

FSSE 2007 Respondent Characteristics Texas A&M International University

Response rate 45% Number of invited faculty 238

Total number of respondents 108 (34 Lower Division, 55 Upper Division, 6 Other, 13 Missing course level)

	Lower Division	Upper Division	Other	Total
Discipline of appointment				
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%
Rank				
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%
Fenure status				
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%
Highest degree earned				
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%
Full-time/Part Time				
Full-time	64%	64%	67%	64%
Part-time	36%	36%	33%	36%



FSSE 2007 Respondent Characteristics Texas A&M International University

	Lower Division	Upper Division	Other	Total
Number of courses taught 06-07 ¹				
None	0%	4%	0%	2%
1-3	16%	35%	50%	30%
4-6	32%	28%	0%	27%
7 or more	52%	33%	50%	41%
Years of teaching experience				
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%
Age				
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%
Gender				
Male	65%	56%	33%	57%
Female	35%	44%	67%	43%
Race / Ethnicity				
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%
Citizenship status				
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%

 $^{1:} Includes\ 2006-2007\ undergraduate\ and\ graduate\ courses,\ taught\ or\ scheduled,\ as\ reported\ by\ faculty\ respondents.$

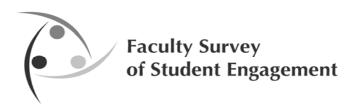


Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- b. Community service or volunteer work
- Participation in a learning community or some other formal program where groups of students take two or more classes together
- d. Work on a research project with a faculty member outside of course or program requirements
- e. Foreign language coursework
- f. Study abroad

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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%
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%
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%
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%
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	Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following? (continued)

g. Independent study or self-designed major

 h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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.

Student relationships with other students

Student relationships with faculty members

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSTU	Hafriendly Hassansative Conse of						
	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%
		15	1170	20	3070	33	377
	Total	34	100%	55	100%	89	100%
FENVFAC							
	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
	2	1	3%	1	2%	2	29
	3	1	3%	5	9%	6	79
	4	3	9%	2	4%	5	69
	5	4	12%	10	18%	14	169
	6	13	38%	20	36%	33	379
	Available, Helpful, Sympathetic	12	35%	17	31%	29	339
	Total	34	100%	55	100%	89	1009



Lower Division	Upper Division	Total

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	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
- b. Providing students the support they need to help them succeed academically
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSCHO	Very little	0	0%	3	5%	3	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%
	Tota	34	100%	55	100%	89	100%
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%
	Tota	34	100%	55	100%	89	100%
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%
	Tota	34	100%	55	100%	89	100%



Lower Division	Upper Division	Total

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

- d. Helping students cope with their non-academic responsibilities (work, family, etc.)
- e. Providing students the support they need to thrive socially
- f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)
- h. Encouraging students to use computers in their academic work

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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%
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%
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%
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%
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 Cpper Division Total	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?

 Teaching undergraduate students in class 	a.	Teaching	undergraduate	students	in class	
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b. Grading papers and exams

c. Giving other forms of written and oral feedback to students

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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%
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

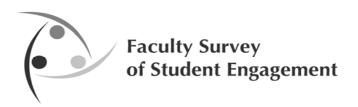
About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

A .	Dans		£~~	21222
a.	Pre	paring	IOI	ciass

e. Reflecting on ways to improve my teaching

f. Research and scholarly activities

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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%
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%



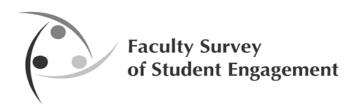
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

h. Advising undergraduate students

i. Supervising internships or other field experiences

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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	100%
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	100%
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	100%



Lower Division Upper Division Total

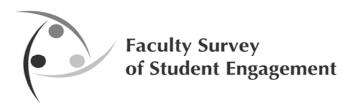
About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

j.	Working with students on activities other than course work
	(committees, orientation, student life activities, etc.)

k. Other interactions with students outside of the classroom

1. Conducting service activities

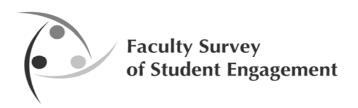
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FFACOTHR	0	13	38%	26	48%	39	44%
	1-4	16	47%	22	41%	38	43%
	5-8	2	6%	1	2%	3	3%
	9-12	3	9%	2	4%	5	6%
	13-16	0	0%	1	2%	1	1%
	17-20	0	0%	1	2%	1	1%
	21-30	0	0%	1	2%	1	1%
	More than 30	0	0%	0	0%	0	0%
	To	otal 34	100%	54	100%	88	100%
FINTERAC	0	4	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%
	To	otal 34	100%	54	100%	88	100%
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%
	To	otal 34	100%	54	100%	88	100%



Lower Division	Upper Division	Total

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

Γ	Variable	D		C	C-10/	C	C.10/	C	C-10/
-		Response Options		Count	Col %	Count	Col %	Count	Col %
In what format do you teach your selected course section?	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%
Does your selected course section fulfill a general education	GENEDREQ	No		1	3%	26	48%	27	31%
requirement on your campus?		Yes		32	97%	28	52%	60	69%
			Total	33	100%	54	100%	87	100%
How many students are enrolled in your selected course	CS05	9 or less		0	0%	2	4%	2	2%
section?		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%
Prior to this semester, how many times have you taught your	CT05	0		4	16%	7	16%	11	16%
selected course?		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%
What is the general area of your selected course?	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%



Lower Division	Upper Division	Total

About what *percent* of students in your selected course section do the following?

- a. Frequently ask questions in class or contribute to class discussions
- Frequently come to class without completing readings or assignments
- Frequently work harder than they usually do to meet your standards
- d. Occasionally use e-mail to communicate with you
- e. Occasionally discuss grades or assignments with you

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FCLQUEST	None	(0%	2	4%	2	2%
	1-24%	17	50%	19	35%	36	40%
	25-49%	8	3 24%	17	31%	25	28%
	50-74%	3	9%	8	15%	11	12%
	75% or higher	6	18%	9	16%	15	17%
	То	al 34	100%	55	100%	89	100%
FCLUNPRE	None	2	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%
	То	al 34	100%	55	100%	89	100%
FWORKHRD	None	(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%
	То	tal 34	100%	55	100%	89	100%
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%
	То	al 34	100%	55	100%	89	100%
FGRADE	None	(0%	3	5%	3	3%
	1-24%	14	41%	22	40%	36	40%
	25-49%	12	2 35%	8	15%	20	22%
	50-74%	3	9%	16	29%	19	21%
	75% or higher	5	15%	6	11%	11	12%
	То	tal 34	100%	55	100%	89	100%



Lower Division	Upper Division	Total
Lower Division	c pper Division	10001

About what percent of students in your selected course section do the following? (continued)

f. At least once, talk about career plans with you

g. At least once, discuss ideas from readings or classes with you outside of class

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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%

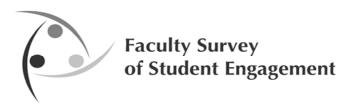
How often do students in your selected course section engage in the following?

 Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)

b. Work with other students on projects during class

 Participate in a community-based project (e.g., service learning) as part of your course

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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%
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%
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%



|--|

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

d.	Use an electronic medium (listserv, chat group, Internet, instant
	messaging, etc.) to discuss or complete an assignment

- Receive prompt written or oral feedback from you on their academic performance
- f. Have serious conversations in your course with students of a different race or ethnicity than their own
- g. Have serious conversations in your course with students who ar very different from them in terms of their religious beliefs, political opinions, or personal values

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
nt	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%
	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%
	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%
are	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?

 Number of assigned textbooks, books, or book length packs of course readings

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%



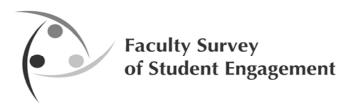
	Lower Division	Upper Division	Total
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In your selected course section, about how much reading and writing do you assign students? (continued)

	Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	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 5 and 19 pages	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 fewer than 5 pages	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

In a typical week, how many homework problem sets do you requir	re students in your	selected course section to complete	?						
	Variable	Response Options	Ca	ount	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one	than one FPROBSTA None			10	30%	18	33%	28	32%
hour to complete		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%
		Т	otal	33	100%	54	100%	87	100%
b. Number of problem sets that take your students less than one	FPROBSTB	None		12	36%	28	53%	40	47%
hour to complete		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%
		Т	otal	33	100%	53	100%	86	100%



Lower Division Upper Division Total

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)

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)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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?

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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)

	Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
b. Work on a paper or project that requires integrating ideas or	FINTEGRA	Not important		1	3%	2	4%	3	3%
information from various sources		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	FOCCGRP	Not important		5	16%	9	16%	14	16%
assignments		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	FINTIDEA	Not important		4	12%	4	7%	8	9%
completing assignments or during class discussions		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	FOOCID05	Not important		1	3%	4	7%	5	6%
of class (other students, family members, co-workers, etc.)		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	FOWNVIEW	Not important		2	6%	3	5%	5	6%
or issue		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%

100%

88



Lower Division	Upper Division	Total

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

h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective

i. Learn something that changes the way they understand an issue or concept

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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?

a. Lecture

Variable Response Options Col% Col% Col% Count Count Count LECTURE 0% 2 6% 8% 7% 4 6 1-9% 2 6% 3 6% 5 6% 10-19% 3 10% 4 8% 8% 20-29% 3 10% 2% 4 5% 30-39% 8 26% 6 12% 14 17% 40-49% 3 10% 10 19% 13 16% 50-74% 23 5 16% 18 35% 28% 75% or more 5 16% 6 12% 11 13% 52 83 Total 31 100% 100% 100% TEACHLED 0% 3% 4 5 6% 1-9% 18% 10 19% 16 6 18% 10-19% 26% 13 25% 22 25% 20-29% 6 18% 5 11 13% 30-39% 15% 3 8 9% 6% 40-49% 4 12% 5 9% 10% 50-74% 2 6% 9 17% 11 13% 75% or more 3% 4 8% 5 6%

100%

53

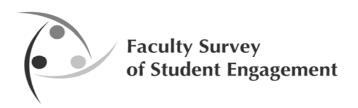
100%

Total

34

b. Teacher-led discussion

100%



Lower Division	Upper Division	Total
Lower Division	Opper Division	Total

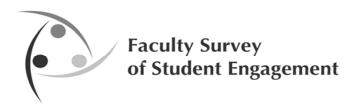
In your selected course section, on average, what percent of class time is spent on the following? (continued)

c. Teacher-student shared responsibility (seminar, discussion, etc.)

d. Student computer use

e. Small group activities

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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%
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%
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

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

f.	Student	presentations
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g. In-class writing

h. Testing and evaluation

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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	19
	50-74%		1	3%	1	2%	2	29
	75% or more		1	3%	4	7%	5	69
	7	Total	33	100%	54	100%	87	1009
CLSWRITE	0%		6	18%	24	44%	30	349
	1-9%		11	33%	16	30%	27	319
	10-19%		8	24%	3	6%	11	139
	20-29%		5	15%	4	7%	9	109
	30-39%		1	3%	2	4%	3	39
	40-49%		0	0%	0	0%	0	09
	50-74%		1	3%	1	2%	2	29
	75% or more		1	3%	4	7%	5	69
	7	Total	33	100%	54	100%	87	1009
TESTEVAL	0%		1	3%	5	9%	6	79
	1-9%		12	36%	19	35%	31	359
	10-19%		14	42%	11	20%	25	289
	20-29%		3	9%	6	11%	9	109
	30-39%		2	6%	3	5%	5	69
	40-49%		1	3%	4	7%	5	69
	50-74%		0	0%	2	4%	2	29
	75% or more		0	0%	5	9%	5	69
		Total	33	100%	55	100%	88	1009



Lower Division Upper Division Total

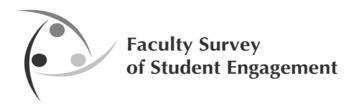
In your selected course section, on average, what percent of class time is spent on the following? (continued)

i.	Performances in applied and fine arts
	(e.g., dance, drama, music)

j. Experiential (labs, field work, art exhibits, etc.)

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?

	Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
	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%
		To	tal	31	100%	55	100%	86	100%
	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%
		To	tal	31	100%	55	100%	86	100%
	FEXAMS	Very Little		0	0%	0	0%	0	0%
		2		1	3%	0	0%	1	1%
on		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%
		To	tal	34	100%	55	100%	89	100%

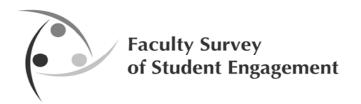


Lower Division	Upper Division	Total

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

- Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form
- Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- 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
- Applying theories or concepts to practical problems or in new situations

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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%
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%
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%
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%
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%



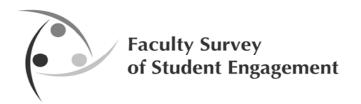
T D'''	II D'''	TF 4 1
Lower Division	Upper Division	Total

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

a.	Writing	clearly and	effectively
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- b. Speaking clearly and effectively
- c. Thinking critically and analytically
- d. Analyzing quantitative problems
- e. Using computing and information technology

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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%
	Т	'otal	34	100%	54	100%	88	100%
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%
	Т	'otal	34	100%	54	100%	88	100%
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%
	Т	'otal	34	100%	54	100%	88	100%
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%
	Т	otal	34	100%	54	100%	88	100%
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%
	Т	otal	34	100%	53	100%	87	100%

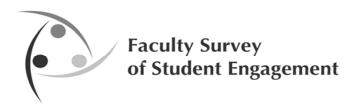


Lower Division Upper Division Total	Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

f. Working effectively with others
g. Learning effectively on their own
h. Understanding themselves
i. Understanding people of other racial and ethnic backgrounds

Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
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%
	7	Total	34	100%	54	100%	88	100%
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%
	7	Total	34	100%	53	100%	87	100%
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%
	7	Total	33	100%	53	100%	86	100%
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%
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)

 k. Developing a personal code of values and 	ethics
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1. Developing a deepened sense of spirituality

m. Acquiring a broad general education

n. Acquiring job or work-related knowledge and skills

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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%
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%
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%
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%

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or	FCLQUEST	LD	26%
contribute to class discussions	FCLQUEST	UD	31%
Frequently come to class without	FCLUNPRE	LD	35%
completing readings or assignments	FCLUNFRE	UD	22%
Frequently work harder than they usually	FWORKHRD	LD	29%
do to meet your standards	FWORKHRD	UD	36%
Occasionally use e-mail to communicate	FEMAII.	LD	21%
with you	FEMAIL	UD	51%
Occasionally discuss grades or assignments	FGRADE	LD	24%
with you	FGRADE	UD	40%
At least once, talk about career plans with you	FPLANS	LD	21%
	FPLANS	UD	27%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAG	LD	24%
	FIDEAS	UD	16%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to		FY	18%	32%	48%	3%
class discussions	CLQUEST	SR	34%	35%	29%	1%
Come to class without completing	CLUNPREP	FY	9%	12%	59%	20%
assignments	CECTAT REF	SR	8%	11%	57%	24%
Worked harder than you thought you could to meet an instructor's standards or	WORKHARD	FY	31%	37%	25%	7%
expectations	WORKHARD	SR	30%	41%	27%	2%
Used e-mail to communicate with an	EMAIL	FY	33%	45%	19%	4%
instructor		SR	63%	24%	13%	0%
Discussed grades or assignments with an	FACGRADE	FY	21%	31%	43%	5%
instructor	FACGRADE	SR	35%	31%	29%	6%
Talked about career plans with a faculty	FACPLANS	FY	8%	22%	47%	23%
member or advisor	FACELANS	SR	19%	23%	37%	21%
Discussed ideas from your readings or	EACIDEAG	FY	12%	19%	30%	39%
classes with faculty members outside of class	FACIDEAS	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

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse		LD	56%
perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	UD	59%
Work with other students on projects	FCLASSGR	LD	53%
during class	PCLASSOR	UD	46%
Participate in a community-based	EGOLO (DDO	LD	21%
project (e.g., service learning) as part of your course	FCOMMPRO	UD	17%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	FITICADE	LD	53%
to discuss or complete an assignment	FITICADE	UD	69%
Receive prompt written or oral feedback	FFEED	LD	88%
from you on their academic performance	FFEED	UD	96%
Have serious conversations in your course	PDB/DCTH	LD	21%
with students of a different race or ethnicity than their own	FDIVRSTU	UD	31%
Have serious conversations in your course with students who are very different from	FDIFFSTU	LD	24%
them in terms of their religious beliefs, political opinions, or personal values	1311310	UD	28%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs,	DIVCLASS	FY	32%	33%	30%	6%
etc.) in class discussions or writing assignments		SR	29%	34%	30%	6%
Worked with other students on projects	CLASSGRP	FY	14%	31%	35%	20%
during class		SR	25%	31%	35%	9%
Participated in a community-based project (e.g., service learning) as	COMMPROJ	FY	5%	17%	19%	59%
part of a regular course		SR	11%	13%	31%	45%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	ITACADEM	FY	35%	21%	23%	20%
to discuss or complete an assignment	HACADLM	SR	42%	25%	24%	9%
Received prompt written or oral feedback from faculty	FACFEED	FY	18%	30%	34%	18%
on your academic performance		SR	27%	41%	27%	5%
Had serious conversations with students of	DIVRSTUD	FY	11%	20%	45%	24%
a different race or ethnicity than your own	DIVESTOD	SR	17%	17%	37%	29%
Had serious conversations with students who are very different from you in terms of	DIFFERTIA	FY	15%	25%	46%	14%
their religious beliefs, political opinions, or personal values	DIFFSTU2	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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or		LD	67%
assignment before turning it in	FREWROPA	UD	63%
Work on a paper or project that requires	EDITE CD A	LD	85%
integrating ideas or information from various sources	FINTEGRA	UD	85%
Work with classmates outside of class to	FOCCGRP	LD	63%
prepare class assignments		UD	56%
Put together ideas or concepts from		LD	73%
different courses when completing assignments or during class discussions	FINTIDEA	UD	78%
Discuss ideas or readings from class with			88%
others outside of class (other students, family members, coworkers, etc.)	FOOCID05	UD	65%
Tutor or teach other students (paid or	FTUTOR	LD	64%
voluntary)	110101	UD	38%
Examine the strengths and weaknesses of	FOWNVIEW	LD	94%
their views on a topic or issue	10,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	UD	84%
Try to better understand someone else's views by imagining how an issue looks	FOTHRVW	LD	91%
from that person's perspective	FOIRKVW	UD	85%
Learn something that changes the way they	FCHNGVW	LD	97%
understand an issue or concept	T GIING V W	UD	89%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or	REWROPAP	FY	52%	22%	21%	5%
assignment before turning it in	REWROPAP	SR	29%	39%	25%	7%
Worked on a paper or project that required integrating ideas or information from	INTEGRAT	FY	55%	22%	23%	0%
various sources	IVILORAI	SR	51%	33%	13%	3%
Worked with classmates outside of class to	OCCGRP	FY	21%	34%	27%	18%
prepare class assignments	оссокі	SR	35%	38%	24%	3%
Put together ideas or concepts from different courses when completing	INTIDEAS	FY	18%	30%	41%	11%
assignments or during class discussions	INTIDEAS	SR	34%	43%	20%	3%
Discussed ideas from your readings or classes with others outside of class	OOCIDEAS	FY	28%	37%	26%	8%
(students, family members, coworkers, etc.)	OOCIDEAS	SR	38%	36%	23%	3%
Tutored or taught other students (paid or	TUTOR	FY	8%	10%	39%	44%
voluntary)		SR	13%	15%	36%	36%
Examined the strengths and weaknesses of	OWNVIEW	FY	11%	34%	47%	8%
your own views on a topic or issue	OWNVIEW	SR	13%	26%	47%	13%
Tried to better understand someone else's	OTUDATEN	FY	30%	26%	38%	6%
views by imagining how an issue looks from his or her perspective	OTHRVIEW	SR	20%	41%	33%	6%
Learned something that changed the way	CHNGVIEW	FY	38%	24%	34%	4%
you understand an issue or concept	CHINGVIEW	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

F_{i}	SSE Item	Variable	Class	Quite Challenging
	elect the box that represents the extent to		LD	88%
	rhich your evaluations of student erformance (e.g., examinations, portfolio)	FEXAMS	LD	00 / 0
_	hallenge students in your selected course		UD	89%
se	ection to do their best work	ork		

Note: Faculty reponded 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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from	FMEMORIZ	LD	32%
your course and readings	FMEMORIZ	UD	42%
Analyzing the basic elements of an idea,	FANALYZE	LD	85%
experience or theory	FANALYZE	UD	93%
Synthesizing and organizing ideas, information, or experiences	EGY A VENTEG	LD	94%
	FSYNTHES	UD	87%
Making judgments about the value of	FFYALLAM	LD	88%
information, arguments or methods	FEVALUAT	UD	87%
Applying theories or concepts to practical problems or in new situations	EADNAMA	LD	91%
	FAPPLYIN	UD	89%

Student Responses

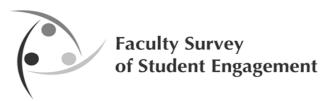
Distribution of student responses to how much their examininations during the current schol year challenged them to do their best work

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the	EXAMS	FY	79%	21%
current school year challenged you to do your best work	EAAWS	SR	87%	13%

Note: Students reponded 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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from	MEMORIZE	FY	30%	41%	19%	9%
your course and readings	MEMORIZE	SR	27%	35%	30%	8%
Analyzing the basic elements of an idea,	ANALYZE	FY	37%	38%	22%	3%
experience or theory	ANALIZE	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	EVALUATE	FY	40%	43%	10%	7%
information, arguments, or methods	EVALUATE	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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Weight a leader of effectively	ECONT. DIEE	LD	79%
Writing clearly and effectively	FGNWRITE	UD	83%
Constitute also also and afficients	FGNSPEAK	LD	62%
Speaking clearly and effectively	FGNSPEAK	UD	67%
Thinking critically and analytically	ECMANALY	LD	97%
	FGNANALY	UD	98%
	EGNOVANT	LD	47%
Analyzing quantitative problems	FGNQUANT	UD	57%
Using computing and information	EGNICH IPEG	LD	59%
technology	FGNCMPTS	UD	60%
Working effectively with others	EGNOTHER	LD	71%
	FGNOTHER	UD	61%
Learning effectively on their own		LD	85%
	FGNINQ	UD	92%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Wide a leader of Continue	CANADATE	FY	49%	22%	26%	3%
Writing clearly and effectively	GNWIRTE	SR	50%	35%	13%	2%
Casalina alambu and affactivaly	GNSPEAK	FY	45%	31%	24%	0%
Speaking clearly and effectively	GNSPEAK	SR	51%	32%	13%	4%
Thinking onitically and analytically	GNANALY	FY	56%	19%	25%	0%
Thinking critically and analytically GNA	GNANALI	SR	62%	29%	8%	0%
Analysia a gyantitatiya mahlama	GNQUANT	FY	55%	20%	23%	3%
Analyzing quantitative problems	GNQUANT	SR	53%	30%	15%	2%
Using computing and information	GNCMPTS	FY	54%	20%	22%	4%
technology	GNCWF1S	SR	61%	29%	9%	1%
Wealing offsetively with others	GNOTHERS	FY	45%	28%	21%	6%
Working effectively with others	GNOTHERS	SR	60%	28%	11%	1%
I coming officially on your own	CNINO	FY	44%	40%	12%	4%
Learning effectively on your own	GNINQ	SR	54%	31%	11%	4%



Faculty classroom practices and student responses:

Faculty Responses

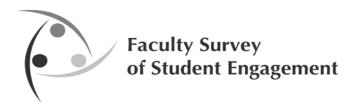
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
Understanding themselves	FGNSELF	LD	79%
Understanding themselves	FGNSELF	UD	60%
Understanding people of other racial and	FGNDIVER	LD	73%
ethnic backgrounds	FGNDIVER	UD	67%
0.1.	EGNINDONG	LD	70%
Solving complex real-world problems	FGNPROBS	UD	74%
Developing a personal code of values and ethics		LD	70%
	FVALUES	UD	67%
Developing a deepened sense of		LD	27%
spirituality	FSPIRIT	UD	28%
	EGNGENII E	LD	76%
Acquiring a broad general education	FGNGENLE	UD	75%
Acquiring job or work-related knowledge and skills		LD	73%
	FGNWORK	UD	89%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
I Indoneston din a various alf		FY	47%	35%	4%	15%
Understanding yourself	GNSELF	SR	50%	29%	13%	8%
Understanding people of other racial and	CNEWERS	FY	47%	19%	18%	16%
ethnic backgrounds	GNDIVERS	SR	41%	25%	20%	14%
Solving complex real-world problems	Chibboban	FY	37%	25%	33%	5%
	GNPROBSV	SR	37%	35%	18%	9%
Developing a personal code of values and	G) IETH HGG	FY	34%	38%	12%	15%
ethics	GNETHICS	SR	46%	29%	14%	10%
Developing a deepened sense of	G. Van III.	FY	23%	17%	30%	29%
spirituality	GNSPIRIT	SR	28%	16%	18%	37%
A 1 1 1 1 2	GNGENLED	FY	43%	28%	26%	3%
Acquiring a broad general education		SR	54%	33%	11%	1%
Acquiring job or work-related knowledge and skills	Chillian	FY	31%	37%	15%	16%
	GNWORK	SR	45%	31%	20%	4%



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

Faculty Responses

Student Responses

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

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-	FINTERN	LD	82%
op experience, or clinical assignment	FINTERN	UD	89%
Community service or volunteer work	FVOLUNTR	LD	82%
Community service of volunteer work	TVOLETVIK	UD	65%
Participation in a learning community or		LD	74%
some other formal program where groups of students take two or more classes together	FLERNCOM	UD	69%
Work on a research project with a faculty member outside of course or program	FIMPR05	LD	71%
requirements	11.11 K03	UD	65%
Foreign language coursework	FFORLANG	LD	71%
		UD	56%
Study abroad	FSTUDYAB	LD	50%
Study abroad	TOTODIAB	UD	36%
Culminating senior experience (capstone course, senior project or thesis,	FSENIOR	LD	91%
comprehensive exam, etc.)	ISLATOR	UD	91%

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-	INTERN04	FY	4%	75%	2%	18%
op experience, or clinical assignment	INTERINU4	SR	47%	26%	14%	13%
Community service or volunteer work	VOLNTR04	FY	35%	42%	3%	20%
Community service of volunced work	VOLNTR04	SR	60%	15%	12%	12%
Participate in a learning community or some		FY	25%	26%	24%	24%
other formal program where groups of students take two or more classes together	LRNCOM04	SR	27%	18%	36%	19%
Work on a research project with a faculty	RESRCH04	FY	12%	34%	13%	41%
member outside of course or program requirements		SR	19%	19%	36%	26%
Foreign language coursework	FORLNG04	FY	12%	38%	14%	36%
Poleigh language coursework	FORLING04	SR	32%	21%	28%	19%
Study abroad	STDABR04	FY	0%	41%	17%	42%
		SR	5%	20%	51%	25%
Culminating senior experience (capstone	SNRX04	FY	7%	50%	3%	40%
course, thesis, project, comprehensive exam, etc.)	SINKAU4	SR	23%	36%	20%	22%

Faculty and student perceptions of the campus environment:

Faculty Responses

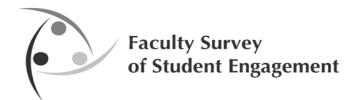
Student Responses

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Requiring students to spend significant		LD	79%
amounts of time studying and on academic work	FENVSCHO	UD	75%
Providing students the support they	EENHACH IDD	LD	94%
need to help them succeed academically	FENVSUPR	UD	87%
Encouraging contact among students		LD	62%
from different economic, social and racial or ethnic backgrounds	FENVDIVR	UD	67%
Helping students cope with their non-	VENNAL CA	LD	59%
academic responsibilities (work, family, etc.)	FENVNACA	UD	51%
Providing students the support they	FENVSOCA	LD	74%
need to thrive socially	TENVSOCA	UD	62%
Encouraging students to attend campus	FENVEVEN	LD	82%
events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	UD	71%
Encouraging students to use computers in their academic work	FENVCOMP	LD	94%
	FENVCUMP	UD	95%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Spending significant amounts of time	ENVSCHOL	FY	43%	43%	14%	0%
studying and on academic work		SR	40%	42%	16%	2%
Providing the support you need to	ENVSUPRT	FY	46%	33%	21%	0%
help you succeed academically	ENVSOLKI	SR	39%	41%	17%	3%
Encouraging contact among students	ENVDIVRS	FY	30%	31%	32%	7%
from different economic, social and racial or ethnic backgrounds		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	ENVSOCAL	FY	29%	37%	24%	11%
to thrive socially		SR	19%	29%	33%	19%
Attending campus events and activities		FY	35%	28%	19%	18%
(special speakers, cultural performances, athletic events, etc.)	ENVEVENT	SR	25%	35%	25%	15%
Using computers in academic work	ENVCOMPT	FY	58%	25%	16%	0%
	ENVCOMPT	SR	60%	31%	7%	2%



Faculty and student perceptions of the campus environment:

Faculty Responses

Student Responses

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

FSSE Item	Variable	Class	Positive Quality
With other students	FENVSTU	LD	91%
		UD	91%
With faculty members	FENVFAC	LD	85%
		UD	85%
With administrative personnel and offices	FENVADM	LD	76%
		UD	61%

Note: Faculty reponded 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.

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

NSSE Item	Variable	Class	Positive Quality	Neutral or Negative
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 reponded 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