



<b>Response rate</b>	45%			
<b>Number of invited faculty</b>	238			
<b>Total number of respondents</b>	108 (34 Lower Division, 55 Upper Division, 6 Other, 13 Missing course level)			
	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Discipline of appointment</b>				
Arts and humanities	45%	15%	17%	26%
Biological science	9%	2%	0%	4%
Business	3%	12%	0%	8%
Education	15%	21%	17%	19%
Engineering	3%	0%	0%	1%
Physical science	12%	2%	0%	5%
Professional	9%	12%	17%	11%
Social science	3%	23%	33%	16%
Other	0%	13%	17%	9%
<b>Rank</b>				
Professor	12%	12%	0%	11%
Associate Professor	15%	27%	17%	22%
Assistant Professor	21%	25%	33%	24%
Instructor	42%	22%	33%	30%
Lecturer	3%	0%	0%	1%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	6%	14%	17%	11%
<b>Tenure status</b>				
Tenured	21%	29%	0%	24%
On tenure track but not tenured	21%	25%	50%	25%
Not on tenure track	56%	42%	33%	46%
No tenure system	3%	4%	17%	4%
<b>Highest degree earned</b>				
First professional degree	0%	4%	0%	2%
Doctoral degree	44%	60%	67%	55%
Master's degree	44%	36%	33%	39%
Bachelor's degree	6%	0%	0%	2%
Associate's degree	0%	0%	0%	0%
Other	6%	0%	0%	2%
<b>Full-time/Part Time</b>				
Full-time	64%	64%	67%	64%
Part-time	36%	36%	33%	36%



	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Number of courses taught 06-07<sup>1</sup></b>				
None	0%	4%	0%	2%
1-3	16%	35%	50%	30%
4-6	32%	28%	0%	27%
7 or more	52%	33%	50%	41%
<b>Years of teaching experience</b>				
4 or less	40%	21%	17%	27%
5-9	10%	27%	50%	23%
10-14	10%	12%	17%	11%
15 or more	40%	40%	17%	39%
<b>Age</b>				
34 or younger	19%	9%	17%	13%
35-44	9%	25%	17%	19%
45-54	31%	30%	67%	33%
Older than 54	41%	36%	0%	35%
<b>Gender</b>				
Male	65%	56%	33%	57%
Female	35%	44%	67%	43%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	9%	8%	0%	8%
Black or African American	3%	0%	0%	1%
White (non-Hispanic)	45%	32%	67%	39%
Mexican or Mexican American	21%	38%	17%	30%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	9%	9%	17%	10%
Multiracial	3%	0%	0%	1%
Other	3%	0%	0%	1%
Prefer not to respond	6%	13%	0%	10%
<b>Citizenship status</b>				
U.S. citizen, native	73%	70%	83%	72%
U.S. citizen, naturalized	6%	15%	0%	11%
Permanent resident of the U.S.	15%	6%	17%	10%
Temporary resident of the U.S.	6%	9%	0%	8%

1: Includes 2006-2007 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	0	0%	1	2%	1	1%
		Somewhat important	6	18%	5	9%	11	12%
		Important	14	41%	11	20%	25	28%
		Very important	14	41%	38	69%	52	58%
		Total	34	100%	55	100%	89	100%
b. Community service or volunteer work	FVOLUNTR	Not important	2	6%	3	5%	5	6%
		Somewhat important	4	12%	16	29%	20	22%
		Important	19	56%	20	36%	39	44%
		Very important	9	26%	16	29%	25	28%
		Total	34	100%	55	100%	89	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	1	3%	5	9%	6	7%
		Somewhat important	8	24%	12	22%	20	22%
		Important	16	47%	20	36%	36	40%
		Very important	9	26%	18	33%	27	30%
		Total	34	100%	55	100%	89	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	2	6%	2	4%	4	4%
		Somewhat important	8	24%	17	31%	25	28%
		Important	17	50%	19	35%	36	40%
		Very important	7	21%	17	31%	24	27%
		Total	34	100%	55	100%	89	100%
e. Foreign language coursework	FFORLANG	Not important	3	9%	4	7%	7	8%
		Somewhat important	7	21%	20	36%	27	30%
		Important	15	44%	19	35%	34	38%
		Very important	9	26%	12	22%	21	24%
		Total	34	100%	55	100%	89	100%
f. Study abroad	FSTUDYAB	Not important	6	18%	16	29%	22	25%
		Somewhat important	11	32%	19	35%	30	34%
		Important	12	35%	8	15%	20	22%
		Very important	5	15%	12	22%	17	19%
		Total	34	100%	55	100%	89	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	2	6%	11	20%	13	15%
		Somewhat important	14	41%	24	44%	38	43%
		Important	14	41%	11	20%	25	28%
		Very important	4	12%	9	16%	13	15%
		Total	34	100%	55	100%	89	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	3%	0	0%	1	1%
		Somewhat important	2	6%	5	9%	7	8%
		Important	19	56%	16	29%	35	39%
		Very important	12	35%	34	62%	46	52%
		Total	34	100%	55	100%	89	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	1	3%	1	2%	2	2%
		3	1	3%	3	5%	4	4%
		4	1	3%	1	2%	2	2%
		5	7	21%	9	16%	16	18%
		6	9	26%	21	38%	30	34%
		Friendly, Supportive, Sense of Belonging	15	44%	20	36%	35	39%
		Total	34	100%	55	100%	89	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	1	3%	1	2%	2	2%
		3	1	3%	5	9%	6	7%
		4	3	9%	2	4%	5	6%
		5	4	12%	10	18%	14	16%
		6	13	38%	20	36%	33	37%
		Available, Helpful, Sympathetic	12	35%	17	31%	29	33%
		Total	34	100%	55	100%	89	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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		0	0%	3	6%	3
	2		1	3%	2	4%	3	3%
	3		3	9%	4	7%	7	8%
	4		4	12%	12	22%	16	18%
	5		7	21%	11	20%	18	20%
	6		12	35%	10	19%	22	25%
	Helpful, Considerate, Flexible		7	21%	12	22%	19	22%
	Total		34	100%	54	100%	88	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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		0	0%	3	5%	3
	Some		7	21%	11	20%	18	20%
	Quite a bit		22	65%	22	40%	44	49%
	Very much		5	15%	19	35%	24	27%
	Total		34	100%	55	100%	89	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	0	0%	3	5%	3	3%
		Some	2	6%	4	7%	6	7%
	Quite a bit		16	47%	20	36%	36	40%
	Very much		16	47%	28	51%	44	49%
	Total		34	100%	55	100%	89	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	2	6%	5	9%	7	8%
		Some	11	32%	13	24%	24	27%
	Quite a bit		8	24%	20	36%	28	31%
	Very much		13	38%	17	31%	30	34%
	Total		34	100%	55	100%	89	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	3	9%	10	18%	13	15%
		Some	11	32%	17	31%	28	31%
		Quite a bit	13	38%	18	33%	31	35%
		Very much	7	21%	10	18%	17	19%
		Total	34	100%	55	100%	89	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	1	3%	2	4%	3	3%
		Some	8	24%	19	35%	27	30%
		Quite a bit	17	50%	22	40%	39	44%
		Very much	8	24%	12	22%	20	22%
		Total	34	100%	55	100%	89	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	0	0%	3	5%	3	3%
		Some	7	21%	19	35%	26	29%
		Quite a bit	18	53%	20	36%	38	43%
		Very much	9	26%	13	24%	22	25%
		Total	34	100%	55	100%	89	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	0	0%	1	2%	1	1%
		Some	6	18%	15	27%	21	24%
		Quite a bit	13	38%	18	33%	31	35%
		Very much	15	44%	21	38%	36	40%
		Total	34	100%	55	100%	89	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	3%	0	0%	1	1%
		Some	1	3%	3	5%	4	4%
		Quite a bit	13	38%	20	36%	33	37%
		Very much	19	56%	32	58%	51	57%
		Total	34	100%	55	100%	89	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	1	3%	4	7%	5	6%
		1-4	5	15%	14	26%	19	22%
		5-8	5	15%	16	30%	21	24%
		9-12	17	50%	11	20%	28	32%
		13-16	2	6%	5	9%	7	8%
		17-20	1	3%	1	2%	2	2%
		21-30	2	6%	2	4%	4	5%
		More than 30	1	3%	1	2%	2	2%
		Total	34	100%	54	100%	88	100%
b. Grading papers and exams	GRADEPAP	0	1	3%	3	5%	4	4%
		1-4	9	26%	25	45%	34	38%
		5-8	9	26%	12	22%	21	24%
		9-12	6	18%	4	7%	10	11%
		13-16	4	12%	3	5%	7	8%
		17-20	2	6%	6	11%	8	9%
		21-30	2	6%	1	2%	3	3%
		More than 30	1	3%	1	2%	2	2%
		Total	34	100%	55	100%	89	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	3%	2	4%	3	3%
		1-4	13	38%	25	45%	38	43%
		5-8	11	32%	15	27%	26	29%
		9-12	3	9%	5	9%	8	9%
		13-16	2	6%	4	7%	6	7%
		17-20	1	3%	1	2%	2	2%
		21-30	0	0%	2	4%	2	2%
		More than 30	3	9%	1	2%	4	4%
		Total	34	100%	55	100%	89	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0	0	0%	2	4%	2	2%
		1-4	7	21%	15	27%	22	25%
		5-8	11	32%	25	45%	36	40%
		9-12	9	26%	2	4%	11	12%
		13-16	3	9%	4	7%	7	8%
		17-20	2	6%	4	7%	6	7%
		21-30	2	6%	1	2%	3	3%
		More than 30	0	0%	2	4%	2	2%
		Total	34	100%	55	100%	89	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	2	4%	2	2%
		1-4	19	56%	29	53%	48	54%
		5-8	8	24%	16	29%	24	27%
		9-12	1	3%	1	2%	2	2%
		13-16	3	9%	2	4%	5	6%
		17-20	1	3%	1	2%	2	2%
		21-30	1	3%	0	0%	1	1%
		More than 30	1	3%	4	7%	5	6%
		Total	34	100%	55	100%	89	100%
f. Research and scholarly activities	SCHOLAR	0	3	9%	5	9%	8	9%
		1-4	20	59%	21	38%	41	46%
		5-8	1	3%	10	18%	11	12%
		9-12	0	0%	4	7%	4	4%
		13-16	4	12%	2	4%	6	7%
		17-20	4	12%	5	9%	9	10%
		21-30	0	0%	3	5%	3	3%
		More than 30	2	6%	5	9%	7	8%
		Total	34	100%	55	100%	89	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	9	26%	22	40%	31	35%
		1-4	21	62%	23	42%	44	49%
		5-8	3	9%	6	11%	9	10%
		9-12	0	0%	1	2%	1	1%
		13-16	0	0%	1	2%	1	1%
		17-20	1	3%	1	2%	2	2%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total		34	100%	55	100%	89
h. Advising undergraduate students	ADVISE	0	6	18%	11	20%	17	19%
		1-4	16	47%	26	47%	42	47%
		5-8	7	21%	8	15%	15	17%
		9-12	2	6%	4	7%	6	7%
		13-16	0	0%	3	5%	3	3%
		17-20	3	9%	0	0%	3	3%
		21-30	0	0%	2	4%	2	2%
		More than 30	0	0%	1	2%	1	1%
		Total		34	100%	55	100%	89
i. Supervising internships or other field experiences	FIELDEXP	0	23	68%	36	67%	59	67%
		1-4	6	18%	6	11%	12	14%
		5-8	2	6%	4	7%	6	7%
		9-12	1	3%	2	4%	3	3%
		13-16	2	6%	2	4%	4	5%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	2	4%	2	2%
		More than 30	0	0%	1	2%	1	1%
		Total		34	100%	54	100%	88

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	38%	26	48%	39	44%
		1-4	16	47%	22	41%	38	43%
		5-8	2	6%	1	2%	3	3%
		9-12	3	9%	2	4%	5	6%
		13-16	0	0%	1	2%	1	1%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	34	100%	54	100%	88	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	4	12%	13	24%	17	19%
		1-4	22	65%	29	54%	51	58%
		5-8	2	6%	7	13%	9	10%
		9-12	4	12%	0	0%	4	5%
		13-16	0	0%	1	2%	1	1%
		17-20	2	6%	2	4%	4	5%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
		Total	34	100%	54	100%	88	100%
l. Conducting service activities	SERVICE	0	8	24%	24	44%	32	36%
		1-4	14	41%	18	33%	32	36%
		5-8	6	18%	7	13%	13	15%
		9-12	5	15%	1	2%	6	7%
		13-16	1	3%	0	0%	1	1%
		17-20	0	0%	2	4%	2	2%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
		Total	34	100%	54	100%	88	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>
<b>In what format do you teach your selected course section?</b>	TEACFORM	Classroom, on-campus	31	91%	44	85%	75	87%
		Classroom, auxiliary location	2	6%	3	6%	5	6%
		Distance education	1	3%	5	10%	6	7%
		Total	34	100%	52	100%	86	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	1	3%	26	48%	27	31%
		Yes	32	97%	28	52%	60	69%
		Total	33	100%	54	100%	87	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	0	0%	2	4%	2	2%
		10 to 19	2	7%	13	25%	15	18%
		20 to 29	16	55%	12	23%	28	34%
		30 to 49	6	21%	20	38%	26	32%
		50 to 99	5	17%	6	11%	11	13%
		100 or more	0	0%	0	0%	0	0%
		Total	29	100%	53	100%	82	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	4	16%	7	16%	11	16%
		1 to 2	8	32%	6	13%	14	20%
		3 to 9	8	32%	26	58%	34	49%
		10 to 19	3	12%	3	7%	6	9%
		20 or more	2	8%	3	7%	5	7%
		Total	25	100%	45	100%	70	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	16	52%	7	13%	23	27%
		Biological science	2	6%	1	2%	3	4%
		Business	1	3%	6	11%	7	8%
		Education	3	10%	10	19%	13	15%
		Engineering	0	0%	0	0%	0	0%
		Physical science	5	16%	1	2%	6	7%
		Professional	1	3%	9	17%	10	12%
		Social science	2	6%	11	20%	13	15%
		Other	1	3%	9	17%	10	12%
		Total	31	100%	54	100%	85	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2007 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%	2	4%	2	2%
		1-24%	17	50%	19	35%	36	40%
		25-49%	8	24%	17	31%	25	28%
		50-74%	3	9%	8	15%	11	12%
		75% or higher	6	18%	9	16%	15	17%
		Total	34	100%	55	100%	89	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	2	6%	4	7%	6	7%
		1-24%	14	41%	28	51%	42	47%
		25-49%	6	18%	11	20%	17	19%
		50-74%	5	15%	9	16%	14	16%
		75% or higher	7	21%	3	5%	10	11%
		Total	34	100%	55	100%	89	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	0	0%	3	5%	3	3%
		1-24%	18	53%	19	35%	37	42%
		25-49%	6	18%	13	24%	19	21%
		50-74%	6	18%	12	22%	18	20%
		75% or higher	4	12%	8	15%	12	13%
		Total	34	100%	55	100%	89	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	3%	2	4%	3	3%
		1-24%	15	44%	16	29%	31	35%
		25-49%	11	32%	9	16%	20	22%
		50-74%	2	6%	13	24%	15	17%
		75% or higher	5	15%	15	27%	20	22%
		Total	34	100%	55	100%	89	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	3	5%	3	3%
		1-24%	14	41%	22	40%	36	40%
		25-49%	12	35%	8	15%	20	22%
		50-74%	3	9%	16	29%	19	21%
		75% or higher	5	15%	6	11%	11	12%
		Total	34	100%	55	100%	89	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	9%	2	4%	5	6%
		1-24%	21	62%	26	47%	47	53%
		25-49%	3	9%	12	22%	15	17%
		50-74%	5	15%	9	16%	14	16%
		75% or higher	2	6%	6	11%	8	9%
	Total	34	100%	55	100%	89	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	1	3%	8	15%	9	10%
		1-24%	18	53%	22	40%	40	45%
		25-49%	7	21%	16	29%	23	26%
		50-74%	4	12%	3	5%	7	8%
		75% or higher	4	12%	6	11%	10	11%
	Total	34	100%	55	100%	89	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	7	21%	4	7%	11	13%
		Sometimes	8	24%	18	33%	26	30%
		Often	11	32%	15	28%	26	30%
		Very often	8	24%	17	31%	25	28%
	Total	34	100%	54	100%	88	100%	
b. Work with other students on projects during class	FCLASSGR	Never	3	9%	10	19%	13	15%
		Sometimes	13	38%	19	35%	32	36%
		Often	10	29%	15	28%	25	28%
		Very often	8	24%	10	19%	18	20%
	Total	34	100%	54	100%	88	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	16	47%	32	59%	48	55%
		Sometimes	11	32%	13	24%	24	27%
		Often	4	12%	6	11%	10	11%
		Very often	3	9%	3	6%	6	7%
	Total	34	100%	54	100%	88	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	7	21%	8	15%	15	17%
		Sometimes	9	26%	9	17%	18	20%
		Often	8	24%	16	30%	24	27%
		Very often	10	29%	21	39%	31	35%
		Total	34	100%	54	100%	88	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	2	6%	1	2%	3	3%
		Sometimes	2	6%	1	2%	3	3%
		Often	14	41%	19	35%	33	38%
		Very often	16	47%	33	61%	49	56%
		Total	34	100%	54	100%	88	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	6	18%	19	35%	25	28%
		Sometimes	21	62%	18	33%	39	44%
		Often	5	15%	7	13%	12	14%
		Very often	2	6%	10	19%	12	14%
		Total	34	100%	54	100%	88	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	9	26%	14	26%	23	26%
		Sometimes	17	50%	25	46%	42	48%
		Often	6	18%	7	13%	13	15%
		Very often	2	6%	8	15%	10	11%
		Total	34	100%	54	100%	88	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	7	21%	2	4%	9	10%
		1	10	29%	21	39%	31	35%
		2-3	14	41%	23	43%	37	42%
		4-6	3	9%	5	9%	8	9%
		More than 6	0	0%	3	6%	3	3%
		Total	34	100%	54	100%	88	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	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of <b>20 pages or more</b>	FWRTMR05	None	27	82%	38	72%	65	76%
		1	2	6%	9	17%	11	13%
		2-3	3	9%	3	6%	6	7%
		4-6	1	3%	2	4%	3	3%
		More than 6	0	0%	1	2%	1	1%
		Total	33	100%	53	100%	86	100%
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTMD05	None	16	52%	13	24%	29	34%
		1	9	29%	20	37%	29	34%
		2-3	2	6%	13	24%	15	18%
		4-6	3	10%	5	9%	8	9%
		More than 6	1	3%	3	6%	4	5%
		Total	31	100%	54	100%	85	100%
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRITSML	None	5	15%	10	19%	15	17%
		1	5	15%	6	11%	11	13%
		2-3	8	24%	16	30%	24	27%
		4-6	9	26%	9	17%	18	20%
		More than 6	7	21%	13	24%	20	23%
		Total	34	100%	54	100%	88	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students <b>more than one</b> hour to complete	FPROBSTA	None	10	30%	18	33%	28	32%
		1-2	12	36%	18	33%	30	34%
		3-4	5	15%	9	17%	14	16%
		5-6	1	3%	1	2%	2	2%
		More than 6	5	15%	8	15%	13	15%
		Total	33	100%	54	100%	87	100%
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	12	36%	28	53%	40	47%
		1-2	10	30%	15	28%	25	29%
		3-4	6	18%	3	6%	9	10%
		5-6	1	3%	4	8%	5	6%
		More than 6	4	12%	3	6%	7	8%
		Total	33	100%	53	100%	86	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 <b>expect</b> 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	3	9%	2	4%	5	6%
		3-4	8	24%	21	38%	29	33%
		5-6	13	38%	17	31%	30	34%
		7-8	7	21%	9	16%	16	18%
		9-10	1	3%	3	5%	4	4%
		11-12	2	6%	3	5%	5	6%
		More than 12	0	0%	0	0%	0	0%
		Total	34	100%	55	100%	89	100%
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	1	3%	3	5%	4	4%
		1-2	16	47%	23	42%	39	44%
		3-4	11	32%	13	24%	24	27%
		5-6	4	12%	9	16%	13	15%
		7-8	1	3%	4	7%	5	6%
		9-10	1	3%	0	0%	1	1%
		11-12	0	0%	1	2%	1	1%
		More than 12	0	0%	2	4%	2	2%
		Total	34	100%	55	100%	89	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	5	15%	9	17%	14	16%
		Somewhat important	6	18%	11	20%	17	20%
		Important	8	24%	17	31%	25	29%
		Very important	14	42%	17	31%	31	36%
		Total	33	100%	54	100%	87	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	1	3%	2	4%	3	3%
		Somewhat important	4	12%	6	11%	10	11%
		Important	12	36%	13	24%	25	28%
		Very important	16	48%	34	62%	50	57%
		Total	33	100%	55	100%	88	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	5	16%	9	16%	14	16%
		Somewhat important	7	22%	15	27%	22	25%
		Important	14	44%	16	29%	30	34%
		Very important	6	19%	15	27%	21	24%
		Total	32	100%	55	100%	87	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	4	12%	4	7%	8	9%
		Somewhat important	5	15%	8	15%	13	15%
		Important	16	48%	25	45%	41	47%
		Very important	8	24%	18	33%	26	30%
		Total	33	100%	55	100%	88	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	1	3%	4	7%	5	6%
		Somewhat important	3	9%	15	27%	18	20%
		Important	18	55%	17	31%	35	40%
		Very important	11	33%	19	35%	30	34%
		Total	33	100%	55	100%	88	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	5	15%	16	29%	21	24%
		Somewhat important	7	21%	18	33%	25	28%
		Important	15	45%	14	25%	29	33%
		Very important	6	18%	7	13%	13	15%
		Total	33	100%	55	100%	88	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	2	6%	3	5%	5	6%
		Somewhat important	0	0%	6	11%	6	7%
		Important	11	33%	24	44%	35	40%
		Very important	20	61%	22	40%	42	48%
		Total	33	100%	55	100%	88	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	0	0%	3	5%	3	3%
		Somewhat important	3	9%	5	9%	8	9%
		Important	14	42%	20	36%	34	39%
		Very important	16	48%	27	49%	43	49%
		Total	33	100%	55	100%	88	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	0	0%	2	4%	2	2%
		Somewhat important	1	3%	4	7%	5	6%
		Important	11	33%	15	28%	26	30%
		Very important	21	64%	33	61%	54	62%
		Total	33	100%	54	100%	87	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%	2	6%	4	8%	6	7%
		1-9%	2	6%	3	6%	5	6%
		10-19%	3	10%	4	8%	7	8%
		20-29%	3	10%	1	2%	4	5%
		30-39%	8	26%	6	12%	14	17%
		40-49%	3	10%	10	19%	13	16%
		50-74%	5	16%	18	35%	23	28%
		75% or more	5	16%	6	12%	11	13%
		Total	31	100%	52	100%	83	100%
b. Teacher-led discussion	TEACHLED	0%	1	3%	4	8%	5	6%
		1-9%	6	18%	10	19%	16	18%
		10-19%	9	26%	13	25%	22	25%
		20-29%	6	18%	5	9%	11	13%
		30-39%	5	15%	3	6%	8	9%
		40-49%	4	12%	5	9%	9	10%
		50-74%	2	6%	9	17%	11	13%
		75% or more	1	3%	4	8%	5	6%
		Total	34	100%	53	100%	87	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	19%	13	25%	19	23%
		1-9%	10	32%	13	25%	23	27%
		10-19%	7	23%	7	13%	14	17%
		20-29%	2	6%	4	8%	6	7%
		30-39%	2	6%	4	8%	6	7%
		40-49%	1	3%	4	8%	5	6%
		50-74%	1	3%	2	4%	3	4%
		75% or more	2	6%	6	11%	8	10%
		Total	31	100%	53	100%	84	100%
d. Student computer use	COMPMED	0%	12	36%	24	44%	36	41%
		1-9%	9	27%	11	20%	20	23%
		10-19%	5	15%	4	7%	9	10%
		20-29%	2	6%	2	4%	4	5%
		30-39%	2	6%	2	4%	4	5%
		40-49%	1	3%	0	0%	1	1%
		50-74%	2	6%	3	5%	5	6%
		75% or more	0	0%	9	16%	9	10%
		Total	33	100%	55	100%	88	100%
e. Small group activities	GROUPSML	0%	6	18%	17	31%	23	26%
		1-9%	10	30%	15	27%	25	28%
		10-19%	4	12%	9	16%	13	15%
		20-29%	7	21%	3	5%	10	11%
		30-39%	2	6%	4	7%	6	7%
		40-49%	2	6%	3	5%	5	6%
		50-74%	1	3%	2	4%	3	3%
		75% or more	1	3%	2	4%	3	3%
		Total	33	100%	55	100%	88	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%	9	27%	15	28%	24	28%
		1-9%	11	33%	15	28%	26	30%
		10-19%	4	12%	10	19%	14	16%
		20-29%	4	12%	7	13%	11	13%
		30-39%	3	9%	1	2%	4	5%
		40-49%	0	0%	1	2%	1	1%
		50-74%	1	3%	1	2%	2	2%
		75% or more	1	3%	4	7%	5	6%
		Total	33	100%	54	100%	87	100%
g. In-class writing	CLSWRITE	0%	6	18%	24	44%	30	34%
		1-9%	11	33%	16	30%	27	31%
		10-19%	8	24%	3	6%	11	13%
		20-29%	5	15%	4	7%	9	10%
		30-39%	1	3%	2	4%	3	3%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	3%	1	2%	2	2%
		75% or more	1	3%	4	7%	5	6%
		Total	33	100%	54	100%	87	100%
h. Testing and evaluation	TESTEVAL	0%	1	3%	5	9%	6	7%
		1-9%	12	36%	19	35%	31	35%
		10-19%	14	42%	11	20%	25	28%
		20-29%	3	9%	6	11%	9	10%
		30-39%	2	6%	3	5%	5	6%
		40-49%	1	3%	4	7%	5	6%
		50-74%	0	0%	2	4%	2	2%
		75% or more	0	0%	5	9%	5	6%
		Total	33	100%	55	100%	88	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%	26	84%	49	89%	75	87%
		1-9%	1	3%	3	5%	4	5%
		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%	1	3%	1	2%	2	2%
		75% or more	2	6%	2	4%	4	5%
		Total	31	100%	55	100%	86	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	18	58%	35	64%	53	62%
		1-9%	3	10%	6	11%	9	10%
		10-19%	3	10%	5	9%	8	9%
		20-29%	3	10%	3	5%	6	7%
		30-39%	1	3%	1	2%	2	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	3%	0	0%	1	1%
		75% or more	2	6%	5	9%	7	8%
		Total	31	100%	55	100%	86	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%	0	0%	0	0%
		2	1	3%	0	0%	1	1%
		3	1	3%	1	2%	2	2%
		4	2	6%	5	9%	7	8%
		5	10	29%	10	18%	20	22%
		6	11	32%	19	35%	30	34%
		Very much	9	26%	20	36%	29	33%
		Total	34	100%	55	100%	89	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. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	12	35%	14	25%	26	29%
		Some	11	32%	18	33%	29	33%
		Quite a bit	9	26%	17	31%	26	29%
		Very much	2	6%	6	11%	8	9%
		Total	34	100%	55	100%	89	100%
b. <b>Analyzing</b> 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%	2	4%	2	2%
		Some	5	15%	2	4%	7	8%
		Quite a bit	15	44%	22	40%	37	42%
		Very much	14	41%	29	53%	43	48%
		Total	34	100%	55	100%	89	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	1	3%	1	2%	2	2%
		Some	1	3%	6	11%	7	8%
		Quite a bit	14	41%	14	25%	28	31%
		Very much	18	53%	34	62%	52	58%
		Total	34	100%	55	100%	89	100%
d. <b>Making judgments</b> 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	1	3%	2	4%	3	3%
		Some	3	9%	5	9%	8	9%
		Quite a bit	17	50%	16	29%	33	37%
		Very much	13	38%	32	58%	45	51%
		Total	34	100%	55	100%	89	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	0	0%	1	2%	1	1%
		Some	3	9%	5	9%	8	9%
		Quite a bit	13	38%	16	29%	29	33%
		Very much	18	53%	33	60%	51	57%
		Total	34	100%	55	100%	89	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	1	3%	4	7%	5	6%
		Some	6	18%	5	9%	11	13%
		Quite a bit	9	26%	18	33%	27	31%
		Very much	18	53%	27	50%	45	51%
		Total	34	100%	54	100%	88	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	0	0%	7	13%	7	8%
		Some	13	38%	11	20%	24	27%
		Quite a bit	10	29%	19	35%	29	33%
		Very much	11	32%	17	31%	28	32%
		Total	34	100%	54	100%	88	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	1	3%	1	2%	2	2%
		Quite a bit	7	21%	12	22%	19	22%
		Very much	26	76%	41	76%	67	76%
		Total	34	100%	54	100%	88	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	9	26%	13	24%	22	25%
		Some	9	26%	10	19%	19	22%
		Quite a bit	5	15%	11	20%	16	18%
		Very much	11	32%	20	37%	31	35%
		Total	34	100%	54	100%	88	100%
e. Using computing and information technology	FGNCMPTS	Very little	8	24%	7	13%	15	17%
		Some	6	18%	14	26%	20	23%
		Quite a bit	8	24%	13	25%	21	24%
		Very much	12	35%	19	36%	31	36%
		Total	34	100%	53	100%	87	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	12%	4	7%	8	9%
		Some	6	18%	17	31%	23	26%
		Quite a bit	9	26%	12	22%	21	24%
		Very much	15	44%	21	39%	36	41%
		Total	34	100%	54	100%	88	100%
g. Learning effectively on their own	FGNINQ	Very little	1	3%	0	0%	1	1%
		Some	4	12%	4	8%	8	9%
		Quite a bit	9	26%	14	26%	23	26%
		Very much	20	59%	35	66%	55	63%
		Total	34	100%	53	100%	87	100%
h. Understanding themselves	FGNSELF	Very little	2	6%	5	9%	7	8%
		Some	5	15%	16	30%	21	24%
		Quite a bit	14	42%	13	25%	27	31%
		Very much	12	36%	19	36%	31	36%
		Total	33	100%	53	100%	86	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	2	6%	9	17%	11	13%
		Some	7	21%	8	15%	15	18%
		Quite a bit	11	33%	14	27%	25	29%
		Very much	13	39%	21	40%	34	40%
		Total	33	100%	52	100%	85	100%
j. Solving complex real-world problems	FGNPROBS	Very little	4	12%	4	8%	8	9%
		Some	6	18%	10	19%	16	19%
		Quite a bit	12	36%	14	26%	26	30%
		Very much	11	33%	25	47%	36	42%
		Total	33	100%	53	100%	86	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	4	12%	4	8%	8	9%
		Some	6	18%	13	25%	19	22%
		Quite a bit	9	27%	16	31%	25	29%
		Very much	14	42%	19	37%	33	39%
		Total	33	100%	52	100%	85	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	16	48%	27	51%	43	50%
		Some	8	24%	11	21%	19	22%
		Quite a bit	1	3%	4	8%	5	6%
		Very much	8	24%	11	21%	19	22%
		Total	33	100%	53	100%	86	100%
m. Acquiring a broad general education	FGNGENLE	Very little	2	6%	3	6%	5	6%
		Some	6	18%	10	19%	16	19%
		Quite a bit	7	21%	18	34%	25	29%
		Very much	18	55%	22	42%	40	47%
		Total	33	100%	53	100%	86	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	2	6%	1	2%	3	3%
		Some	7	21%	5	9%	12	14%
		Quite a bit	11	33%	13	25%	24	28%
		Very much	13	39%	34	64%	47	55%
		Total	33	100%	53	100%	86	100%

What is the general discipline of your academic appointment? (Please specify an academic discipline)

	<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>
	APDISCOL	Arts and humanities	15	45%	8	15%	23	27%
		Biological science	3	9%	1	2%	4	5%
		Business	1	3%	6	12%	7	8%
		Education	5	15%	11	21%	16	19%
		Engineering	1	3%	0	0%	1	1%
		Physical science	4	12%	1	2%	5	6%
		Professional	3	9%	6	12%	9	11%
		Social science	1	3%	12	23%	13	15%
		Other	0	0%	7	13%	7	8%
		Total	33	100%	52	100%	85	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	<b>26%</b>
		UD	<b>31%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>35%</b>
		UD	<b>22%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>29%</b>
		UD	<b>36%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>21%</b>
		UD	<b>51%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>24%</b>
		UD	<b>40%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>21%</b>
		UD	<b>27%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>24%</b>
		UD	<b>16%</b>

**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	18%	32%	48%	3%
		SR	34%	35%	29%	1%
Come to class without completing assignments	CLUNPREP	FY	9%	12%	59%	20%
		SR	8%	11%	57%	24%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	31%	37%	25%	7%
		SR	30%	41%	27%	2%
Used e-mail to communicate with an instructor	EMAIL	FY	33%	45%	19%	4%
		SR	63%	24%	13%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	21%	31%	43%	5%
		SR	35%	31%	29%	6%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	8%	22%	47%	23%
		SR	19%	23%	37%	21%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	12%	19%	30%	39%
		SR	15%	21%	41%	22%

**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	<b>56%</b>
		UD	<b>59%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>53%</b>
		UD	<b>46%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>21%</b>
		UD	<b>17%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>53%</b>
		UD	<b>69%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>88%</b>
		UD	<b>96%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>21%</b>
		UD	<b>31%</b>
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	<b>24%</b>
		UD	<b>28%</b>

**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	32%	33%	30%	6%
		SR	29%	34%	30%	6%
Worked with other students on projects during class	CLASSGRP	FY	14%	31%	35%	20%
		SR	25%	31%	35%	9%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	5%	17%	19%	59%
		SR	11%	13%	31%	45%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	35%	21%	23%	20%
		SR	42%	25%	24%	9%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	18%	30%	34%	18%
		SR	27%	41%	27%	5%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	11%	20%	45%	24%
		SR	17%	17%	37%	29%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	15%	25%	46%	14%
		SR	19%	21%	34%	26%

**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	<b>67%</b>
		UD	<b>63%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>85%</b>
		UD	<b>85%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>63%</b>
		UD	<b>56%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>73%</b>
		UD	<b>78%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>88%</b>
		UD	<b>65%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>64%</b>
		UD	<b>38%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>94%</b>
		UD	<b>84%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>91%</b>
		UD	<b>85%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>97%</b>
		UD	<b>89%</b>

**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	52%	22%	21%	5%
		SR	29%	39%	25%	7%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	55%	22%	23%	0%
		SR	51%	33%	13%	3%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	21%	34%	27%	18%
		SR	35%	38%	24%	3%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	18%	30%	41%	11%
		SR	34%	43%	20%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	28%	37%	26%	8%
		SR	38%	36%	23%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	8%	10%	39%	44%
		SR	13%	15%	36%	36%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	11%	34%	47%	8%
		SR	13%	26%	47%	13%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	30%	26%	38%	6%
		SR	20%	41%	33%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	38%	24%	34%	4%
		SR	27%	38%	31%	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	<b>88%</b>
		UD	<b>89%</b>

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	<b>32%</b>
		UD	<b>42%</b>
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	<b>85%</b>
		UD	<b>93%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>94%</b>
		UD	<b>87%</b>
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	<b>88%</b>
		UD	<b>87%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>91%</b>
		UD	<b>89%</b>

**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	79%	21%
		SR	87%	13%

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	30%	41%	19%	9%
		SR	27%	35%	30%	8%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	37%	38%	22%	3%
		SR	49%	36%	14%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	36%	43%	16%	4%
		SR	40%	39%	19%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	40%	43%	10%	7%
		SR	42%	38%	18%	2%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	40%	31%	24%	5%
		SR	48%	31%	18%	3%

**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	<b>79%</b>
		UD	<b>83%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>62%</b>
		UD	<b>67%</b>
Thinking critically and analytically	FGNANALY	LD	<b>97%</b>
		UD	<b>98%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>47%</b>
		UD	<b>57%</b>
Using computing and information technology	FGNCMPTS	LD	<b>59%</b>
		UD	<b>60%</b>
Working effectively with others	FGNOTHER	LD	<b>71%</b>
		UD	<b>61%</b>
Learning effectively on their own	FGNINQ	LD	<b>85%</b>
		UD	<b>92%</b>

**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	49%	22%	26%	3%
		SR	50%	35%	13%	2%
Speaking clearly and effectively	GNSPEAK	FY	45%	31%	24%	0%
		SR	51%	32%	13%	4%
Thinking critically and analytically	GNANALY	FY	56%	19%	25%	0%
		SR	62%	29%	8%	0%
Analyzing quantitative problems	GNQUANT	FY	55%	20%	23%	3%
		SR	53%	30%	15%	2%
Using computing and information technology	GNCMPTS	FY	54%	20%	22%	4%
		SR	61%	29%	9%	1%
Working effectively with others	GNOTHERS	FY	45%	28%	21%	6%
		SR	60%	28%	11%	1%
Learning effectively on your own	GNINQ	FY	44%	40%	12%	4%
		SR	54%	31%	11%	4%

**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	<b>79%</b>
		UD	<b>60%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>73%</b>
		UD	<b>67%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>70%</b>
		UD	<b>74%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>70%</b>
		UD	<b>67%</b>
Developing a deepened sense of spirituality	FSPRIT	LD	<b>27%</b>
		UD	<b>28%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>76%</b>
		UD	<b>75%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>73%</b>
		UD	<b>89%</b>

**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	47%	35%	4%	15%
		SR	50%	29%	13%	8%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	47%	19%	18%	16%
		SR	41%	25%	20%	14%
Solving complex real-world problems	GNPROBSV	FY	37%	25%	33%	5%
		SR	37%	35%	18%	9%
Developing a personal code of values and ethics	GNETHICS	FY	34%	38%	12%	15%
		SR	46%	29%	14%	10%
Developing a deepened sense of spirituality	GNSPRIT	FY	23%	17%	30%	29%
		SR	28%	16%	18%	37%
Acquiring a broad general education	GNGENLED	FY	43%	28%	26%	3%
		SR	54%	33%	11%	1%
Acquiring job or work-related knowledge and skills	GNWORK	FY	31%	37%	15%	16%
		SR	45%	31%	20%	4%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 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	<b>82%</b>
		UD	<b>89%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>82%</b>
		UD	<b>65%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>74%</b>
		UD	<b>69%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>71%</b>
		UD	<b>65%</b>
Foreign language coursework	FFORLANG	LD	<b>71%</b>
		UD	<b>56%</b>
Study abroad	FSTUDYAB	LD	<b>50%</b>
		UD	<b>36%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>91%</b>
		UD	<b>91%</b>

#### 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%	75%	2%	18%
		SR	47%	26%	14%	13%
Community service or volunteer work	VOLNTR04	FY	35%	42%	3%	20%
		SR	60%	15%	12%	12%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	25%	26%	24%	24%
		SR	27%	18%	36%	19%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	12%	34%	13%	41%
		SR	19%	19%	36%	26%
Foreign language coursework	FORLNG04	FY	12%	38%	14%	36%
		SR	32%	21%	28%	19%
Study abroad	STDABR04	FY	0%	41%	17%	42%
		SR	5%	20%	51%	25%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	7%	50%	3%	40%
		SR	23%	36%	20%	22%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 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	<b>79%</b>
		UD	<b>75%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>94%</b>
		UD	<b>87%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>62%</b>
		UD	<b>67%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>59%</b>
		UD	<b>51%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>74%</b>
		UD	<b>62%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	<b>82%</b>
		UD	<b>71%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>94%</b>
		UD	<b>95%</b>

#### 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	43%	43%	14%	0%
		SR	40%	42%	16%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	46%	33%	21%	0%
		SR	39%	41%	17%	3%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	30%	31%	32%	7%
		SR	26%	25%	32%	17%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	21%	32%	28%	19%
		SR	19%	23%	25%	33%
Providing the support you need to thrive socially	ENVSOCAL	FY	29%	37%	24%	11%
		SR	19%	29%	33%	19%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	35%	28%	19%	18%
		SR	25%	35%	25%	15%
Using computers in academic work	ENVCOMPT	FY	58%	25%	16%	0%
		SR	60%	31%	7%	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	<b>91%</b>
		UD	<b>91%</b>
With faculty members	FENVFAC	LD	<b>85%</b>
		UD	<b>85%</b>
With administrative personnel and offices	FENVADM	LD	<b>76%</b>
		UD	<b>61%</b>

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	87%	13%
		SR	89%	11%
With faculty members	ENVFAC	FY	74%	26%
		SR	82%	18%
With administrative personnel and offices	ENVADM	FY	61%	39%
		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