

**Undergraduate Comparison of The Faculty Survey of Student Engagement, Spring 2007 and  
The National Survey of Student Engagement, Spring 2006  
Executive Summary**

**Survey Purpose**

The California State University, Stanislaus participates in the Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE) administered by the Indiana University Center for Postsecondary Research. The FSSE undergraduate survey annually obtains information from random samples of faculty who primarily teach undergraduate students. The NSSE annually obtains information from random samples of first-year and senior students about the nature of their undergraduate experience. FSSE however is designed to complement the results from the NSSE. After the completion of FSSE (NSSE occurs first), the FSSE organization provides the university with a combined FSSE-NSSE tabulation of data that may be used for analytical comparisons of the gaps between faculty and student responses. The FSSE-NSSE results are organized by the responses of or about first-year students and seniors.

**Survey Methodology**

At CSU Stanislaus, 362 faculty members were invited to respond to the survey. Of these, 148 faculty members responded for a response rate of 42 percent. Of the 148 faculty respondents, 52 indicated they mostly teach first-year students, and 87 faculty members indicated they mostly teach seniors. Eight faculty members indicated they teach “other” students, and one faculty member did not respond to the question. The following summary, therefore, is based solely on the faculty members who teach first-year students and seniors, for a total of 139 faculty members, thus excluding the 9 faculty members who teach “other students” or did not answer the question.

The responses of faculty are compared with the responses of undergraduate students. A sample of 260 first-year students and 274 seniors were selected for survey in spring 2006. A total of 60 CSU Stanislaus first-year students responded to the survey, as did 101 Stanislaus seniors for a combined response rate of 30 percent. However, the response rate is separately 23 percent for first-year students and 37 percent for seniors. This means due to the small number of respondents to the survey, the sampling error is rather larger: 12.2 percent for first-year students and 9.2 percent for seniors, respectively.

**Summary of Results**

FSSE employs some of the items used by the National Survey of Student Engagement (NSSE) as their benchmarks of educational practice. The NSSE benchmarks of educational practice are organized into five cluster areas.

- I. Active and Collaborative Learning (ACL)
- II. Student-Faculty Interactions (SFI)
- III. Supportive Campus Environment (SCE)
- IV. Enriching Educational Experience (EEE)
- V. Level of Academic Challenge (LAC)

Not all NSSE benchmark items are used by FSSE. Some NSSE items are very specific to students' educational experiences in the NSSE and therefore are not employed by FSSE. However, in the Exhibits and summary to follow, any NSSE benchmark items used by FSSE are identified.

Exhibit 1 displays a battery of item-results that compare and contrast faculty perceptions of undergraduate student learning and engagement over a wide range of educational experiences. The exhibit and those to follow also display the results of what students actually say they do. The items are organized into those responding “often” or “very often.” The results are organized also by first-year and senior students’ responses.

### **Faculty Perceptions and First-Year Student Responses**

What is remarkable about faculty perceptions of first-year students and what first-year students actually say, is how consistently the responses of the two differ. For example, the first item (a) in Exhibit 1 asks about how often has the typical student “asked questions in class or contributed to class discussion.” The faculty perception was 16 percent, compared to 50 percent so stated by first-year students. In item “c”, 16 percent of faculty say “often” or “very often” that first-year students prepare two or more drafts of a paper or assignment before turning it in, compared to 76 percent of students who say they do so “often” or “very often.” And in item “f” 57 percent of faculty perceive first-year students “often” or “very often” come to class without completing readings or assignments, compared to only 4 percent of first-year students who agree.

Also noteworthy, of the 25 items in Exhibit 1, we find 5 items where the perceptions of faculty and the responses of first-year students are only 1 to 6 percentage points apart. Moreover, while faculty and student responses are similar, all items here reveal lower ratings of “often” or “very often.” For example, in response item “k” if the student “participated in a community-based project as part of a regular course,” 10 percent of faculty indicated “often” or “very often,” compared to 9 percent of first-year students. Faculty and students are in virtual agreement as item “k” shows, although the percentages are small. Six percent of faculty report students “discussed ideas from his or her readings or classes with faculty members outside of class,” compared to 12 percent of first-year students saying “often” or “very often.”

Looking at these results another way, 20 of 25 items reveal differences between faculty and student responses that are anywhere from 7 to 60 percentage points apart. Items greater than a 30 percentage point difference include (item d) 34 percent of faculty compared to 75 percent of first-year students, “worked on a paper or project that required integrating ideas or information”; (item e) 35 percent of faculty compared to 65 percent of students, “included diverse perspectives in class discussions or assignments”; (item i) 10 percent of faculty and 48 percent of students, “put together ideas or concepts from different courses”; (item q) 80 percent of faculty and 46 percent of students, “received prompt written or oral feedback from faculty on his or her academic performance”; (item r) 18 percent of faculty and 62 percent of students, “worked harder than usual to meet an instructor’s standards or expectations”; (item t) 21 percent of faculty compared to 68 percent of students, “discussed ideas from his or her readings or classes with others outside of class”; and (item x) 20 percent of faculty compared to 53 percent of first-year students, “tried to better understand someone else’s views by imagining how an issue looks from that person’s perspective.”

### **Faculty Perceptions and Senior Student Responses**

Between faculty and first-year students it was remarkable how different their perceptions. Here, we see a remarkable opposite: the ratings are higher and reveal more consistency of agreement in the perceptions between faculty and senior students. Briefly, (item a) 73 percent of faculty members say “often” or “very often” that students “asked questions in class or contributed to class discussion,”

compared to 64 percent of students saying so. In item “d”, 62 percent of faculty perceived students, “worked on a paper or project that required integrating ideas or information from various sources,” compared to 90 percent of seniors.

The most different responses include item “e” where thirty percent of faculty members perceived students “included diverse perspectives in class discussion or assignments,” compared to 70 percent of senior responses. And 38 percent of faculty perceived (item t) students, “discussed ideas from his or her readings or classes with others outside of class,” compared to 72 percent of seniors responding “often” or “very often.”

The lowest percentages were for responses to items “j,” “k,” and “s”: (item j) 15 percent of faculty perceived senior students “tutored or taught other students,” compared to 16 percent of seniors so responding; (item k) 17 percent of faculty perceived students “participated in a community-based project,” compared to 21 percent of seniors stating they have done so; and (item s) 19 percent of faculty perceive students “worked with faculty members on activities other than coursework,” compared to 9 percent of seniors who said “often” or “very often.”

## Exhibit 1. Active and Collaborative Learning, Student-Faculty Interactions

Faculty perceptions of typical students and student responses:	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Often, Very Often</i>	<i>Often, Very Often</i>	<i>Often, Very Often</i>	<i>Often, Very Often</i>
a. Asked questions in class or contributed to class discussions <b>(ACL)</b>	16%	50%	73%	64%
b. Made a class presentation <b>(ACL)</b>	8%	34%	49%	69%
c. Prepared two or more drafts of a paper or assignment before turning it in	16%	76%	29%	47%
d. Worked on a paper or project that required integrating ideas or information from various sources	34%	75%	62%	90%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	35%	65%	39%	70%
f. Come to class without completing readings or assignments <b>(LAC)</b>	57%	4%	32%	23%
g. Worked with other students on projects during class <b>(ACL)</b>	39%	49%	50%	56%
h. Worked with classmates outside of class to prepare class assignments <b>(ACL)</b>	28%	23%	55%	56%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	10%	48%	50%	69%
j. Tutored or taught other students (paid or voluntary) <b>(ACL)</b>	4%	15%	15%	16%
k. Participated in a community-based project (e.g. service learning) as part of a regular course <b>(ACL)</b>	10%	9%	17%	21%
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment <b>(EEE)</b>	22%	42%	47%	57%
m. Used e-mail to communicate with an instructor	49%	63%	78%	71%
n. Discussed grades or assignments with an instructor <b>(SFI)</b>	35%	44%	59%	53%
o. Talked about career plans with a faculty member or advisor <b>(SFI)</b>	18%	16%	51%	35%
p. Discussed ideas from his or her readings or classes with faculty members outside of class <b>(SFI)</b>	6%	12%	30%	15%
q. Received prompt written or oral feedback from faculty on his or her academic performance <b>(SFI)</b>	80%	46%	84%	55%
r. Worked harder than usual to meet an instructor's standards or expectations <b>(LAC)</b>	18%	62%	47%	48%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) <b>(SFI)</b>	0%	1%	19%	9%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.) <b>(ACL)</b>	21%	68%	38%	72%
u. Had serious conversations with students of a different race or ethnicity than his or her own	36%	44%	39%	61%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	24%	48%	35%	57%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	24%	45%	31%	53%
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	20%	53%	37%	65%
y. Learned something that changed the way he or she understood an issue or concept	36%	60%	51%	63%

## **Faculty Perceptions and Student Responses about Reading and Writing Tasks**

Exhibit 2 displays items regarding the extent to which students engaged in tasks related to coursework reading and paper writing assignments. Briefly, the modal responses are summarized comparing faculty perceptions and first-year and senior student responses.

The data show that faculty perceptions and student responses tend to agree. A few items, however, appear significantly different. For example, (Exhibit 2, item a) 56 percent of faculty perceived first-year students to have between 1-4 “assigned textbooks, books, or book-length packs of course readings,” compared to 45 percent of first-year students who say between 5-10 books; 42 percent of faculty also perceive between 1-4 assigned textbooks for seniors, whereas 47 percent of seniors say between 5-10 books.

However, as for (item b) “number of books read on his or her own (not assigned),” 73 percent of faculty perceived between 1-4 books for first-year students, compared to 64 percent of first-year students who also indicate between 1-4 books. And 69 percent of faculty perceived between 1-4 books read on his or her own for seniors, compared to 56 percent of senior who say between 1-4.

When it comes to writing papers or reports of 20 pages or more (item c), 72 percent of faculty perceived “none” for first-year students, compared to 78 percent of first-year student that say “none.” Here faculty and students agree. As for comparison of seniors, 68 percent of faculty perceived seniors to write between 1-4 papers or reports of 20 pages or more, compared to 47 percent of senior that say they do.

Exhibit 2 also shows there is more of a tendency for faculty and seniors to agree that (item d) seniors experience writing a larger number of papers or reports of lengths of 5-19 pages, and on lengths fewer than 5 pages.

## Exhibit 2. Level of Academic Challenge, Reading and Writing

Faculty perceptions of typical students and student responses:		First-Year Students		Seniors	
		Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings(LAC)	None	4%	0%	0%	0%
	Between 1-4	56%	12%	42%	23%
	Between 5-10	31%	45%	38%	47%
	Between 11-20	8%	31%	17%	15%
	More than 20	0%	12%	2%	15%
	Total	100%	100%	100%	100%
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	None	27%	19%	21%	28%
	Between 1-4	73%	64%	69%	56%
	Between 5-10	0%	13%	9%	11%
	Between 11-20	0%	1%	1%	5%
	More than 20	0%	3%	0%	1%
	Total	100%	100%	100%	100%
c. Number of written papers or reports of 20 pages or more (LAC)	None	72%	78%	25%	43%
	Between 1-4	28%	13%	68%	47%
	Between 5-10	0%	9%	7%	8%
	Between 11-20	0%	0%	0%	1%
	More than 20	0%	0%	0%	1%
	Total	100%	100%	100%	100%
d. Number of written papers or reports between 5 and 19 pages (LAC)	None	32%	10%	9%	4%
	Between 1-4	52%	63%	43%	46%
	Between 5-10	14%	19%	38%	33%
	Between 11-20	2%	8%	10%	11%
	More than 20	0%	0%	1%	6%
	Total	100%	100%	100%	100%
e. Number of written papers or reports of fewer than 5 pages (LAC)	None	9%	0%	5%	9%
	Between 1-4	41%	29%	25%	29%
	Between 5-10	37%	42%	46%	24%
	Between 11-20	13%	19%	18%	26%
	More than 20	0%	10%	6%	12%
	Total	100%	100%	100%	100%

## **Faculty Perceptions and Student Responses About Homework, Internal and External Student Activities**

Exhibit 3 shows, according to faculty perceptions and student responses, the results for items about homework, time on study, as well as about students' on campus and off campus activities. In items a-f, the responses are about what students should do. In items g-j, the responses are about what students actually do.

A few brief points in reading Exhibit 3. Among first-year responses of faculty and students, the patterns are similar to those of faculty perceptions of seniors and senior responses. In both scenarios, in a typical week (item a) 40 percent of faculty perceived first-year students take 1-2 problem sets that take more than one hour to complete, 35 percent of first-year students say the same, but 37 percent say 3-4 problem sets. For seniors, faculty perceived 43 percent take 1-2 problem sets, while 36 percent of seniors also say 1-2 problem sets.

There is virtual agreement about the number of problem sets taken by first-year students and seniors on 1-2 problem sets in a typical week that take less than one hour to complete—a third to 40 percent say so.

Working for pay on campus, more than 85 percent of first-year students and seniors say they do not, compared to faculty opinion of 9 and 14 percent that students should work for pay on campus.

Most faculty members agree (item e) by more than 70 percent that first-year and senior students should work off campus 16 or more hours per week; 35 percent of first-year students indicate 16 or more hours per week off campus, as do 59 percent of senior responses.

Item "j" shows responses about the "extent to which student's examinations have challenged that student to do his or her best work." Those responding with a score of 5, 6, or 7, on 7-point scale are positive responses. (The item is a Likert Scale item with 1-very little to 7-very much.) Faculty members agree highly and positively about first-year students and seniors that the examinations are challenging, by 70 percent and 68 percent respectively. However, students give an even higher positive rating on this measure, 83 percent for first-year students and 85 percent for senior responses.

**Exhibit 3. Level of Academic Challenge, Homework and Study**

Faculty perceptions of typical students and student responses:		First-Year Students		Seniors	
		Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
a. In a typical week, number of problem sets that take <b>more</b> than one hour to complete(LAC)	None	16%	6%	12%	18%
	1-2	40%	35%	43%	36%
	3-4	28%	37%	35%	33%
	5-6	5%	13%	8%	6%
	More than 6	12%	9%	3%	7%
	Total	100%	100%	100%	100%
b. In a typical week, number of problem sets that take <b>less</b> than one hour to complete(LAC)	None	16%	17%	18%	27%
	1-2	49%	41%	43%	36%
	3-4	19%	20%	25%	22%
	5-6	9%	6%	7%	9%
	More than 6	7%	16%	7%	6%
	Total	100%	100%	100%	100%
c. In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)(LAC)	0 hr/wk	2%	0%	0%	1%
	1-5 hr/wk	49%	22%	33%	13%
	6-10 hr/wk	28%	21%	41%	31%
	11-15 hr/wk	17%	22%	15%	19%
	16-20 hr/wk	2%	21%	9%	15%
	21-25 hr/wk	2%	12%	0%	10%
	26-30 hr/wk	0%	0%	0%	9%
	30+ hr/wk	0%	3%	1%	2%
	Total	100%	100%	100%	100%
d. In a typical 7-day week, time spent working for pay <b>on campus</b>	0 hr/wk	9%	84%	14%	89%
	1-5 hr/wk	24%	1%	24%	0%
	6-10 hr/wk	33%	4%	24%	2%
	11-15 hr/wk	11%	6%	24%	1%
	16-20 hr/wk	17%	4%	11%	6%
	21-25 hr/wk	2%	0%	1%	1%
	26-30 hr/wk	4%	0%	3%	0%
	30+ hr/wk	0%	0%	0%	1%
	Total	100%	100%	100%	100%

**Exhibit 3. (Cont'd) Other Student Activities**

Faculty perceptions of typical students and student responses:		First-Year Students		Seniors	
		Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
e. In a typical 7-day week, time spent working for pay <b>off campus</b>	0 hr/wk	2%	58%	1%	28%
	1-5 hr/wk	7%	3%	5%	2%
	6-10 hr/wk	7%	4%	5%	5%
	11-15 hr/wk	13%	0%	12%	7%
	16-20 hr/wk	33%	13%	35%	13%
	21-25 hr/wk	13%	13%	21%	11%
	26-30 hr/wk	20%	6%	17%	8%
	30+ hr/wk	7%	3%	5%	27%
	Total	100%	100%	100%	100%
f. In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk	19%	57%	14%	71%
	1-5 hr/wk	49%	27%	62%	15%
	6-10 hr/wk	19%	8%	18%	2%
	11-15 hr/wk	6%	4%	5%	5%
	16-20 hr/wk	4%	4%	0%	4%
	21-25 hr/wk	0%	0%	0%	3%
	26-30 hr/wk	2%	0%	1%	0%
	30+ hr/wk	0%	0%	0%	0%
	Total	100%	100%	100%	100%
g. In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	0 hr/wk	0%	4%	3%	2%
	1-5 hr/wk	6%	39%	20%	29%
	6-10 hr/wk	15%	29%	20%	33%
	11-15 hr/wk	30%	10%	20%	13%
	16-20 hr/wk	21%	6%	29%	11%
	21-25 hr/wk	9%	1%	7%	3%
	26-30 hr/wk	9%	9%	1%	1%
	30+ hr/wk	11%	1%	1%	8%
	Total	100%	100%	100%	100%

**Exhibit 3.(Cont'd) Other Student Activities**

Faculty perceptions of typical students and student responses:		First-Year Students		Seniors	
		Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
h. In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	0 hr/wk	6%	59%	4%	37%
	1-5 hr/wk	19%	18%	33%	17%
	6-10 hr/wk	23%	9%	18%	14%
	11-15 hr/wk	26%	6%	16%	2%
	16-20 hr/wk	15%	7%	14%	2%
	21-25 hr/wk	4%	1%	5%	3%
	26-30 hr/wk	4%	0%	7%	2%
	30+ hr/wk	2%	0%	3%	23%
	Total	100%	100%	100%	100%
i. In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	0 hr/wk	4%	19%	1%	8%
	1-5 hr/wk	34%	54%	42%	46%
	6-10 hr/wk	49%	16%	49%	31%
	11-15 hr/wk	13%	3%	5%	6%
	16-20 hr/wk	0%	6%	0%	2%
	21-25 hr/wk	0%	1%	1%	2%
	26-30 hr/wk	0%	0%	0%	0%
	30+ hr/wk	0%	1%	1%	5%
	Total	100%	100%	100%	100%
j. Extent to which student's examinations have challenged that student to do his or her best work.	Very little	0%	1%	1%	1%
	2	2%	0%	1%	1%
	3	9%	0%	9%	6%
	4	19%	16%	21%	5%
	5	38%	42%	39%	42%
	6	28%	22%	24%	23%
	Very much	4%	19%	5%	20%
	Total	100%	100%	100%	100%

## Faculty Perceptions and Student Responses about Coursework Emphasis and Educational Outcomes

Inspecting the results in Exhibit 4, first-year students and senior student responses correspond rather well with faculty perceptions regarding coursework rigor and educational outcomes. There are some exceptions.

First, the academic engagement (items a-e) of first-year students and seniors' intellectual and mental processes such as memorizing, analyzing, synthesizing, making judgments, and application of theory, are all given high marks (those responding "quite a bit" or "very much").

Seventy-five percent of faculty members perceive first-year students' coursework has emphasized mental activities of memorization, compared to 61 percent about senior students. First-year students respond 68 percent to this item, while seniors indicate memorization emphasis "quite a bit" or "very much" at 73 percent.

However, with respect to emphases such as, analyzing, synthesizing, making judgments, and application of theory, faculty members perceive a range of 30 to 40 percent "quite a bit" or "very much" among first-year students. As shown, first-year students rate themselves higher.

For seniors, on the other hand, faculty members perceived higher levels of engagement in these mental activities, ranging from 47 percent in making judgments to 77 percent in coursework emphasizing analytical thinking. For these items (analyzing, synthesizing, making judgments, and application of theory), senior responses range from 72 to 88 percent.

### Perceptions of Educational Gain

Finally, items "f" thru "u" summarizes what faculty and students believe they have gained. The survey question asks specifically: "To what extent has the typical student's experience as this institution contributed to his or her knowledge, skills, and personal development in the following areas?"

Briefly, faculty members give the highest ratings ("quite a bit," or "very much") to first-year students in (item r) acquiring a broad general education (68%); (item h) thinking critically and analytically (46%); (item j) using computing and information technology (45%); and (item f) in writing clearly and effectively (44%).

First-year students rate themselves much higher in (item f) writing clearly and effectively (84%); (item h) thinking critically and analytically (82%); (item r) acquiring a broad general education (81%); (item k) working effectively with others (73%); (item l) learning effectively on his or her own (72%); and (item g) speaking clearly and effectively (70%).

Faculty member responses about senior students reveals somewhat higher ratings in (item s) acquiring job or work-related knowledge and skills (73%); (item j) using computing and information technology (70%); (item h) thinking critically and analytically (67%); (item a) writing clearly and effectively (66%); and items "b, k, and r" each had 64 percent.

Senior students respond overwhelmingly about (item h) their gains in thinking critically and analytically (86%); (item r) acquiring a broad general education (85%); (item j) using computing and information technology (81%); (item f and item k) writing clearly and effectively, and working effectively with others are both 79 percent; and (items i, g, l, s) analyzing quantitative problems, speaking clearly and effectively, learning effectively on his or her own, acquiring job or work-related knowledge and skills are all above 70 percent of seniors who say "quite a bit" or "very much."

#### Exhibit 4. Level of Academic Challenge and Perceived Educational Gain

Faculty perceptions of typical students and student responses:	First-Year Students		Seniors	
	Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Quite a bit, Very Much</i>			
a. Coursework emphasis: <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	75%	68%	61%	73%
b. Coursework emphasis: <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components(LAC)	39%	76%	77%	88%
c. Coursework emphasis: <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships(LAC)	37%	67%	59%	72%
d. Coursework emphasis: <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions(LAC)	27%	58%	47%	76%
e. Coursework emphasis: <b>Applying</b> theories or concepts to practical problems or in new situations(LAC)	32%	58%	59%	83%
f. Perceived student gain: Writing clearly and effectively	44%	84%	66%	79%
g. Perceived student gain: Speaking clearly and effectively	29%	70%	64%	75%
h. Perceived student gain: Thinking critically and analytically	46%	82%	67%	86%
i. Perceived student gain: Analyzing quantitative problems	19%	67%	44%	78%
j. Perceived student gain: Using computing and information technology	45%	58%	70%	81%
k. Perceived student gain: Working effectively with others	41%	73%	64%	79%
l. Perceived student gain: Learning effectively on his or her own	42%	72%	57%	74%
m. Perceived student gain: Understanding himself or herself	35%	50%	42%	62%
n. Perceived student gain: Understanding people of other racial and ethnic backgrounds	42%	50%	51%	62%
o. Perceived student gain: Solving complex real-world problems	15%	40%	34%	62%
p. Perceived student gain: Developing a personal code of values and ethics	27%	45%	29%	58%
q. Perceived student gain: Developing a deepened sense of spirituality	7%	24%	1%	22%
r. Perceived student gain: Acquiring a broad general education	68%	81%	64%	85%
s. Perceived student gain: Acquiring job or work-related knowledge and skills	34%	41%	73%	73%
t. Perceived student gain: Voting in local, state, or national elections	15%	22%	4%	29%
u. Perceived student gain: Contributing to the welfare of his or her community	17%	18%	19%	41%