STUDENT EXPERIENCES WITH TEACHING, LEARNING AND ASSESSMENT

Profile and Summary of Responses

Wake Forest University Case Study

The "Student Experience with Teaching, Learning and Assessment" (SETLA) survey has been developed by the research program on Academic Programs and Students for the National Center for Postsecondary Improvement[*] (NCPI). The primary purpose of the SETLA is to examine how your institution supports teaching, learning, and assessment in the classroom. We are interested in your perception of how your institution approaches teaching, learning and assessment, how it provides support for it, the types of policies and practices used to promote it, and the uses and impacts of that information. We are interested in your perception of these topics whether or not you are directly involved with them.

> Student assessment refers to various ways of evaluating students' learning. Instructors, departments schools, states and employers assess students in many ways. Please refer to this definition of assessment when completing the survey.

This survey is part of an intensive case study that examines your institution's approach to and strategy for supporting teaching, learning and assessment. The case study report describing your institution's teaching, learning and assessment strategy will include a profile of responses to this survey. This information should be helpful both in better understanding and in enhancing support for teaching, learning and assessment at your institution. Any questions concerning the survey can be addressed to:

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Undergraduate Student Survey: Experiences with Teaching, Learning and Assessment
Research Program on Academic Programs: Faculty and Students
National Center for Postsecondary Improvement

Wake Forest University

Summary of Responses (Mean scores or percentage)
April, 2001

Section I: Background and Pre-College Experiences

1. Please indicate the program you are following at this institution. (Circle <u>one</u>.)
   1. Bachelor's degree 97.6%   4. Certification only 0.0%
   2. Associate's degree 0.0%   5. Other   1.2%
   3. Non-Degree   0.0%

2. What is your intended major (e.g. Psychology). Indicate "undecided" if you are not yet sure.

Major	%
Arts	2.4
English	6.0
History	1.2
Language-Lit	2.4
Philosophy	1.2
Gen. Biology	9.6
Anthropology	2.4
Theater/Drama	1.2
Kinesiology	7.2
Finance	4.8
Theology/Religion	1.2
Major	**%**
Mathematics	1.2
Elementary Ed	2.4
Oth Education	1.2
Chemistry	2.4
Other Tech	1.2
Economics	3.6
Political Sci	1.2
Psychology	15.7
Sociology	1.2
Communications	9.6
Undecided	8.4
Business Admin	12.0

3. What is your current student classification? (Circle <u>one</u>.)
   1. First-year student   0.0%   4. Senior   0.0%
   2. Sophomore   44.6%   5. Not applicable 0.0%
   3. Junior   55.4%

   MEAN 2.55

4. Please indicate how many years have you been enrolled at this institution?

0   0.0%
1   9.6%
2   47.0%
3   43.4%
4:    0.0%
5:    0.0%
6:    0.0%

MEAN   2.34

5. Did you transfer into this institution from another college? (Circle <u>one</u>.)
1. No 96.4%   2. Yes 3.6%

MEAN 1.04

6. Please indicate your enrollment status? (Circle <u>one</u>.)
1. Part-time 0.0   2. Full-time 100.0%

MEAN 2.00

7. What is your current financial support during college? (Circle <u>two</u> primary sources only.)

1. Federal grant (Pell grant)	2.4%	7. Work-study job	4.8%
2. State grant/fellowship	7.2%	8. Job/employment	2.4%
3. Federal loan/GSL 27.7%	9. Partial parental support	21.7%	
4. Private loan 2.4%	10. Full parental support	44.5%	
5. Private scholarship 4.8%	11. Personal savings	3.6 %	
6. Institutional scholarship	33.8%	12. Other 2.4%	

MEAN #1: 6.39   MEAN #2: 7.92

8. Where did you rank in your high school graduating class?
(Circle <u>one</u>.)

6. Top 5%	51.8%	3. Top 50%	2.4%
5. Top 10%	26.5%	2. Below 50%	0.0 %
4. Top 25%	12.0%	1. Not Applicable	6.0 %

9. What were your scores on the SAT and/or ACT?

SAT	VERBAL	MEAN	659.25
	MATH	MEAN	662.4
ACT	Composite	MEAN	29.75

Never took SAT/ACT (1 response)

10. Please indicate how often you engaged in the following activities during high school?
(Circle one number for each item.)
Frequently – 3   Occasionally - 2   Never – 1

	Mean Score
Used a high school computer	2.07
Used a family-owned computer	2.71
Used a computer to write a paper	2.89
Studied with other students	2.16
Wrote a term paper that was at least 10 pages	1.90
Received extra help in English/composition	1.52
Had a teacher take a personal interest in you	2.49
Took Advance Placement (AP) courses	2.70
Took SAT/ACT prep courses	1.82
Took college (dual-enrolled) courses	1.28
Took high school Honors courses	2.80
Took state proficiency exam or standardized tesT prior to college (not including ACT/SAT)	1.99
Obtained feedback from teacher about your academic work (other than course grades).	2.61
Wrote a term paper that was at least 20 pages	1.31
Studied with someone from a racial/ethnic group different from your own	2.08
Worked for pay	2.19
Volunteered for community service	2.47
Held a leadership position in a student group	2.43
Gave an oral presentation in class	2.53
Participated in group projects in the classroom	2.60
Read a newspaper daily	1.91

11. Indicate which number best describes your average high school grades. (Circle one.)

9. A or A+	5. B-	1. D or below
8. A-	4. C+	
7. B+	3. C	MEAN 8.27
6. B	2. C-	

12. How would you describe the racial composition of the following? (Circle one number for each item.)
All or nearly all White - 5
Mostly White - 4
Half White and Half People of Color - 3
Mostly People of Color - 2
All or nearly all People of Color - 1

	MEAN
The neighborhood where you grew up	4.31
The high school you attended	3.76
Your friends on this campus	4.16
Your friends in general	4.12

13. What is the <u>highest</u> level of education completed by each of your parents/guardians? (Circle <u>one</u> number in <u>each column</u>.)

	Mother or Female Guardian	Father or Male Guardian
Not applicable or don't know	0	0
Elementary school	1	1
Some high school	2	2
High school graduate or G.E.D.	3	3
Vocational school	4	4
Some community college or college	5	5
Associate's degree	6	6
Bachelor's degree	7	7
Master's degree	8	8
Ph.D. or professional degree (e.g. law, medicine)	9	9
MEANS	6.73	7.38

Section II: General College and Classroom Experiences

14. Please indicate which number best describes your average college grades. (Circle <u>one</u>.)

9. A or A+	5. B-	1. D or below
8. A-	4. C+	N/A. No college G.P.A.
7. B+	3. C	
6. B	2. C-	MEAN 6.55

15. How often have you engaged in the following activities during college? (Circle <u>one</u> number for each item.)

Frequently – 3 Occasionally – 2 Never – 1

	MEAN	
Received academic advising from a faculty member	2.19	
Received academic advising from a staff member or administrator	1.73	
Received personal feedback about your work from faculty before the mid-term	2.07	
Provided written feedback to a faculty member about his/her teaching (including evaluations)	2.54	
Used/purchased class notes from a professional service		1.04
Contested a grade	1.45	
Assembled a portfolio of your college work for review by faculty	1.07	
Asked a peer to explain a course concept to you	2.35	

16. Please indicate how often you experienced the following during college. (Circle <u>one</u> number for each item.)

Regularly – 4 Several times – 3 Once or twice – 2 Never – 1

	MEAN
Used a computer in class	3.24
Used the Internet in course-related work	3.78
Used a computer during lab sessions	3.16
Referred to a course web page	3.59
Made an oral presentation	3.08
Participated in a formally assigned work group	3.11
Participated in a informal work group	2.73
Heard the instructor lecture for a full class session	3.73
Asked a question in class	3.22
Participated as an assistant on a faculty research project	1.30
Received a grade based on group work	2.69

17. Estimate the <u>average</u> time you spend <u>each week</u> (in a typical term) doing the following.
(Circle <u>one</u> number for each item.)
26 hours or more – 7; 16 to 25 hours – 6; 11 to 15 hours – 5; 6 to 10 hours – 4; 1 to 5 hours – 3; Less than 1 hour – 2; None – 1

	MEAN
Preparing for class/homework	5.22
Engaging in group work in class	2.39
Engaging in group work outside of class	2.37
Interacting informally with faculty outside of class	2.04
Course-related internet discussion	1.66
Attending class lectures/seminars	4.90
Attending lab (science, language, etc.)	2.45
Commuting to campus	1.27
Working for pay	3.04
Using E-mail	3.43
Surfing the web	3.28
Attending tutoring or supplemental instruction sessions	1.82
Discussing course-related topics with other students outside of class	2.71
Participating in sports/fitness activities	3.31
Participating in student organizations	2.96
Volunteering for the community	2.19
Attending to home responsibilities	2.04
Informally socializing with other students	4.89
Preparing for exams	4.01
Amount of time spent in preparation <u>the day before</u> an exam	3.48

18. In how many of your courses do you encounter each of the following? (Circle <u>one</u> number for each item.)

All courses – 4 Most courses – 3 Some courses – 2 No courses - 1

	MEAN
Grading on a curve	1.96
Use of short, ungraded in-class writing exercises (e.g. one-minute papers) to quickly assess your understanding of course material	1.45
Department-wide examinations.	1.87
Standardized tests	1.36
Computer-based practice exercises	1.93
Course web pages	2.67
Extensive lecture	2.99
Small group work/ group projects	2.30
Service learning experiences	1.45
Multiple drafts of written work for progressive feedback	1.86
Instructors' explicit expression of goals for student learning	2.69
Formal in-class presentations	2.46
Activities that require interaction with peers from diverse racial/ethnic backgrounds	1.83

19. How many college courses have you completed in each of the following subject areas? (e.g. 4 courses)

	MEAN
English / Writing	2.52
Psychology	1.34
Mathematics	1.16
Chemistry	0.96
Basic skills, remedial or developmental courses in writing	0.41
Basic skills, remedial or developmental courses in math	0.23
Courses in English as a second language	0.20
Courses which do not carry credit toward any degree	1.51

20. Have you ever done the following during college? (Circle yes <u>or</u> no for each.)
 No=1; Yes=2

<u>MEAN</u>

Received college credit for exams or courses taken before graduating high school	1.73
Received advice about courses to take, based on your performance on a placement exam	1.82
Taken remedial/developmental courses to help you develop basic skills needed for introductory courses	1.07
Changed your major because of academic difficulty	1.19
Been placed on academic probation	1.01
Received a failing final grade in a course	1.06
Had at least one faculty member have a strong impact on your learning	1.77
Taken or expect to complete a culminating project to meet graduation or certification requirements	1.34
Contested course placement recommendations	1.11
Taken or expect to complete an exam to meet graduation or certification requirements	1.26

21. How often have you experienced each of the following during college? (Circle <u>one</u> number for each.)
 Frequently – 4 Sometimes – 3 Rarely – 2 Never – 1

	MEAN
Felt stimulated and excited about your studies	3.22
Participated in class discussion	3.27
Felt like you were becoming a professional in your field	2.58
Felt certain about your career goals	2.66
Fell asleep in class	1.75
Felt challenged to think more broadly about an issue	3.24
Put forth your best effort in a course	3.63
Felt like your mind was on automatic pilot in class	2.61
Used the library to find books and articles on course topics	3.13
Felt challenged by course material	3.66
Reviewed notes that you took in class	3.65
Felt instructors were both challenging and supportive of you	3.49
Believed faculty had high expectations of you	3.78
Felt like instructors were giving the same lectures they gave ten years ago	2.39
Studied with students from a racial/ethnic background different from your own	2.47

22. How much have you changed in the following ways since entering this institution? (Circle <u>one</u> number for each item.)

Greatly increased – 5 Increased somewhat – 4 Stayed about the same – 3 Decreased somewhat – 2 Greatly decreased – 1

	MEAN
Critical thinking ability	4.23
Knowledge of other cultures	3.70
Leadership ability	3.73
Mathematical ability	3.22
Oral presentation skills	3.89
Written communication skills	4.12
Ability to work cooperatively with others to accomplish goals	3.69
Understanding others' points of view	4.04
General self-confidence	3.98
Competitiveness on the job-market	3.93
General academic ability	4.05
Problem solving ability	3.94
Ability to interact in multicultural environments	3.36
Acceptance of people with different beliefs	3.76
Understanding your own strengths, weaknesses and learning processes	4.20

23. Indicate the extent to which you are satisfied with the following aspects of your undergraduate education.
(Circle <u>one</u> number for each item.)
Very Satisfied – 5 Satisfied – 4 Neutral – 3 Dissatisfied – 2 Can't rate / no experience – 1

	MEAN
Science and mathematics courses	3.30
Humanities courses	3.51
Social science courses	3.89
Courses in major field	4.16
General education requirements	3.53
Relevance of coursework in your major to everyday life	3.77
Relevance of coursework outside your major to everyday life	3.46
Quality of instruction	4.27
Opportunity for interdisciplinary courses	3.27
Opportunity to discuss coursework and/or assignments outside of class with professors	4.02
Academic tutoring or assistance you received on campus	2.96
Academic advising	3.27
Formal opportunities to take stock of your academic progress and/or achievement	3.01
Contact with faculty and administrators	3.81
Overall relationships with faculty and administrators	3.86
Opportunity to learn about racially/ethnically diverse populations in the U.S.	2.80
Tests that assess what you have learned in class	3.54

24. How frequently do your instructors do the following?
(Circle <u>one</u> number for each item.) Frequently – 3 Occasionally – 2 Not at all – 1

	MEAN
Encourage students to collaborate on course work through study groups	2.20
Encourage students to collaborate on course work through internet discussions	1.61
Ask you directly whether you understand course material	2.29
Encourage students to act as "peer mentors" to others in review or discussion sections	1.59
Create assignments that have many different correct answers or approaches	2.10
Seem to depend on the same teaching routines year after year	2.01
Design classes to be highly interactive	2.33
Listen to students' concerns, and take them into account in their teaching	2.45
Work to get students to ask questions during class	2.67
Expect students to guide the discussion and activities for a majority of class time	2.01
Introduce new or experimental teaching strategies in class	1.82
Spend a substantial amount of class time addressing student questions	2.06
Include reading on theories and scholarship from other fields in your courses	1.81
Incorporate short class activities or exercises into class sessions	1.99
Stop lectures to see if students understand the material	2.41

25. How often have you experienced each of the following in <u>math and science </u>courses you have taken?
(Circle <u>one</u> for each.)

    If you have **<u>never</u>** taken a math or science course during college, mark **N/A** here and proceed to
    question 26:

 Regularly – 4 Several times – 3 Once or twice – 2 Never – 1

	MEAN
Made an oral presentation	1.39
Submitted a term paper or other extensive written assignment	1.83
Used a graphing calculator	3.03
Participated in a formally-assigned work group	2.42
Participated in a informal work group	2.47
Heard the instructor lecture for a full class session	3.86
Asked a question in class	2.66
Encountered exam questions applying course material to an unfamiliar context or format	2.68
Received a grade based on group work	1.93
Took a class in which the primary class meetings included fewer than 35 students	2.83
Received feedback on homework from a teaching assistant	2.26
Received feedback on homework directly from faculty	2.67
Discussed your understanding of course material with the instructor	2.53
Felt encouraged to take advanced courses in science or math	1.95
Felt you could apply course concepts in real-world situations	2.45

26. In the past year, how often have you experienced each of the following in your courses?
(Circle <u>one</u> number for each item.) Regularly – 4 Several times – 3 Once or twice – 2 Never – 1

	MEAN
Took a test before a course began and then a similar exam subsequent to completing the course	1.27
Received advice based on your performance on exams, homework, etc	2.51
Felt encouraged to ask questions in class	3.30
Discussed your goals for learning with an instructor, either in or outside of class	2.51
Received feedback more than three times in a term	2.63
Rated an instructor highly on teaching evaluations	3.28
Received feedback only in the form of a final course grade	1.85
Met with faculty outside of formally scheduled times	2.38
Felt inhibited from participating in class discussion	1.95
Received oral feedback	2.69

Section III: Attitudes About Teaching /Learning

27. For each item, indicate how well it describes you.

(Circle <u>one</u> number for each item.) Very much like me – 4 Like me – 3 A little bit like me – 2 Not at all like me – 1

<u>MEAN</u>

I prefer lecture-based classes over classes that require students to work things out on our own.	2.22
I learn more working in group-project settings than on my own	1.96
I find lecture-only classes boring and would rather be doing something active in class	2.62
I think repetitive exercises are the most reliable way to learn course material	2.19
I try to relate ideas presented in one class to material from other courses whenever possible	2.96
I think group projects are a waste of my time	1.73
When reading for a class, I try to relate the material to what I already know	3.01
I can learn important things with other students.	2.88
I try to understand course material by making connections between the readings and the concepts from the lectures	3.27
When studying for a course I try to determine which concepts I don't understand well	3.22
I try to share my ideas and materials with other students when I think it will help them	2.75
I often go beyond required reading to learn more about a topic	1.89
I often discuss theories and ideas with students outside of class	2.48
I think it is a good idea for students to help each other learn	3.10
I am most satisfied when instructors give a clear summary of specific material covered on an upcoming exam	3.70
I expect instructors to provide a guide detailing how to succeed in their courses	2.88

28. How much do you agree with the following statements about your learning experience? (Circle <u>one</u> number for each item.) Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly – 1

	MEAN
I understand material better when I also hear course concepts explained by peers	3.04
I often make connections across concepts that the instructor had not anticipated.........................	2.66
I have a better grasp of course concepts when I discuss concepts with peers.............................	3.11
I learn best through repetition of material in lectures, texts, and exams...................................	2.94
I understand the complexity of a topic better after exchanging ideas with peers.......................	3.02
If I do not grasp a concept right away, I will probably never master it......................................	1.59
I want more feedback than grades or scores provide	3.33
I learn more when the instructor keeps questions and discussions to a minimum	1.54
I can communicate what I learn through methods outside of formal tests..........................	3.26
I am capable of learning basic concepts taught in my courses...	3.72
I often feel underprepared for college-level work....	1.68
I have difficulty asking good questions	2.04
It is a good idea for students to help each other learn	3.24
In-class presentations reinforce important skills......	2.91
Written assignments help me make sure I understand the course material	3.05

29. How much do you agree with these statements about what you expect from your instructors at this institution. (Circle <u>one</u> number for each item.) Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2 Disagree strongly - 1

I expect…	MEAN
A challenging learning experience	3.73
Instructors to describe clearly all their expectations for coursework	3.68
High grades	3.05
Opportunities to pursue subject matter further	3.25
Frequent summaries of key concepts	3.38
Extensive one-on-one interaction	2.91
Extensive use of audio/visual aids	2.89
An entertaining lecture style	3.33
Outlines and other printed course aids	3.22
Opportunities to redo assignments to improve grades	2.58
A clear indication of what material will appear on course exams	3.53
To be evaluated based on my direct recall of material presented in class	2.56
Instructors to be available during office hours	3.89
Frequent and extensive feedback on my work	3.14
Assignments that require me to spend several hours in preparation for each class session	2.41
Support for exploring topics further on my own	2.99
Opportunities to synthesize what I am learning across different courses	3.19

30. For each item, indicate how well it describes you.
(Circle <u>one</u> number for each item.) Very much like me – 4 Like me – 3   A little bit like me – 2 Not at all like me – 1

When I analyze an argument in class or in reading, I often find that it is based on hidden assumptions	2.21
I believe that news stories generally represent unbiased, objective reporting of events..............	1.54
I believe that there are two sides to every question and try to look at them both.................	3.06
If I am sure I'm right about something, I don't waste much time listening to other people's arguments	1.79
I sometimes find it difficult to see things from "the other person's" point of view.....................	1.68
I try to relate course content to current events	2.71
I try to look at everybody's side of a disagreement before I make a decision..............	3.04
I really enjoy analyzing the causes of other people's behavior...	3.21
I think a lot about the relationship between what I learn in my courses and what I notice happening in the world......................................	3.00
I don't enjoy getting into discussions about the causes for other people's behavior...............	1.35
I prefer simple rather than complex explanations for people's behavior.	1.85
I tend to take people's behavior at face value and not worry about the inner causes for their behavior .	1.40
When I analyze a person's behavior I often find the causes form a chain that goes back in time	2.68
I think a lot about the influence that society has on other people	3.09
I think a lot about the influence that society has on my behavior and personality	3.05
I tend to notice the relationships between current events and what I learn in class	2.70

<u>Section IV: Attitudes About Assessment</u>

Assessment refers to various ways of evaluating students' learning. Instructors, departments, schools, states, and employers assess students in many ways. Please refer to this definition of assessment when completing the remainder of the survey.

31. When it comes to succeeding in your intended major, how important is your performance on each of the following types of assessment? (Circle <u>one</u> number for each item.)
Not applicable - n/a   Extremely important – 4 Somewhat important – 3 Not very important – 2 Not important at all – 1

	MEAN
Exams determining course placement	2.97
Departmentally reviewed projects or performances	3.13
Departmental exams	3.07
State exams or requirements	2.60
Professional exams (e.g. teaching certification, CPA)	3.23

32. Please indicate your level of agreement on the following

statements about <u>student assessment</u> at this institution.
(Circle <u>one</u> number for each item.) Agree strongly – 4 Agree somewhat – 3 Disagree somewhat – 2
Disagree strongly – 1

	MEAN
In general, the tests in my courses accurately measure what I have learned........	2.91
The main purpose of assessment is to help instructors improve their teaching	2.44
Student grades reflect the standards of this institution	2.85
Most faculty do a good job of assessing what students are learning in the classroom	2.91
The main purpose of assessment is to help give students feedback on their progress	3.10
I usually have ample opportunity to express what I have learned on course exams	2.72
Most faculty regularly assess what their students are learning in the classroom	2.83
Faculty should spend more time assessing student learning...	2.68
Student grades provide the best measure of what students learn	1.83
Multiple-choice or fill-in-the-blank type exams allow me to convey what I learned	2.30
The main purpose of assessment is to help the institution improve	2.57
Students here are assessed more than is really necessary	2.10
I hardly ever get a chance to show what I have learned in a class at all	1.96
Departmental tests reflect what I learned in class	2.31
My performance on placement exams usually reflects my skill-level accurately...................	2.52
Essay-type exams allow me to convey what I learned	3.33

<u>Section VI: Demographics</u>

33. What is your gender? (Circle <u>one</u>.)

   1. Male   2. Female

   MEAN 1.75

34. What is your marital status? (Circle <u>one</u>.)

1. Single	100.0%	5. Widowed	0.0%
2. Married	0.0%	6. Living with someone in a marriage-like relationship	0.0%
3. Divorced	0.0%		
4. Separated	0.0%		

35. For how many children do you have primary caregiver responsibilities? MEAN 0.00

36. What is your age? MEAN 20

37. What is your racial/ethnic background?
(Circle **all** that apply.)   MEAN   %

   African American or Black 0.00   7.2
   Asian or Asian American 0.00   0.0
   Hispanic or Latino 0.00   1.2
   Native American (indicate tribe:_____)........0.00   1.2
   White...0.89   89.2
   Other:_____....................................0.00   0.0

38. Are you a U.S. citizen or permanent resident?
(Circle <u>one</u>.)

   1. No   2. Yes

   MEAN 2.0

39. How many family members (including yourself) lived with you in your final year of high school?
   MEAN 3.83

40. What is your best estimate of your family's annual income in the year you entered this college?
   MEAN $75,000 to $99,999

41. Did you leave a full-time job to attend college?
(Circle <u>one</u>.)

   1. No   2. Yes

   MEAN 1.01

42. Are you legally considered a resident of the state in which you attend college? (Circle <u>one</u>.)

   1.   No, out-of-state resident..............   74.7%

   2.   Yes, recently became state resident   2.4%

   3.   Yes, always been a state resident.   22.9%

   MEAN 1.48

43. What is the highest degree that you ever plan to earn? (Circle <u>one.</u>)

   1. No degree   0.0%
   2. Associate's degree   0.0%
   3. Bachelor's degree   10.8%
   4. Master's degree   44.6%
   5. Ph.D. or professional degree (law, medicine)   43.4%

   MEAN 4.33

SUMMARY

This report summarizes some general insights from the following frequency distribution profile of undergraduate student responses to the "Undergraduate Student Survey: Experiences with Teaching Learning and Assessment" questionnaire distributed as part of our case study of student assessment at Wake Forest University. The survey was designed to obtain respondents' perceptions of the institution's patterns of undergraduate student assessment in departments focusing on the arts and sciences.

The instrument was distributed to a random sample of 400 undergraduate students at the College of Arts and Sciences, based on information provided by the Registrar. A total of 83 usable responses were received for a return rate of 21 percent. The following comments are organized by sections of questionnaire but readers are encouraged to review the item-by-item results for the actual frequency distribution of each item.

I. Background

Of the 83 respondents, 97.6 percent were pursuing a Bachelor's degree. Respondents were sophomores (44.6 percent) and juniors (55.4 percent). All of the students were attending Wake Forest University full time. The top two sources of financial support reported were full parental support (44.5 percent) and institutional scholarship (33.8 percent).

Pre-college variables reveal that 51.8 percent of the students were in the top 5 percent of their high school graduation class, and 26.5 percent were in the top 10 percent of their class. Average high school grades were estimated to be in the A-minus to A or A-plus range. Students reported that their parents/guardians generally have an education level of a Bachelor's degree. In high school, most students used a family owned computer, and used a computer to write a paper. Many of them took high school Honors courses in addition to Advance Placement courses. Very few students wrote a term paper that was at least 20 pages, but many participated in group projects in the classroom. The racial composition of the students' neighborhoods was mostly white or all or nearly white. Campus friends of those interviewed as well as friends in general were also mostly white, or all or nearly white. The high school composition ranged from half white and half people of color to mostly white.

II. General College and Classroom Experiences

Respondents indicated a mean GPA between the B to B-plus range. Students reported high mean scores for providing written feedback to faculty members about his/her teaching when asked about their participation in various activities during college. During their years at Wake Forest University, mean scores revealed students have used Internet in course-related activities several times to regularly, and students heard the instructor lecture for a full class session several times to regularly. A very small number of students had participated as an assistant on a faculty research project.

Students indicated that most of their time each week was spent attending class lectures/seminars, preparing for class/homework, and informally socializing with other students. While in class, students encountered extensive lecture more than other pedagogical methods, but at the same time found their instructors gave explicit expression of goals for student learning. Many students had at least one faculty member who had a strong impact on their learning.

Many students believed faculty had high expectations of them, and at the same time felt challenged by course material, and felt as if they put forth their best effort in class. Since entering the institution, students felt their understanding of their own strengths, weaknesses and learning processes, critical thinking ability and written communication skills had increased somewhat. Students were most satisfied with their quality of instruction, opportunities to discuss coursework and/or assignments outside of class with professors and their courses in major field. Students also reported that faculty occasionally to frequently stop to see if students understand the material, work to get students to ask questions during class, and listen to students' concerns, and take them into account in their teaching. In math and science classes, students heard the instructor lecture for a full class session almost regularly.

III.   Attitudes about Teaching and Learning

When questioned about their own preferences, the highest means were recorded for the following responses: "I am most satisfied when instructors give a clear summary of specific material covered on an upcoming exam", and "I try to understand course material by making connections between the readings and the concepts from the lectures". Response means also indicated that students agreed they are able to learn basic concepts in their classes, and thought it was a good idea to help each other, but wanted more feedback than grades or scores can provide, and believed they can communicate what they learn through methods outside of formal tests. Students expect their instructors to be available during office hours, and that instructors describe clearly all their expectations for coursework and give frequent summaries of key concepts, while delivering an entertaining lecture style.

IV.   Attitudes about Assessment

Instructors, departments, schools, states, and employers assess students in many ways. When the respondents were prompted for levels of importance regarding success within one's major, mean results showed that professional exams were viewed as the most important, with departmentally-reviewed projects or performances being seen as the next most important. Students agreed somewhat that the main purpose of assessment was to help give students feedback on their progress. Students also believed somewhat that essay-type exams allow them to convey what they learned.

V.   Demographics

More females responded than males (mean 1.75). All respondents were single, and 89.2 percent were Caucasians. The mean student age was 20 years old, with 100 percent identifying as U.S. citizens or permanent residents, and 25.3 percent as in-state residents. The typical family size during their final year of high school was slightly over 4 people, with estimated familial income in the $75,000 to $99,999 range. Eighty-eight percent of the students plan to earn a master degree or higher.