



Response rate	54%			
Number of invited faculty	165			
Total number of respondents	89 (31 Lower Division, 55 Upper Division, 3 Other, 0 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	32%	20%	0%	24%
Biological science	7%	4%	0%	5%
Business	4%	17%	0%	12%
Education	0%	19%	0%	12%
Engineering	0%	0%	0%	0%
Physical science	25%	2%	33%	11%
Professional	4%	7%	0%	6%
Social science	18%	24%	67%	24%
Other	11%	7%	0%	8%
Rank				
Professor	3%	11%	0%	8%
Associate Professor	31%	34%	33%	33%
Assistant Professor	38%	42%	33%	40%
Instructor	21%	11%	0%	14%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	7%	2%	33%	5%
Tenure status				
Tenured	28%	45%	33%	39%
On tenure track but not tenured	38%	38%	67%	39%
Not on tenure track	34%	17%	0%	22%
No tenure system	0%	0%	0%	0%
Highest degree earned				
First professional degree	0%	4%	0%	2%
Doctoral degree	69%	80%	100%	77%
Master's degree	24%	17%	0%	19%
Bachelor's degree	3%	0%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	3%	0%	0%	1%
Full-time/Part Time				
Full-time	83%	90%	100%	88%
Part-time	17%	10%	0%	12%



	Lower Division	Upper Division	Other	Total
Number of courses taught 05-06¹				
None	0%	0%	0%	0%
1-3	17%	17%	33%	18%
4-6	38%	38%	0%	36%
7 or more	45%	45%	67%	46%
Years of teaching experience				
4 or less	29%	30%	0%	28%
5-9	18%	20%	67%	21%
10-14	11%	10%	33%	11%
15 or more	43%	40%	0%	40%
Age				
34 or younger	14%	10%	33%	12%
35-44	21%	24%	0%	22%
45-54	32%	41%	0%	37%
Older than 54	32%	25%	67%	29%
Gender				
Male	62%	56%	67%	58%
Female	38%	44%	33%	42%
Race / Ethnicity				
American Indian/ Native Amer.	0%	2%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	11%	9%	33%	11%
Black or African American	7%	0%	0%	2%
White (non-Hispanic)	43%	46%	33%	45%
Mexican or Mexican American	36%	28%	33%	31%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	4%	6%	0%	5%
Multiracial	0%	2%	0%	1%
Other	0%	4%	0%	2%
Prefer not to respond	0%	4%	0%	2%
Citizenship status				
U.S. citizen, native	62%	70%	67%	67%
U.S. citizen, naturalized	14%	6%	0%	8%
Permanent resident of the U.S.	10%	19%	0%	15%
Temporary resident of the U.S.	14%	6%	33%	9%

1: Includes 2005-2006 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



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	3	10%	1	2%	4	5%
		Somewhat important	9	29%	8	15%	17	20%
		Important	4	13%	11	20%	15	17%
		Very important	15	48%	35	64%	50	58%
		Total	31	100%	55	100%	86	100%
b. Community service or volunteer work	FVOLUNTR	Not important	1	3%	4	7%	5	6%
		Somewhat important	9	29%	7	13%	16	19%
		Important	14	45%	21	38%	35	41%
		Very important	7	23%	23	42%	30	35%
		Total	31	100%	55	100%	86	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	3	10%	4	7%	7	8%
		Somewhat important	7	23%	13	24%	20	23%
		Important	13	42%	17	31%	30	35%
		Very important	8	26%	21	38%	29	34%
		Total	31	100%	55	100%	86	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	3	10%	3	5%	6	7%
		Somewhat important	8	26%	19	35%	27	31%
		Important	9	29%	15	27%	24	28%
		Very important	11	35%	18	33%	29	34%
		Total	31	100%	55	100%	86	100%
e. Foreign language coursework	FFORLANG	Not important	4	13%	5	9%	9	11%
		Somewhat important	9	29%	8	15%	17	20%
		Important	8	26%	20	37%	28	33%
		Very important	10	32%	21	39%	31	36%
		Total	31	100%	54	100%	85	100%
f. Study abroad	FSTUDYAB	Not important	6	19%	12	22%	18	21%
		Somewhat important	15	48%	13	24%	28	33%
		Important	3	10%	17	31%	20	23%
		Very important	7	23%	13	24%	20	23%
		Total	31	100%	55	100%	86	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	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	8	26%	10	18%	18	21%
		Somewhat important	9	29%	18	33%	27	31%
		Important	10	32%	14	25%	24	28%
		Very important	4	13%	13	24%	17	20%
		Total	31	100%	55	100%	86	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	6%	1	2%	3	3%
		Somewhat important	5	16%	7	13%	12	14%
		Important	4	13%	16	29%	20	23%
		Very important	20	65%	31	56%	51	59%
		Total	31	100%	55	100%	86	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	2	6%	1	2%	3	3%
		3	0	0%	0	0%	0	0%
		4	3	10%	3	5%	6	7%
		5	7	23%	13	24%	20	23%
		6	11	35%	20	36%	31	36%
		Friendly, Supportive, Sense of Belonging	8	26%	18	33%	26	30%
		Total	31	100%	55	100%	86	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	2	6%	1	2%	3	3%
		3	1	3%	2	4%	3	3%
		4	2	6%	7	13%	9	10%
		5	7	23%	14	25%	21	24%
		6	13	42%	21	38%	34	40%
		Available, Helpful, Sympathetic	6	19%	10	18%	16	19%
		Total	31	100%	55	100%	86	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	2%	1
	2		3	10%	3	5%	6	7%
	3		4	13%	6	11%	10	12%
	4		6	19%	9	16%	15	17%
	5		7	23%	16	29%	23	27%
	6		8	26%	13	24%	21	24%
	Helpful, Considerate, Flexible		3	10%	7	13%	10	12%
	Total		31	100%	55	100%	86	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		2	6%	6	11%	8
	Some		10	32%	18	33%	28	33%
	Quite a bit		9	29%	17	31%	26	31%
	Very much		10	32%	13	24%	23	27%
	Total		31	100%	54	100%	85	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	0	0%	2	4%	2	2%
		Some	10	32%	7	13%	17	20%
	Quite a bit		11	35%	24	44%	35	41%
	Very much		10	32%	22	40%	32	37%
	Total		31	100%	55	100%	86	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	6	20%	15	27%	21	25%
		Some	12	40%	13	24%	25	29%
	Quite a bit		5	17%	13	24%	18	21%
	Very much		7	23%	14	25%	21	25%
	Total		30	100%	55	100%	85	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	6	19%	15	28%	21	25%
		Some	16	52%	18	33%	34	40%
		Quite a bit	7	23%	10	19%	17	20%
		Very much	2	6%	11	20%	13	15%
		Total	31	100%	54	100%	85	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	1	3%	9	16%	10	12%
		Some	21	68%	25	45%	46	53%
		Quite a bit	8	26%	14	25%	22	26%
		Very much	1	3%	7	13%	8	9%
		Total	31	100%	55	100%	86	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	2	6%	3	5%	5	6%
		Some	10	32%	19	35%	29	34%
		Quite a bit	15	48%	23	42%	38	44%
		Very much	4	13%	10	18%	14	16%
		Total	31	100%	55	100%	86	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	0	0%	2	4%	2	2%
		Some	13	42%	18	33%	31	36%
		Quite a bit	9	29%	19	35%	28	33%
		Very much	9	29%	16	29%	25	29%
		Total	31	100%	55	100%	86	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	3%	1	2%	2	2%
		Some	4	13%	4	7%	8	9%
		Quite a bit	16	52%	15	27%	31	36%
		Very much	10	32%	35	64%	45	52%
		Total	31	100%	55	100%	86	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?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	4	13%	11	20%	15	18%
		5-8	7	23%	14	26%	21	25%
		9-12	14	45%	17	31%	31	36%
		13-16	4	13%	4	7%	8	9%
		17-20	2	6%	1	2%	3	4%
		21-30	0	0%	5	9%	5	6%
		More than 30	0	0%	2	4%	2	2%
			Total	31	100%	54	100%	85
b. Grading papers and exams	GRADEPAP	0	0	0%	1	2%	1	1%
		1-4	8	26%	24	44%	32	37%
		5-8	12	39%	10	18%	22	26%
		9-12	5	16%	11	20%	16	19%
		13-16	2	6%	1	2%	3	3%
		17-20	4	13%	6	11%	10	12%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
			Total	31	100%	55	100%	86
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	1	2%	1	1%
		1-4	13	42%	25	45%	38	44%
		5-8	13	42%	15	27%	28	33%
		9-12	4	13%	9	16%	13	15%
		13-16	0	0%	4	7%	4	5%
		17-20	1	3%	0	0%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	2%	1	1%
			Total	31	100%	55	100%	86



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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	5	17%	8	15%	13	15%
		5-8	14	47%	15	27%	29	34%
		9-12	6	20%	16	29%	22	26%
		13-16	1	3%	7	13%	8	9%
		17-20	4	13%	5	9%	9	11%
		21-30	0	0%	3	5%	3	4%
		More than 30	0	0%	1	2%	1	1%
			Total	30	100%	55	100%	85
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	1	2%	1	1%
		1-4	18	60%	34	63%	52	62%
		5-8	10	33%	11	20%	21	25%
		9-12	0	0%	1	2%	1	1%
		13-16	2	7%	5	9%	7	8%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
			Total	30	100%	54	100%	84
f. Research and scholarly activities	SCHOLAR	0	1	3%	1	2%	2	2%
		1-4	9	30%	19	35%	28	33%
		5-8	12	40%	7	13%	19	23%
		9-12	4	13%	11	20%	15	18%
		13-16	1	3%	3	6%	4	5%
		17-20	2	7%	4	7%	6	7%
		21-30	1	3%	1	2%	2	2%
		More than 30	0	0%	8	15%	8	10%
			Total	30	100%	54	100%	84

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	14	47%	25	47%	39	47%
		1-4	10	33%	14	26%	24	29%
		5-8	5	17%	6	11%	11	13%
		9-12	1	3%	5	9%	6	7%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	3	6%	3	4%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	30	100%	53	100%	83	100%
h. Advising undergraduate students	ADVISE	0	9	31%	7	13%	16	19%
		1-4	11	38%	31	57%	42	51%
		5-8	7	24%	6	11%	13	16%
		9-12	2	7%	5	9%	7	8%
		13-16	0	0%	2	4%	2	2%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
		Total	29	100%	54	100%	83	100%
i. Supervising internships or other field experiences	FIELDEXP	0	24	77%	35	66%	59	70%
		1-4	3	10%	5	9%	8	10%
		5-8	1	3%	8	15%	9	11%
		9-12	3	10%	3	6%	6	7%
		13-16	0	0%	1	2%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	2%	1	1%
		Total	31	100%	53	100%	84	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	13	42%	15	27%	28	33%
		1-4	15	48%	29	53%	44	51%
		5-8	2	6%	6	11%	8	9%
		9-12	1	3%	2	4%	3	3%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	2	4%	2	2%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	31	100%	55	100%	86	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	9	29%	7	13%	16	19%
		1-4	16	52%	32	58%	48	56%
		5-8	4	13%	10	18%	14	16%
		9-12	1	3%	3	5%	4	5%
		13-16	1	3%	2	4%	3	3%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	31	100%	55	100%	86	100%
l. Conducting service activities	SERVICE	0	10	32%	11	20%	21	25%
		1-4	13	42%	20	37%	33	39%
		5-8	4	13%	16	30%	20	24%
		9-12	3	10%	3	6%	6	7%
		13-16	0	0%	2	4%	2	2%
		17-20	0	0%	1	2%	1	1%
		21-30	1	3%	1	2%	2	2%
		More than 30	0	0%	0	0%	0	0%
		Total	31	100%	54	100%	85	100%



**Faculty Survey
of Student Engagement**

**FSSE 2006 Frequency Distributions
Texas A&M International University**

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	30	97%	54	98%	84	98%
		Classroom, auxiliary location	0	0%	0	0%	0	0%
		Distance education	1	3%	1	2%	2	2%
		Total	31	100%	55	100%	86	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	8	26%	30	55%	38	44%
		Yes	23	74%	25	45%	48	56%
		Total	31	100%	55	100%	86	100%
How many students are enrolled in your selected course section?	CS05	9 or less	2	6%	1	2%	3	3%
		10 to 19	2	6%	11	20%	13	15%
		20 to 29	12	39%	12	22%	24	28%
		30 to 49	7	23%	21	38%	28	33%
		50 to 99	7	23%	9	16%	16	19%
		100 or more	1	3%	1	2%	2	2%
		Total	31	100%	55	100%	86	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	3	10%	4	7%	7	8%
		1 to 2	4	13%	13	24%	17	20%
		3 to 9	12	39%	23	42%	35	41%
		10 to 19	7	23%	7	13%	14	16%
		20 or more	5	16%	8	15%	13	15%
		Total	31	100%	55	100%	86	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	11	37%	11	20%	22	26%
		Biological science	2	7%	2	4%	4	5%
		Business	1	3%	10	18%	11	13%
		Education	0	0%	10	18%	10	12%
		Engineering	0	0%	0	0%	0	0%
		Physical science	7	23%	1	2%	8	9%
		Professional	2	7%	4	7%	6	7%
		Social science	5	17%	13	24%	18	21%
		Other	2	7%	4	7%	6	7%
		Total	30	100%	55	100%	85	100%



**Faculty Survey
of Student Engagement**

**FSSE 2006 Frequency Distributions
Texas A&M International University**

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	0	0%	1	2%	1	1%
		1-24%	15	48%	24	44%	39	45%
		25-49%	8	26%	14	25%	22	26%
		50-74%	4	13%	11	20%	15	17%
		75% or higher	4	13%	5	9%	9	10%
		Total	31	100%	55	100%	86	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	1	3%	2	4%	3	4%
		1-24%	10	32%	20	37%	30	35%
		25-49%	6	19%	12	22%	18	21%
		50-74%	8	26%	13	24%	21	25%
		75% or higher	6	19%	7	13%	13	15%
		Total	31	100%	54	100%	85	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	3%	1	2%	2	2%
		1-24%	13	42%	25	47%	38	45%
		25-49%	8	26%	12	23%	20	24%
		50-74%	4	13%	9	17%	13	15%
		75% or higher	5	16%	6	11%	11	13%
		Total	31	100%	53	100%	84	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	1	2%	1	1%
		1-24%	17	55%	23	43%	40	48%
		25-49%	5	16%	7	13%	12	14%
		50-74%	7	23%	10	19%	17	20%
		75% or higher	2	6%	12	23%	14	17%
		Total	31	100%	53	100%	84	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	2	4%	2	2%
		1-24%	16	52%	22	40%	38	44%
		25-49%	7	23%	13	24%	20	23%
		50-74%	5	16%	10	18%	15	17%
		75% or higher	3	10%	8	15%	11	13%
		Total	31	100%	55	100%	86	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	3	10%	4	7%	7	8%
		1-24%	18	58%	35	64%	53	62%
		25-49%	5	16%	2	4%	7	8%
		50-74%	2	6%	11	20%	13	15%
		75% or higher	3	10%	3	5%	6	7%
	Total	31	100%	55	100%	86	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	4	13%	5	9%	9	10%
		1-24%	20	65%	29	53%	49	57%
		25-49%	2	6%	12	22%	14	16%
		50-74%	3	10%	7	13%	10	12%
		75% or higher	2	6%	2	4%	4	5%
	Total	31	100%	55	100%	86	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	5	16%	14	25%	19	22%
		Sometimes	10	32%	12	22%	22	26%
		Often	9	29%	12	22%	21	24%
		Very often	7	23%	17	31%	24	28%
	Total	31	100%	55	100%	86	100%	
b. Work with other students on projects during class	FCLASSGR	Never	8	26%	10	18%	18	21%
		Sometimes	12	39%	16	29%	28	33%
		Often	4	13%	13	24%	17	20%
		Very often	7	23%	16	29%	23	27%
	Total	31	100%	55	100%	86	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	19	61%	24	44%	43	50%
		Sometimes	9	29%	19	35%	28	33%
		Often	2	6%	6	11%	8	9%
		Very often	1	3%	6	11%	7	8%
	Total	31	100%	55	100%	86	100%	



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	8	26%	12	22%	20	24%
		Sometimes	10	32%	18	33%	28	33%
		Often	6	19%	6	11%	12	14%
		Very often	7	23%	18	33%	25	29%
		Total	31	100%	54	100%	85	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	3%	1	2%	2	2%
		Sometimes	1	3%	7	13%	8	9%
		Often	12	39%	14	25%	26	30%
		Very often	17	55%	33	60%	50	58%
		Total	31	100%	55	100%	86	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	10	32%	18	33%	28	33%
		Sometimes	17	55%	24	44%	41	48%
		Often	3	10%	7	13%	10	12%
		Very often	1	3%	6	11%	7	8%
		Total	31	100%	55	100%	86	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	12	39%	15	27%	27	31%
		Sometimes	14	45%	27	49%	41	48%
		Often	4	13%	5	9%	9	10%
		Very often	1	3%	8	15%	9	10%
		Total	31	100%	55	100%	86	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None	2	6%	0	0%	2	2%
		1	13	42%	22	40%	35	41%
		2-3	12	39%	27	49%	39	45%
		4-6	2	6%	2	4%	4	5%
		More than 6	2	6%	4	7%	6	7%
		Total	31	100%	55	100%	86	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	21	68%	36	67%	57	67%
		1	5	16%	15	28%	20	24%
		2-3	4	13%	3	6%	7	8%
		4-6	0	0%	0	0%	0	0%
		More than 6	1	3%	0	0%	1	1%
		Total		31	100%	54	100%	85
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	18	58%	16	29%	34	40%
		1	8	26%	21	38%	29	34%
		2-3	3	10%	14	25%	17	20%
		4-6	1	3%	3	5%	4	5%
		More than 6	1	3%	1	2%	2	2%
		Total		31	100%	55	100%	86
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	5	16%	13	25%	18	21%
		1	5	16%	6	11%	11	13%
		2-3	8	26%	14	26%	22	26%
		4-6	6	19%	13	25%	19	23%
		More than 6	7	23%	7	13%	14	17%
		Total		31	100%	53	100%	84

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	11	35%	23	43%	34	40%
		1-2	12	39%	21	40%	33	39%
		3-4	5	16%	7	13%	12	14%
		5-6	0	0%	0	0%	0	0%
		More than 6	3	10%	2	4%	5	6%
		Total		31	100%	53	100%	84
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	14	45%	31	58%	45	54%
		1-2	10	32%	10	19%	20	24%
		3-4	4	13%	7	13%	11	13%
		5-6	1	3%	5	9%	6	7%
		More than 6	2	6%	0	0%	2	2%
		Total		31	100%	53	100%	84



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

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)

<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>
FEXPREP	0	0	0%	0	0%	0	0%
	1-2	1	3%	2	4%	3	3%
	3-4	9	29%	16	29%	25	29%
	5-6	11	35%	21	38%	32	37%
	7-8	4	13%	12	22%	16	19%
	9-10	4	13%	3	5%	7	8%
	11-12	2	6%	1	2%	3	3%
	More than 12	0	0%	0	0%	0	0%
	Total	31	100%	55	100%	86	100%
FACTPREP	0	1	3%	4	7%	5	6%
	1-2	15	48%	29	53%	44	51%
	3-4	11	35%	14	25%	25	29%
	5-6	3	10%	3	5%	6	7%
	7-8	0	0%	4	7%	4	5%
	9-10	1	3%	0	0%	1	1%
	11-12	0	0%	1	2%	1	1%
	More than 12	0	0%	0	0%	0	0%
	Total	31	100%	55	100%	86	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)

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

a. Prepare two or more drafts of a paper or assignment before turning it in

<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>
FREWROPA	Not important	7	23%	9	16%	16	19%
	Somewhat important	8	27%	12	22%	20	24%
	Important	3	10%	15	27%	18	21%
	Very important	12	40%	19	35%	31	36%
	Total	30	100%	55	100%	85	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	4	13%	1	2%	5	6%
		Somewhat important	2	7%	5	9%	7	8%
		Important	4	13%	15	27%	19	22%
		Very important	20	67%	34	62%	54	64%
		Total	30	100%	55	100%	85	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	6	20%	9	16%	15	18%
		Somewhat important	10	33%	10	18%	20	24%
		Important	7	23%	20	36%	27	32%
		Very important	7	23%	16	29%	23	27%
		Total	30	100%	55	100%	85	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	3	10%	5	9%	8	9%
		Somewhat important	7	23%	12	22%	19	22%
		Important	12	40%	16	29%	28	33%
		Very important	8	27%	22	40%	30	35%
		Total	30	100%	55	100%	85	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	2	7%	5	9%	7	8%
		Somewhat important	7	23%	8	15%	15	18%
		Important	10	33%	20	36%	30	35%
		Very important	11	37%	22	40%	33	39%
		Total	30	100%	55	100%	85	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	11	37%	15	27%	26	31%
		Somewhat important	7	23%	14	25%	21	25%
		Important	6	20%	14	25%	20	24%
		Very important	6	20%	12	22%	18	21%
		Total	30	100%	55	100%	85	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	1	3%	4	7%	5	6%
		Somewhat important	3	10%	7	13%	10	12%
		Important	8	27%	16	29%	24	28%
		Very important	18	60%	28	51%	46	54%
		Total	30	100%	55	100%	85	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	1	3%	6	11%	7	8%
		Somewhat important	3	10%	7	13%	10	12%
		Important	9	31%	16	29%	25	30%
		Very important	16	55%	26	47%	42	50%
		Total	29	100%	55	100%	84	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	1	3%	0	0%	1	1%
		Somewhat important	2	7%	4	7%	6	7%
		Important	6	20%	14	25%	20	24%
		Very important	21	70%	37	67%	58	68%
		Total	30	100%	55	100%	85	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0	0	0%	1	2%	1	1%
		1-9	3	10%	2	4%	5	6%
		10-19	3	10%	3	5%	6	7%
		20-29	5	17%	5	9%	10	12%
		30-39	2	7%	5	9%	7	8%
		40-49	3	10%	13	24%	16	19%
		50-74	6	21%	16	29%	22	26%
		75 or more	7	24%	10	18%	17	20%
		Total	29	100%	55	100%	84	100%
b. Teacher-led discussion	TEACHLED	0	1	3%	1	2%	2	2%
		1-9	3	10%	3	6%	6	7%
		10-19	9	30%	14	26%	23	27%
		20-29	5	17%	13	24%	18	21%
		30-39	2	7%	6	11%	8	10%
		40-49	5	17%	7	13%	12	14%
		50-74	4	13%	8	15%	12	14%
		75 or more	1	3%	2	4%	3	4%
		Total	30	100%	54	100%	84	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0	6	20%	13	24%	19	23%
		1-9	6	20%	7	13%	13	15%
		10-19	4	13%	9	17%	13	15%
		20-29	3	10%	14	26%	17	20%
		30-39	5	17%	2	4%	7	8%
		40-49	1	3%	4	7%	5	6%
		50-74	3	10%	3	6%	6	7%
		75 or more	2	7%	2	4%	4	5%
		Total	30	100%	54	100%	84	100%
d. Student computer use	COMPMD	0	14	48%	25	47%	39	48%
		1-9	5	17%	14	26%	19	23%
		10-19	3	10%	5	9%	8	10%
		20-29	4	14%	4	8%	8	10%
		30-39	0	0%	1	2%	1	1%
		40-49	1	3%	1	2%	2	2%
		50-74	2	7%	0	0%	2	2%
		75 or more	0	0%	3	6%	3	4%
		Total	29	100%	53	100%	82	100%
e. Small group activities	GROUPSML	0	7	23%	11	20%	18	21%
		1-9	9	30%	9	17%	18	21%
		10-19	2	7%	10	19%	12	14%
		20-29	5	17%	12	22%	17	20%
		30-39	4	13%	4	7%	8	10%
		40-49	3	10%	4	7%	7	8%
		50-74	0	0%	1	2%	1	1%
		75 or more	0	0%	3	6%	3	4%
		Total	30	100%	54	100%	84	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0	11	38%	14	26%	25	30%
		1-9	9	31%	9	17%	18	22%
		10-19	2	7%	12	22%	14	17%
		20-29	1	3%	12	22%	13	16%
		30-39	2	7%	5	9%	7	8%
		40-49	2	7%	1	2%	3	4%
		50-74	0	0%	1	2%	1	1%
		75 or more	2	7%	0	0%	2	2%
		Total	29	100%	54	100%	83	100%
g. In-class writing	CLSWRITE	0	9	31%	21	39%	30	36%
		1-9	5	17%	15	28%	20	24%
		10-19	5	17%	8	15%	13	16%
		20-29	3	10%	8	15%	11	13%
		30-39	3	10%	1	2%	4	5%
		40-49	1	3%	0	0%	1	1%
		50-74	3	10%	1	2%	4	5%
		75 or more	0	0%	0	0%	0	0%
		Total	29	100%	54	100%	83	100%
h. Testing and evaluation	TESTEVAL	0	0	0%	1	2%	1	1%
		1-9	7	25%	15	28%	22	27%
		10-19	10	36%	16	30%	26	32%
		20-29	4	14%	14	26%	18	22%
		30-39	3	11%	1	2%	4	5%
		40-49	3	11%	4	7%	7	9%
		50-74	0	0%	2	4%	2	2%
		75 or more	1	4%	1	2%	2	2%
		Total	28	100%	54	100%	82	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0	25	89%	41	79%	66	83%
		1-9	1	4%	6	12%	7	9%
		10-19	1	4%	0	0%	1	1%
		20-29	0	0%	2	4%	2	3%
		30-39	0	0%	0	0%	0	0%
		40-49	0	0%	1	2%	1	1%
		50-74	0	0%	0	0%	0	0%
		75 or more	1	4%	2	4%	3	4%
		Total	28	100%	52	100%	80	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0	15	54%	28	53%	43	53%
		1-9	3	11%	9	17%	12	15%
		10-19	2	7%	7	13%	9	11%
		20-29	6	21%	3	6%	9	11%
		30-39	1	4%	2	4%	3	4%
		40-49	0	0%	2	4%	2	2%
		50-74	0	0%	1	2%	1	1%
		75 or more	1	4%	1	2%	2	2%
		Total	28	100%	53	100%	81	100%
Select the box 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%	2	4%	2	2%
		2	0	0%	0	0%	0	0%
		3	1	3%	1	2%	2	2%
		4	0	0%	4	7%	4	5%
		5	6	21%	11	20%	17	20%
		6	11	38%	25	45%	36	43%
		Very much	11	38%	12	22%	23	27%
		Total	29	100%	55	100%	84	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?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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	8	28%	11	20%	19	23%
		Some	9	31%	21	38%	30	36%
		Quite a bit	4	14%	12	22%	16	19%
		Very much	8	28%	11	20%	19	23%
		Total	29	100%	55	100%	84	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	0	0%	0	0%	0	0%
		Some	0	0%	5	9%	5	6%
		Quite a bit	7	25%	21	38%	28	34%
		Very much	21	75%	29	53%	50	60%
		Total	28	100%	55	100%	83	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	1	3%	2	4%	3	4%
		Some	2	7%	4	7%	6	7%
		Quite a bit	10	34%	20	37%	30	36%
		Very much	16	55%	28	52%	44	53%
		Total	29	100%	54	100%	83	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	2	7%	2	4%	4	5%
		Some	6	21%	9	16%	15	18%
		Quite a bit	6	21%	17	31%	23	27%
		Very much	15	52%	27	49%	42	50%
		Total	29	100%	55	100%	84	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	2	7%	3	5%	5	6%
		Some	3	10%	4	7%	7	8%
		Quite a bit	8	28%	14	25%	22	26%
		Very much	16	55%	34	62%	50	60%
		Total	29	100%	55	100%	84	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	3	10%	5	9%	8	10%
		Some	2	7%	17	31%	19	23%
		Quite a bit	6	21%	10	18%	16	19%
		Very much	18	62%	23	42%	41	49%
		Total	29	100%	55	100%	84	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	5	17%	7	13%	12	14%
		Some	8	28%	10	18%	18	21%
		Quite a bit	7	24%	16	29%	23	27%
		Very much	9	31%	22	40%	31	37%
		Total	29	100%	55	100%	84	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	2	7%	3	6%	5	6%
		Quite a bit	6	21%	14	26%	20	24%
		Very much	21	72%	37	69%	58	70%
		Total	29	100%	54	100%	83	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	10	34%	14	26%	24	29%
		Some	7	24%	10	19%	17	20%
		Quite a bit	4	14%	6	11%	10	12%
		Very much	8	28%	24	44%	32	39%
		Total	29	100%	54	100%	83	100%
e. Using computing and information technology	FGNCMPTS	Very little	9	31%	7	13%	16	19%
		Some	9	31%	19	35%	28	33%
		Quite a bit	5	17%	12	22%	17	20%
		Very much	6	21%	17	31%	23	27%
		Total	29	100%	55	100%	84	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	4	14%	6	11%	10	12%
		Some	5	17%	11	20%	16	19%
		Quite a bit	11	38%	12	22%	23	28%
		Very much	9	31%	25	46%	34	41%
		Total	29	100%	54	100%	83	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	1	2%	1	1%
		Some	4	14%	7	13%	11	13%
		Quite a bit	11	38%	21	38%	32	38%
		Very much	14	48%	26	47%	40	48%
		Total	29	100%	55	100%	84	100%
h. Understanding themselves	FGNSELF	Very little	1	4%	10	19%	11	14%
		Some	6	21%	10	19%	16	20%
		Quite a bit	11	39%	10	19%	21	26%
		Very much	10	36%	23	43%	33	41%
		Total	28	100%	53	100%	81	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	5	18%	10	19%	15	19%
		Some	8	29%	16	30%	24	30%
		Quite a bit	9	32%	8	15%	17	21%
		Very much	6	21%	19	36%	25	31%
		Total	28	100%	53	100%	81	100%
j. Solving complex real-world problems	FGNPROBS	Very little	3	11%	2	4%	5	6%
		Some	5	18%	12	23%	17	21%
		Quite a bit	8	29%	11	21%	19	23%
		Very much	12	43%	28	53%	40	49%
		Total	28	100%	53	100%	81	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	3	11%	4	8%	7	9%
		Some	9	32%	8	15%	17	21%
		Quite a bit	5	18%	16	30%	21	26%
		Very much	11	39%	25	47%	36	44%
		Total	28	100%	53	100%	81	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	14	50%	25	47%	39	48%
		Some	7	25%	11	21%	18	22%
		Quite a bit	4	14%	3	6%	7	9%
		Very much	3	11%	14	26%	17	21%
		Total	28	100%	53	100%	81	100%
m. Acquiring a broad general education	FGNGENLE	Very little	0	0%	5	9%	5	6%
		Some	6	22%	11	21%	17	21%
		Quite a bit	8	30%	19	36%	27	34%
		Very much	13	48%	18	34%	31	39%
		Total	27	100%	53	100%	80	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	4	15%	2	4%	6	8%
		Some	7	26%	8	15%	15	19%
		Quite a bit	4	15%	11	21%	15	19%
		Very much	12	44%	32	60%	44	55%
		Total	27	100%	53	100%	80	100%

	<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>
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	9	32%	11	20%	20	24%
		Biological science	2	7%	2	4%	4	5%
		Business	1	4%	9	17%	10	12%
		Education	0	0%	10	19%	10	12%
		Engineering	0	0%	0	0%	0	0%
		Physical science	7	25%	1	2%	8	10%
		Professional	1	4%	4	7%	5	6%
		Social science	5	18%	13	24%	18	22%
		Other	3	11%	4	7%	7	9%
		Total	28	100%	54	100%	82	100%

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	26%
		UD	29%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	45%
		UD	37%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	29%
		UD	28%
Occasionally use e-mail to communicate with you	FEMAIL	LD	29%
		UD	42%
Occasionally discuss grades or assignments with you	FGRADE	LD	26%
		UD	33%
At least once, talk about career plans with you	FPLANS	LD	16%
		UD	25%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	16%
		UD	16%

Student Responses

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	21%	37%	36%	7%
		SR	27%	44%	29%	1%
Come to class without completing assignments	CLUNPREP	FY	4%	15%	63%	17%
		SR	5%	14%	61%	20%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	15%	45%	35%	4%
		SR	24%	49%	26%	1%
Used e-mail to communicate with an instructor	EMAIL	FY	37%	32%	28%	2%
		SR	60%	31%	8%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	22%	30%	44%	3%
		SR	24%	33%	40%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	19%	39%	32%
		SR	16%	19%	43%	22%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	10%	12%	39%	39%
		SR	10%	17%	47%	26%

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	52%
		UD	53%
Work with other students on projects during class	FCLASSGR	LD	35%
		UD	53%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	10%
		UD	22%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	42%
		UD	44%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	94%
		UD	85%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	13%
		UD	24%
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	16%
		UD	24%

Student Responses

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	24%	35%	30%	11%
		SR	31%	36%	24%	8%
Worked with other students on projects during class	CLASSGRP	FY	10%	47%	37%	7%
		SR	25%	32%	30%	13%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	6%	15%	23%	56%
		SR	6%	16%	33%	46%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	31%	17%	33%	19%
		SR	41%	30%	18%	10%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	18%	26%	48%	8%
		SR	18%	38%	39%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	19%	20%	35%	26%
		SR	10%	22%	41%	27%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	25%	23%	30%	22%
		SR	12%	29%	40%	20%

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	50%
		UD	62%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	80%
		UD	89%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	47%
		UD	65%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	67%
		UD	69%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	70%
		UD	76%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	40%
		UD	47%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	87%
		UD	80%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	86%
		UD	76%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	90%
		UD	93%

Student Responses

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	43%	28%	27%	2%
		SR	24%	37%	27%	12%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	43%	42%	14%	1%
		SR	51%	39%	8%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	20%	31%	36%	13%
		SR	36%	30%	29%	6%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	9%	44%	39%	9%
		SR	29%	47%	19%	5%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	31%	33%	27%	9%
		SR	26%	42%	30%	2%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	11%	19%	34%	36%
		SR	7%	16%	31%	47%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	21%	26%	42%	11%
		SR	12%	31%	44%	13%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	21%	40%	28%	11%
		SR	18%	37%	36%	9%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	30%	33%	32%	5%
		SR	22%	38%	36%	4%

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 box 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	97%
		UD	87%

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	41%
		UD	42%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	100%
		UD	91%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	90%
		UD	89%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	72%
		UD	80%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	83%
		UD	87%

Student Responses

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	85%	15%
		SR	81%	19%

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	29%	42%	20%	9%
		SR	20%	37%	34%	9%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	33%	43%	20%	3%
		SR	44%	41%	14%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	26%	49%	18%	6%
		SR	34%	37%	25%	4%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	30%	49%	18%	3%
		SR	30%	48%	19%	3%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	30%	45%	21%	4%
		SR	36%	48%	13%	3%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies Texas A&M International University

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	83%
		UD	60%
Speaking clearly and effectively	FGNSPEAK	LD	55%
		UD	69%
Thinking critically and analytically	FGNANALY	LD	93%
		UD	94%
Analyzing quantitative problems	FGNQUANT	LD	41%
		UD	56%
Using computing and information technology	FGNCMPTS	LD	38%
		UD	53%
Working effectively with others	FGNOTHER	LD	69%
		UD	69%
Learning effectively on their own	FGNINQ	LD	86%
		UD	85%

Student Responses

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	31%	48%	20%	0%
		SR	38%	42%	18%	2%
Speaking clearly and effectively	GNSPEAK	FY	25%	44%	25%	7%
		SR	41%	36%	20%	3%
Thinking critically and analytically	GNANALY	FY	41%	44%	9%	5%
		SR	61%	29%	7%	3%
Analyzing quantitative problems	GNQUANT	FY	32%	41%	20%	7%
		SR	47%	33%	15%	6%
Using computing and information technology	GNCMPTS	FY	49%	37%	11%	2%
		SR	54%	26%	16%	4%
Working effectively with others	GNOTHERS	FY	42%	30%	25%	3%
		SR	53%	31%	10%	5%
Learning effectively on your own	GNINQ	FY	33%	37%	27%	3%
		SR	38%	44%	14%	4%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies Texas A&M International University

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	75%
		UD	62%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	54%
		UD	51%
Solving complex real-world problems	FGNPROBS	LD	71%
		UD	74%
Developing a personal code of values and ethics	FVALUES	LD	57%
		UD	77%
Developing a deepened sense of spirituality	FSPRIT	LD	25%
		UD	32%
Acquiring a broad general education	FGNGENLE	LD	78%
		UD	70%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	59%
		UD	81%

Student Responses

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	36%	30%	19%	15%
		SR	41%	28%	20%	12%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	28%	30%	32%	9%
		SR	32%	32%	22%	13%
Solving complex real-world problems	GNPROBSV	FY	25%	40%	21%	14%
		SR	36%	35%	12%	17%
Developing a personal code of values and ethics	GNETHICS	FY	34%	22%	22%	22%
		SR	36%	29%	20%	15%
Developing a deepened sense of spirituality	GNSPIRIT	FY	25%	17%	19%	39%
		SR	26%	16%	21%	37%
Acquiring a broad general education	GNGENLED	FY	41%	39%	15%	5%
		SR	50%	34%	14%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	27%	27%	28%	18%
		SR	50%	24%	18%	8%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies Texas A&M International University

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	61%
		UD	84%
Community service or volunteer work	FVOLUNTR	LD	68%
		UD	80%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	68%
		UD	69%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	65%
		UD	60%
Foreign language coursework	FFORLANG	LD	58%
		UD	76%
Study abroad	FSTUDYAB	LD	32%
		UD	55%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	77%
		UD	85%

Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	4%	67%	8%	20%
		SR	39%	34%	12%	14%
Community service or volunteer work	VOLNTR04	FY	40%	39%	7%	15%
		SR	51%	21%	17%	12%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	20%	31%	24%	24%
		SR	28%	17%	34%	20%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	8%	28%	23%	40%
		SR	13%	21%	37%	29%
Foreign language coursework	FORLNG04	FY	30%	35%	20%	15%
		SR	28%	16%	31%	25%
Study abroad	STDABR04	FY	4%	45%	24%	27%
		SR	5%	17%	52%	25%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	51%	12%	35%
		SR	13%	44%	23%	21%



Faculty Survey of Student Engagement

FSSE 2006 and NSSE 2006 Frequencies Texas A&M International University

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	61%
		UD	56%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	68%
		UD	84%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	40%
		UD	49%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	29%
		UD	39%
Providing students the support they need to thrive socially	FENVSOCA	LD	29%
		UD	38%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	58%
		UD	64%
Encouraging students to use computers in their academic work	FENVCOMP	LD	84%
		UD	91%

Student Responses

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	31%	54%	13%	2%
		SR	34%	48%	17%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	39%	43%	15%	3%
		SR	30%	40%	22%	8%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	32%	28%	29%	12%
		SR	19%	30%	26%	25%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	21%	24%	23%	32%
		SR	13%	25%	29%	33%
Providing the support you need to thrive socially	ENVSOCAL	FY	27%	27%	29%	18%
		SR	11%	29%	33%	27%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	43%	28%	21%	8%
		SR	23%	25%	36%	17%
Using computers in academic work	ENVCOMPT	FY	61%	33%	4%	1%
		SR	56%	33%	10%	2%



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	84%
		UD	93%
With faculty members	FENVFAC	LD	84%
		UD	82%
With administrative personnel and offices	FENVADM	LD	58%
		UD	65%

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

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	84%	16%
		SR	90%	10%
With faculty members	ENVFAC	FY	75%	25%
		SR	83%	17%
With administrative personnel and offices	ENVADM	FY	58%	42%
		SR	63%	37%

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