

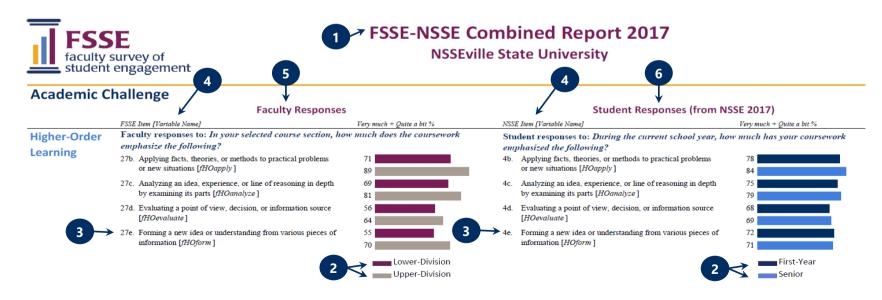
Kenyon College



About This Report

The display below highlights details in the FSSE-NSSE Combined Report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

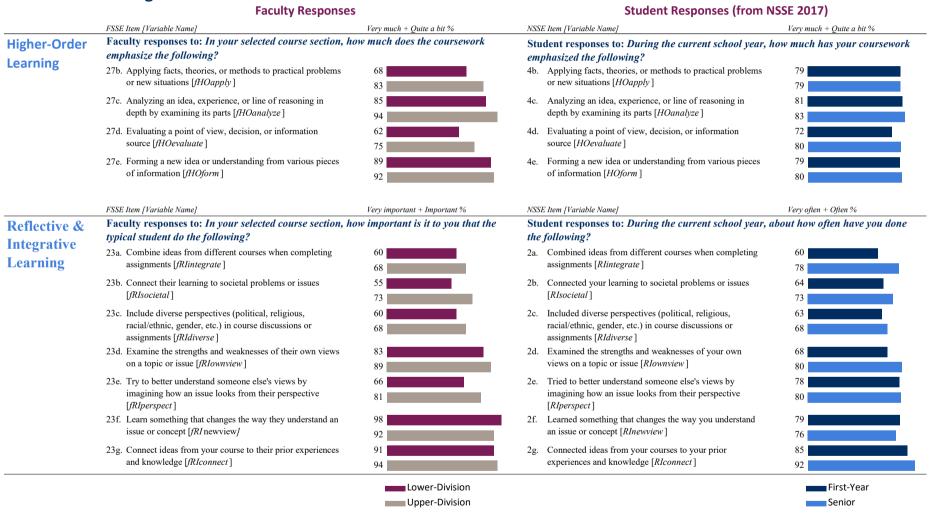
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the NSSE Frequencies and Statistical Comparisons report.
- 2. Class level: Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- 3. Item numbers: Item numbering corresponds to the survey facsimiles included in your Institutional Report and available on the NSSE and FSSE websites.
- 4. Item wording and variable names: Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and FSSE Frequencies report.
- 5. Faculty responses: The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- 6. **Student responses:** The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your NSSE *Frequencies and Statistical Comparisons* report.





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Academic Challenge





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Academic Challenge (continued) Faculty Responses Student Responses (from NSSE 2017) FSSE Item [Variable Name] Very much + Ouite a bit % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how much do you encourage Student responses to: During the current school year, about how often have you done Learning students to do the following? **Strategies** 25e. Identify key information from reading assignments 9a. Identified key information from reading assignments [fLSreading] [LSreading] 25f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 25g. Summarize what has been learned from class or from 9c. Summarized what you learned in class or from course course materials [fLSsummary] materials [LSsummary] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how important is it to you that the Student responses to: During the current school year, about how often have you done Quantitative typical student do the following? the following? Reasoning 22d. Reach conclusions based on their own analysis of 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) numerical information (numbers, graphs, statistics, etc.) [fORconclude] [ORconclude] 22e. Use numerical information to examine a real-world 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public problem or issue (unemployment, climate change, public health, etc.) [fQRproblem] health, etc.) [QRproblem] 22f. Evaluate what others have concluded from numerical 6c. Evaluated what others have concluded from numerical information [fQRevaluate] information [ORevaluate] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: How important is it to you that your institution increase its Student responses to: How much does your institution emphasize the following? **Additional** emphasis on each of the following? **Academic** 2a. Students spending significant amounts of time studying 14a. Spending significant amounts of time studying and on **Challenge** and on academic work [fempstudy] academic work [empstudy] Items FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] High challenge % 21. In your selected course section, to what extent do you 10. During the current school year, to what extent have your think the typical student does their best work? courses challenged you to do your best work? [challenge] Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7). Lower-Division First-Year Upper-Division Senior



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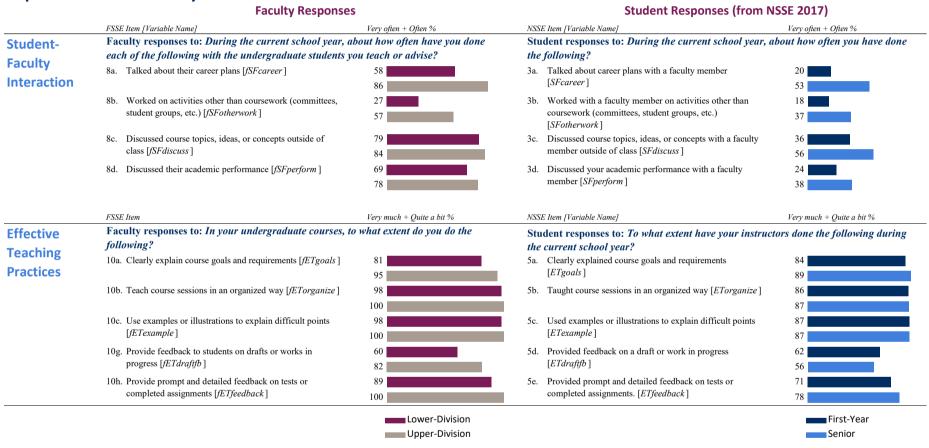
Learning with Peers

Item [Variable Name] ulty responses to: In your selected course section, he owing? Ask other students for help understanding course material [fCLaskhelp] Explain course material to other students [fCLexplain]	57	NSSE Item [Variable Name] Student responses to: During the current school year, the following? 1e. Asked another student to help you understand course material [CLaskhelp]	Very often + Often % about how often have you don 58
owing? Ask other students for help understanding course material [fCLaskhelp]	57	the following?le. Asked another student to help you understand course	
[fCLaskhelp]	72		58
Explain course material to other students [fCLexplain]	(1)		48
	64	1f. Explained course material to one or more students [CLexplain]	60
Prepare for exams by discussing or working through course material with other students [fCLstudy]	65	 Prepared for exams by discussing or working through course material with other students [CLstudy] 	57 64
Work with other students on course projects or assignments [fCLproject]	57 63	1h. Worked with other students on course projects or assignments [CLproject]	50
Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
•	**	Student responses to: During the current school year, discussions with people from the following groups?	about how often have you had
People of a race or ethnicity other than their own [fDDrace]	26	8a. People of a race or ethnicity other than your own [DDrace]	70 66
People from an economic background other than their own [fDDeconomic]	27	8b. People from an economic background other than your own [DDeconomic]	73 76
People with religious beliefs other than their own [fDDreligion]	24	8c. People with religious beliefs other than your own [DDreligion]	77 75
People with political views other than their own [fDDpolitical]	24	8d. People with political views other than your own [DDpolitical]	34
	Work with other students on course projects or assignments [fCLproject] Item [Variable Name] Ity responses to: In your selected course section, he to engage in discussions with people from the follo People of a race or ethnicity other than their own [fDDrace] People from an economic background other than their own [fDDeconomic] People with religious beliefs other than their own [fDDreligion] People with political views other than their own	Work with other students on course projects or assignments [fCLproject] 63 them [Variable Name] Very much + Quite a bit % they responses to: In your selected course section, how much opportunity do students to engage in discussions with people from the following groups? People of a race or ethnicity other than their own [fDDrace] 31 People from an economic background other than their own [fDDeconomic] 19 People with religious beliefs other than their own [fDDreligion] 23 People with political views other than their own 24 Temporal with the political views other than their own 24 Temp	Work with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fCLproject] Mork with other students on course projects or assignments [fcLproject] Mork with other students on course projects or assignments [fcLproject] Mork with other students on course projects or assignments [fcLproject] Mork with other students on course projects or assignments [fcLproject] Mork with other stude



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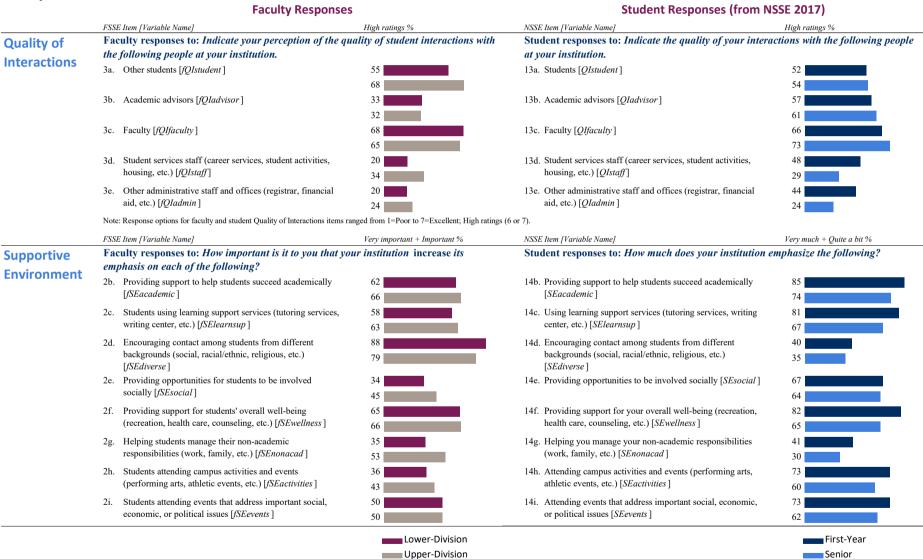
Experiences with Faculty





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Campus Environment





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Additional Engagement Items

	Faculty Responses		Student Responses (from NSSE 2017)		
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Faculty Course	Faculty responses to: To what extent do you structure	your selected course section so	Student responses to: How much has your experience a	t this institution contributed i	
Goals and	that students learn and develop in the following areas?		your knowledge, skills, and personal development in the following areas?		
	29a. Writing clearly and effectively [fcgwrite]	57	17a. Writing clearly and effectively [pgwrite]	73	
Student-		76		91	
Perceived	29b. Speaking clearly and effectively [fcgspeak]	54	17b. Speaking clearly and effectively [pgspeak]	57	
Gains		74		81	
	29c. Thinking critically and analytically [fcgthink]	96	17c. Thinking critically and analytically [pgthink]	88	
		97		96	
	29d. Analyzing numerical and statistical information [fcganalyze]	37	17d. Analyzing numerical and statistical information [pganalyze]	45	
		24		52	
	29e. Acquiring job- or work-related knowledge and skills [fcgwork]	28	17e. Acquiring job- or work-related knowledge and skills [pgwork]	43	
	29f. Working effectively with others [fcgothers]	39	17f. Working effectively with others [pgothers]	50	
	291. Working effectively with others pegomers]	56	171. Working effectively with others [pgomers]	65	
	29g. Developing or clarifying a personal code of values and ethics [fcgvalues]	17	17g. Developing or clarifying a personal code of values and ethics [pgvalues]	65	
0 . 0 . 0 .		26		60	
	29h. Understanding people of other backgrounds (economic,	45	17h. Understanding people of other backgrounds (economic,	55	
		38	racial/ethnic, political, religious, nationality, etc.) [pgdiverse]	60	
	29i. Solving complex real-world problems [fcgprobsolve]	43	17i. Solving complex real-world problems [pgprobsolve]	52	
		50		53	
	43	17j. Being an informed and active citizen [pgcitizen]	65		
	41		57		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %	
Course	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you do the following?		
Engagement 22a. Ask questions or contribution ways [faskquest]	22a. Ask questions or contribute to course discussions in other ways [faskquest]	94 97 	Asked questions or contributed to course discussions in other ways [askquest]	79 81	
	22b. Prepare two or more drafts of a paper or assignment	47	1b. Prepared two or more drafts of a paper or assignment before turning it in [drafts]	33	
_	before turning it in [fdrafts]	43		33	
	22c. Come to class having completed readings or assignments	91	1c. Come to class without completing readings or assignments [unprepared]	14	
	[fprepared]	100		26	
		Lower-Division		First-Year	
		Upper-Division		Senior	



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Additional E	Engagement Items (continued)					
	Faculty Responses	6	Student Responses (from N	ISSE 2017)		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %		
Leadership do the following 1b. Hold a formal	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done or do you plan to do before you graduate?			
	 Hold a formal leadership role in a student organization or group [fleader] 	21 19 19	 Hold a formal leadership role in a student organization or group [leader] 	12 		
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %		
Memorization Faculty responses to: In your selected course section, I emphasize the following? 27a. Memorizing course material [finemorize]	Faculty responses to: In your selected course section, how much does the coursework emphasize the following?		Student responses to: During the current school year, he emphasized the following?	Student responses to: During the current school year, how much has your coursework emphasized the following?		
	24 14 14 1	4a. Memorizing course material [memorize]	38			
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %		
Time Spent by	Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?		Student responses to: About how many hours do you spend in a typical 7-day week doin the following?			
	homework or lab work, analyzing data, rehearsing, and	34 38	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	71		
	17 17 17 17 17 17 17 17 17 17 17 17 17 1	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	24 27			
	0 0	15c. Working for pay on campus [fimworkon]	2 6			
	20d. Working for pay off campus [ftmworkoff]	0 0	15d. Working for pay off campus [tmworkoff]	0		
	20e. Doing community service or volunteer work [fimservice]	0	15e. Doing community service or volunteer work [tmservice]	1 0		
	TV or videos, keeping up with friends online, etc.)	52 50	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	25		
		0	15g. Providing care for dependents (children, parents, etc.) [tmcare]	0 0		
	20h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0 0	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	0 0		
		Lower-Division Upper-Division		First-Year Senior		



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High-Impact Practices

Learning Community

FY Participation	4
SR Participation	19
Faculty Participation	N/A
Faculty Importance	20

NSSE variable: 11c learncom; FSSE variable: 1c flearncom

Internship or Field Experience

FY Participation	4	
SR Participation	68	
Faculty Participation	20	
Faculty Importance	62	

NSSE variable: 11a intern; FSSE variables; 6b fdintern, 1a fintern

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All student results are weighted by institution-reported sex and enrollment status.

Service-Learning

FY Participation	27
SR Participation	38
Faculty Participation	41
Faculty Importance	35

NSSE variable: 12 servcourse; FSSE variables; 9 fservcourse, 1g fservice

Study Abroad

FY Participation	0	
SR Participation	38	
Faculty Participation	N/A	
Faculty Importance	53	

NSSE variable: 11d abroad; FSSE variable: 1d fabroad

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Research with Faculty

	· · · · · · · · · · · · · · · · · · ·	
FY Participation	8	
SR Participation	54	
Faculty Participation	58	
Faculty Importance	73	

NSSE variable: 11e research; FSSE variables: 6a fdresearch, 1e fresearch

Senior Culminating Experience

FY Participation	0	
SR Participation	91	
Faculty Participation	N/A	
Faculty Importance	82	

NSSE variable: 11f capstone; FSSE variable: 1f fcapstone

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.