A Summary of Faculty Results

High-Impact Practices

Due to their positive associations wi student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percent of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.



Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

Research with Faculity

Internship or Field Experience

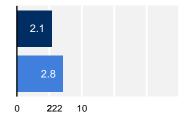
Service-Learning

- a. Percentage of faculty responding "Yes" to participation
- b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

Time Spent Preparing for Class

These figures report the average weekly class preparation time your faculty expected students to spend, and the average amount of time they perceived students actual spent, in the faculty's selected course sections.

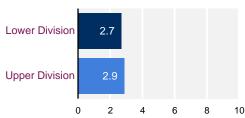




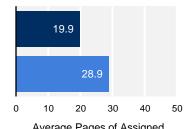
Expected Average Hours per Week Preparing for Class

Reading and Writing

These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.



Expected Average Hours per Week on Course Reading



Average Pages of Assigned Writing