

**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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	<b>31%</b>
		UD	<b>45%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>42%</b>
		UD	<b>31%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>33%</b>
		UD	<b>39%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>43%</b>
		UD	<b>66%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>31%</b>
		UD	<b>42%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>16%</b>
		UD	<b>21%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>6%</b>
		UD	<b>21%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	33%	32%	34%	1%
		SR	45%	29%	25%	1%
Come to class without completing assignments	CLUNPREP	FY	5%	7%	58%	30%
		SR	6%	10%	61%	23%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	24%	43%	26%	7%
		SR	35%	37%	24%	4%
Used e-mail to communicate with an instructor	EMAIL	FY	45%	33%	21%	1%
		SR	74%	20%	6%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	23%	32%	37%	8%
		SR	35%	32%	29%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	22%	41%	26%
		SR	19%	24%	42%	15%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	9%	14%	37%	41%
		SR	14%	16%	42%	28%

**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	<b>45%</b>
		UD	<b>59%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>43%</b>
		UD	<b>58%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>4%</b>
		UD	<b>9%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>43%</b>
		UD	<b>57%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>94%</b>
		UD	<b>93%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>55%</b>
		UD	<b>67%</b>
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	<b>51%</b>
		UD	<b>56%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	28%	37%	26%	9%
		SR	37%	33%	24%	6%
Worked with other students on projects during class	CLASSGRP	FY	15%	34%	41%	9%
		SR	24%	33%	32%	10%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	3%	3%	21%	72%
		SR	8%	13%	28%	50%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	29%	26%	28%	18%
		SR	49%	27%	19%	6%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	20%	42%	31%	8%
		SR	38%	38%	20%	3%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	28%	26%	34%	13%
		SR	36%	24%	29%	10%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	27%	26%	33%	14%
		SR	30%	26%	31%	13%

**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	<b>28%</b>
		UD	<b>64%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>64%</b>
		UD	<b>87%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>49%</b>
		UD	<b>65%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>63%</b>
		UD	<b>72%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>60%</b>
		UD	<b>65%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>34%</b>
		UD	<b>37%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>62%</b>
		UD	<b>82%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>55%</b>
		UD	<b>78%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>85%</b>
		UD	<b>95%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	34%	37%	21%	8%
		SR	28%	33%	29%	11%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	40%	42%	17%	2%
		SR	51%	35%	12%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	13%	28%	44%	15%
		SR	27%	32%	32%	9%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	17%	33%	40%	11%
		SR	29%	41%	25%	5%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	25%	35%	31%	8%
		SR	38%	33%	25%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	7%	13%	30%	50%
		SR	8%	8%	31%	52%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	23%	33%	29%	15%
		SR	27%	35%	30%	8%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	32%	37%	24%	7%
		SR	29%	41%	24%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	27%	38%	30%	4%
		SR	29%	40%	27%	4%

**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	<b>91%</b>
		UD	<b>92%</b>

Note: Faculty responded 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**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	<b>30%</b>
		UD	<b>27%</b>
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	<b>85%</b>
		UD	<b>97%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>74%</b>
		UD	<b>92%</b>
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	<b>66%</b>
		UD	<b>89%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>79%</b>
		UD	<b>92%</b>

**Student Responses**

**Distribution of student responses to how much their examinations during the current school year challenged them to do their best work**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</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	79%	21%
		SR	85%	15%

Note: Students responded 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**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	30%	43%	23%	4%
		SR	30%	37%	25%	8%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	34%	39%	24%	3%
		SR	49%	36%	13%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	29%	37%	25%	9%
		SR	41%	36%	19%	4%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	33%	35%	25%	7%
		SR	41%	37%	18%	4%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	33%	38%	26%	3%
		SR	52%	30%	15%	2%

**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	<b>50%</b>
		UD	<b>77%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>41%</b>
		UD	<b>65%</b>
Thinking critically and analytically	FGNANALY	LD	<b>93%</b>
		UD	<b>97%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>51%</b>
		UD	<b>45%</b>
Using computing and information technology	FGNCMPTS	LD	<b>57%</b>
		UD	<b>55%</b>
Working effectively with others	FGNOTHER	LD	<b>61%</b>
		UD	<b>70%</b>
Learning effectively on their own	FGNINQ	LD	<b>89%</b>
		UD	<b>88%</b>

**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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	42%	38%	17%	3%
		SR	53%	29%	14%	4%
Speaking clearly and effectively	GNSPEAK	FY	40%	38%	15%	6%
		SR	49%	29%	16%	6%
Thinking critically and analytically	GNANALY	FY	42%	40%	15%	3%
		SR	58%	29%	10%	3%
Analyzing quantitative problems	GNQUANT	FY	36%	41%	18%	5%
		SR	50%	30%	15%	5%
Using computing and information technology	GNCMPTS	FY	46%	34%	17%	3%
		SR	61%	24%	11%	4%
Working effectively with others	GNOTHERS	FY	38%	36%	21%	4%
		SR	53%	31%	13%	3%
Learning effectively on your own	GNINQ	FY	36%	36%	24%	4%
		SR	42%	34%	16%	8%

**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	<b>49%</b>
		UD	<b>64%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>45%</b>
		UD	<b>68%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>47%</b>
		UD	<b>75%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>37%</b>
		UD	<b>65%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>11%</b>
		UD	<b>15%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>48%</b>
		UD	<b>66%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>64%</b>
		UD	<b>72%</b>

**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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	28%	28%	27%	16%
		SR	35%	30%	21%	14%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	30%	29%	30%	11%
		SR	34%	33%	21%	12%
Solving complex real-world problems	GNPROBSV	FY	26%	28%	32%	14%
		SR	33%	34%	21%	12%
Developing a personal code of values and ethics	GNETHICS	FY	28%	26%	26%	21%
		SR	35%	27%	21%	17%
Developing a deepened sense of spirituality	GNSPIRIT	FY	20%	13%	26%	40%
		SR	21%	15%	22%	42%
Acquiring a broad general education	GNGENLED	FY	40%	42%	14%	4%
		SR	55%	29%	13%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	27%	28%	33%	13%
		SR	49%	29%	17%	5%