



Fairmont State University

Respondent Characteristics

August 2010

Response rate	34%			
Number of invited faculty	270			
Total number of respondents	93 (42 Lower Division, 37 Upper Division, 8 Other, 6 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	46%	19%	25%	32%
Biological science	3%	0%	0%	1%
Business	6%	25%	0%	13%
Education	9%	9%	25%	11%
Engineering	6%	3%	0%	4%
Physical science	20%	6%	13%	13%
Professional	0%	16%	13%	8%
Social science	3%	6%	0%	4%
Other	9%	16%	25%	13%
Rank				
Professor	31%	33%	0%	29%
Associate Professor	19%	21%	13%	19%
Assistant Professor	14%	33%	38%	24%
Instructor	19%	12%	38%	18%
Lecturer	2%	0%	0%	1%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	14%	0%	13%	8%
Tenure status				
Tenured	46%	56%	38%	49%
On tenure track but not tenured	20%	24%	13%	20%
Not on tenure track	29%	21%	38%	27%
No tenure system	5%	0%	13%	4%
Highest degree earned				
First professional degree	0%	6%	0%	2%
Doctoral degree	52%	71%	38%	58%
Master's degree	43%	21%	50%	35%
Bachelor's degree	0%	3%	13%	2%
Associate's degree	0%	0%	0%	0%
Other	5%	0%	0%	2%
Full-time/Part Time				
Full-time	67%	82%	63%	73%
Part-time	33%	18%	38%	27%

	Lower Division	Upper Division	Other	Total
Number of courses taught 09-10¹				
None	0%	0%	0%	0%
1-3	15%	6%	17%	12%
4-6	40%	47%	33%	42%
7 or more	45%	47%	50%	46%
Years of teaching experience				
4 or less	14%	10%	17%	12%
5-9	14%	7%	33%	12%
10-14	14%	20%	17%	16%
15 or more	59%	63%	33%	59%
Age				
34 or younger	13%	3%	29%	11%
35-44	20%	21%	29%	21%
45-54	28%	28%	14%	26%
Older than 54	40%	48%	29%	42%
Gender				
Male	71%	45%	43%	58%
Female	29%	55%	57%	42%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	0%	3%	0%	1%
Black or African American	0%	0%	0%	0%
White (non-Hispanic)	90%	85%	100%	89%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	0%	0%	0%
Multiracial	0%	0%	0%	0%
Other	0%	0%	0%	0%
Prefer not to respond	10%	12%	0%	10%
Citizenship status				
U.S. citizen, native	95%	88%	100%	93%
U.S. citizen, naturalized	0%	6%	0%	2%
Permanent resident of the U.S.	5%	6%	0%	5%
Temporary resident of the U.S.	0%	0%	0%	0%

1: Includes 2009-2010 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



Fairmont State University

Frequency Distributions

August 2010

Interpreting the Frequency Distributions Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *Frequency Distributions* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower or upper division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.

Survey Items

The items from the FSSE course-based survey option appear in the left column in the same order and wording as they appear on the instrument.

Course Level

Frequency distributions are reported separately for faculty who teach lower division and upper division courses.

Variable Names

The name of each variable appears in the first column for easy reference to your data file and the *FSSE-NSSE Combined Report*.



How important is it to you that undergraduates at your institution do the following?

a. Practicum, internship, field experience, co-op experience, or clinical assignment

b. Community service or volunteer work

c. Participation in a learning community or some other formal program where groups of students take two or more classes together

FSSE 2010 Frequency Distributions NSSEville State University

Lower Division	Upper Division	Total
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Count

The 'Count' column represents the actual number of faculty who selected a particular response option for each item.

Response Categories

Response options are listed just as they appear on the instrument.

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	1	1%	0	0%	1	1%
	Somewhat important	7	9%	9	9%	16	9%
	Important	27	33%	22	23%	49	28%
	Very important	46	57%	65	68%	111	63%
	Total	81	100%	96	100%	177	100%
FVOLUNTR	Not important	7	9%	4	4%	11	6%
	Somewhat important	18	23%	26	27%	44	25%
	Important	37	46%	42	44%	79	45%
	Very important	18	23%	24	25%	42	24%
	Total	80	100%	96	100%	176	100%
FLERNCOM	Not important	19	23%	25	26%	44	25%
	Somewhat important	21	26%	29	31%	50	28%
	Important	22	27%	26	27%	48	27%
	Very important	19	23%	15	16%	34	19%
	Total	81	100%	95	100%	176	100%

Column Percentage

This column represents the percentage of faculty responding to the particular option for each item.

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	1	2%	2	6%	3	4%
		Somewhat important	6	15%	2	6%	8	10%
		Important	10	24%	7	19%	17	22%
		Very important	24	59%	25	69%	49	64%
		Total	41	100%	36	100%	77	100%
b. Community service or volunteer work	FVOLUNTR	Not important	5	12%	1	3%	6	8%
		Somewhat important	15	36%	13	37%	28	36%
		Important	7	17%	13	37%	20	26%
		Very important	15	36%	8	23%	23	30%
		Total	42	100%	35	100%	77	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	4	10%	6	17%	10	13%
		Somewhat important	17	41%	20	57%	37	49%
		Important	14	34%	4	11%	18	24%
		Very important	6	15%	5	14%	11	14%
		Total	41	100%	35	100%	76	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	6	14%	7	21%	13	17%
		Somewhat important	13	31%	12	35%	25	33%
		Important	17	40%	9	26%	26	34%
		Very important	6	14%	6	18%	12	16%
		Total	42	100%	34	100%	76	100%
e. Foreign language coursework	FFORLANG	Not important	8	20%	8	23%	16	21%
		Somewhat important	9	22%	13	37%	22	29%
		Important	14	34%	9	26%	23	30%
		Very important	10	24%	5	14%	15	20%
		Total	41	100%	35	100%	76	100%
f. Study abroad	FSTUDYAB	Not important	11	26%	5	14%	16	21%
		Somewhat important	14	33%	16	46%	30	39%
		Important	9	21%	9	26%	18	23%
		Very important	8	19%	5	14%	13	17%
		Total	42	100%	35	100%	77	100%

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	13	32%	11	31%	24	32%
		Somewhat important	12	29%	15	43%	27	36%
		Important	12	29%	7	20%	19	25%
		Very important	4	10%	2	6%	6	8%
		Total	41	100%	35	100%	76	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	5%	1	3%	3	4%
		Somewhat important	3	7%	5	14%	8	10%
		Important	10	24%	6	16%	16	21%
		Very important	26	63%	25	68%	51	65%
		Total	41	100%	37	100%	78	100%

Select the response that you believe best represents the quality of student relationships with people at your institution.

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	2	5%	0	0%	2	3%
		4	8	19%	6	17%	14	18%
		5	17	40%	15	42%	32	41%
		6	13	31%	11	31%	24	31%
		Friendly, Supportive, Sense of Belonging	2	5%	4	11%	6	8%
		Total	42	100%	36	100%	78	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	5	12%	0	0%	5	6%
		4	8	19%	8	22%	16	21%
		5	14	33%	13	36%	27	35%
		6	13	31%	14	39%	27	35%
		Available, Helpful, Sympathetic	2	5%	1	3%	3	4%
		Total	42	100%	36	100%	78	100%

Lower Division	Upper Division	Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Student relationships with administrative personnel and offices	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVADM	Unhelpful, Inconsiderate, Rigid		0	0%	1	3%	1
	2		8	19%	4	11%	12	15%
	3		9	21%	11	31%	20	26%
	4		11	26%	11	31%	22	28%
	5		8	19%	6	17%	14	18%
	6		5	12%	3	8%	8	10%
	Helpful, Considerate, Flexible		1	2%	0	0%	1	1%
	Total		42	100%	36	100%	78	100%

To what extent does your institution emphasize each of the following?

a. Requiring students to spend significant amounts of time studying and on academic work	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVSCO	Very little		6	14%	5	14%	11
	Some		19	45%	14	39%	33	42%
	Quite a bit		14	33%	15	42%	29	37%
	Very much		3	7%	2	6%	5	6%
	Total		42	100%	36	100%	78	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	3	7%	2	6%	5	6%
		Some	16	38%	11	31%	27	35%
	Quite a bit		13	31%	16	44%	29	37%
	Very much		10	24%	7	19%	17	22%
	Total		42	100%	36	100%	78	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	8	19%	6	17%	14	18%
		Some	25	60%	18	50%	43	55%
	Quite a bit		7	17%	11	31%	18	23%
	Very much		2	5%	1	3%	3	4%
	Total		42	100%	36	100%	78	100%

Lower Division	Upper Division	Total
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To what extent does your institution emphasize each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	13	31%	10	28%	23	29%
		Some	19	45%	17	47%	36	46%
		Quite a bit	10	24%	7	19%	17	22%
		Very much	0	0%	2	6%	2	3%
		Total	42	100%	36	100%	78	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	6	14%	5	14%	11	14%
		Some	27	64%	18	50%	45	58%
		Quite a bit	7	17%	11	31%	18	23%
		Very much	2	5%	2	6%	4	5%
		Total	42	100%	36	100%	78	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	4	10%	2	6%	6	8%
		Some	18	44%	16	44%	34	44%
		Quite a bit	15	37%	16	44%	31	40%
		Very much	4	10%	2	6%	6	8%
		Total	41	100%	36	100%	77	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	2	5%	0	0%	2	3%
		Some	19	45%	16	44%	35	45%
		Quite a bit	17	40%	18	50%	35	45%
		Very much	4	10%	2	6%	6	8%
		Total	42	100%	36	100%	78	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	2%	0	0%	1	1%
		Some	11	26%	7	19%	18	23%
		Quite a bit	15	36%	15	42%	30	38%
		Very much	15	36%	14	39%	29	37%
		Total	42	100%	36	100%	78	100%

FSSE 2010 Frequency Distributions
Fairmont State University

Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	6	14%	4	11%	10	13%
		5-8	9	21%	8	22%	17	22%
		9-12	12	29%	15	41%	27	34%
		13-16	9	21%	6	16%	15	19%
		17-20	4	10%	2	5%	6	8%
		21-30	1	2%	2	5%	3	4%
		More than 30	1	2%	0	0%	1	1%
			Total	42	100%	37	100%	79
b. Grading papers and exams	GRADEPAP	0	0	0%	1	3%	1	1%
		1-4	16	38%	10	27%	26	33%
		5-8	11	26%	10	27%	21	27%
		9-12	10	24%	7	19%	17	22%
		13-16	3	7%	4	11%	7	9%
		17-20	1	2%	3	8%	4	5%
		21-30	0	0%	2	5%	2	3%
		More than 30	1	2%	0	0%	1	1%
			Total	42	100%	37	100%	79
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	2	5%	1	3%	3	4%
		1-4	20	48%	13	35%	33	42%
		5-8	11	26%	13	35%	24	30%
		9-12	5	12%	7	19%	12	15%
		13-16	3	7%	0	0%	3	4%
		17-20	0	0%	1	3%	1	1%
		21-30	0	0%	2	5%	2	3%
		More than 30	1	2%	0	0%	1	1%
			Total	42	100%	37	100%	79

Lower Division	Upper Division	Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	1	3%	1	1%
		1-4	8	19%	10	27%	18	23%
		5-8	16	38%	8	22%	24	30%
		9-12	9	21%	9	24%	18	23%
		13-16	5	12%	5	14%	10	13%
		17-20	2	5%	1	3%	3	4%
		21-30	1	2%	2	5%	3	4%
		More than 30	1	2%	1	3%	2	3%
		Total	42	100%	37	100%	79	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	1	3%	1	1%
		1-4	25	63%	22	63%	47	63%
		5-8	9	23%	7	20%	16	21%
		9-12	4	10%	3	9%	7	9%
		13-16	1	3%	1	3%	2	3%
		17-20	0	0%	1	3%	1	1%
		21-30	1	3%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	40	100%	35	100%	75	100%
f. Research and scholarly activities	SCHOLAR	0	9	23%	3	8%	12	16%
		1-4	17	43%	19	51%	36	47%
		5-8	6	15%	10	27%	16	21%
		9-12	2	5%	4	11%	6	8%
		13-16	2	5%	0	0%	2	3%
		17-20	1	3%	1	3%	2	3%
		21-30	2	5%	0	0%	2	3%
		More than 30	1	3%	0	0%	1	1%
		Total	40	100%	37	100%	77	100%

Lower Division	Upper Division	Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	23	58%	14	39%	37	49%
		1-4	14	35%	18	50%	32	42%
		5-8	1	3%	4	11%	5	7%
		9-12	1	3%	0	0%	1	1%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	1	3%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	40	100%	36	100%	76	100%
h. Advising undergraduate students	ADVISE	0	11	28%	7	19%	18	23%
		1-4	19	48%	14	38%	33	43%
		5-8	6	15%	9	24%	15	19%
		9-12	1	3%	3	8%	4	5%
		13-16	1	3%	3	8%	4	5%
		17-20	1	3%	0	0%	1	1%
		21-30	0	0%	1	3%	1	1%
		More than 30	1	3%	0	0%	1	1%
		Total	40	100%	37	100%	77	100%
i. Supervising internships or other field experiences	FIELDEXP	0	30	71%	17	46%	47	59%
		1-4	8	19%	14	38%	22	28%
		5-8	1	2%	5	14%	6	8%
		9-12	1	2%	1	3%	2	3%
		13-16	2	5%	0	0%	2	3%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	37	100%	79	100%

Lower Division	Upper Division	Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	26	62%	14	38%	40	51%
		1-4	12	29%	19	51%	31	39%
		5-8	1	2%	2	5%	3	4%
		9-12	2	5%	1	3%	3	4%
		13-16	1	2%	1	3%	2	3%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	37	100%	79	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	10	24%	5	14%	15	19%
		1-4	26	62%	22	59%	48	61%
		5-8	2	5%	9	24%	11	14%
		9-12	2	5%	1	3%	3	4%
		13-16	2	5%	0	0%	2	3%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	37	100%	79	100%
l. Conducting service activities	SERVICE	0	22	52%	11	31%	33	42%
		1-4	14	33%	22	61%	36	46%
		5-8	2	5%	0	0%	2	3%
		9-12	2	5%	2	6%	4	5%
		13-16	2	5%	1	3%	3	4%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	36	100%	78	100%

Lower Division	Upper Division	Total
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Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	38	90%	32	86%	70	89%
		Classroom, auxiliary location	3	7%	1	3%	4	5%
		Distance education	1	2%	4	11%	5	6%
		Total	42	100%	37	100%	79	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	12	29%	31	86%	43	56%
		Yes	29	71%	5	14%	34	44%
		Total	41	100%	36	100%	77	100%
How many students are enrolled in your selected course section?	CS05	9 or less	1	2%	3	8%	4	5%
		10 to 19	10	24%	10	28%	20	26%
		20 to 29	13	31%	9	25%	22	28%
		30 to 49	11	26%	13	36%	24	31%
		50 to 99	5	12%	1	3%	6	8%
		100 or more	2	5%	0	0%	2	3%
		Total	42	100%	36	100%	78	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	0	0%	3	9%	3	4%
		1 to 2	6	14%	3	9%	9	12%
		3 to 9	12	29%	16	46%	28	36%
		10 to 19	11	26%	7	20%	18	23%
		20 or more	13	31%	6	17%	19	25%
		Total	42	100%	35	100%	77	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	16	44%	6	17%	22	31%
		Biological science	1	3%	0	0%	1	1%
		Business	4	11%	8	23%	12	17%
		Education	2	6%	5	14%	7	10%
		Engineering	1	3%	1	3%	2	3%
		Physical science	7	19%	4	11%	11	15%
		Professional	1	3%	5	14%	6	8%
		Social science	1	3%	2	6%	3	4%
		Other	3	8%	4	11%	7	10%
		Total	36	100%	35	100%	71	100%

Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	2%	0	0%	1	1%
		1-24%	20	49%	11	31%	31	40%
		25-49%	15	37%	10	28%	25	32%
		50-74%	3	7%	8	22%	11	14%
		75% or higher	2	5%	7	19%	9	12%
		Total	41	100%	36	100%	77	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	1	2%	0	0%	1	1%
		1-24%	8	19%	17	47%	25	32%
		25-49%	14	33%	8	22%	22	28%
		50-74%	12	29%	5	14%	17	22%
		75% or higher	7	17%	6	17%	13	17%
		Total	42	100%	36	100%	78	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	0	0%	2	6%	2	3%
		1-24%	24	57%	10	29%	34	44%
		25-49%	14	33%	8	23%	22	29%
		50-74%	3	7%	10	29%	13	17%
		75% or higher	1	2%	5	14%	6	8%
		Total	42	100%	35	100%	77	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	17	40%	6	17%	23	29%
		25-49%	14	33%	7	19%	21	27%
		50-74%	8	19%	10	28%	18	23%
		75% or higher	3	7%	13	36%	16	21%
		Total	42	100%	36	100%	78	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	1	2%	1	3%	2	3%
		1-24%	20	49%	13	36%	33	43%
		25-49%	13	32%	8	22%	21	27%
		50-74%	6	15%	4	11%	10	13%
		75% or higher	1	2%	10	28%	11	14%
		Total	41	100%	36	100%	77	100%

Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	6	14%	2	6%	8	10%
		1-24%	25	60%	10	28%	35	45%
		25-49%	7	17%	8	22%	15	19%
		50-74%	4	10%	7	19%	11	14%
		75% or higher	0	0%	9	25%	9	12%
	Total	42	100%	36	100%	78	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	7	17%	5	14%	12	16%
		1-24%	23	56%	16	44%	39	51%
		25-49%	9	22%	6	17%	15	19%
		50-74%	2	5%	5	14%	7	9%
		75% or higher	0	0%	4	11%	4	5%
	Total	41	100%	36	100%	77	100%	

How often do students in your selected course section engage in the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	15	36%	5	14%	20	26%
		Sometimes	12	29%	19	53%	31	40%
		Often	7	17%	8	22%	15	19%
		Very often	8	19%	4	11%	12	15%
	Total	42	100%	36	100%	78	100%	
b. Work with other students on projects during class	FCLASSGR	Never	11	27%	5	14%	16	21%
		Sometimes	16	39%	10	28%	26	34%
		Often	12	29%	13	36%	25	32%
		Very often	2	5%	8	22%	10	13%
	Total	41	100%	36	100%	77	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	32	76%	18	50%	50	64%
		Sometimes	7	17%	13	36%	20	26%
		Often	3	7%	1	3%	4	5%
		Very often	0	0%	4	11%	4	5%
	Total	42	100%	36	100%	78	100%	

Lower Division	Upper Division	Total
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How often do students in your selected course section engage in the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	7	17%	4	11%	11	14%
		Sometimes	14	33%	12	33%	26	33%
		Often	13	31%	7	19%	20	26%
		Very often	8	19%	13	36%	21	27%
		Total	42	100%	36	100%	78	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	1	3%	1	1%
		Sometimes	4	10%	2	6%	6	8%
		Often	18	43%	17	47%	35	45%
		Very often	20	48%	16	44%	36	46%
		Total	42	100%	36	100%	78	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	15	36%	10	28%	25	32%
		Sometimes	21	50%	18	50%	39	50%
		Often	6	14%	7	19%	13	17%
		Very often	0	0%	1	3%	1	1%
		Total	42	100%	36	100%	78	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	16	39%	6	17%	22	29%
		Sometimes	17	41%	21	60%	38	50%
		Often	6	15%	6	17%	12	16%
		Very often	2	5%	2	6%	4	5%
		Total	41	100%	35	100%	76	100%

In your selected course section, about how much reading and writing do you assign students?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	4	11%	4	11%	8	11%
		1	29	78%	15	43%	44	61%
		2-3	4	11%	13	37%	17	24%
		4-6	0	0%	2	6%	2	3%
		More than 6	0	0%	1	3%	1	1%
		Total	37	100%	35	100%	72	100%

Lower Division	Upper Division	Total
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In your selected course section, about how much reading and writing do you assign students? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Number of written papers or reports of 20 pages or more	FWRTRM05	None	38	95%	21	60%	59	79%
		1	1	3%	12	34%	13	17%
		2-3	1	3%	1	3%	2	3%
		4-6	0	0%	0	0%	0	0%
		More than 6	0	0%	1	3%	1	1%
		Total	40	100%	35	100%	75	100%
c. Number of written papers or reports between 5 and 19 pages	FWRTRM05	None	26	63%	8	24%	34	46%
		1	6	15%	8	24%	14	19%
		2-3	8	20%	12	36%	20	27%
		4-6	0	0%	1	3%	1	1%
		More than 6	1	2%	4	12%	5	7%
		Total	41	100%	33	100%	74	100%
d. Number of written papers or reports of fewer than 5 pages	FWRTRM05	None	12	29%	7	20%	19	25%
		1	3	7%	1	3%	4	5%
		2-3	12	29%	9	26%	21	27%
		4-6	9	21%	10	29%	19	25%
		More than 6	6	14%	8	23%	14	18%
		Total	42	100%	35	100%	77	100%

In a typical week , how many homework problem sets do you require students in your selected course section to complete?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	17	43%	7	21%	24	32%
		1-2	13	33%	14	41%	27	36%
		3-4	4	10%	5	15%	9	12%
		5-6	1	3%	3	9%	4	5%
		More than 6	5	13%	5	15%	10	14%
		Total	40	100%	34	100%	74	100%
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	21	50%	9	26%	30	39%
		1-2	13	31%	12	35%	25	33%
		3-4	2	5%	6	18%	8	11%
		5-6	2	5%	1	3%	3	4%
		More than 6	4	10%	6	18%	10	13%
		Total	42	100%	34	100%	76	100%

Lower Division	Upper Division	Total
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Time students spend preparing for your selected course section:

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	6	14%	2	6%	8	10%
		3-4	14	33%	8	22%	22	28%
		5-6	11	26%	13	36%	24	31%
		7-8	5	12%	5	14%	10	13%
		9-10	5	12%	7	19%	12	15%
		11-12	0	0%	0	0%	0	0%
		More than 12	1	2%	1	3%	2	3%
		Total	42	100%	36	100%	78	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	2	5%	0	0%	2	3%
		1-2	28	67%	18	50%	46	59%
		3-4	9	21%	13	36%	22	28%
		5-6	3	7%	3	8%	6	8%
		7-8	0	0%	1	3%	1	1%
		9-10	0	0%	1	3%	1	1%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	0	0%	0	0%
		Total	42	100%	36	100%	78	100%

In your selected course section, how *important* to you is it that your students do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	12	29%	7	21%	19	25%
		Somewhat important	10	24%	9	26%	19	25%
		Important	11	27%	9	26%	20	27%
		Very important	8	20%	9	26%	17	23%
		Total	41	100%	34	100%	75	100%

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	10	24%	3	9%	13	17%
		Somewhat important	5	12%	3	9%	8	11%
		Important	12	29%	9	26%	21	28%
		Very important	15	36%	19	56%	34	45%
		Total	42	100%	34	100%	76	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	14	34%	7	21%	21	28%
		Somewhat important	11	27%	9	26%	20	27%
		Important	13	32%	10	29%	23	31%
		Very important	3	7%	8	24%	11	15%
		Total	41	100%	34	100%	75	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	8	19%	5	15%	13	17%
		Somewhat important	16	38%	5	15%	21	28%
		Important	12	29%	13	38%	25	33%
		Very important	6	14%	11	32%	17	22%
		Total	42	100%	34	100%	76	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	8	20%	5	15%	13	18%
		Somewhat important	15	38%	14	42%	29	40%
		Important	12	30%	10	30%	22	30%
		Very important	5	13%	4	12%	9	12%
		Total	40	100%	33	100%	73	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	18	43%	15	44%	33	43%
		Somewhat important	10	24%	11	32%	21	28%
		Important	11	26%	5	15%	16	21%
		Very important	3	7%	3	9%	6	8%
		Total	42	100%	34	100%	76	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	11	27%	5	16%	16	22%
		Somewhat important	5	12%	7	22%	12	16%
		Important	11	27%	11	34%	22	30%
		Very important	14	34%	9	28%	23	32%
		Total	41	100%	32	100%	73	100%

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	13	32%	5	15%	18	24%
		Somewhat important	4	10%	7	21%	11	15%
		Important	7	17%	13	38%	20	27%
		Very important	17	41%	9	26%	26	35%
		Total	41	100%	34	100%	75	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	6	15%	1	3%	7	9%
		Somewhat important	4	10%	3	9%	7	9%
		Important	13	32%	11	32%	24	32%
		Very important	18	44%	19	56%	37	49%
		Total	41	100%	34	100%	75	100%

In your selected course section, on average, what *percent of class time* is spent on the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	2%	1	3%	2	3%
		1-9%	5	12%	6	17%	11	14%
		10-19%	2	5%	2	6%	4	5%
		20-29%	5	12%	6	17%	11	14%
		30-39%	4	10%	1	3%	5	6%
		40-49%	7	17%	7	20%	14	18%
		50-74%	12	29%	10	29%	22	29%
		75% or more	6	14%	2	6%	8	10%
		Total	42	100%	35	100%	77	100%
b. Teacher-led discussion	TEACHLED	0%	3	7%	1	3%	4	5%
		1-9%	5	12%	3	9%	8	10%
		10-19%	10	24%	6	17%	16	21%
		20-29%	8	19%	13	37%	21	27%
		30-39%	4	10%	6	17%	10	13%
		40-49%	6	14%	3	9%	9	12%
		50-74%	2	5%	3	9%	5	6%
		75% or more	4	10%	0	0%	4	5%
		Total	42	100%	35	100%	77	100%

Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	12	29%	5	14%	17	22%
		1-9%	6	15%	5	14%	11	14%
		10-19%	11	27%	7	20%	18	24%
		20-29%	4	10%	9	26%	13	17%
		30-39%	2	5%	2	6%	4	5%
		40-49%	3	7%	3	9%	6	8%
		50-74%	1	2%	1	3%	2	3%
		75% or more	2	5%	3	9%	5	7%
		Total	41	100%	35	100%	76	100%
d. Student computer use	COMPMED	0%	20	48%	12	34%	32	42%
		1-9%	10	24%	6	17%	16	21%
		10-19%	3	7%	3	9%	6	8%
		20-29%	2	5%	8	23%	10	13%
		30-39%	2	5%	3	9%	5	6%
		40-49%	1	2%	1	3%	2	3%
		50-74%	0	0%	1	3%	1	1%
		75% or more	4	10%	1	3%	5	6%
		Total	42	100%	35	100%	77	100%
e. Small group activities	GROUPSML	0%	10	24%	9	26%	19	25%
		1-9%	13	31%	8	23%	21	27%
		10-19%	6	14%	8	23%	14	18%
		20-29%	5	12%	5	14%	10	13%
		30-39%	5	12%	1	3%	6	8%
		40-49%	1	2%	3	9%	4	5%
		50-74%	1	2%	0	0%	1	1%
		75% or more	1	2%	1	3%	2	3%
		Total	42	100%	35	100%	77	100%

Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	17	40%	12	34%	29	38%
		1-9%	6	14%	7	20%	13	17%
		10-19%	10	24%	8	23%	18	23%
		20-29%	5	12%	4	11%	9	12%
		30-39%	0	0%	1	3%	1	1%
		40-49%	0	0%	1	3%	1	1%
		50-74%	3	7%	1	3%	4	5%
		75% or more	1	2%	1	3%	2	3%
			Total	42	100%	35	100%	77
g. In-class writing	CLSWRITE	0%	21	51%	14	40%	35	46%
		1-9%	10	24%	12	34%	22	29%
		10-19%	5	12%	7	20%	12	16%
		20-29%	3	7%	2	6%	5	7%
		30-39%	1	2%	0	0%	1	1%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	2%	0	0%	1	1%
			Total	41	100%	35	100%	76
h. Testing and evaluation	TESTEVAL	0%	5	12%	5	14%	10	13%
		1-9%	20	49%	11	31%	31	41%
		10-19%	9	22%	8	23%	17	22%
		20-29%	1	2%	8	23%	9	12%
		30-39%	4	10%	2	6%	6	8%
		40-49%	1	2%	0	0%	1	1%
		50-74%	0	0%	1	3%	1	1%
		75% or more	1	2%	0	0%	1	1%
			Total	41	100%	35	100%	76

Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	33	85%	32	91%	65	88%
		1-9%	4	10%	3	9%	7	9%
		10-19%	0	0%	0	0%	0	0%
		20-29%	1	3%	0	0%	1	1%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	3%	0	0%	1	1%
		Total	39	100%	35	100%	74	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	22	54%	17	49%	39	51%
		1-9%	4	10%	2	6%	6	8%
		10-19%	3	7%	5	14%	8	11%
		20-29%	4	10%	1	3%	5	7%
		30-39%	2	5%	1	3%	3	4%
		40-49%	3	7%	2	6%	5	7%
		50-74%	2	5%	4	11%	6	8%
		75% or more	1	2%	3	9%	4	5%
		Total	41	100%	35	100%	76	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	2	5%	0	0%	2	3%
		3	3	8%	1	3%	4	5%
		4	4	10%	2	6%	6	8%
		5	10	25%	9	26%	19	25%
		6	19	48%	13	37%	32	43%
		Very much	2	5%	10	29%	12	16%
		Total	40	100%	35	100%	75	100%

Lower Division	Upper Division	Total
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	11	26%	13	38%	24	32%
		Some	16	38%	14	41%	30	39%
		Quite a bit	14	33%	7	21%	21	28%
		Very much	1	2%	0	0%	1	1%
	Total		42	100%	34	100%	76	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	5	12%	1	3%	6	8%
		Some	9	21%	3	9%	12	16%
		Quite a bit	12	29%	14	42%	26	35%
		Very much	16	38%	15	45%	31	41%
	Total		42	100%	33	100%	75	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	5	12%	2	6%	7	9%
		Some	10	24%	4	13%	14	19%
		Quite a bit	15	36%	14	44%	29	39%
		Very much	12	29%	12	38%	24	32%
	Total		42	100%	32	100%	74	100%
d. 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	FEVALUAT	Very little	11	26%	1	3%	12	16%
		Some	11	26%	9	27%	20	27%
		Quite a bit	6	14%	15	45%	21	28%
		Very much	14	33%	8	24%	22	29%
	Total		42	100%	33	100%	75	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	7	17%	2	6%	9	12%
		Some	10	24%	5	15%	15	20%
		Quite a bit	11	27%	14	42%	25	34%
		Very much	13	32%	12	36%	25	34%
	Total		41	100%	33	100%	74	100%

Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	9	21%	6	18%	15	20%
		Some	15	36%	5	15%	20	26%
		Quite a bit	7	17%	10	29%	17	22%
		Very much	11	26%	13	38%	24	32%
	Total		42	100%	34	100%	76	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	12	29%	5	15%	17	23%
		Some	16	38%	13	39%	29	39%
		Quite a bit	8	19%	12	36%	20	27%
		Very much	6	14%	3	9%	9	12%
	Total		42	100%	33	100%	75	100%
c. Thinking critically and analytically	FGNANALY	Very little	3	7%	0	0%	3	4%
		Some	6	15%	3	9%	9	12%
		Quite a bit	16	39%	9	27%	25	34%
		Very much	16	39%	21	64%	37	50%
	Total		41	100%	33	100%	74	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	19	45%	13	38%	32	42%
		Some	7	17%	4	12%	11	14%
		Quite a bit	9	21%	9	26%	18	24%
		Very much	7	17%	8	24%	15	20%
	Total		42	100%	34	100%	76	100%
e. Using computing and information technology	FGNCMPTS	Very little	10	24%	6	18%	16	21%
		Some	16	38%	11	33%	27	36%
		Quite a bit	10	24%	10	30%	20	27%
		Very much	6	14%	6	18%	12	16%
	Total		42	100%	33	100%	75	100%

Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	12	29%	4	12%	16	21%
		Some	16	38%	12	36%	28	37%
		Quite a bit	7	17%	7	21%	14	19%
		Very much	7	17%	10	30%	17	23%
	Total		42	100%	33	100%	75	100%
g. Learning effectively on their own	FGNINQ	Very little	1	2%	1	3%	2	3%
		Some	11	26%	8	24%	19	25%
		Quite a bit	20	48%	10	29%	30	39%
		Very much	10	24%	15	44%	25	33%
	Total		42	100%	34	100%	76	100%
h. Understanding themselves	FGNSELF	Very little	13	32%	8	24%	21	28%
		Some	8	20%	13	39%	21	28%
		Quite a bit	12	29%	5	15%	17	23%
		Very much	8	20%	7	21%	15	20%
	Total		41	100%	33	100%	74	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	17	40%	11	33%	28	37%
		Some	10	24%	11	33%	21	28%
		Quite a bit	10	24%	7	21%	17	23%
		Very much	5	12%	4	12%	9	12%
	Total		42	100%	33	100%	75	100%
j. Solving complex real-world problems	FGNPROBS	Very little	10	24%	3	9%	13	18%
		Some	18	43%	10	31%	28	38%
		Quite a bit	9	21%	10	31%	19	26%
		Very much	5	12%	9	28%	14	19%
	Total		42	100%	32	100%	74	100%

Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	10	24%	6	18%	16	22%
		Some	13	32%	13	39%	26	35%
		Quite a bit	9	22%	8	24%	17	23%
		Very much	9	22%	6	18%	15	20%
		Total	41	100%	33	100%	74	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	26	62%	25	76%	51	68%
		Some	12	29%	5	15%	17	23%
		Quite a bit	4	10%	1	3%	5	7%
		Very much	0	0%	2	6%	2	3%
		Total	42	100%	33	100%	75	100%
m. Acquiring a broad general education	FGNGENLE	Very little	10	24%	6	18%	16	22%
		Some	7	17%	17	52%	24	32%
		Quite a bit	11	27%	5	15%	16	22%
		Very much	13	32%	5	15%	18	24%
		Total	41	100%	33	100%	74	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	8	19%	4	12%	12	16%
		Some	15	36%	2	6%	17	23%
		Quite a bit	10	24%	13	39%	23	31%
		Very much	9	21%	14	42%	23	31%
		Total	42	100%	33	100%	75	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	16	46%	6	19%	22	33%
		Biological science	1	3%	0	0%	1	1%
		Business	2	6%	8	25%	10	15%
		Education	3	9%	3	9%	6	9%
		Engineering	2	6%	1	3%	3	4%
		Physical science	7	20%	2	6%	9	13%
		Professional	0	0%	5	16%	5	7%
		Social science	1	3%	2	6%	3	4%
		Other	3	9%	5	16%	8	12%
		Total	35	100%	32	100%	67	100%



Fairmont State University

FSSE-NSSE Combined Report

August 2010



Interpreting the FSSE-NSSE Combined Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample


The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only 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 the same as those included in the *NSSE 2010 Frequency Distributions*.

Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2010 Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



Faculty classroom practices and student responses:

Faculty Responses			
Percentage of faculty who reported that more than half of students from their courses do the following			
FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	29%
		UD	35%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	22%
		UD	15%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	27%
		UD	34%

FSSE-NSSE Combined Report 2010 NSSEville State University

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						
NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	32%	41%	27%	0%
		SR	53%	32%	15%	1%
Come to class without completing assignments	CLUNPRE	FY	5%	12%	48%	35%
		SR	4%	13%	56%	27%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	42%	30%	8%
		SR	28%	35%	31%	6%

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2010 Frequency Distributions*.

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that more than half of students from their courses do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	12%
		UD	42%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	45%
		UD	31%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	10%
		UD	43%
Occasionally use e-mail to communicate with you	FEMAIL	LD	26%
		UD	64%
Occasionally discuss grades or assignments with you	FGRADE	LD	17%
		UD	39%
At least once, talk about career plans with you	FPLANS	LD	10%
		UD	44%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	5%
		UD	25%

Student Responses (from NSSE 2009)

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	30%	36%	31%	3%
		SR	52%	31%	15%	1%
Come to class without completing assignments	CLUNPREP	FY	4%	16%	55%	25%
		SR	7%	11%	56%	26%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	20%	39%	33%	7%
		SR	19%	40%	34%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	46%	34%	19%	2%
		SR	62%	24%	12%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	25%	34%	34%	8%
		SR	31%	36%	29%	5%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	9%	24%	50%	17%
		SR	17%	24%	42%	16%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	7%	18%	34%	41%
		SR	12%	20%	39%	29%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that students from their courses do the following often or very often

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	36%
		UD	33%
Work with other students on projects during class	FCLASSGR	LD	34%
		UD	58%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	7%
		UD	14%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	50%
		UD	56%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	90%
		UD	92%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	14%
		UD	22%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	20%
		UD	23%

Student Responses (from NSSE 2009)

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	26%	34%	32%	8%
		SR	23%	34%	33%	10%
Worked with other students on projects during class	CLASSGRP	FY	17%	41%	33%	9%
		SR	24%	35%	34%	7%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	3%	9%	24%	65%
		SR	7%	8%	34%	52%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	27%	33%	26%	14%
		SR	40%	29%	23%	7%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	16%	42%	35%	7%
		SR	23%	39%	34%	4%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	13%	26%	36%	24%
		SR	21%	22%	37%	19%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	21%	32%	33%	14%
		SR	25%	25%	36%	14%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that it is important or very important that their students do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	46%
		UD	53%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	64%
		UD	82%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	39%
		UD	53%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	43%
		UD	71%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	43%
		UD	42%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	33%
		UD	24%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	61%
		UD	63%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	59%
		UD	65%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	76%
		UD	88%

Student Responses (from NSSE 2009)

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	23%	36%	25%	17%
		SR	22%	33%	32%	13%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	35%	43%	19%	3%
		SR	44%	46%	8%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	9%	26%	42%	23%
		SR	20%	37%	33%	10%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	12%	40%	41%	6%
		SR	26%	40%	31%	4%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	23%	37%	36%	4%
		SR	24%	39%	35%	2%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	5%	28%	63%
		SR	9%	8%	34%	50%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	22%	24%	43%	11%
		SR	20%	31%	39%	10%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	21%	34%	32%	12%
		SR	25%	39%	30%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	19%	39%	37%	4%
		SR	24%	37%	34%	5%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	78%
		UD	91%

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	36%
		UD	21%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	67%
		UD	88%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	64%
		UD	81%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	48%
		UD	70%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	59%
		UD	79%

Student Responses (from NSSE 2009)

Distribution of student responses to how much their examinations during the current school year challenged them to do their best work

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	82%	18%
		SR	79%	21%

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Distribution of student responses to how much their coursework during the current school year emphasized the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	25%	43%	27%	5%
		SR	27%	37%	28%	8%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	28%	44%	24%	4%
		SR	35%	48%	15%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	23%	34%	36%	7%
		SR	32%	38%	27%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	22%	40%	34%	3%
		SR	33%	37%	26%	4%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	29%	38%	26%	6%
		SR	46%	34%	18%	2%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	43%
		UD	68%
Speaking clearly and effectively	FGNSPEAK	LD	33%
		UD	45%
Thinking critically and analytically	FGNANALY	LD	78%
		UD	91%
Analyzing quantitative problems	FGNQUANT	LD	38%
		UD	50%
Using computing and information technology	FGNCMPTS	LD	38%
		UD	48%
Working effectively with others	FGNOTHER	LD	33%
		UD	52%
Learning effectively on their own	FGNINQ	LD	71%
		UD	74%

Student Responses (from NSSE 2009)

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	28%	49%	20%	4%
		SR	36%	35%	24%	5%
Speaking clearly and effectively	GNSPEAK	FY	26%	47%	18%	9%
		SR	32%	38%	24%	6%
Thinking critically and analytically	GNANALY	FY	31%	52%	12%	5%
		SR	47%	35%	15%	3%
Analyzing quantitative problems	GNQUANT	FY	19%	53%	18%	9%
		SR	32%	38%	25%	6%
Using computing and information technology	GNCMPTS	FY	42%	36%	16%	6%
		SR	48%	36%	14%	3%
Working effectively with others	GNOTHERS	FY	26%	51%	17%	6%
		SR	36%	40%	22%	3%
Learning effectively on your own	GNINQ	FY	26%	42%	25%	7%
		SR	32%	40%	21%	7%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	49%
		UD	36%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	36%
		UD	33%
Solving complex real-world problems	FGNPROBS	LD	33%
		UD	59%
Developing a personal code of values and ethics	FVALUES	LD	44%
		UD	42%
Developing a deepened sense of spirituality	FSPIRIT	LD	10%
		UD	9%
Acquiring a broad general education	FGNGENLE	LD	59%
		UD	30%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	45%
		UD	82%

Student Responses (from NSSE 2009)

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	20%	38%	28%	14%
		SR	31%	27%	27%	15%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	14%	33%	39%	14%
		SR	20%	24%	40%	16%
Solving complex real-world problems	GNPROBSV	FY	15%	36%	36%	13%
		SR	26%	32%	29%	13%
Developing a personal code of values and ethics	GNETHICS	FY	21%	31%	31%	17%
		SR	25%	29%	27%	19%
Developing a deepened sense of spirituality	GNSPIRIT	FY	12%	21%	27%	39%
		SR	14%	12%	27%	48%
Acquiring a broad general education	GNGENLED	FY	25%	52%	19%	4%
		SR	41%	40%	16%	4%
Acquiring job or work-related knowledge and skills	GNWORK	FY	25%	41%	26%	8%
		SR	42%	30%	22%	6%

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

Percentage of faculty who reported that it is important or very important that students at their institution do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	83%
		UD	89%
Community service or volunteer work	FVOLUNTR	LD	52%
		UD	60%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	49%
		UD	26%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	55%
		UD	44%
Foreign language coursework	FFORLANG	LD	59%
		UD	40%
Study abroad	FSTUDYAB	LD	40%
		UD	40%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	88%
		UD	84%

Student Responses (from NSSE 2009)

Distribution of student responses to whether they had done or plan to do the following before graduating

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	6%	72%	7%	16%
		SR	56%	24%	15%	6%
Community service or volunteer work	VOLNTR04	FY	23%	46%	10%	21%
		SR	56%	13%	18%	13%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	20%	29%	26%	26%
		SR	28%	9%	48%	15%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	33%	34%	29%
		SR	19%	11%	48%	21%
Foreign language coursework	FORLNG04	FY	12%	25%	36%	26%
		SR	21%	7%	59%	13%
Study abroad	STDABR04	FY	4%	24%	40%	32%
		SR	3%	5%	75%	17%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	45%	17%	35%
		SR	23%	39%	25%	13%

Faculty and student perceptions of the campus environment:

Faculty Responses

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	40%
		UD	47%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	55%
		UD	64%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	21%
		UD	33%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	24%
		UD	25%
Providing students the support they need to thrive socially	FENVSOCA	LD	21%
		UD	36%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVENT	LD	50%
		UD	56%
Encouraging students to use computers in their academic work	FENVCOMP	LD	71%
		UD	81%

Student Responses (from NSSE 2009)

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	25%	50%	23%	2%
		SR	29%	46%	21%	4%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	25%	48%	23%	4%
		SR	24%	39%	32%	6%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	15%	36%	34%	16%
		SR	15%	25%	43%	17%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	5%	24%	40%	30%
		SR	9%	17%	32%	43%
Providing the support you need to thrive socially	ENVSOCAL	FY	10%	33%	39%	18%
		SR	9%	22%	36%	32%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	18%	40%	30%	12%
		SR	21%	27%	36%	17%
Using computers in academic work	ENVCOMPT	FY	52%	36%	12%	1%
		SR	65%	24%	10%	1%

Faculty and student perceptions of the campus environment:

Faculty Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	76%
		UD	83%
With faculty members	FENVFAC	LD	69%
		UD	78%
With administrative personnel and offices	FENVADM	LD	33%
		UD	25%

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Student Responses (from NSSE 2009)

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	83%	17%
		SR	85%	15%
With faculty members	ENVFAC	FY	72%	28%
		SR	78%	22%
With administrative personnel and offices	ENVADM	FY	51%	49%
		SR	53%	47%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4