

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	29%
		UD	48%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%
		UD	36%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	21%
		UD	39%
Occasionally use e-mail to communicate with you	FEMAIL	LD	21%
		UD	43%
Occasionally discuss grades or assignments with you	FGRADE	LD	32%
		UD	39%
At least once, talk about career plans with you	FPLANS	LD	21%
		UD	23%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	18%
		UD	16%

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	27%	38%	30%	6%
		SR	38%	39%	23%	0%
Come to class without completing assignments	CLUNPREP	FY	9%	21%	46%	24%
		SR	5%	12%	56%	26%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	30%	40%	27%	3%
		SR	40%	41%	18%	1%
Used e-mail to communicate with an instructor	EMAIL	FY	27%	31%	35%	7%
		SR	48%	32%	19%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	24%	38%	33%	5%
		SR	34%	42%	23%	0%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	15%	31%	39%	14%
		SR	32%	34%	30%	4%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	14%	29%	34%	22%
		SR	14%	38%	40%	7%

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	45%
		UD	58%
Work with other students on projects during class	FCLASSGR	LD	53%
		UD	70%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	19%
		UD	27%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADEM	LD	50%
		UD	61%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	92%
		UD	93%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	27%
		UD	41%
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	27%
		UD	26%

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	22%	34%	35%	9%
		SR	42%	35%	20%	3%
Worked with other students on projects during class	CLASSGRP	FY	20%	32%	37%	11%
		SR	23%	35%	32%	9%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	12%	21%	33%	34%
		SR	22%	24%	30%	24%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	25%	31%	28%	16%
		SR	40%	28%	25%	7%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	16%	35%	39%	11%
		SR	29%	44%	26%	1%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	22%	33%	31%	15%
		SR	31%	32%	32%	5%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	25%	33%	33%	9%
		SR	33%	32%	31%	4%

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	46%
		UD	63%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	63%
		UD	91%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	63%
		UD	75%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	62%
		UD	68%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	58%
		UD	67%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	53%
		UD	40%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	76%
		UD	77%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	61%
		UD	81%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	89%
		UD	91%

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	23%	33%	33%	10%
		SR	39%	31%	26%	4%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	38%	26%	7%
		SR	57%	33%	10%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	26%	40%	31%	4%
		SR	40%	38%	18%	4%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	18%	37%	38%	7%
		SR	36%	47%	17%	1%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	22%	41%	29%	8%
		SR	25%	47%	26%	2%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	12%	22%	39%	28%
		SR	16%	26%	41%	17%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	42%	31%	10%
		SR	27%	38%	31%	4%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	20%	44%	28%	7%
		SR	34%	39%	24%	3%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	24%	40%	30%	6%
		SR	35%	44%	19%	2%

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 box 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	92%
		UD	93%

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	39%
		UD	30%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	82%
		UD	93%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	87%
		UD	93%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	68%
		UD	84%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	82%
		UD	95%

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	75%	25%
		SR	90%	10%

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	33%	43%	22%	3%
		SR	36%	36%	22%	6%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	28%	45%	25%	2%
		SR	55%	33%	11%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	28%	41%	28%	3%
		SR	42%	39%	16%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	29%	42%	27%	3%
		SR	48%	36%	15%	1%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	33%	42%	23%	3%
		SR	53%	35%	12%	1%

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	75%
		UD	77%
Speaking clearly and effectively	FGNSPEAK	LD	62%
		UD	80%
Thinking critically and analytically	FGNANALY	LD	97%
		UD	98%
Analyzing quantitative problems	FGNQUANT	LD	58%
		UD	70%
Using computing and information technology	FGNCMPTS	LD	55%
		UD	70%
Working effectively with others	FGNOTHER	LD	71%
		UD	75%
Learning effectively on their own	FGNINQ	LD	79%
		UD	98%

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	21%	43%	31%	5%
		SR	44%	41%	13%	2%
Speaking clearly and effectively	GNSPEAK	FY	25%	41%	28%	6%
		SR	47%	41%	11%	1%
Thinking critically and analytically	GNANALY	FY	27%	42%	29%	3%
		SR	56%	36%	7%	1%
Analyzing quantitative problems	GNQUANT	FY	22%	44%	30%	4%
		SR	46%	40%	13%	1%
Using computing and information technology	GNCMPTS	FY	28%	42%	27%	3%
		SR	56%	29%	14%	1%
Working effectively with others	GNOTHERS	FY	23%	44%	30%	3%
		SR	54%	35%	10%	1%
Learning effectively on your own	GNINQ	FY	31%	40%	25%	4%
		SR	53%	38%	9%	0%

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	65%
		UD	63%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	44%
		UD	66%
Solving complex real-world problems	FGNPROBS	LD	68%
		UD	74%
Developing a personal code of values and ethics	FVALUES	LD	68%
		UD	64%
Developing a deepened sense of spirituality	FSPIRIT	LD	32%
		UD	24%
Acquiring a broad general education	FGNGENLE	LD	81%
		UD	60%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	81%
		UD	91%

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	33%	38%	25%	5%
		SR	50%	34%	15%	1%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	26%	42%	27%	5%
		SR	48%	36%	12%	4%
Solving complex real-world problems	GNPROBSV	FY	28%	42%	26%	4%
		SR	40%	41%	17%	1%
Developing a personal code of values and ethics	GNETHICS	FY	26%	45%	24%	5%
		SR	43%	41%	13%	3%
Developing a deepened sense of spirituality	GNSPIRIT	FY	27%	36%	27%	9%
		SR	33%	34%	22%	10%
Acquiring a broad general education	GNGENLED	FY	27%	43%	27%	4%
		SR	46%	41%	10%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	18%	44%	31%	8%
		SR	44%	39%	15%	2%



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

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	89%
		UD	93%
Community service or volunteer work	FVOLUNTR	LD	68%
		UD	72%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	58%
		UD	66%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	79%
		UD	66%
Foreign language coursework	FFORLANG	LD	66%
		UD	55%
Study abroad	FSTUDYAB	LD	42%
		UD	32%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	89%
		UD	91%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	13%	72%	8%	7%
		SR	65%	17%	11%	8%
Community service or volunteer work	VOLNTR04	FY	32%	56%	7%	5%
		SR	74%	17%	3%	5%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	20%	52%	14%	14%
		SR	50%	18%	22%	10%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	15%	44%	22%	19%
		SR	38%	15%	32%	14%
Foreign language coursework	FORLNG04	FY	16%	45%	24%	15%
		SR	44%	21%	23%	13%
Study abroad	STDABR04	FY	15%	50%	20%	15%
		SR	15%	27%	40%	18%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	11%	59%	13%	18%
		SR	34%	31%	23%	11%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2008 Frequencies Prairie View A&M University

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	55%
		UD	70%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	76%
		UD	73%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	58%
		UD	57%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	45%
		UD	48%
Providing students the support they need to thrive socially	FENVSOCA	LD	61%
		UD	64%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	84%
		UD	73%
Encouraging students to use computers in their academic work	FENVCOMP	LD	84%
		UD	89%

Student Responses

Distribution of student responses to the extent that their institution emphasizes each of 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>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	31%	43%	23%	3%
		SR	42%	39%	16%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	27%	42%	28%	3%
		SR	42%	36%	22%	1%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	24%	35%	33%	8%
		SR	33%	33%	30%	5%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	23%	33%	32%	12%
		SR	25%	23%	34%	18%
Providing the support you need to thrive socially	ENVSOCAL	FY	22%	38%	35%	5%
		SR	28%	28%	36%	7%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	33%	38%	24%	5%
		SR	36%	36%	23%	6%
Using computers in academic work	ENVCOMPT	FY	38%	35%	23%	5%
		SR	62%	26%	10%	1%



**Faculty Survey
of Student Engagement**

**FSSE 2007 and NSSE 2008 Frequencies
Prairie View A&M University**

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	84%
		UD	89%
With faculty members	FENVFAC	LD	68%
		UD	80%
With administrative personnel and offices	FENVADM	LD	45%
		UD	44%

Note: Faculty responded 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.

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	71%	29%
		SR	90%	10%
With faculty members	ENVFAC	FY	60%	40%
		SR	88%	12%
With administrative personnel and offices	ENVADM	FY	50%	50%
		SR	67%	33%

Note: Students responded 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