	FINTEGRA	LD	70%
various sources	THVILORI	UD	84%
Work with classmates outside of class to	FOCCGRP	LD	38%
prepare class assignments		UD	55%
Put together ideas or concepts from different courses when completing	FINTIDEA	LD	44%
assignments or during class discussions	FINTIDEA	UD	69%
Discuss ideas or readings from class with others outside of class (other students,	FOOCID05	LD	54%
family members, coworkers, etc.)	roocibos	UD	50%
Tutor or teach other students (paid or	FTUTOR	LD	28%
voluntary)	TTOTOK	UD	32%
Examine the strengths and weaknesses of	FOWNVIEW	LD	72%
their views on a topic or issue	TOWNVIEW	UD	73%
Try to better understand someone else's	FOTHRVW	LD	77%
views by imagining how an issue looks from that person's perspective	TOTICE	UD	68%
Learn something that changes the way they	FCHNGVW	LD	92%
understand an issue or concept	rchngv w	UD	90%

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or	REWROPAP	FY	18%	32%	34%	16%
assignment before turning it in	REWROPAP	SR	15%	23%	41%	21%
Worked on a paper or project that required	n.m. an . m	FY	20%	47%	28%	5%
integrating ideas or information from various sources	INTEGRAT	SR	41%	42%	16%	1%
Worked with classmates outside of class to	OCCGRP	FY	9%	30%	50%	12%
prepare class assignments	OCCGRP	SR	31%	35%	29%	5%
Put together ideas or concepts from	INTIDEAS	FY	13%	43%	39%	5%
different courses when completing assignments or during class discussions		SR	24%	47%	27%	2%
Discussed ideas from your readings or	OOCIDEAS	FY	16%	33%	43%	8%
classes with others outside of class (students, family members, coworkers, etc.)		SR	17%	36%	42%	5%
Tutored or taught other students (paid or	TUTOD	FY	3%	10%	35%	51%
voluntary)	TUTOR	SR	8%	13%	35%	45%
Examined the strengths and weaknesses of	OWNWEW	FY	14%	31%	44%	11%
your own views on a topic or issue	OWNVIEW	SR	13%	35%	43%	9%
Tried to better understand someone else's	OTHER LIEST	FY	21%	35%	39%	6%
views by imagining how an issue looks from his or her perspective	OTHRVIEW	SR	20%	41%	34%	5%
Learned something that changed the way	CHNCVIEW	FY	21%	41%	36%	3%
you understand an issue or concept	CHNGVIEW	SR	19%	40%	37%	3%



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Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

FSSE Item	Variable	Class	Quite Challenging
Select the box that represents the extent to which your evaluations of student		LD	81%
performance (e.g., examinations, portfolio)	FEXAMS		
challenge students in your selected course		UD	89%
section to do their best work			

Note: Faculty reponded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from	FMEMORIZ	LD	31%
your course and readings	FMEMORIZ	UD	26%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	83%
	FANALYZE	UD	92%
Synthesizing and organizing ideas,	FSYNTHES	LD	82%
information, or experiences	FSYNTHES	UD	89%
Making judgments about the value of	FEVALUAT	LD	70%
information, arguments or methods	FEVALUAI	UD	78%
Applying theories or concepts to practical problems or in new situations	EADDI VIN	LD	74%
	FAPPLYIN	UD	89%

Student Responses

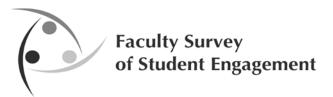
Distribution of student responses to how much their examininations during the current schol year challenged them to do their best work

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the	EXAMS	FY	81%	19%
urrent school year challenged you to do your best work		SR	76%	24%

Note: Students reponded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Distribution of student responses to how much their coursework during the current school year emphasized the following

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from		FY	19%	48%	30%	4%
your course and readings	MEMORIZE	SR	21%	41%	31%	7%
Analyzing the basic elements of an idea, experience or theory	ANIAL VZE	FY	27%	49%	22%	2%
	ANALYZE	SR	28%	51%	19%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	18%	46%	33%	4%
		SR	21%	46%	30%	3%
Making judgments about the value of	EVALUATE	FY	20%	45%	30%	5%
information, arguments, or methods	EVALUATE	SR	23%	43%	29%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	26%	45%	25%	4%
		SR	32%	46%	20%	2%



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Student Responses

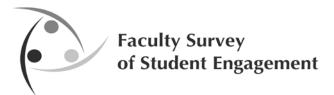
Percentage of faculty who structured their courses quite a bit or very

much so that students learn and develop in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
Writing alacely and affactively	FGNWRITE	LD	45%
Writing clearly and effectively	FONWRITE	UD	71%
Speaking clearly and effectively	FGNSPEAK	LD	40%
	FUNSPEAK	UD	60%
	FONANALY	LD	92%
Thinking critically and analytically	FGNANALY	UD	92%
		LD	48%
Analyzing quantitative problems	FGNQUANT	UD	40%
Using computing and information		LD	33%
technology	FGNCMPTS	UD	44%
XX 1: CC : 1 :d d		LD	51%
Working effectively with others	FGNOTHER	UD	64%
T		LD	86%
Learning effectively on their own	FGNINQ	UD	79%
		עט	19%

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
White a leader of effectively	CNIMIDTE	FY	22%	43%	30%	5%
Writing clearly and effectively	GNWIRTE	SR	28%	44%	23%	6%
Speaking clearly and effectively		FY	18%	39%	37%	6%
	GNSPEAK	SR	26%	42%	26%	6%
Thinking critically and analytically	CNANALY	FY	30%	48%	20%	2%
	GNANALY	SR	37%	43%	18%	2%
	CNOVANT	FY	22%	46%	27%	5%
Analyzing quantitative problems	GNQUANT	SR	27%	40%	29%	5%
Using computing and information	ava mma	FY	32%	44%	21%	3%
technology	GNCMPTS	SR	41%	38%	18%	3%
W. 1: 60 c. 1 .d. d		FY	29%	40%	26%	4%
Working effectively with others	GNOTHERS	SR	39%	37%	21%	3%
		FY	21%	48%	27%	4%
Learning effectively on your own	GNINQ	SR	26%	43%	26%	5%



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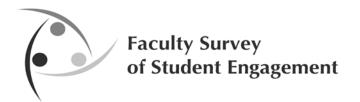
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
Hadanstonding themselves	FGNSELF	LD	56%
Understanding themselves	FGNSELF	UD	52%
Understanding people of other racial and		LD	47%
ethnic backgrounds	FGNDIVER	UD	41%
Solving complex real-world problems		LD	59%
	FGNPROBS	UD	73%
Developing a personal code of values and		LD	50%
ethics	FVALUES	UD	51%
Developing a deepened sense of		LD	17%
spirituality	FSPIRIT	UD	11%
		LD	73%
Acquiring a broad general education	FGNGENLE	UD	47%
Acquiring job or work-related knowledge and skills		LD	67%
	FGNWORK	UD	77%

Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Understanding yourself	GNSELF	FY	22%	38%	32%	9%
	GNSELF	SR	25%	34%	30%	11%
Understanding people of other racial and	GNDIVERS	FY	21%	37%	34%	9%
ethnic backgrounds	GNDIVERS	SR	17%	33%	38%	12%
Solving complex real-world problems	GNPROBSV	FY	16%	38%	36%	10%
	GNPROBSV	SR	18%	34%	36%	11%
Developing a personal code of values and ethics	CNETHICS	FY	19%	36%	32%	13%
	GNETHICS	SR	19%	30%	35%	15%
Developing a deepened sense of	CN (SDID III)	FY	12%	22%	27%	39%
spirituality	GNSPIRIT	SR	9%	12%	26%	53%
		FY	31%	50%	17%	2%
Acquiring a broad general education	GNGENLED	SR	35%	45%	18%	2%
Acquiring job or work-related knowledge and skills		FY	18%	40%	33%	9%
	GNWORK	SR	34%	38%	23%	5%



Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

Student Responses

Percentage of faculty who reported that it is important or very important that students at their institution do the following

Distribution of student reponses to whether they had done or plan to do the following before graduating

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-	FINTERN	LD	89%
op experience, or clinical assignment	FINTERN	UD	88%
Community service or volunteer work	FVOLUNTR	LD	62%
Community service of volunteer work	T V OBOTATIO	UD	63%
Participation in a learning community or		LD	48%
some other formal program where groups of students take two or more classes together	FLERNCOM	UD	48%
Work on a research project with a faculty		LD	55%
member outside of course or program requirements	FIMPR05	UD	40%
Foreign language coursework	FFORLANG	LD	56%
1 ofeigh language coursework	TI OKLI ING	UD	51%
Study obroad	FSTUDYAB	LD	53%
Study abroad	ISTODIAD	UD	51%
Culminating senior experience (capstone	FSENIOR	LD	86%
course, senior project or thesis, comprehensive exam, etc.)	FOENIOR	UD	76%

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-	INTERN04	FY	5%	73%	6%	16%
op experience, or clinical assignment	INTERNO4	SR	53%	25%	15%	6%
	VOLNTR04	FY	35%	50%	4%	10%
Community service or volunteer work	VOLNTR04	SR	70%	14%	11%	5%
Participate in a learning community or some		FY	10%	23%	29%	38%
other formal program where groups of students take two or more classes together	LRNCOM04	SR	23%	7%	58%	12%
Work on a research project with a faculty	RESRCH04	FY	4%	27%	29%	41%
member outside of course or program requirements	RESRCH04	SR	17%	9%	58%	15%
Foreign language coursework	EODI NGM	FY	18%	18%	42%	23%
Foreign language coursework	FORLNG04	SR	28%	4%	60%	9%
C4		FY	2%	32%	31%	35%
Study abroad	STDABR04	SR	13%	6%	67%	13%
Culminating senior experience (capstone	CNDVO	FY	1%	28%	14%	57%
course, thesis, project, comprehensive exam, etc.)	SNRX04	SR	19%	24%	41%	16%



Faculty and student perceptions of the campus environment:

Faculty Responses	
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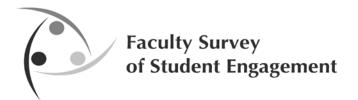
Student Responses

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

each of the following quite a bit or very much						
FSSE Item	Variable	Class	Very Much or Quite a Bit			
Requiring students to spend significant	FENVSCHO	LD	42%			
amounts of time studying and on academic work	FENVSCHO	UD	43%			
Providing students the support they	FENVSUPR	LD	70%			
need to help them succeed academically	FENVSUPK	UD	79%			
Encouraging contact among students		LD	33%			
from different economic, social and racial or ethnic backgrounds	FENVDIVR	UD	42%			
Helping students cope with their non-	FENVNACA	LD	34%			
academic responsibilities (work, family, etc.)	FENVNACA	UD	26%			
Providing students the support they	FENVSOCA	LD	42%			
need to thrive socially	FENVSOCA	UD	37%			
Encouraging students to attend campus		LD	62%			
events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	UD	61%			
Encouraging students to use computers in	FENVCOMP	LD	94%			
their academic work	TENVCOMP	UD	96%			

Distribution of student responses to the extent that their institution emphasizes each of the following

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	26%	53%	19%	1%
		SR	25%	45%	27%	3%
Providing the support you need to	ENVSUPRT	FY	25%	51%	22%	2%
help you succeed academically	ENVSUFKI	SR	18%	44%	34%	4%
Encouraging contact among students		FY	20%	39%	32%	9%
from different economic, social and racial or ethnic backgrounds	ENVDIVRS	SR	12%	27%	40%	21%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY 9%	28%	42%	21%	
	ENVNACAD	SR	6%	15%	37%	42%
Providing the support you need	ENVSOCAL	FY	13%	37%	39%	11%
to thrive socially	ENVSOCAL	SR	7%	25%	45%	22%
Attending campus events and activities	ENVEVENT	FY	26%	44%	25%	4%
(special speakers, cultural performances, athletic events, etc.)	ENVEVENT	SR	14%	39%	38%	9%
Using computers in academic work	ENVICOMPT	FY	48%	40%	11%	1%
	ENVCOMPT	SR	60%	28%	10%	1%



Faculty and student perceptions of the campus environment:

Faculty Responses

Student Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

FSSE Item	Variable	Class	Positive Quality
With other students	FENVSTU	LD	72%
with other students	TENVSTO	UD	82%
Wid C. L	FENVFAC	LD	72%
With faculty members	FENVEAC	UD	77%
With administrative personnel and offices	FENVADM	LD	40%
	FENVADIVI	UD	50%

Note: Faculty reponded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Distribution of student ratings of the quality of their relationships with the following groups

NSSE Item	Variable	Class	Positive Quality	Neutral or Negative
With other students	ENVSTU	FY	79%	21%
	LIVVSTO	SR	82%	18%
With faculty members	ENVFAC	FY	70%	30%
		SR	72%	28%
With administrative personnel and offices	ENVADM	FY	59%	41%
	ENVADIVI	SR	47%	53%

Note: Students reponded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4