



Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies Prairie View A&M University

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	7%
		UD	24%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	59%
		UD	35%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	8%
		UD	33%
Occasionally use e-mail to communicate with you	FEMAIL	LD	0%
		UD	22%
Occasionally discuss grades or assignments with you	FGRADE	LD	19%
		UD	39%
At least once, talk about career plans with you	FPLANS	LD	4%
		UD	17%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	4%
		UD	20%

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	38%	25%	34%	3%
		SR	51%	34%	13%	2%
Come to class without completing assignments	CLUNPREP	FY	3%	13%	59%	25%
		SR	4%	15%	58%	23%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	33%	43%	23%	0%
		SR	42%	35%	19%	4%
Used e-mail to communicate with an instructor	EMAIL	FY	17%	43%	20%	20%
		SR	37%	21%	40%	2%
Discussed grades or assignments with an instructor	FACGRADE	FY	17%	60%	17%	7%
		SR	38%	29%	31%	2%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	20%	50%	10%	20%
		SR	25%	29%	35%	12%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	7%	33%	23%	37%
		SR	13%	27%	46%	13%



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Faculty Responses

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	35%
		UD	47%
Work with other students on projects during class	FCLASSGR	LD	37%
		UD	64%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	0%
		UD	18%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	19%
		UD	52%
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	85%
		UD	93%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	19%
		UD	27%
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	19%
		UD	30%

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	31%	41%	28%	0%
		SR	30%	28%	36%	6%
Worked with other students on projects during class	CLASSGRP	FY	22%	47%	25%	6%
		SR	34%	32%	26%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	10%	17%	10%	63%
		SR	13%	13%	33%	40%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	20%	40%	17%	23%
		SR	48%	21%	19%	12%
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	FY	13%	53%	30%	3%
		SR	27%	35%	35%	4%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	23%	13%	43%	20%
		SR	37%	21%	37%	6%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	24%	28%	38%	10%
		SR	23%	29%	37%	12%



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Faculty Responses

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	56%
		UD	59%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	78%
		UD	82%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	48%
		UD	70%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	56%
		UD	66%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	52%
		UD	52%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	44%
		UD	39%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	85%
		UD	59%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	63%
		UD	66%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	85%
		UD	82%

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	31%	44%	19%	6%
		SR	23%	36%	34%	8%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	34%	44%	22%	0%
		SR	55%	30%	13%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	22%	38%	31%	9%
		SR	58%	19%	19%	4%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	10%	47%	37%	7%
		SR	38%	35%	21%	6%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	37%	33%	10%
		SR	31%	33%	37%	0%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	7%	23%	30%	40%
		SR	17%	13%	42%	27%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	27%	40%	33%	0%
		SR	23%	42%	31%	4%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	23%	50%	23%	3%
		SR	25%	40%	27%	8%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	30%	37%	33%	0%
		SR	25%	44%	27%	4%



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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	85%
		UD	89%

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	32%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	96%
		UD	89%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	70%
		UD	84%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	70%
		UD	56%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	85%
		UD	82%

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	87%	13%
		SR	84%	16%

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	23%	53%	23%	0%
		SR	33%	51%	10%	6%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	30%	40%	27%	3%
		SR	40%	35%	19%	6%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	23%	50%	23%	3%
		SR	41%	24%	29%	6%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	40%	37%	13%	10%
		SR	46%	29%	17%	8%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	27%	47%	13%	13%
		SR	37%	44%	13%	6%



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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	70%
		UD	75%
Speaking clearly and effectively	FGNSPEAK	LD	63%
		UD	66%
Thinking critically and analytically	FGNANALY	LD	96%
		UD	91%
Analyzing quantitative problems	FGNQUANT	LD	52%
		UD	57%
Using computing and information technology	FGNCMPTS	LD	33%
		UD	57%
Working effectively with others	FGNOTHER	LD	52%
		UD	77%
Learning effectively on their own	FGNINQ	LD	85%
		UD	86%

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	33%	37%	20%	10%
		SR	35%	37%	19%	10%
Speaking clearly and effectively	GNSPEAK	FY	30%	40%	23%	7%
		SR	38%	33%	21%	8%
Thinking critically and analytically	GNANALY	FY	40%	43%	10%	7%
		SR	44%	38%	13%	4%
Analyzing quantitative problems	GNQUANT	FY	43%	23%	23%	10%
		SR	37%	35%	25%	4%
Using computing and information technology	GNCMPTS	FY	43%	27%	27%	3%
		SR	52%	29%	17%	2%
Working effectively with others	GNOTHERS	FY	37%	30%	27%	7%
		SR	44%	46%	6%	4%
Learning effectively on your own	GNINQ	FY	47%	27%	27%	0%
		SR	40%	37%	21%	2%



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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	56%
		UD	68%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	46%
		UD	47%
Solving complex real-world problems	FGNPROBS	LD	63%
		UD	70%
Developing a personal code of values and ethics	FVALUES	LD	59%
		UD	58%
Developing a deepened sense of spirituality	FSPIRIT	LD	19%
		UD	23%
Acquiring a broad general education	FGNGENLE	LD	74%
		UD	70%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	48%
		UD	84%

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	50%	27%	17%	7%
		SR	33%	35%	27%	6%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	37%	27%	23%	13%
		SR	33%	29%	29%	10%
Solving complex real-world problems	GNPROBSV	FY	41%	21%	24%	14%
		SR	27%	37%	35%	2%
Developing a personal code of values and ethics	GNETHICS	FY	38%	28%	28%	7%
		SR	27%	37%	31%	6%
Developing a deepened sense of spirituality	GNSPIRIT	FY	40%	23%	20%	17%
		SR	27%	17%	29%	27%
Acquiring a broad general education	GNGENLED	FY	30%	47%	17%	7%
		SR	35%	50%	12%	4%
Acquiring job or work-related knowledge and skills	GNWORK	FY	33%	23%	30%	13%
		SR	37%	38%	19%	6%



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Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	81%
		UD	85%
Community service or volunteer work	FVOLUNTR	LD	56%
		UD	50%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	52%
		UD	57%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	67%
		UD	67%
Study a foreign language	FFORLANG	LD	63%
		UD	63%
Study abroad	FSTUDYAB	LD	33%
		UD	35%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FSENIOR	LD	81%
		UD	78%

Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	7%	83%	0%	10%
		SR	53%	25%	14%	8%
Community service or volunteer work	VOLNTR04	FY	33%	57%	3%	7%
		SR	61%	24%	8%	8%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	23%	30%	13%	33%
		SR	41%	18%	27%	14%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	10%	40%	23%	27%
		SR	29%	12%	35%	24%
Foreign language coursework	FORLNG04	FY	13%	50%	17%	20%
		SR	35%	20%	27%	18%
Study abroad	STDABR04	FY	10%	50%	10%	30%
		SR	12%	16%	47%	25%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	53%	10%	33%
		SR	16%	53%	18%	14%



Faculty Survey of Student Engagement

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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	44%
		UD	67%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	67%
		UD	74%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	41%
		UD	59%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	46%
		UD	43%
Providing students the support they need to thrive socially	FENVSOCA	LD	54%
		UD	53%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	78%
		UD	83%
Encouraging students to use computers in their academic work	FENVCOMP	LD	56%
		UD	87%

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	20%	40%	37%	3%
		SR	27%	48%	23%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	17%	40%	40%	3%
		SR	13%	48%	29%	10%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	17%	27%	27%	30%
		SR	15%	31%	27%	27%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	7%	23%	27%	43%
		SR	12%	12%	29%	48%
Providing the support you need to thrive socially	ENVSOCAL	FY	10%	40%	30%	20%
		SR	6%	35%	25%	35%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	30%	47%	20%	3%
		SR	25%	31%	31%	13%
Using computers in academic work	ENVCOMPT	FY	60%	17%	17%	7%
		SR	54%	35%	10%	2%



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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	67%
		UD	85%
With faculty members	FENVFAC	LD	74%
		UD	74%
With administrative personnel	FENVADM	LD	44%
		UD	61%

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	80%	20%
		SR	88%	12%
With faculty members	ENVFAC	FY	80%	20%
		SR	65%	35%
With administrative personnel and offices	ENVADM	FY	60%	40%
		SR	52%	48%

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 are coded as neutral or negative.