



Faculty Survey of Student Engagement 2014 Executive Summary

Introduction: During the spring 2014 semester, faculty who teach undergraduate students at Mississippi State University (MSU) were asked to participate in the Faculty Survey of Student Engagement (FSSE). The FSSE survey was created to be a complementary survey to the National Survey of Student Engagement (NSSE). The FSSE survey findings provide the perceptions of how often MSU students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty student interactions, and how faculty members organize their time in and out of the classroom. The FSSE survey findings also provide comparative of MSU's colleges including Meridian faculty respondents. The FSSE survey results do not provide a national comparison of frequencies scores due to a variation of sample populations from participating institutions.

Methodology: Survey participants were determined as being faculty who taught at least one undergraduate course in fall 2013; eliminating credentialed non-faculty who taught during the same semester. The eligible participant population resulted in 794 faculty. Of those, 293 responded which was an overall response rate of 37%; compared to 42% response rate as the previous year. Survey results were based on the number of faculty who responded "yes" to the survey question, "*During the current school year, have you taught an undergraduate course?*" narrowing the number of respondents to 268. The 2014 FSSE results are inclusive of all 268 respondents with colleges being identified as follows: College of Arts & Sciences; College of Business; College of Arch. Art, & Design; College of Education; Div. of Ag, Forestry, & Vet Med (includes College of Agriculture & Life Sciences, Forest Resources, and Veterinary Medicine); and Meridian campus.

The survey was deployed electronically by email invitation on four separate occasions. The initial invitation was sent on April 1, 2014, with two reminders following on April 8 and 14; and a final reminder on April 17, 2014. The initial invitation resulted in the largest percentage of participants at 16%. FSSE survey data collection concluded on June 1, with an overall 37% response rate.

Starting with FSSE 2013, a redesigned survey instrument was used to collect data. Forty-seven questions have been grouped within ten *Engagement Indicators*. Six additional questions entitled *High Impact Practices* are also included. The redesigned FSSE survey was launched to compliment the redesigned NSSE survey which was also administered for the first time in spring 2013.

Results are divided into the following four Engagement Themes and arranged by the appropriate Engagement Indicator, with High Impact Practices reported separately:

- Academic Challenge
 - Higher Order Learning
 - Reflective and Integrative Learning
 - Learning Strategies
 - Quantitative Reasoning

- Learning with Peers
 - Collaborative Learning
 - Discussions with Diverse Others

- Experiences with Faculty
 - Student-Faculty Interactions
 - Effective Teaching Practices

- Campus Environment
 - Quality of Interactions
 - Supportive Environment.

The summary table of comparison provides results by college and MSU Overall for the forty-seven Engagement indicator questions and the six High Impact Practices questions. Beginning this year, all of the results are provided by frequency. For each question by college, the highest frequency response is indicated in **black bold**. MSU Overall results are also provided in the data table for 2014 and 2013 with highest frequency of responses indicated in **maroon bold** for each year.

Although the 2014 FSSE survey results are not provided with a national comparison, an overview of FSSE participants can be found at:
http://fsse.indiana.edu/pdf/FSSE_IR_2014/FSSE%202014%20Overview.pdf.

Mississippi State University
Statistical Comparisons by College 2014
Including 2014 & 2013 MSU Overall Results

Survey Item	Arts & Sciences	Business	Arch., Art, & Design	Education	Engineering	DAFVM	Meridian	2014 MSU Overall	2013 MSU Overall
	%	%	%	%	%	%	%	%	%
Engagement Indicators									
<i>Theme: Academic Challenge</i>									
HIGHER-ORDER LEARNING									
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:									
Applying facts, theories, or methods to practical problems or new situations	Very little	4	0	0	0	0	7	2	2
	Some	15	13	0	6	3	7	10	10
	Quite a bit	42	31	21	46	42	33	39	40
	Very much	39	56	79	48	55	53	49	48
		100	100	100	100	100	100	100	100
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Very little	3	12	7	0	11	3	4	4
	Some	14	12	0	18	16	24	15	15
	Quite a bit	37	35	14	29	32	32	33	35
	Very much	46	41	79	53	41	41	48	46
		100	100	100	100	100	100	100	100
Evaluating a point of view, decision, or information source	Very little	16	23	7	6	32	14	0	16
	Some	15	29	7	21	22	32	14	24
	Quite a bit	36	24	43	47	30	34	29	31
	Very much	33	24	43	26	16	20	57	30
		100	100	100	100	100	100	100	100
Forming a new idea or understanding from various pieces of information	Very little	3	12	0	0	11	11	0	5
	Some	17	12	0	9	24	17	0	14
	Quite a bit	43	35	36	57	43	40	40	44
	Very much	37	41	64	34	22	32	60	39
		100	100	100	100	100	100	100	100
REFLECTIVE AND INTEGRATIVE LEARNING									
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:									
Combine ideas from different courses when completing assignments	Not Important	4	13	0	3	8	0	0	4
	Somewhat Important	27	19	0	9	8	11	7	16
	Important	39	31	13	34	32	36	29	34
	Very Important	30	37	87	54	52	53	64	46
		100	100	100	100	100	100	100	100
Connect his or her learning to societal problems or issues	Not Important	13	25	0	3	22	0	0	10
	Somewhat Important	18	12	0	23	32	19	0	19
	Important	32	38	33	23	32	39	27	32
	Very Important	37	25	67	51	14	42	73	39
		100	100	100	100	100	100	100	100

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	%	%	%	%	%	%	%	%	%	
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section: (continued)										
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Not Important	24	25	0	12	46	17	0	22	24
	Somewhat Important	13	31	7	14	27	36	7	19	21
	Important	29	19	40	34	19	25	33	28	22
	Very Important	34	25	53	40	8	22	60	31	33
		100	100	100	100	100	100	100	100	100
Examine the strengths and weaknesses of his or her own views on a topic or issue	Not Important	8	12	0	0	22	3	0	7	10
	Somewhat Important	9	19	0	17	24	20	0	14	17
	Important	31	19	7	34	30	34	20	29	30
	Very Important	52	50	93	49	24	43	80	50	43
		100	100	100	100	100	100	100	100	100
REFLECTIVE AND INTEGRATIVE LEARNING										
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:										
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	Not Important	13	13	0	0	28	14	0	12	15
	Somewhat Important	13	37	0	17	36	20	7	19	20
	Important	35	19	13	34	17	33	20	28	27
	Very Important	39	31	87	49	19	33	73	41	38
		100	100	100	100	100	100	100	100	100
Learn something that changes the way he or she understands an issue or concept	Not Important	2	13	0	0	5	0	0	2	1
	Somewhat Important	8	6	0	8	16	11	0	9	12
	Important	34	25	0	23	41	47	20	32	34
	Very Important	56	56	100	69	38	42	80	57	53
		100	100	100	100	100	100	100	100	100
Connect ideas from your course to his or her prior experiences and knowledge	Not Important	0	12	0	0	0	0	0	1	2
	Somewhat Important	6	0	0	12	17	0	0	6	8
	Important	29	19	0	14	30	39	13	25	31
	Very Important	65	69	100	74	53	61	87	68	59
		100	100	100	100	100	100	100	100	100

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	%	%	%	%	%	%	%	%	%	
LEARNING STRATEGIES										
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:										
Identify key information from reading assignments	Very little	13	0	27	3	20	9	0	11	13
	Some	17	41	27	14	11	21	27	19	21
	Quite a bit	25	24	13	37	40	44	40	32	31
	Very much	45	35	33	46	29	26	33	38	35
		100	100	100	100	100	100	100	100	100
Review notes after class	Very little	13	6	27	11	22	15	13	15	11
	Some	27	18	40	29	22	15	33	25	26
	Quite a bit	27	35	13	29	20	33	27	27	28
	Very much	33	41	20	31	36	37	27	33	35
		100	100	100	100	100	100	100	100	100
Summarize what has been learned from class or from course materials	Very little	9	18	13	3	22	12	0	11	9
	Some	33	12	20	26	19	21	27	26	27
	Quite a bit	31	35	40	40	42	34	33	35	31
	Very much	27	35	27	31	17	33	40	28	33
		100	100	100	100	100	100	100	100	100
QUANTITATIVE REASONING										
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:										
Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	Not Important	27	12	27	6	3	3	19	15	19
	Somewhat Important	16	23	13	28	11	19	19	18	17
	Important	24	24	13	26	46	20	25	26	31
	Very Important	33	41	47	40	40	58	37	41	33
		100	100	100	100	100	100	100	100	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Not Important	35	25	33	6	13	3	20	21	22
	Somewhat Important	19	13	27	34	14	25	27	22	23
	Important	20	31	7	29	35	17	33	24	31
	Very Important	26	31	33	31	38	55	20	33	24
		100	100	100	100	100	100	100	100	100
Evaluate what others have concluded from numerical information	Not Important	26	44	33	6	14	6	13	19	22
	Somewhat Important	23	12	20	26	25	29	20	24	28
	Important	27	25	20	34	39	27	54	31	30
	Very Important	24	19	27	34	22	38	13	26	20
		100	100	100	100	100	100	100	100	100

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		%	%	%	%	%	%	%	%	%
<i>Theme: Learning with Peers</i>										
COLLABORATIVE LEARNING										
Percentage of faculty who substantially encourage students to do the following in their selected course section:										
Ask other students for help understanding course material	Very little	8	18	7	11	11	6	7	9	9
	Some	26	29	20	23	19	32	33	26	34
	Quite a bit	38	18	40	26	39	35	33	34	29
	Very much	28	35	33	40	31	27	27	31	28
		100	100	100	100	100	100	100	100	100
Explain course material to other students	Very little	13	12	6	8	14	15	6	12	11
	Some	33	35	20	26	22	21	47	29	34
	Quite a bit	30	24	47	40	42	32	27	34	29
	Very much	24	29	27	26	22	32	20	25	26
		100	100	100	100	100	100	100	100	100
Prepare for exams by discussing or working through course material with other students	Very little	7	12	27	15	16	12	0	12	12
	Some	26	24	47	17	28	18	33	25	29
	Quite a bit	39	29	6	41	39	38	34	36	32
	Very much	28	35	20	27	17	32	33	27	27
		100	100	100	100	100	100	100	100	100
Work with other students on course projects or assignments	Very little	21	29	13	12	6	18	7	16	17
	Some	23	18	20	20	28	29	33	24	31
	Quite a bit	24	24	27	34	33	27	27	28	23
	Very much	32	29	40	34	33	26	33	32	29
		100	100	100	100	100	100	100	100	100
DISCUSSIONS WITH DIVERSE OTHERS										
Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:										
People of a race or ethnicity other than their own	Very little	14	12	8	14	25	37	0	18	18
	Some	26	41	31	26	50	40	6	31	30
	Quite a bit	30	29	31	37	17	9	27	26	27
	Very much	30	18	30	23	8	14	67	25	25
		100	100	100	100	100	100	100	100	100
People from an economic background other than their own	Very little	13	12	15	15	25	23	7	16	16
	Some	31	47	23	27	47	40	7	33	32
	Quite a bit	29	23	31	35	20	31	33	29	30
	Very much	27	18	31	23	8	6	53	22	22
		100	100	100	100	100	100	100	100	100

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	%	%	%	%	%	%	%	%	%	
DISCUSSIONS WITH DIVERSE OTHERS (continued)										
Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section: (continued)										
People with religious beliefs other than their own	Very little	26	18	39	20	31	35	20	27	30
	Some	43	59	23	43	49	47	20	43	42
	Quite a bit	15	6	23	20	14	15	20	16	14
	Very much	16	17	15	17	6	3	40	14	14
		100	100	100	100	100	100	100	100	100
People with political views other than their own	Very little	14	17	31	20	28	31	6	20	21
	Some	44	59	31	37	44	40	20	41	41
	Quite a bit	25	12	23	20	22	23	27	23	23
	Very much	17	12	15	23	6	6	47	16	15
		100	100	100	100	100	100	100	100	100
STUDENT-FACULTY INTERACTION										
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school										
Talked about their career plans	Never	5	0	0	0	0	3	0	2	3
	Sometimes	47	33	0	16	37	26	6	31	32
	Often	27	34	33	16	39	42	19	30	33
	Very Often	21	33	67	68	24	29	75	37	32
		100	100	100	100	100	100	100	100	100
Worked on activities other than coursework (committees, student groups, etc.)	Never	24	32	0	22	11	13	25	19	22
	Sometimes	47	42	13	43	49	29	31	41	40
	Often	20	10	60	11	32	47	31	27	26
	Very Often	9	16	27	24	8	11	13	13	12
		100	100	100	100	100	100	100	100	100
Discussed course topics, ideas, or concepts outside of class	Never	3	0	0	11	3	3	0	4	1
	Sometimes	48	39	13	30	39	35	19	38	47
	Often	36	50	33	35	45	43	44	39	34
	Very Often	13	11	54	24	13	19	37	19	18
		100	100	100	100	100	100	100	100	100
Discussed their academic performance	Never	0	0	0	0	3	0	0	0	2
	Sometimes	43	39	13	19	47	32	31	36	33
	Often	44	50	27	38	40	49	25	41	41
	Very Often	13	11	60	43	10	19	44	23	24
		100	100	100	100	100	100	100	100	100

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		%	%	%	%	%	%	%	%	%
EFFECTIVE TEACHING PRACTICES										
<i>Percentage of faculty who substantially do the following in their undergraduate courses:</i>										
Clearly explain course goals and requirements	Very little	0	0	0	0	0	0	0	0	0
	Some	8	0	7	3	5	8	6	6	6
	Quite a bit	24	21	20	27	32	38	25	27	32
	Very much	68	79	73	70	63	54	69	67	62
		100	100	100	100	100	100	100	100	100
Teach course sessions in an organized way	Very little	0	0	0	0	0	0	0	0	0
	Some	1	5	7	0	3	8	0	3	1
	Quite a bit	25	5	40	22	35	29	27	26	27
	Very much	74	90	53	78	62	63	73	71	72
		100	100	100	100	100	100	100	100	100
Use examples or illustrations to explain difficult points	Very little	0	0	0	0	0	0	0	0	0
	Some	2	0	0	0	0	5	0	2	3
	Quite a bit	30	5	33	13	27	29	12	24	23
	Very much	68	95	67	87	73	66	88	74	74
		100	100	100	100	100	100	100	100	100
Provide feedback to students on drafts or works in progress	Very little	11	31	0	5	13	11	0	10	8
	Some	28	25	6	16	32	27	25	25	26
	Quite a bit	28	19	27	27	34	40	31	30	29
	Very much	33	25	67	52	21	22	44	35	37
		100	100	100	100	100	100	100	100	100
Provide prompt and detailed feedback on tests or completed assignments	Very little	0	6	0	0	0	0	0	1	1
	Some	7	6	20	8	14	13	0	9	8
	Quite a bit	32	17	33	35	35	47	31	34	35
	Very much	61	71	47	57	51	40	69	56	56
		100	100	100	100	100	100	100	100	100
<i>Theme: Campus Environment</i>										
QUALITY OF INTERACTIONS										
<i>Faculty perceptions of the quality of student interactions with the following people at their institution:</i>										
Other students	1 Poor	0	0	0	0	0	0	0	0	0
	2	0	5	0	0	0	0	0	1	1
	3	2	0	0	8	5	3	0	3	5
	4	9	17	7	14	13	21	19	13	15
	5	49	28	40	28	40	45	25	40	40
	6	33	33	33	39	34	26	44	34	29
	7 Excellent	7	17	20	11	8	5	12	9	10
		100	100	100	100	100	100	100	100	100

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		%	%	%	%	%	%	%	%	%
<i>Theme: Campus Environment (continued)</i>										
QUALITY OF INTERACTIONS (continued)										
Faculty perceptions of the quality of student interactions with the following people at their institution: (continued)										
Academic advisors	1 Poor	2	6	0	0	0	0	0	1	1
	2	8	6	0	8	0	8	0	6	7
	3	16	0	7	11	5	8	0	10	19
	4	28	19	21	24	41	24	13	27	22
	5	25	31	36	38	38	39	27	32	29
	6	19	19	29	16	16	16	27	18	18
	7 Excellent	2	19	7	3	0	5	33	6	4
			100	100	100	100	100	100	100	100
Faculty	1 Poor	0	5	0	3	0	0	0	1	2
	2	6	5	0	3	5	0	0	3	7
	3	14	6	0	13	14	11	0	11	10
	4	24	28	29	24	16	29	0	23	19
	5	27	33	7	32	43	42	27	32	34
	6	23	6	50	22	14	18	40	22	23
	7 Excellent	6	17	14	3	8	0	33	8	5
			100	100	100	100	100	100	100	100
Student services staff (career services, student activities, housing, etc.)	1 Poor	1	0	0	8	0	3	0	2	1
	2	6	0	0	3	3	11	0	5	7
	3	13	18	7	17	11	16	6	13	17
	4	40	29	29	11	47	40	19	34	36
	5	32	29	36	33	25	22	19	29	25
	6	4	12	28	28	8	5	25	12	11
	7 Excellent	4	12	0	0	6	3	31	5	3
			100	100	100	100	100	100	100	100
Other administrative staff and offices (registrar, financial aid, etc.)	1 Poor	1	0	0	8	0	2	0	2	2
	2	16	6	0	0	8	8	0	8	9
	3	13	6	21	27	11	34	0	17	20
	4	41	47	14	16	36	32	13	32	34
	5	19	23	58	33	36	13	31	26	22
	6	6	6	7	16	9	8	25	10	10
	7 Excellent	4	12	0	0	0	3	31	5	3
			100	100	100	100	100	100	100	100

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SUPPORTIVE ENVIRONMENT									
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:									
Providing support to help students succeed academically	Not Important	0	0	0	0	0	0	0	1
	Somewhat Important	10	5	14	3	8	8	6	8
	Important	35	56	29	51	47	50	31	44
	Very Important	55	39	57	46	45	42	63	47
	100	100	100	100	100	100	100	100	100
Students using learning support services (tutoring services, writing center, etc.)	Not Important	1	0	7	0	8	0	0	1
	Somewhat Important	15	21	27	13	18	17	19	17
	Important	41	53	33	46	48	55	37	44
	Very Important	43	26	33	41	26	28	44	38
	100	100	100	100	100	100	100	100	100
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Not Important	2	22	0	5	18	3	12	6
	Somewhat Important	21	45	20	11	29	39	19	19
	Important	29	11	27	43	32	26	38	39
	Very Important	48	22	53	41	21	32	31	36
	100	100	100	100	100	100	100	100	100
Providing opportunities for students to be involved socially	Not Important	21	26	13	8	19	8	12	15
	Somewhat Important	30	26	33	32	32	37	19	37
	Important	36	37	34	33	35	42	38	38
	Very Important	13	11	20	27	14	13	31	10
	100	100	100	100	100	100	100	100	100
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	Not Important	1	0	0	3	0	3	6	4
	Somewhat Important	20	21	27	11	24	26	12	21
	Important	45	47	40	44	47	34	38	46
	Very Important	34	32	33	42	29	37	44	29
	100	100	100	100	100	100	100	100	100
Helping students manage their non-academic responsibilities (work, family, etc.)	Not Important	8	11	20	11	8	5	19	8
	Somewhat Important	43	37	27	22	50	43	31	36
	Important	34	47	53	35	34	38	38	43
	Very Important	15	5	0	32	8	14	12	13
	100	100	100	100	100	100	100	100	100
Students attending campus activities and events (performing arts, athletic events, etc.)	Not Important	14	21	20	8	16	11	12	15
	Somewhat Important	45	32	33	22	52	35	44	38
	Important	30	47	34	43	27	43	38	37
	Very Important	11	0	13	27	5	11	6	10
	100	100	100	100	100	100	100	100	100

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		%	%	%	%	%	%	%	%	%
SUPPORTIVE ENVIRONMENT (continued)										
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following: (continued)										
Students attending events that address important social, economic, or political issues	Not Important	7	17	0	3	16	3	13	8	6
	Somewhat Important	28	28	20	27	39	49	34	32	33
	Important	43	44	53	43	40	40	40	43	43
	Very Important	22	11	27	27	5	8	13	17	18
		100	100	100	100	100	100	100	100	100
High Impact Practices										
Participate in an internship, co-op, field experience, student teaching, or clinical placement	Not Important	7	0	0	0	3	0	0	3	5
	Somewhat Important	21	16	7	8	10	8	0	13	17
	Important	37	53	33	8	37	26	31	32	32
	Very Important	35	31	60	84	50	66	69	52	46
		100	100	100	100	100	100	100	100	100
Participate in a learning community or some other formal program where groups of students take two or more classes together	Not Important	27	28	27	20	18	24	13	23	20
	Somewhat Important	45	44	33	22	42	45	27	39	41
	Important	24	28	7	47	29	26	27	28	30
	Very Important	4	0	33	11	11	5	33	10	9
		100	100	100	100	100	100	100	100	100
Participate in a study abroad program	Not Important	17	26	0	41	29	25	38	24	27
	Somewhat Important	41	21	26	51	47	36	50	41	39
	Important	25	37	27	8	16	22	12	21	21
	Very Important	17	16	47	0	8	17	0	14	13
		100	100	100	100	100	100	100	100	100
Work with a faculty member on a research project	Not Important	3	42	13	11	6	14	19	11	7
	Somewhat Important	25	37	47	35	34	33	37	32	38
	Important	47	16	20	35	34	39	44	38	38
	Very Important	25	5	20	19	26	14	0	19	17
		100	100	100	100	100	100	100	100	100
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	Not Important	5	0	0	3	0	0	13	3	3
	Somewhat Important	18	10	0	5	8	16	6	12	13
	Important	30	11	0	41	34	41	25	30	37
	Very Important	47	79	100	51	58	43	56	55	47
		100	100	100	100	100	100	100	100	100
About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	None	65	53	26	46	68	37	37	54	18
	Some	28	42	47	46	29	50	25	36	35
	Most	2	0	27	3	3	13	19	6	36
	All	5	5	0	5	0	0	19	4	11
		100	100	100	100	100	100	100	100	100