

High impact questions on which Gustavus Adolphus College students responded at high levels:

Frequency that faculty had a good command of what they were teaching.

	Gustavus Adolphus College	Liberal Arts Colleges
Never	0.0%	0.1%
Rarely	0.5%	0.6%
Sometimes	5.5%	7.7%
Often	48.5%	42.0%
Very Often	45.5%	49.5%

Most faculty with whom students had contact are genuinely interested in students.

	Gustavus Adolphus College	Liberal Arts Colleges
Strongly Disagree	0.0%	0.5%
Disagree	0.5%	1.5%
Neutral	4.0%	5.7%
Agree	57.5%	50.2%
Strongly Agree	38.0%	42.2%

Most faculty with whom students had contact are willing to spend time outside of class to discuss issues of interest and importance to students.

	Gustavus Adolphus College	Liberal Arts Colleges
Strongly Disagree	0.5%	0.3%
Disagree	1.5%	1.0%
Neutral	8.0%	9.6%
Agree	49.5%	44.1%
Strongly Agree	40.5%	45.0%

Frequency that faculty were well prepared for class.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Never	0.0%	0.1%
Rarely	0.5%	1.1%
Sometimes	10.5%	10.4%
Often	53.0%	47.3%
Very Often	36.0%	41.1%

Frequency that course goals and requirements were clearly explained.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Never	0.0%	0.2%
Rarely	1.0%	1.8%
Sometimes	10.0%	13.8%
Often	53.5%	46.8%
Very Often	35.5%	37.3%

Most faculty with whom students had contact are genuinely interested in teaching.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Strongly Disagree	0.0%	0.3%
Disagree	1.0%	1.3%
Neutral	11.0%	9.9%
Agree	53.5%	51.5%
Strongly Agree	34.5%	37.0%

Extent to which students' institution emphasizes spending significant amounts of time studying and on academic work.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Very Little	0.0%	1.8%
Some	9.0%	13.1%
Quite a Bit	45.5%	44.9%
Very Much	45.5%	40.2%

Number of assigned textbooks, books, or book-length course packs students read.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
None	0.0%	0.3%
Between 1 and 4	1.5%	6.1%
Between 5 and 10	13.5%	24.8%
Between 11 and 20	49.5%	39.1%
More than 20	35.5%	29.7%

Extent to which exams challenged students to do their best work.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
1 Very Little	0.0%	1.5%
2	1.0%	1.3%
3	0.5%	3.0%
4	6.0%	8.2%
5	30.2%	31.8%
6	41.2%	36.8%
7 Very Much	21.1%	17.5%

Most faculty with whom students had contact are interested in helping students grow in more than just academic areas.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Strongly Disagree	0.5%	0.8%
Disagree	2.5%	3.4%
Neutral	14.0%	17.7%
Agree	55.0%	49.1%
Strongly Agree	28.0%	29.1%

Number of hours per week students spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).

	Gustavus	
	Adolphus College	Liberal Arts Colleges
0 hours	0.0%	0.5%
1–5 hours	3.5%	8.7%
6–10 hours	12.0%	20.9%
11–15 hours	19.5%	22.6%
16–20 hours	21.5%	20.2%
21–25 hours	24.5%	14.6%
26–30 hours	9.5%	6.9%
More than 30 hours	9.5%	5.6%

High impact questions on which Gustavus Adolphus College students responded at lower levels:

How often exams or assignments required students to write essays.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Never	0.0%	0.6%
Rarely	3.5%	2.7%
Sometimes	21.1%	13.2%
Often	38.2%	28.4%
Very Often	37.2%	55.1%

Frequency that faculty interpreted abstract ideas and theories clearly.

	Gustavus	
	Adolphus College	Liberal Arts Colleges
Never	0.0%	0.3%
Rarely	4.5%	4.1%
Sometimes	40.0%	31.7%
Often	43.5%	46.8%
Very Often	12.0%	17.1%

How often exams or assignments required students to compare or contrast topics or ideas from a course.

	Gustavus Adolphus College Liberal Arts Colleges	
Never	3.0%	1.8%
Rarely	9.0%	8.9%
Sometimes	30.2%	27.3%
Often	46.7%	38.6%
Very Often	11.1%	23.4%

How often students challenged each other's ideas in class.

	Gustavus Adolphus College Liberal Arts Colleges	
Never	1.5%	1.6%
Rarely	17.0%	7.1%
Sometimes	25.0%	25.7%
Often	41.5%	37.1%
Very Often	15.0%	28.5%

Time students spent making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.

	Gustavus Adolphus College Liberal Arts Colleges	
Very Little	5.0%	4.3%
Some	33.5%	25.2%
Quite a Bit	40.0%	41.8%
Very Much	21.5%	28.7%

During the current school year, how often have students received prompt written or oral feedback from faculty on their academic performance?

	Gustavus Adolphus College Liberal Arts Colleges	
Never	4.5%	2.7%
Sometimes	38.5%	33.4%
Often	43.5%	42.8%
Very Often	13.5%	21.1%

How often exams or assignments required students to point out the strengths and weaknesses of a particular argument or point of view.

	Gustavus Adolphus College	Liberal Arts Colleges
Never	5.0%	3.9%
Rarely	10.6%	13.6%
Sometimes	45.2%	27.9%
Often	29.1%	32.7%
Very Often	10.1%	21.9%

How often exams or assignments required students to argue for or against a particular point of view and defend their argument.

	Gustavus Adolphus College	Liberal Arts Colleges
Never	6.0%	4.5%
Rarely	16.6%	12.0%
Sometimes	36.7%	25.8%
Often	28.6%	32.2%
Very Often	12.1%	25.5%

How often faculty asked students to argue for or against a particular point of view.

	Gustavus Adolphus College	Liberal Arts Colleges
Never	7.0%	5.6%
Rarely	14.0%	14.4%
Sometimes	39.0%	29.2%
Often	30.5%	34.1%
Very Often	9.5%	16.7%

How often faculty asked students to point out any fallacies in basic ideas, principles, or points of view presented in the course.

	Gustavus Adolphus College	Liberal Arts Colleges
Never	8.0%	7.0%
Rarely	21.0%	17.4%
Sometimes	39.5%	31.6%
Often	27.0%	31.3%
Very Often	4.5%	12.7%