

Faculty Responses

Academic and Intellectual Experiences	Variable	Class	50% or	
			Higher	Never
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	12%	0%
		UD	37%	1%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%	1%
		UD	20%	2%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	20%	4%
		UD	35%	1%
Occasionally use e-mail to communicate with you	FEMAIL	LD	22%	0%
		UD	42%	1%
Occasionally discuss grades or assignments with you	FGRADE	LD	12%	3%
		UD	29%	1%
At least once, talk about career plans with you	FPLANS	LD	3%	9%
		UD	23%	3%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	3%	10%
		UD	13%	5%

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	49%	23%
		UD	55%	21%
Work with other students on projects during class	FCLASSGR	LD	35%	28%
		UD	54%	12%
Participate in a community-based project as part of your course	FCOMMPRO	LD	15%	71%
		UD	14%	70%
Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	FITICADE	LD	43%	24%
		UD	48%	20%
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	93%	0%
		UD	95%	0%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	53%	12%
		UD	68%	6%
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	51%	12%
		UD	59%	11%

Student Responses

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	52%	4%
		SR	67%	4%
Come to class without completing assignments	CLUNPREP	FY	27%	13%
		SR	24%	17%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	49%	8%
		SR	57%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	66%	4%
		SR	79%	2%
Discussed grades or assignments with an instructor	FACGRADE	FY	49%	9%
		SR	58%	3%
Talked about career plans with an instructor	FACPLANS	FY	19%	44%
		SR	25%	32%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	16%	50%
		SR	19%	36%

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	71%	3%
		SR	61%	7%
Worked with other students on projects during class	CLASSGRP	FY	35%	13%
		SR	41%	14%
Participated in a community-based project (e.g. service learning as part of a regular course)	COMMPROJ	FY	10%	64%
		SR	10%	64%
Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	59%	15%
		SR	59%	10%
Received prompt feedback (written or oral) from faculty on your academic performance	FACFEED	FY	52%	10%
		SR	61%	8%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	64%	8%
		SR	63%	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	60%	10%
		SR	54%	8%

Faculty Responses

Academic and Intellectual experiences	Variable	Class	Very Important	Not
			or Important	Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	38%	36%
		UD	55%	24%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	62%	22%
		UD	83%	7%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	36%	23%
		UD	46%	29%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	43%	22%
		UD	65%	12%
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	FOOCIDEA	LD	57%	9%
		UD	55%	13%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	26%	36%
		UD	21%	54%

Evaluations of student performance	Variable	Class	Very Much	Very Little
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work	FEXAMS	LD	13%	1%
		UD	26%	1%

Mental activities	Variable	Class	Very Much or	Very Little
			Quite a Bit	
Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	25%	33%
		UD	19%	36%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory,	FANALYZE	LD	84%	0%
		UD	90%	1%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	84%	3%
		UD	91%	1%
Coursework emphasizes: Making judgments about the value of information, arguments or methods	FEVALUAT	LD	71%	8%
		UD	79%	4%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	78%	4%
		UD	89%	2%

Student Responses

Academic and Intellectual Experiences	Variable	Class	Very Often	Never
			or Often	
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	64%	11%
		SR	45%	20%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	75%	2%
		SR	84%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	30%	21%
		SR	39%	15%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	47%	10%
		SR	59%	5%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	60%	6%
		SR	63%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	12%	54%
		SR	13%	58%

Evaluations of student performance	Variable	Class	Very Much	Very Little
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	18%	0%
		SR	24%	1%

Mental activities	Variable	Class	Very Much or	Very Little
			Quite a Bit	
Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	71%	3%
		SR	63%	7%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	81%	3%
		SR	83%	4%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	66%	7%
		SR	68%	8%
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	FY	65%	7%
		SR	65%	10%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	FY	68%	6%
		SR	75%	5%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2003 Frequencies Georgia State University

Faculty Responses

Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Writing clearly and effectively	FGNWRITE	LD	47%	25%
		UD	67%	11%
Speaking clearly and effectively	FGNSPEAK	LD	28%	28%
		UD	53%	16%
Thinking critically and analytically	FGNANALY	LD	93%	0%
		UD	97%	1%
Analyzing quantitative problems	FGNQUANT	LD	42%	42%
		UD	38%	38%
Using computing and information technology	FGNCMPTS	LD	36%	24%
		UD	39%	27%
Working effectively with others	FGNOTHER	LD	28%	24%
		UD	49%	18%
Learning effectively on their own	FGNINQ	LD	85%	3%
		UD	88%	1%
Understanding themselves	FGNSELF	LD	54%	20%
		UD	49%	19%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	51%	24%
		UD	45%	28%
Solving complex real-world problems	FGNPROBS	LD	51%	13%
		UD	69%	9%
Developing a personal code of values and ethics	FVALUES	LD	42%	24%
		UD	43%	21%
Developing a deepened sense of spirituality	FSPIRIT	LD	7%	74%
		UD	6%	81%
Acquiring a broad general education	FGNGENLE	LD	80%	7%
		UD	51%	15%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	45%	17%
		UD	72%	7%

Student Responses

Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Writing clearly and effectively	GNWIRTE	FY	72%	4%
		SR	64%	9%
Speaking clearly and effectively	GNSPEAK	FY	54%	10%
		SR	58%	10%
Thinking critically and analytically	GNANALY	FY	77%	3%
		SR	80%	4%
Analyzing quantitative problems	GNQUANT	FY	55%	12%
		SR	62%	9%
Using computing and information technology	GNCMPTS	FY	65%	8%
		SR	71%	9%
Working effectively with others	GNOTHERS	FY	60%	9%
		SR	67%	7%
Learning effectively on their own	GNINQ	FY	67%	8%
		SR	66%	10%
Understanding yourself	GNSELF	FY	52%	18%
		SR	53%	21%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	60%	10%
		SR	53%	17%
Solving complex real-world problems	GNPROBSV	FY	45%	16%
		SR	53%	16%
Developing a personal code of values and ethics	GNETHICS	FY	41%	22%
		SR	39%	29%
Developing a deepened sense of spirituality	GNSPIRIT	FY	<i>Note: Item not in NSSE 2003.</i>	
		SR	<i>Note: Item not in NSSE 2003.</i>	
Acquiring a broad general education	GNGENLED	FY	81%	2%
		SR	76%	7%
Acquiring job or work-related knowledge and skills	GNWORK	FY	43%	20%
		SR	58%	14%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2003 Frequencies Georgia State University

Faculty Responses

Enriching Educational Experiences	Variable	Class	Very Important	Not
			or Important	Important
Practicum, internship, field experience, co-op experience	FINTERN	LD	74%	6%
		UD	74%	4%
Community service or volunteer work	FVOLUNTR	LD	42%	19%
		UD	48%	19%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	49%	19%
		UD	49%	18%
Work on a research project with you outside of course program requirements	FIMPRES	LD	53%	19%
		UD	38%	32%
Study a foreign language	FFORLANG	LD	68%	9%
		UD	57%	15%
Study abroad	FSTUDYAB	LD	46%	18%
		UD	43%	22%
Culminating senior experience	FSENIOR	LD	49%	10%
		UD	68%	11%

Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
			With other students	FENVSTU
		UD	1%	8%

With faculty members	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
				FENVFAC
		UD	0%	8%

With administrative personnel and offices	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
				FENVADM
		UD	3%	2%

Student Responses

Enriching Educational Experiences	Variable	Class	Done or	Do Not
			Plan To Do	Plan To Do
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	80%	6%
		SR	64%	21%
Community service or volunteer work	VOLUNTER	FY	71%	10%
		SR	50%	31%
Participation in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	39%	40%
		SR	20%	57%
Work on a research project with a faculty member outside of course program requirements	RESEARCH	FY	26%	30%
		SR	21%	58%
Foreign language coursework	FORLANG	FY	49%	26%
		SR	38%	51%
Study abroad	STUDYABR	FY	32%	30%
		SR	14%	74%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	26%	22%
		SR	43%	39%

Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
			With other students	ENVSTU
		SR	2%	22%

With faculty members	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
				ENVFAC
		SR	4%	21%

With administrative personnel and offices	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
				ENVADM
		SR	12%	9%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2003 Frequencies Georgia State University

Faculty Responses

Institutional Environment	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	54%	10%
		UD	57%	8%
Providing students the support they need to help them succeed academically	FENSUPR	LD	60%	6%
		UD	56%	2%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIR	LD	64%	4%
		UD	67%	9%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVACA	LD	25%	25%
		UD	25%	21%
Providing students the support they need to thrive socially	FENVSOCA	LD	17%	26%
		UD	15%	28%
Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	FENVEVEN	LD	40%	9%
		UD	33%	16%
Encouraging students to use computers in their academic work	FENVCOMP	LD	94%	1%
		UD	93%	1%

Student Responses

Institutional Environment	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	75%	3%
		SR	69%	6%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	66%	6%
		SR	58%	10%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIRS	FY	59%	14%
		SR	46%	21%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	19%	45%
		SR	14%	53%
Providing the support you need to thrive socially	ENVSOCAL	FY	29%	29%
		SR	19%	42%
Attending campus events and activities (special speakers, cultural events, athletic events, etc.)	ENVEVENT	FY	48%	16%
		SR	38%	24%
Using computers in academic work	ENVCOMPT	FY	84%	2%
		SR	87%	3%