



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 Lock Haven University

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 contribute to class discussions	FCLQUEST	LD	21%
		UD	52%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	43%
		UD	25%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	24%
		UD	49%
Occasionally use e-mail to communicate with you	FEMAIL	LD	30%
		UD	51%
Occasionally discuss grades or assignments with you	FGRADE	LD	22%
		UD	48%
At least once, talk about career plans with you	FPLANS	LD	14%
		UD	46%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	6%
		UD	35%

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 class discussions	CLQUEST	FY	22%	39%	37%	2%
		SR	46%	33%	20%	1%
Come to class without completing assignments	CLUNPREP	FY	4%	8%	57%	32%
		SR	6%	15%	57%	22%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	13%	39%	43%	5%
		SR	17%	41%	37%	5%
Used e-mail to communicate with an instructor	EMAIL	FY	42%	42%	16%	1%
		SR	58%	32%	10%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	16%	32%	44%	9%
		SR	30%	35%	32%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	6%	21%	51%	22%
		SR	26%	30%	38%	6%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	4%	13%	43%	40%
		SR	14%	24%	44%	18%



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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 perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	39%
		UD	46%
Work with other students on projects during class	FCLASSGR	LD	58%
		UD	74%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	10%
		UD	31%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	45%
		UD	38%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	89%
		UD	90%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	21%
		UD	31%
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	23%
		UD	33%

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, etc.) in class discussions or writing assignments	DIVCLASS	FY	20%	36%	38%	6%
		SR	21%	38%	35%	6%
Worked with other students on projects during class	CLASSGRP	FY	12%	37%	43%	9%
		SR	15%	36%	43%	6%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	4%	11%	28%	57%
		SR	6%	18%	38%	38%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	22%	32%	34%	11%
		SR	31%	31%	28%	9%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	13%	38%	42%	8%
		SR	21%	49%	27%	3%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	18%	28%	36%	18%
		SR	21%	26%	39%	14%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	20%	30%	36%	13%
		SR	25%	28%	35%	11%



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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	36%
		UD	55%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	56%
		UD	85%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	44%
		UD	75%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	48%
		UD	81%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	43%
		UD	63%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	39%
		UD	50%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	59%
		UD	79%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	59%
		UD	71%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	89%
		UD	96%

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 assignment before turning it in	REWROPAP	FY	21%	37%	33%	9%
		SR	13%	25%	45%	17%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	26%	48%	25%	1%
		SR	45%	42%	13%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	8%	29%	50%	13%
		SR	22%	42%	34%	2%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	11%	38%	44%	7%
		SR	21%	44%	31%	4%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	13%	35%	45%	8%
		SR	20%	39%	35%	6%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	7%	28%	60%
		SR	10%	13%	37%	40%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	13%	35%	42%	10%
		SR	20%	39%	34%	6%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	14%	41%	36%	8%
		SR	24%	38%	34%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	16%	45%	34%	6%
		SR	22%	44%	32%	3%



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Faculty Responses

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 performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	74%
		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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	30%
		UD	18%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	79%
		UD	82%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	77%
		UD	89%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	61%
		UD	76%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	77%
		UD	96%

Student Responses

Distribution of student responses to how much their examinations during the current school 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 current school year challenged you to do your best work	EXAMS	FY	80%	20%
		SR	76%	24%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	27%	40%	28%	5%
		SR	22%	45%	28%	5%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	27%	49%	21%	3%
		SR	32%	49%	19%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	18%	45%	33%	4%
		SR	29%	41%	27%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	20%	44%	30%	6%
		SR	30%	42%	26%	3%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	30%	44%	23%	3%
		SR	40%	38%	19%	3%



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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
Writing clearly and effectively	FGNWRITE	LD	45%
		UD	76%
Speaking clearly and effectively	FGNSPEAK	LD	34%
		UD	73%
Thinking critically and analytically	FGNANALY	LD	81%
		UD	98%
Analyzing quantitative problems	FGNQUANT	LD	32%
		UD	60%
Using computing and information technology	FGNCMPTS	LD	46%
		UD	51%
Working effectively with others	FGNOTHER	LD	52%
		UD	84%
Learning effectively on their own	FGNINQ	LD	85%
		UD	93%

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
Writing clearly and effectively	GNWIRTE	FY	25%	50%	22%	3%
		SR	37%	43%	18%	2%
Speaking clearly and effectively	GNSPEAK	FY	20%	45%	28%	7%
		SR	37%	43%	17%	3%
Thinking critically and analytically	GNANALY	FY	31%	51%	16%	2%
		SR	47%	38%	15%	0%
Analyzing quantitative problems	GNQUANT	FY	24%	45%	25%	5%
		SR	31%	44%	22%	3%
Using computing and information technology	GNCMPTS	FY	31%	44%	20%	5%
		SR	42%	37%	20%	1%
Working effectively with others	GNOTHERS	FY	29%	49%	19%	3%
		SR	42%	40%	16%	2%
Learning effectively on your own	GNINQ	FY	23%	49%	25%	3%
		SR	35%	42%	18%	4%



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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
Understanding themselves	FGNSELF	LD	48%
		UD	61%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	39%
		UD	41%
Solving complex real-world problems	FGNPROBS	LD	48%
		UD	68%
Developing a personal code of values and ethics	FVALUES	LD	43%
		UD	59%
Developing a deepened sense of spirituality	FSPIRIT	LD	13%
		UD	16%
Acquiring a broad general education	FGNGENLE	LD	54%
		UD	45%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	62%
		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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Understanding yourself	GNSELF	FY	25%	41%	27%	7%
		SR	32%	38%	22%	8%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	20%	41%	31%	8%
		SR	21%	33%	33%	13%
Solving complex real-world problems	GNPROBSV	FY	19%	40%	33%	8%
		SR	21%	38%	32%	9%
Developing a personal code of values and ethics	GNETHICS	FY	20%	42%	28%	10%
		SR	24%	38%	27%	11%
Developing a deepened sense of spirituality	GNSPIRIT	FY	14%	23%	30%	32%
		SR	8%	15%	33%	45%
Acquiring a broad general education	GNGENLED	FY	36%	49%	12%	3%
		SR	41%	44%	13%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	24%	39%	29%	8%
		SR	48%	34%	14%	3%