

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	5	6%	6	3%	11	4%
		Somewhat important	11	14%	18	10%	29	11%
		Important	25	32%	47	27%	72	28%
		Very important	37	47%	106	60%	143	56%
		Total	78	100%	177	100%	255	100%
b. Community service or volunteer work	FVOLUNTR	Not important	8	10%	13	7%	21	8%
		Somewhat important	16	21%	44	25%	60	24%
		Important	35	45%	63	36%	98	38%
		Very important	19	24%	57	32%	76	30%
		Total	78	100%	177	100%	255	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	12	15%	35	20%	47	18%
		Somewhat important	30	38%	57	32%	87	34%
		Important	24	31%	60	34%	84	33%
		Very important	12	15%	25	14%	37	15%
		Total	78	100%	177	100%	255	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	13	17%	28	16%	41	16%
		Somewhat important	22	29%	73	41%	95	38%
		Important	28	36%	48	27%	76	30%
		Very important	14	18%	27	15%	41	16%
		Total	77	100%	176	100%	253	100%
e. Foreign language coursework	FFORLANG	Not important	9	12%	29	16%	38	15%
		Somewhat important	28	36%	68	38%	96	38%
		Important	20	26%	44	25%	64	25%
		Very important	21	27%	36	20%	57	22%
		Total	78	100%	177	100%	255	100%
f. Study abroad	FSTUDYAB	Not important	9	12%	35	20%	44	17%
		Somewhat important	38	49%	66	37%	104	41%
		Important	16	21%	49	28%	65	26%
		Very important	14	18%	27	15%	41	16%
		Total	77	100%	177	100%	254	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
California State University-Chico**

Lower Division	Upper Division	Total
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**How important is it to you that undergraduates at your institution 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>
g. Independent study or self-designed major	FINDST06	Not important	21	27%	50	28%	71	28%
		Somewhat important	33	42%	73	41%	106	42%
		Important	21	27%	45	25%	66	26%
		Very important	3	4%	9	5%	12	5%
		Total	78	100%	177	100%	255	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	3	4%	10	6%	13	5%
		Somewhat important	13	17%	38	21%	51	20%
		Important	34	44%	57	32%	91	36%
		Very important	28	36%	72	41%	100	39%
		Total	78	100%	177	100%	255	100%

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

	<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>
Student relationships <b>with other students</b>	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	3	4%	1	1%	4	2%
		4	7	9%	13	7%	20	8%
		5	23	29%	38	22%	61	24%
		6	33	42%	85	49%	118	47%
		Friendly, Supportive, Sense of Belonging	13	16%	37	21%	50	20%
		Total	79	100%	174	100%	253	100%
Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	0	0%	1	1%	1	0%
		3	6	8%	3	2%	9	4%
		4	13	16%	23	13%	36	14%
		5	30	38%	52	30%	82	32%
		6	20	25%	63	36%	83	33%
		Available, Helpful, Sympathetic	10	13%	33	19%	43	17%
		Total	79	100%	175	100%	254	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%	4	2%	4	2%
	2	5	6%	13	8%	18	7%
	3	11	14%	21	12%	32	13%
	4	22	29%	43	25%	65	26%
	5	23	30%	48	28%	71	28%
	6	12	16%	25	14%	37	15%
	Helpful, Considerate, Flexible	4	5%	19	11%	23	9%
	Total	77	100%	173	100%	250	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	5	6%	16	9%	21	8%
	Some	36	46%	63	36%	99	39%
	Quite a bit	25	32%	65	37%	90	35%
	Very much	13	16%	32	18%	45	18%
	Total	79	100%	176	100%	255	100%

b. Providing students the support they need to help them succeed academically

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSUPR	Very little	2	3%	1	1%	3	1%
	Some	13	16%	46	26%	59	23%
	Quite a bit	41	52%	80	45%	121	47%
	Very much	23	29%	49	28%	72	28%
	Total	79	100%	176	100%	255	100%

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVDIVR	Very little	11	14%	24	14%	35	14%
	Some	29	37%	76	44%	105	42%
	Quite a bit	27	34%	48	28%	75	30%
	Very much	12	15%	26	15%	38	15%
	Total	79	100%	174	100%	253	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
California State University-Chico**

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	14	18%	34	19%	48	19%
		Some	47	60%	86	49%	133	52%
		Quite a bit	16	21%	42	24%	58	23%
		Very much	1	1%	14	8%	15	6%
	Total		78	100%	176	100%	254	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	10	13%	14	8%	24	9%
		Some	34	43%	78	44%	112	44%
		Quite a bit	28	35%	61	35%	89	35%
		Very much	7	9%	23	13%	30	12%
	Total		79	100%	176	100%	255	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	3	4%	5	3%	8	3%
		Some	24	30%	47	27%	71	28%
		Quite a bit	40	51%	81	47%	121	48%
		Very much	12	15%	40	23%	52	21%
	Total		79	100%	173	100%	252	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	5	6%	6	3%	11	4%
		Some	16	20%	56	32%	72	28%
		Quite a bit	38	48%	76	43%	114	45%
		Very much	20	25%	39	22%	59	23%
	Total		79	100%	177	100%	256	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	1%	1	1%	2	1%
		Some	4	5%	14	8%	18	7%
		Quite a bit	34	43%	58	33%	92	36%
		Very much	40	51%	103	59%	143	56%
	Total		79	100%	176	100%	255	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
California State University-Chico**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	3	2%	3	1%
		1-4	6	8%	24	14%	30	12%
		5-8	18	23%	47	27%	65	26%
		9-12	36	46%	61	35%	97	38%
		13-16	14	18%	25	14%	39	15%
		17-20	5	6%	8	5%	13	5%
		21-30	0	0%	4	2%	4	2%
		More than 30	0	0%	3	2%	3	1%
			Total	79	100%	175	100%	254
b. Grading papers and exams	GRADEPAP	0	0	0%	2	1%	2	1%
		1-4	22	28%	68	38%	90	35%
		5-8	28	36%	55	31%	83	33%
		9-12	11	14%	34	19%	45	18%
		13-16	15	19%	9	5%	24	9%
		17-20	0	0%	6	3%	6	2%
		21-30	2	3%	2	1%	4	2%
		More than 30	0	0%	1	1%	1	0%
			Total	78	100%	177	100%	255
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	1%	1	1%	2	1%
		1-4	39	49%	108	62%	147	58%
		5-8	26	33%	42	24%	68	27%
		9-12	9	11%	13	8%	22	9%
		13-16	4	5%	5	3%	9	4%
		17-20	0	0%	2	1%	2	1%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	1	1%	1	0%
			Total	79	100%	173	100%	252



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	1%	2	1%
		1-4	19	24%	49	28%	68	27%
		5-8	29	37%	57	32%	86	34%
		9-12	14	18%	39	22%	53	21%
		13-16	8	10%	18	10%	26	10%
		17-20	6	8%	7	4%	13	5%
		21-30	2	3%	3	2%	5	2%
		More than 30	1	1%	2	1%	3	1%
		Total	79	100%	177	100%	256	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	2	3%	6	3%	8	3%
		1-4	54	68%	126	72%	180	71%
		5-8	15	19%	29	16%	44	17%
		9-12	3	4%	9	5%	12	5%
		13-16	1	1%	1	1%	2	1%
		17-20	2	3%	2	1%	4	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	2	3%	3	2%	5	2%
		Total	79	100%	176	100%	255	100%
f. Research and scholarly activities	SCHOLAR	0	11	14%	15	9%	26	10%
		1-4	32	41%	72	41%	104	41%
		5-8	20	25%	39	22%	59	23%
		9-12	7	9%	27	15%	34	13%
		13-16	6	8%	13	7%	19	7%
		17-20	1	1%	5	3%	6	2%
		21-30	1	1%	2	1%	3	1%
		More than 30	1	1%	2	1%	3	1%
		Total	79	100%	175	100%	254	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	36	46%	86	49%	122	48%
		1-4	32	41%	68	38%	100	39%
		5-8	7	9%	13	7%	20	8%
		9-12	3	4%	8	5%	11	4%
		13-16	0	0%	1	1%	1	0%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	79	100%	177	100%	256	100%
h. Advising undergraduate students	ADVISE	0	26	33%	51	29%	77	30%
		1-4	37	47%	83	47%	120	47%
		5-8	14	18%	25	14%	39	15%
		9-12	2	3%	12	7%	14	5%
		13-16	0	0%	3	2%	3	1%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	2	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	79	100%	177	100%	256	100%
i. Supervising internships or other field experiences	FIELDEXP	0	51	65%	89	50%	140	55%
		1-4	23	29%	50	28%	73	29%
		5-8	4	5%	15	8%	19	7%
		9-12	1	1%	12	7%	13	5%
		13-16	0	0%	7	4%	7	3%
		17-20	0	0%	2	1%	2	1%
		21-30	0	0%	2	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	79	100%	177	100%	256	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 %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	35	45%	51	29%	86	34%
		1-4	33	42%	90	52%	123	49%
		5-8	8	10%	19	11%	27	11%
		9-12	2	3%	5	3%	7	3%
		13-16	0	0%	5	3%	5	2%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	2	1%	2	1%
		More than 30	0	0%	1	1%	1	0%
		Total	78	100%	174	100%	252	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	22	28%	19	11%	41	16%
		1-4	43	54%	127	72%	170	67%
		5-8	13	16%	19	11%	32	13%
		9-12	1	1%	4	2%	5	2%
		13-16	0	0%	4	2%	4	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	2	1%	2	1%
		More than 30	0	0%	1	1%	1	0%
		Total	79	100%	176	100%	255	100%
l. Conducting service activities	SERVICE	0	34	43%	49	28%	83	33%
		1-4	33	42%	73	41%	106	42%
		5-8	8	10%	40	23%	48	19%
		9-12	3	4%	6	3%	9	4%
		13-16	0	0%	6	3%	6	2%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	79	100%	176	100%	255	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	78	99%	169	95%	247	96%
		Classroom, auxiliary location	0	0%	3	2%	3	1%
		Distance education	1	1%	5	3%	6	2%
		Total	79	100%	177	100%	256	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	21	27%	141	80%	162	64%
		Yes	57	73%	36	20%	93	36%
		Total	78	100%	177	100%	255	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	0	0%	3	2%	3	1%
		10 to 19	1	1%	22	13%	23	9%
		20 to 29	20	25%	51	29%	71	28%
		30 to 49	32	41%	74	42%	106	42%
		50 to 99	14	18%	21	12%	35	14%
		100 or more	12	15%	4	2%	16	6%
		Total	79	100%	175	100%	254	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	6	8%	25	15%	31	13%
		1 to 2	13	18%	25	15%	38	16%
		3 to 9	20	28%	51	30%	71	29%
		10 to 19	16	22%	31	18%	47	19%
		20 or more	17	24%	40	23%	57	23%
		Total	72	100%	172	100%	244	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	23	32%	33	20%	56	24%
		Biological science	5	7%	7	4%	12	5%
		Business	3	4%	20	12%	23	10%
		Education	2	3%	5	3%	7	3%
		Engineering	1	1%	3	2%	4	2%
		Physical science	10	14%	9	6%	19	8%
		Professional	1	1%	17	11%	18	8%
		Social science	15	21%	30	19%	45	19%
		Other	13	18%	37	23%	50	21%
		Total	73	100%	161	100%	234	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
California State University-Chico**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	1%	1	1%	2	1%
		1-24%	39	50%	60	34%	99	39%
		25-49%	21	27%	49	28%	70	28%
		50-74%	11	14%	45	26%	56	22%
		75% or higher	6	8%	20	11%	26	10%
		Total	78	100%	175	100%	253	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	1	1%	7	4%	8	3%
		1-24%	27	35%	88	51%	115	46%
		25-49%	25	32%	38	22%	63	25%
		50-74%	19	24%	31	18%	50	20%
		75% or higher	6	8%	9	5%	15	6%
		Total	78	100%	173	100%	251	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	2	3%	5	3%	7	3%
		1-24%	34	44%	52	31%	86	35%
		25-49%	28	36%	44	26%	72	29%
		50-74%	13	17%	53	31%	66	27%
		75% or higher	1	1%	15	9%	16	6%
		Total	78	100%	169	100%	247	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	1	1%	1	0%
		1-24%	30	39%	69	40%	99	40%
		25-49%	25	32%	51	29%	76	30%
		50-74%	13	17%	27	16%	40	16%
		75% or higher	9	12%	25	14%	34	14%
		Total	77	100%	173	100%	250	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	1%	1	0%
		1-24%	43	55%	74	42%	117	46%
		25-49%	26	33%	54	31%	80	32%
		50-74%	6	8%	31	18%	37	15%
		75% or higher	3	4%	15	9%	18	7%
		Total	78	100%	175	100%	253	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	6	8%	4	2%	10	4%
		1-24%	57	73%	101	58%	158	62%
		25-49%	9	12%	27	15%	36	14%
		50-74%	4	5%	24	14%	28	11%
		75% or higher	2	3%	19	11%	21	8%
	Total	78	100%	175	100%	253	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	5	6%	7	4%	12	5%
		1-24%	59	76%	103	59%	162	64%
		25-49%	7	9%	41	24%	48	19%
		50-74%	7	9%	15	9%	22	9%
		75% or higher	0	0%	8	5%	8	3%
	Total	78	100%	174	100%	252	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	18	23%	28	16%	46	18%
		Sometimes	24	31%	49	28%	73	29%
		Often	18	23%	52	30%	70	28%
		Very often	18	23%	44	25%	62	25%
	Total	78	100%	173	100%	251	100%	
b. Work with other students on projects during class	FCLASSGR	Never	10	13%	18	10%	28	11%
		Sometimes	21	27%	46	27%	67	27%
		Often	20	26%	50	29%	70	28%
		Very often	27	35%	59	34%	86	34%
	Total	78	100%	173	100%	251	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	51	66%	94	54%	145	58%
		Sometimes	12	16%	41	24%	53	21%
		Often	7	9%	14	8%	21	8%
		Very often	7	9%	24	14%	31	12%
	Total	77	100%	173	100%	250	100%	

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	18	23%	32	18%	50	20%
		Sometimes	21	27%	58	34%	79	31%
		Often	15	19%	36	21%	51	20%
		Very often	24	31%	47	27%	71	28%
		Total	78	100%	173	100%	251	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	1%	1	1%	2	1%
		Sometimes	4	5%	13	8%	17	7%
		Often	24	31%	63	36%	87	35%
		Very often	49	63%	96	55%	145	58%
		Total	78	100%	173	100%	251	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	12	16%	35	20%	47	19%
		Sometimes	43	56%	81	47%	124	50%
		Often	18	23%	38	22%	56	22%
		Very often	4	5%	19	11%	23	9%
		Total	77	100%	173	100%	250	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	15	19%	37	22%	52	21%
		Sometimes	37	48%	75	44%	112	45%
		Often	19	25%	40	23%	59	24%
		Very often	6	8%	20	12%	26	10%
		Total	77	100%	172	100%	249	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None	4	5%	9	5%	13	5%
		1	33	42%	70	41%	103	41%
		2-3	37	47%	70	41%	107	43%
		4-6	2	3%	15	9%	17	7%
		More than 6	2	3%	7	4%	9	4%
		Total	78	100%	171	100%	249	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 <b>20 pages or more</b>	FWRTMR05	None	72	95%	131	78%	203	83%
		1	2	3%	28	17%	30	12%
		2-3	1	1%	5	3%	6	2%
		4-6	1	1%	4	2%	5	2%
		More than 6	0	0%	0	0%	0	0%
		Total		76	100%	168	100%	244
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTMD05	None	44	57%	56	33%	100	40%
		1	15	19%	46	27%	61	25%
		2-3	13	17%	50	29%	63	26%
		4-6	3	4%	10	6%	13	5%
		More than 6	2	3%	8	5%	10	4%
		Total		77	100%	170	100%	247
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRITSML	None	11	14%	24	14%	35	14%
		1	9	12%	19	11%	28	11%
		2-3	20	26%	49	30%	69	28%
		4-6	11	14%	35	21%	46	19%
		More than 6	27	35%	39	23%	66	27%
		Total		78	100%	166	100%	244

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students <b>more than one</b> hour to complete	FPROBSTA	None	32	43%	61	37%	93	38%
		1-2	21	28%	57	34%	78	32%
		3-4	11	15%	25	15%	36	15%
		5-6	3	4%	4	2%	7	3%
		More than 6	8	11%	20	12%	28	12%
		Total		75	100%	167	100%	242
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	31	42%	81	49%	112	47%
		1-2	20	27%	54	33%	74	31%
		3-4	7	10%	10	6%	17	7%
		5-6	3	4%	9	5%	12	5%
		More than 6	12	16%	12	7%	24	10%
		Total		73	100%	166	100%	239

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%	1	1%	1	0%
		1-2	5	6%	9	5%	14	6%
		3-4	15	19%	47	28%	62	25%
		5-6	39	50%	65	39%	104	42%
		7-8	12	15%	23	14%	35	14%
		9-10	5	6%	17	10%	22	9%
		11-12	2	3%	5	3%	7	3%
		More than 12	0	0%	1	1%	1	0%
		Total	78	100%	168	100%	246	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	2	3%	3	2%	5	2%
		1-2	49	63%	75	45%	124	51%
		3-4	21	27%	55	33%	76	31%
		5-6	4	5%	22	13%	26	11%
		7-8	2	3%	5	3%	7	3%
		9-10	0	0%	4	2%	4	2%
		11-12	0	0%	1	1%	1	0%
		More than 12	0	0%	1	1%	1	0%
		Total	78	100%	166	100%	244	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	21	27%	31	19%	52	21%
		Somewhat important	23	30%	35	21%	58	24%
		Important	14	18%	50	30%	64	26%
		Very important	19	25%	51	31%	70	29%
			Total	77	100%	167	100%	244



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	8	10%	11	7%	19	8%
		Somewhat important	5	6%	13	8%	18	7%
		Important	22	29%	48	29%	70	29%
		Very important	42	55%	95	57%	137	56%
		Total	77	100%	167	100%	244	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	17	22%	39	23%	56	23%
		Somewhat important	21	27%	34	20%	55	22%
		Important	18	23%	51	31%	69	28%
		Very important	22	28%	43	26%	65	27%
		Total	78	100%	167	100%	245	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	16	21%	22	13%	38	16%
		Somewhat important	28	36%	40	24%	68	28%
		Important	18	23%	63	38%	81	33%
		Very important	15	19%	41	25%	56	23%
		Total	77	100%	166	100%	243	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	10	13%	29	17%	39	16%
		Somewhat important	26	33%	46	28%	72	29%
		Important	25	32%	67	40%	92	38%
		Very important	17	22%	25	15%	42	17%
		Total	78	100%	167	100%	245	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	28	37%	66	40%	94	39%
		Somewhat important	22	29%	49	30%	71	29%
		Important	16	21%	37	22%	53	22%
		Very important	10	13%	14	8%	24	10%
		Total	76	100%	166	100%	242	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	6	8%	15	9%	21	9%
		Somewhat important	12	16%	19	12%	31	13%
		Important	26	34%	51	31%	77	32%
		Very important	33	43%	80	48%	113	47%
		Total	77	100%	165	100%	242	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	8	11%	20	12%	28	12%
		Somewhat important	9	12%	22	13%	31	13%
		Important	27	36%	40	24%	67	28%
		Very important	32	42%	85	51%	117	48%
		Total	76	100%	167	100%	243	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	1	1%	5	3%	6	2%
		Somewhat important	3	4%	7	4%	10	4%
		Important	18	23%	41	25%	59	24%
		Very important	56	72%	114	68%	170	69%
		Total	78	100%	167	100%	245	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	3%	4	3%	6	3%
		1-9%	11	14%	18	11%	29	12%
		10-19%	12	16%	22	14%	34	15%
		20-29%	10	13%	19	12%	29	12%
		30-39%	8	10%	20	13%	28	12%
		40-49%	10	13%	35	22%	45	19%
		50-74%	17	22%	27	17%	44	19%
		75% or more	7	9%	12	8%	19	8%
		Total	77	100%	157	100%	234	100%
b. Teacher-led discussion	TEACHLED	0%	2	3%	8	5%	10	4%
		1-9%	22	29%	26	17%	48	21%
		10-19%	18	24%	41	27%	59	26%
		20-29%	17	23%	35	23%	52	23%
		30-39%	6	8%	17	11%	23	10%
		40-49%	3	4%	16	10%	19	8%
		50-74%	5	7%	9	6%	14	6%
		75% or more	2	3%	2	1%	4	2%
		Total	75	100%	154	100%	229	100%





**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
California State University-Chico**

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%	32	46%	43	29%	75	35%
		1-9%	15	21%	32	22%	47	22%
		10-19%	10	14%	30	20%	40	18%
		20-29%	5	7%	21	14%	26	12%
		30-39%	1	1%	6	4%	7	3%
		40-49%	2	3%	8	5%	10	5%
		50-74%	4	6%	3	2%	7	3%
		75% or more	1	1%	4	3%	5	2%
		Total	70	100%	147	100%	217	100%
d. Student computer use	COMP MED	0%	43	61%	94	60%	137	60%
		1-9%	13	18%	24	15%	37	16%
		10-19%	8	11%	17	11%	25	11%
		20-29%	1	1%	5	3%	6	3%
		30-39%	1	1%	2	1%	3	1%
		40-49%	2	3%	2	1%	4	2%
		50-74%	2	3%	5	3%	7	3%
		75% or more	1	1%	7	4%	8	4%
		Total	71	100%	156	100%	227	100%
e. Small group activities	GROUPSML	0%	15	20%	35	22%	50	21%
		1-9%	12	16%	42	26%	54	23%
		10-19%	20	26%	37	23%	57	24%
		20-29%	11	14%	29	18%	40	17%
		30-39%	8	11%	9	6%	17	7%
		40-49%	5	7%	3	2%	8	3%
		50-74%	5	7%	4	2%	9	4%
		75% or more	0	0%	2	1%	2	1%
		Total	76	100%	161	100%	237	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%	36	47%	66	42%	102	43%
		1-9%	17	22%	38	24%	55	23%
		10-19%	10	13%	36	23%	46	20%
		20-29%	7	9%	10	6%	17	7%
		30-39%	3	4%	4	3%	7	3%
		40-49%	2	3%	2	1%	4	2%
		50-74%	1	1%	3	2%	4	2%
		75% or more	0	0%	0	0%	0	0%
		Total	76	100%	159	100%	235	100%
g. In-class writing	CLSWRITE	0%	34	45%	74	49%	108	48%
		1-9%	24	32%	54	36%	78	34%
		10-19%	10	13%	19	13%	29	13%
		20-29%	3	4%	1	1%	4	2%
		30-39%	1	1%	2	1%	3	1%
		40-49%	2	3%	1	1%	3	1%
		50-74%	1	1%	1	1%	2	1%
		75% or more	0	0%	0	0%	0	0%
		Total	75	100%	152	100%	227	100%
h. Testing and evaluation	TESTEVAL	0%	7	9%	21	13%	28	12%
		1-9%	43	55%	82	51%	125	53%
		10-19%	20	26%	43	27%	63	26%
		20-29%	5	6%	8	5%	13	5%
		30-39%	2	3%	3	2%	5	2%
		40-49%	0	0%	1	1%	1	0%
		50-74%	1	1%	2	1%	3	1%
		75% or more	0	0%	0	0%	0	0%
		Total	78	100%	160	100%	238	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%	68	92%	146	94%	214	93%
		1-9%	1	1%	3	2%	4	2%
		10-19%	1	1%	3	2%	4	2%
		20-29%	0	0%	2	1%	2	1%
		30-39%	2	3%	0	0%	2	1%
		40-49%	1	1%	0	0%	1	0%
		50-74%	1	1%	1	1%	2	1%
		75% or more	0	0%	1	1%	1	0%
		Total	74	100%	156	100%	230	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	42	56%	89	56%	131	56%
		1-9%	6	8%	26	16%	32	14%
		10-19%	5	7%	11	7%	16	7%
		20-29%	4	5%	9	6%	13	6%
		30-39%	6	8%	3	2%	9	4%
		40-49%	5	7%	5	3%	10	4%
		50-74%	5	7%	8	5%	13	6%
		75% or more	2	3%	7	4%	9	4%
		Total	75	100%	158	100%	233	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	0	0%	1	1%	1	0%
		3	2	3%	0	0%	2	1%
		4	11	14%	11	7%	22	9%
		5	23	30%	48	30%	71	30%
		6	25	32%	54	33%	79	33%
		Very much	16	21%	48	30%	64	27%
			Total	77	100%	162	100%	239



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. <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	22	29%	61	37%	83	35%
		Some	31	40%	56	34%	87	36%
		Quite a bit	17	22%	33	20%	50	21%
		Very much	7	9%	13	8%	20	8%
		Total	77	100%	163	100%	240	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	2	3%	0	0%	2	1%
		Some	15	19%	13	8%	28	12%
		Quite a bit	34	44%	74	46%	108	45%
		Very much	26	34%	75	46%	101	42%
		Total	77	100%	162	100%	239	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	4	5%	2	1%	6	3%
		Some	18	24%	22	13%	40	17%
		Quite a bit	29	38%	57	35%	86	36%
		Very much	25	33%	82	50%	107	45%
		Total	76	100%	163	100%	239	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	9	12%	7	4%	16	7%
		Some	21	27%	26	16%	47	20%
		Quite a bit	27	35%	57	35%	84	35%
		Very much	20	26%	73	45%	93	39%
		Total	77	100%	163	100%	240	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	5	6%	4	2%	9	4%
		Some	16	21%	21	13%	37	15%
		Quite a bit	29	38%	47	29%	76	32%
		Very much	27	35%	91	56%	118	49%
		Total	77	100%	163	100%	240	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	6	8%	10	6%	16	7%
		Some	22	29%	30	18%	52	22%
		Quite a bit	21	27%	45	28%	66	28%
		Very much	28	36%	78	48%	106	44%
		Total	77	100%	163	100%	240	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	17	22%	28	17%	45	19%
		Some	31	40%	44	27%	75	31%
		Quite a bit	18	23%	54	33%	72	30%
		Very much	11	14%	37	23%	48	20%
		Total	77	100%	163	100%	240	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	0	0%	1	0%
		Some	10	13%	9	6%	19	8%
		Quite a bit	31	40%	51	31%	82	34%
		Very much	35	45%	102	63%	137	57%
		Total	77	100%	162	100%	239	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	26	34%	57	35%	83	35%
		Some	18	23%	41	25%	59	25%
		Quite a bit	17	22%	26	16%	43	18%
		Very much	16	21%	38	23%	54	23%
		Total	77	100%	162	100%	239	100%
e. Using computing and information technology	FGNCMPTS	Very little	13	17%	36	22%	49	20%
		Some	33	43%	54	33%	87	36%
		Quite a bit	18	23%	37	23%	55	23%
		Very much	13	17%	36	22%	49	20%
		Total	77	100%	163	100%	240	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	10	13%	23	14%	33	14%
		Some	17	22%	48	29%	65	27%
		Quite a bit	28	36%	38	23%	66	28%
		Very much	22	29%	54	33%	76	32%
		Total	77	100%	163	100%	240	100%
g. Learning effectively on their own	FGNINQ	Very little	1	1%	0	0%	1	0%
		Some	13	17%	13	8%	26	11%
		Quite a bit	35	45%	81	50%	116	49%
		Very much	28	36%	68	42%	96	40%
		Total	77	100%	162	100%	239	100%
h. Understanding themselves	FGNSELF	Very little	13	17%	27	17%	40	17%
		Some	22	29%	45	28%	67	29%
		Quite a bit	21	27%	43	27%	64	27%
		Very much	21	27%	43	27%	64	27%
		Total	77	100%	158	100%	235	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	24	31%	39	25%	63	27%
		Some	13	17%	49	31%	62	26%
		Quite a bit	23	30%	31	20%	54	23%
		Very much	17	22%	39	25%	56	24%
		Total	77	100%	158	100%	235	100%
j. Solving complex real-world problems	FGNPROBS	Very little	9	12%	12	8%	21	9%
		Some	27	35%	29	18%	56	24%
		Quite a bit	24	31%	54	34%	78	33%
		Very much	17	22%	63	40%	80	34%
		Total	77	100%	158	100%	235	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	12	16%	26	16%	38	16%
		Some	27	35%	46	29%	73	31%
		Quite a bit	22	29%	43	27%	65	28%
		Very much	16	21%	43	27%	59	25%
		Total	77	100%	158	100%	235	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	48	62%	111	70%	159	68%
		Some	23	30%	31	20%	54	23%
		Quite a bit	2	3%	12	8%	14	6%
		Very much	4	5%	4	3%	8	3%
		Total	77	100%	158	100%	235	100%
m. Acquiring a broad general education	FGNGENLE	Very little	8	10%	28	18%	36	15%
		Some	13	17%	41	26%	54	23%
		Quite a bit	30	39%	52	33%	82	35%
		Very much	26	34%	36	23%	62	26%
		Total	77	100%	157	100%	234	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	4	5%	10	6%	14	6%
		Some	30	39%	24	15%	54	23%
		Quite a bit	28	36%	48	30%	76	32%
		Very much	15	19%	76	48%	91	39%
		Total	77	100%	158	100%	235	100%
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	20	29%	27	18%	47	21%
		Biological science	4	6%	5	3%	9	4%
		Business	4	6%	20	13%	24	11%
		Education	3	4%	8	5%	11	5%
		Engineering	1	1%	3	2%	4	2%
		Physical science	9	13%	8	5%	17	8%
		Professional	3	4%	12	8%	15	7%
		Social science	16	23%	33	21%	49	22%
		Other	10	14%	38	25%	48	21%
		Total	70	100%	154	100%	224	100%



# Faculty Survey of Student Engagement

# FSSE-NSSE Combined Report 2008 California State University-Chico

## Faculty classroom practices and student responses:

### Faculty Responses

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

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	<b>22%</b>
		UD	<b>37%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>32%</b>
		UD	<b>23%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>18%</b>
		UD	<b>40%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>29%</b>
		UD	<b>30%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>12%</b>
		UD	<b>26%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>8%</b>
		UD	<b>25%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>9%</b>
		UD	<b>13%</b>

### Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	19%	35%	40%	6%
		SR	32%	35%	29%	3%
Come to class without completing assignments	CLUNPREP	FY	5%	17%	62%	16%
		SR	7%	15%	64%	13%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	10%	42%	42%	6%
		SR	14%	41%	39%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	27%	39%	29%	5%
		SR	45%	38%	16%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	17%	34%	40%	8%
		SR	23%	37%	35%	5%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	14%	44%	32%
		SR	14%	27%	42%	16%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	15%	36%	44%
		SR	8%	20%	42%	30%





## Faculty Survey of Student Engagement

## FSSE-NSSE Combined Report 2008 California State University-Chico

### 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 perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	<b>46%</b>
		UD	<b>55%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>60%</b>
		UD	<b>63%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>18%</b>
		UD	<b>22%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>50%</b>
		UD	<b>48%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>94%</b>
		UD	<b>92%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>29%</b>
		UD	<b>33%</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>32%</b>
		UD	<b>35%</b>

#### 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, etc.) in class discussions or writing assignments	DIVCLASS	FY	20%	43%	30%	7%
		SR	26%	36%	33%	5%
Worked with other students on projects during class	CLASSGRP	FY	12%	36%	42%	10%
		SR	17%	34%	41%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	5%	11%	35%	49%
		SR	8%	11%	36%	45%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	22%	26%	34%	18%
		SR	34%	24%	30%	12%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	11%	41%	42%	6%
		SR	16%	48%	32%	4%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	21%	27%	37%	14%
		SR	22%	30%	35%	13%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	24%	29%	39%	9%
		SR	23%	32%	35%	11%



## Faculty Survey of Student Engagement

## FSSE-NSSE Combined Report 2008 California State University-Chico

### 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 assignment before turning it in	FREWROPA	LD	<b>43%</b>
		UD	<b>60%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>83%</b>
		UD	<b>86%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>51%</b>
		UD	<b>56%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>43%</b>
		UD	<b>63%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>54%</b>
		UD	<b>55%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>34%</b>
		UD	<b>31%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>77%</b>
		UD	<b>79%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>78%</b>
		UD	<b>75%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>95%</b>
		UD	<b>93%</b>

#### 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 assignment before turning it in	REWROPAP	FY	11%	28%	44%	16%
		SR	17%	27%	40%	16%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	31%	50%	16%	3%
		SR	51%	38%	11%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	17%	36%	39%	8%
		SR	29%	35%	32%	4%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	16%	38%	41%	5%
		SR	27%	46%	25%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	18%	31%	45%	7%
		SR	27%	40%	30%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	5%	13%	27%	55%
		SR	10%	11%	35%	44%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	31%	38%	13%
		SR	21%	35%	35%	9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	14%	42%	37%	7%
		SR	24%	39%	31%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	22%	43%	31%	4%
		SR	25%	41%	31%	3%



**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>83%</b>
		UD	<b>93%</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>31%</b>
		UD	<b>28%</b>
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	<b>78%</b>
		UD	<b>92%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>71%</b>
		UD	<b>85%</b>
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	<b>61%</b>
		UD	<b>80%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>73%</b>
		UD	<b>85%</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	79%	21%

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

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	28%	44%	21%	7%
		SR	23%	39%	31%	7%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	29%	52%	17%	2%
		SR	38%	46%	14%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	21%	44%	29%	6%
		SR	29%	43%	24%	4%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	20%	47%	28%	5%
		SR	29%	42%	23%	6%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	29%	47%	20%	4%
		SR	39%	40%	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>64%</b>
		UD	<b>75%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>38%</b>
		UD	<b>56%</b>
Thinking critically and analytically	FGNANALY	LD	<b>86%</b>
		UD	<b>94%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>43%</b>
		UD	<b>40%</b>
Using computing and information technology	FGNCMPTS	LD	<b>40%</b>
		UD	<b>45%</b>
Working effectively with others	FGNOTHER	LD	<b>65%</b>
		UD	<b>56%</b>
Learning effectively on their own	FGNINQ	LD	<b>82%</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	28%	39%	29%	4%
		SR	40%	41%	15%	4%
Speaking clearly and effectively	GNSPEAK	FY	29%	38%	29%	4%
		SR	36%	39%	20%	5%
Thinking critically and analytically	GNANALY	FY	38%	42%	18%	2%
		SR	50%	36%	13%	2%
Analyzing quantitative problems	GNQUANT	FY	27%	43%	25%	5%
		SR	39%	36%	22%	4%
Using computing and information technology	GNCMPTS	FY	36%	34%	26%	4%
		SR	48%	35%	14%	2%
Working effectively with others	GNOTHERS	FY	31%	42%	24%	2%
		SR	47%	33%	16%	3%
Learning effectively on your own	GNINQ	FY	25%	49%	22%	4%
		SR	33%	42%	19%	6%



**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>55%</b>
		UD	<b>54%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>52%</b>
		UD	<b>44%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>53%</b>
		UD	<b>74%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>49%</b>
		UD	<b>54%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>8%</b>
		UD	<b>10%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>73%</b>
		UD	<b>56%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>56%</b>
		UD	<b>78%</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	25%	41%	27%	7%
		SR	29%	31%	28%	12%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	23%	33%	32%	12%
		SR	23%	32%	32%	14%
Solving complex real-world problems	GNPROBSV	FY	19%	40%	34%	8%
		SR	28%	37%	26%	9%
Developing a personal code of values and ethics	GNETHICS	FY	21%	34%	34%	11%
		SR	27%	30%	28%	15%
Developing a deepened sense of spirituality	GNSPIRIT	FY	10%	18%	26%	46%
		SR	8%	12%	23%	57%
Acquiring a broad general education	GNGENLED	FY	38%	43%	18%	2%
		SR	48%	38%	12%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	20%	38%	32%	10%
		SR	43%	34%	17%	6%



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

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	<b>79%</b>
		UD	<b>86%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>69%</b>
		UD	<b>68%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>46%</b>
		UD	<b>48%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>55%</b>
		UD	<b>43%</b>
Foreign language coursework	FFORLANG	LD	<b>53%</b>
		UD	<b>45%</b>
Study abroad	FSTUDYAB	LD	<b>39%</b>
		UD	<b>43%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>79%</b>
		UD	<b>73%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	7%	74%	4%	15%
		SR	55%	26%	12%	6%
Community service or volunteer work	VOLNTR04	FY	30%	44%	8%	17%
		SR	60%	14%	17%	9%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	25%	20%	28%	27%
		SR	29%	6%	53%	12%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	30%	24%	41%
		SR	15%	15%	54%	15%
Foreign language coursework	FORLNG04	FY	20%	40%	25%	15%
		SR	32%	9%	51%	8%
Study abroad	STDABR04	FY	4%	49%	18%	29%
		SR	13%	7%	68%	12%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	41%	10%	47%
		SR	34%	30%	27%	9%



## Faculty Survey of Student Engagement

## FSSE-NSSE Combined Report 2008 California State University-Chico

### 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>48%</b>
		UD	<b>55%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>81%</b>
		UD	<b>73%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>49%</b>
		UD	<b>43%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>22%</b>
		UD	<b>32%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>44%</b>
		UD	<b>48%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	<b>73%</b>
		UD	<b>65%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>94%</b>
		UD	<b>91%</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	29%	44%	24%	2%
		SR	30%	49%	19%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	31%	49%	18%	1%
		SR	27%	47%	21%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	22%	35%	34%	10%
		SR	17%	28%	35%	20%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	15%	24%	44%	17%
		SR	6%	17%	41%	36%
Providing the support you need to thrive socially	ENVSOCAL	FY	16%	37%	35%	12%
		SR	10%	25%	40%	25%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	27%	40%	27%	6%
		SR	19%	40%	29%	12%
Using computers in academic work	ENVCOMPT	FY	44%	40%	16%	1%
		SR	67%	25%	7%	1%



**Faculty and student perceptions of the campus environment:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	<b>87%</b>
		UD	<b>92%</b>
With faculty members	FENVFAC	LD	<b>76%</b>
		UD	<b>85%</b>
With administrative personnel and offices	FENVADM	LD	<b>51%</b>
		UD	<b>53%</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	74%	26%
		SR	82%	18%
With faculty members	ENVFAC	FY	74%	26%
		SR	80%	20%
With administrative personnel and offices	ENVADM	FY	53%	47%
		SR	57%	43%

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