



California State University-Chico

Frequency Distributions

August 2012

Interpreting the Frequency Distributions Report

Course-Based Survey Option

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

Sample

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

Survey Items

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

Course Level

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

Variable Names

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



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

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

b. Community service or volunteer work

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENTERN	Not important	12	5%	8	4%	20	4%
	Somewhat important	36	14%	17	8%	53	11%
	Important	82	33%	58	27%	140	30%
	Very important	121	48%	128	61%	249	54%
	Total	251	100%	211	100%	462	100%
FVOLUNTR	Not important	20	8%	13	6%	33	7%
	Somewhat important	51	21%	50	24%	101	22%
	Important	111	45%	90	42%	201	44%
	Very important	66	27%	59	28%	125	27%
	Total	248	100%	212	100%	460	100%
FLERNCOM	Not important	28	11%	18	9%	46	10%
	Somewhat important	64	25%	56	27%	120	26%
	Important	86	34%	79	37%	165	36%
	Very important	73	29%	58	27%	131	28%
	Total	251	100%	211	100%	462	100%

FSSE 2012 Frequency Distributions
NSSEville State University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Count

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

Column Percentage

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

Response Categories

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	3	8%	3	3%	6	4%
		Somewhat important	5	13%	13	12%	18	12%
		Important	12	30%	24	22%	36	24%
		Very important	20	50%	69	63%	89	60%
		Total	40	100%	109	100%	149	100%
b. Community service or volunteer work	FVOLUNTR	Not important	2	5%	7	6%	9	6%
		Somewhat important	8	20%	26	23%	34	22%
		Important	19	46%	39	35%	58	38%
		Very important	12	29%	39	35%	51	34%
		Total	41	100%	111	100%	152	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	13	32%	15	14%	28	19%
		Somewhat important	11	27%	42	39%	53	35%
		Important	11	27%	25	23%	36	24%
		Very important	6	15%	27	25%	33	22%
		Total	41	100%	109	100%	150	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	5	12%	25	23%	30	20%
		Somewhat important	15	37%	33	30%	48	32%
		Important	14	34%	32	29%	46	30%
		Very important	7	17%	20	18%	27	18%
		Total	41	100%	110	100%	151	100%
e. Foreign language coursework	FFORLANG	Not important	9	23%	23	21%	32	21%
		Somewhat important	9	23%	41	37%	50	33%
		Important	11	28%	23	21%	34	23%
		Very important	11	28%	23	21%	34	23%
		Total	40	100%	110	100%	150	100%
f. Study abroad	FSTUDYAB	Not important	5	13%	26	24%	31	21%
		Somewhat important	11	28%	39	36%	50	34%
		Important	11	28%	28	26%	39	26%
		Very important	13	33%	16	15%	29	19%
		Total	40	100%	109	100%	149	100%

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

	<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	12	31%	49	45%	61	41%
		Somewhat important	13	33%	44	40%	57	39%
		Important	9	23%	10	9%	19	13%
		Very important	5	13%	6	6%	11	7%
		Total	39	100%	109	100%	148	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	0	0%	8	7%	8	5%
		Somewhat important	4	10%	20	18%	24	16%
		Important	18	44%	33	30%	51	34%
		Very important	19	46%	49	45%	68	45%
		Total	41	100%	110	100%	151	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 with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	1	2%	1	1%	2	1%
		4	4	10%	7	6%	11	7%
		5	10	24%	27	25%	37	25%
		6	21	51%	53	49%	74	49%
		Friendly, Supportive, Sense of Belonging	5	12%	21	19%	26	17%
		Total	41	100%	109	100%	150	100%
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%
2	1			2%	1	1%	2	1%
3	4			10%	3	3%	7	5%
4	5			12%	12	11%	17	11%
5	11			27%	36	33%	47	31%
6	15			37%	42	39%	57	38%
Available, Helpful, Sympathetic	5			12%	15	14%	20	13%
Total	41			100%	109	100%	150	100%

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

Student relationships with administrative personnel and offices	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVADM	Unhelpful, Inconsiderate, Rigid	1	3%	3	3%	4	3%
	2	3	8%	4	4%	7	5%	
	3	4	10%	11	10%	15	10%	
	4	14	35%	38	35%	52	35%	
	5	9	23%	27	25%	36	24%	
	6	7	18%	24	22%	31	21%	
	Helpful, Considerate, Flexible	2	5%	3	3%	5	3%	
	Total	40	100%	110	100%	150	100%	

To what extent does your institution emphasize 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. Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	Very little	7	17%	6	5%	13	9%
		Some	11	27%	48	44%	59	39%
		Quite a bit	18	44%	38	35%	56	37%
		Very much	5	12%	18	16%	23	15%
		Total	41	100%	110	100%	151	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	2	5%	3	3%	5	3%
		Some	9	22%	30	28%	39	26%
		Quite a bit	18	44%	50	46%	68	45%
		Very much	12	29%	26	24%	38	25%
		Total	41	100%	109	100%	150	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	6	15%	10	9%	16	11%
		Some	18	44%	51	46%	69	46%
		Quite a bit	12	29%	38	35%	50	33%
		Very much	5	12%	11	10%	16	11%
		Total	41	100%	110	100%	151	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	13	32%	22	20%	35	23%
		Some	22	54%	56	52%	78	52%
		Quite a bit	4	10%	24	22%	28	19%
		Very much	2	5%	6	6%	8	5%
		Total	41	100%	108	100%	149	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	3	7%	7	6%	10	7%
		Some	20	49%	56	52%	76	51%
		Quite a bit	13	32%	36	33%	49	33%
		Very much	5	12%	9	8%	14	9%
		Total	41	100%	108	100%	149	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	2	5%	6	5%	8	5%
		Some	11	28%	34	31%	45	30%
		Quite a bit	19	48%	51	46%	70	47%
		Very much	8	20%	19	17%	27	18%
		Total	40	100%	110	100%	150	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	1	2%	10	9%	11	7%
		Some	13	32%	37	34%	50	33%
		Quite a bit	21	51%	50	46%	71	47%
		Very much	6	15%	12	11%	18	12%
		Total	41	100%	109	100%	150	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	1	1%	1	1%
		Some	5	12%	11	10%	16	11%
		Quite a bit	15	37%	35	33%	50	34%
		Very much	21	51%	60	56%	81	55%
		Total	41	100%	107	100%	148	100%

**FSSE 2012 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%	1	1%	1	1%
		1-4	2	5%	16	14%	18	12%
		5-8	11	27%	25	23%	36	24%
		9-12	15	37%	43	39%	58	38%
		13-16	10	24%	18	16%	28	18%
		17-20	1	2%	6	5%	7	5%
		21-30	1	2%	2	2%	3	2%
		More than 30	1	2%	0	0%	1	1%
			Total	41	100%	111	100%	152
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	12	29%	29	26%	41	27%
		5-8	15	37%	43	39%	58	38%
		9-12	7	17%	22	20%	29	19%
		13-16	5	12%	9	8%	14	9%
		17-20	1	2%	5	5%	6	4%
		21-30	1	2%	3	3%	4	3%
		More than 30	0	0%	0	0%	0	0%
			Total	41	100%	111	100%	152
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	2%	1	1%	2	1%
		1-4	19	46%	49	44%	68	45%
		5-8	15	37%	36	32%	51	34%
		9-12	4	10%	16	14%	20	13%
		13-16	1	2%	3	3%	4	3%
		17-20	0	0%	5	5%	5	3%
		21-30	1	2%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
			Total	41	100%	111	100%	152

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	7	17%	21	19%	28	18%
		5-8	20	49%	31	28%	51	34%
		9-12	8	20%	36	32%	44	29%
		13-16	1	2%	13	12%	14	9%
		17-20	2	5%	7	6%	9	6%
		21-30	1	2%	2	2%	3	2%
		More than 30	2	5%	1	1%	3	2%
			Total	41	100%	111	100%	152
e. Reflecting on ways to improve my teaching	REFLECT	0	1	2%	3	3%	4	3%
		1-4	28	68%	72	65%	100	66%
		5-8	10	24%	26	23%	36	24%
		9-12	0	0%	7	6%	7	5%
		13-16	1	2%	2	2%	3	2%
		17-20	0	0%	0	0%	0	0%
		21-30	1	2%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
			Total	41	100%	111	100%	152
f. Research and scholarly activities	SCHOLAR	0	9	22%	6	5%	15	10%
		1-4	18	44%	43	39%	61	40%
		5-8	6	15%	33	30%	39	26%
		9-12	8	20%	14	13%	22	14%
		13-16	0	0%	7	6%	7	5%
		17-20	0	0%	4	4%	4	3%
		21-30	0	0%	2	2%	2	1%
		More than 30	0	0%	2	2%	2	1%
			Total	41	100%	111	100%	152

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	21	51%	50	46%	71	47%
		1-4	19	46%	50	46%	69	46%
		5-8	0	0%	7	6%	7	5%
		9-12	1	2%	2	2%	3	2%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	41	100%	109	100%	150	100%
h. Advising undergraduate students	ADVISE	0	12	29%	19	17%	31	21%
		1-4	24	59%	59	54%	83	55%
		5-8	2	5%	22	20%	24	16%
		9-12	2	5%	5	5%	7	5%
		13-16	0	0%	2	2%	2	1%
		17-20	1	2%	2	2%	3	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	41	100%	110	100%	151	100%
i. Supervising internships or other field experiences	FIELDEXP	0	24	59%	59	53%	83	55%
		1-4	15	37%	34	31%	49	32%
		5-8	0	0%	12	11%	12	8%
		9-12	2	5%	3	3%	5	3%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	41	100%	111	100%	152	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	13	32%	35	32%	48	32%
		1-4	24	59%	63	57%	87	57%
		5-8	4	10%	11	10%	15	10%
		9-12	0	0%	2	2%	2	1%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	41	100%	111	100%	152	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	8	20%	15	14%	23	15%
		1-4	26	63%	79	71%	105	69%
		5-8	4	10%	10	9%	14	9%
		9-12	1	2%	4	4%	5	3%
		13-16	1	2%	2	2%	3	2%
		17-20	1	2%	0	0%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	41	100%	111	100%	152	100%
l. Conducting service activities	SERVICE	0	12	29%	28	25%	40	26%
		1-4	19	46%	48	43%	67	44%
		5-8	4	10%	22	20%	26	17%
		9-12	3	7%	8	7%	11	7%
		13-16	2	5%	2	2%	4	3%
		17-20	1	2%	1	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	2	2%	2	1%
		Total	41	100%	111	100%	152	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	40	100%	105	96%	145	97%
		Classroom, auxiliary location	0	0%	2	2%	2	1%
		Distance education	0	0%	2	2%	2	1%
		Total	40	100%	109	100%	149	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	11	28%	82	75%	93	62%
		Yes	29	73%	28	25%	57	38%
		Total	40	100%	110	100%	150	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	4	4%	4	3%
		10 to 19	1	2%	9	8%	10	7%
		20 to 29	7	17%	17	16%	24	16%
		30 to 49	15	37%	50	46%	65	43%
		50 to 99	14	34%	23	21%	37	25%
		100 or more	4	10%	6	6%	10	7%
		Total	41	100%	109	100%	150	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	2	5%	5	5%	7	5%
		1 to 2	1	2%	17	16%	18	12%
		3 to 9	17	41%	34	32%	51	34%
		10 to 19	13	32%	24	22%	37	25%
		20 or more	8	20%	27	25%	35	24%
		Total	41	100%	107	100%	148	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	2%	0	0%	1	1%
		1-24%	23	56%	39	36%	62	41%
		25-49%	8	20%	39	36%	47	31%
		50-74%	6	15%	13	12%	19	13%
		75% or higher	3	7%	18	17%	21	14%
		Total	41	100%	109	100%	150	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	2	2%	2	1%
		1-24%	13	33%	54	50%	67	46%
		25-49%	10	25%	23	21%	33	22%
		50-74%	12	30%	18	17%	30	20%
		75% or higher	5	13%	10	9%	15	10%
		Total	40	100%	107	100%	147	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	4	10%	1	1%	5	3%
		1-24%	12	29%	35	33%	47	32%
		25-49%	10	24%	36	34%	46	31%
		50-74%	12	29%	22	21%	34	23%
		75% or higher	3	7%	12	11%	15	10%
		Total	41	100%	106	100%	147	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	2%	0	0%	1	1%
		1-24%	13	32%	44	41%	57	39%
		25-49%	13	32%	31	29%	44	30%
		50-74%	8	20%	18	17%	26	18%
		75% or higher	6	15%	14	13%	20	14%
		Total	41	100%	107	100%	148	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	1	2%	1	1%	2	1%
		1-24%	17	41%	53	49%	70	47%
		25-49%	18	44%	27	25%	45	30%
		50-74%	2	5%	19	17%	21	14%
		75% or higher	3	7%	9	8%	12	8%
		Total	41	100%	109	100%	150	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	15%	4	4%	10	7%
		1-24%	24	59%	49	45%	73	49%
		25-49%	5	12%	24	22%	29	19%
		50-74%	3	7%	15	14%	18	12%
		75% or higher	3	7%	16	15%	19	13%
	Total	41	100%	108	100%	149	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	3	7%	0	0%	3	2%
		1-24%	26	63%	70	64%	96	64%
		25-49%	6	15%	22	20%	28	19%
		50-74%	6	15%	13	12%	19	13%
		75% or higher	0	0%	4	4%	4	3%
	Total	41	100%	109	100%	150	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	12	29%	17	16%	29	20%
		Sometimes	7	17%	29	28%	36	25%
		Often	8	20%	24	23%	32	22%
		Very often	14	34%	35	33%	49	34%
	Total	41	100%	105	100%	146	100%	
b. Work with other students on projects during class	FCLASSGR	Never	9	22%	8	7%	17	11%
		Sometimes	14	34%	23	21%	37	25%
		Often	6	15%	29	27%	35	24%
		Very often	12	29%	47	44%	59	40%
	Total	41	100%	107	100%	148	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	28	68%	59	56%	87	60%
		Sometimes	7	17%	20	19%	27	18%
		Often	2	5%	7	7%	9	6%
		Very often	4	10%	19	18%	23	16%
	Total	41	100%	105	100%	146	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	11	27%	15	14%	26	18%
		Sometimes	12	29%	37	35%	49	33%
		Often	4	10%	24	22%	28	19%
		Very often	14	34%	31	29%	45	30%
	Total		41	100%	107	100%	148	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	5	12%	8	8%	13	9%
		Often	20	49%	44	42%	64	44%
		Very often	16	39%	54	51%	70	48%
	Total		41	100%	106	100%	147	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	6	15%	21	20%	27	18%
		Sometimes	21	51%	43	41%	64	44%
		Often	7	17%	23	22%	30	21%
		Very often	7	17%	18	17%	25	17%
	Total		41	100%	105	100%	146	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	6	15%	20	19%	26	18%
		Sometimes	20	50%	42	40%	62	43%
		Often	6	15%	26	25%	32	22%
		Very often	8	20%	17	16%	25	17%
	Total		40	100%	105	100%	145	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	5	13%	8	8%	13	9%
		1	14	36%	45	45%	59	42%
		2-3	14	36%	34	34%	48	35%
		4-6	6	15%	9	9%	15	11%
		More than 6	0	0%	4	4%	4	3%
	Total		39	100%	100	100%	139	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Number of written papers or reports of 20 pages or more	FWRTRM05	None	39	95%	80	77%	119	82%
		1	0	0%	14	13%	14	10%
		2-3	0	0%	4	4%	4	3%
		4-6	1	2%	3	3%	4	3%
		More than 6	1	2%	3	3%	4	3%
		Total		41	100%	104	100%	145
c. Number of written papers or reports between 5 and 19 pages	FWRTRM05	None	21	53%	38	36%	59	40%
		1	12	30%	27	25%	39	27%
		2-3	5	13%	24	22%	29	20%
		4-6	0	0%	9	8%	9	6%
		More than 6	2	5%	9	8%	11	7%
		Total		40	100%	107	100%	147
d. Number of written papers or reports of fewer than 5 pages	FWRTRM05	None	8	21%	20	19%	28	19%
		1	3	8%	16	15%	19	13%
		2-3	7	18%	27	25%	34	24%
		4-6	8	21%	12	11%	20	14%
		More than 6	12	32%	31	29%	43	30%
		Total		38	100%	106	100%	144

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	18	45%	42	39%	60	41%
		1-2	13	33%	41	38%	54	37%
		3-4	4	10%	8	7%	12	8%
		5-6	1	3%	5	5%	6	4%
		More than 6	4	10%	11	10%	15	10%
		Total		40	100%	107	100%	147
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	17	44%	59	57%	76	54%
		1-2	13	33%	28	27%	41	29%
		3-4	5	13%	5	5%	10	7%
		5-6	0	0%	1	1%	1	1%
		More than 6	4	10%	10	10%	14	10%
		Total		39	100%	103	100%	142

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	2	5%	6	6%	8	5%
		3-4	17	43%	29	27%	46	32%
		5-6	8	20%	37	35%	45	31%
		7-8	7	18%	14	13%	21	14%
		9-10	4	10%	13	12%	17	12%
		11-12	1	3%	4	4%	5	3%
		More than 12	1	3%	3	3%	4	3%
		Total	40	100%	106	100%	146	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	0	0%	0	0%	0	0%
		1-2	23	58%	51	49%	74	51%
		3-4	14	35%	30	29%	44	30%
		5-6	3	8%	13	12%	16	11%
		7-8	0	0%	6	6%	6	4%
		9-10	0	0%	4	4%	4	3%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	1	1%	1	1%
		Total	40	100%	105	100%	145	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	17	43%	32	31%	49	34%
		Somewhat important	4	10%	16	16%	20	14%
		Important	10	25%	25	24%	35	24%
		Very important	9	23%	30	29%	39	27%
			Total	40	100%	103	100%	143

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	10	25%	9	9%	19	13%
		Somewhat important	2	5%	6	6%	8	6%
		Important	6	15%	23	22%	29	20%
		Very important	22	55%	66	63%	88	61%
		Total	40	100%	104	100%	144	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	17	44%	22	21%	39	27%
		Somewhat important	7	18%	15	15%	22	15%
		Important	8	21%	24	23%	32	23%
		Very important	7	18%	42	41%	49	35%
		Total	39	100%	103	100%	142	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	13	33%	12	12%	25	17%
		Somewhat important	9	23%	28	27%	37	26%
		Important	12	30%	29	28%	41	28%
		Very important	6	15%	35	34%	41	28%
		Total	40	100%	104	100%	144	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	12	30%	18	17%	30	21%
		Somewhat important	8	20%	27	26%	35	24%
		Important	12	30%	35	34%	47	33%
		Very important	8	20%	23	22%	31	22%
		Total	40	100%	103	100%	143	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	14	37%	38	37%	52	37%
		Somewhat important	13	34%	33	32%	46	33%
		Important	6	16%	18	17%	24	17%
		Very important	5	13%	14	14%	19	13%
		Total	38	100%	103	100%	141	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	8	20%	9	9%	17	12%
		Somewhat important	3	8%	15	14%	18	13%
		Important	13	33%	26	25%	39	27%
		Very important	16	40%	54	52%	70	49%
		Total	40	100%	104	100%	144	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	8	20%	13	13%	21	15%
		Somewhat important	4	10%	10	10%	14	10%
		Important	6	15%	32	31%	38	26%
		Very important	22	55%	49	47%	71	49%
		Total	40	100%	104	100%	144	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	8%	1	1%	4	3%
		Somewhat important	1	3%	5	5%	6	4%
		Important	5	13%	19	18%	24	17%
		Very important	31	78%	78	76%	109	76%
		Total	40	100%	103	100%	143	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	0	0%	4	4%	4	3%
		1-9%	4	10%	9	9%	13	9%
		10-19%	3	8%	13	13%	16	11%
		20-29%	3	8%	14	14%	17	12%
		30-39%	7	18%	16	16%	23	16%
		40-49%	5	13%	13	13%	18	13%
		50-74%	10	25%	23	23%	33	23%
		75% or more	8	20%	10	10%	18	13%
		Total	40	100%	102	100%	142	100%
b. Teacher-led discussion	TEACHLED	0%	4	10%	2	2%	6	4%
		1-9%	8	20%	17	17%	25	18%
		10-19%	11	28%	29	29%	40	28%
		20-29%	7	18%	28	28%	35	25%
		30-39%	3	8%	7	7%	10	7%
		40-49%	2	5%	8	8%	10	7%
		50-74%	2	5%	5	5%	7	5%
		75% or more	3	8%	5	5%	8	6%
		Total	40	100%	101	100%	141	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	17	44%	31	32%	48	35%
		1-9%	6	15%	14	14%	20	15%
		10-19%	6	15%	17	17%	23	17%
		20-29%	5	13%	16	16%	21	15%
		30-39%	1	3%	6	6%	7	5%
		40-49%	1	3%	2	2%	3	2%
		50-74%	2	5%	6	6%	8	6%
		75% or more	1	3%	6	6%	7	5%
		Total	39	100%	98	100%	137	100%
d. Student computer use	COMPMED	0%	32	80%	57	58%	89	64%
		1-9%	2	5%	13	13%	15	11%
		10-19%	3	8%	12	12%	15	11%
		20-29%	1	3%	8	8%	9	6%
		30-39%	0	0%	2	2%	2	1%
		40-49%	1	3%	0	0%	1	1%
		50-74%	0	0%	3	3%	3	2%
		75% or more	1	3%	4	4%	5	4%
		Total	40	100%	99	100%	139	100%
e. Small group activities	GROUPSML	0%	11	28%	16	16%	27	19%
		1-9%	8	20%	26	25%	34	24%
		10-19%	7	18%	18	18%	25	18%
		20-29%	7	18%	14	14%	21	15%
		30-39%	3	8%	11	11%	14	10%
		40-49%	0	0%	11	11%	11	8%
		50-74%	2	5%	2	2%	4	3%
		75% or more	2	5%	4	4%	6	4%
		Total	40	100%	102	100%	142	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	22	55%	33	33%	55	39%
		1-9%	10	25%	31	31%	41	29%
		10-19%	4	10%	17	17%	21	15%
		20-29%	2	5%	8	8%	10	7%
		30-39%	1	3%	3	3%	4	3%
		40-49%	1	3%	3	3%	4	3%
		50-74%	0	0%	2	2%	2	1%
		75% or more	0	0%	3	3%	3	2%
			Total	40	100%	100	100%	140
g. In-class writing	CLSWRITE	0%	17	43%	54	54%	71	51%
		1-9%	14	35%	28	28%	42	30%
		10-19%	6	15%	12	12%	18	13%
		20-29%	1	3%	2	2%	3	2%
		30-39%	0	0%	3	3%	3	2%
		40-49%	0	0%	1	1%	1	1%
		50-74%	1	3%	0	0%	1	1%
		75% or more	1	3%	0	0%	1	1%
			Total	40	100%	100	100%	140
h. Testing and evaluation	TESTEVAL	0%	4	10%	18	18%	22	16%
		1-9%	25	63%	48	48%	73	52%
		10-19%	6	15%	27	27%	33	23%
		20-29%	3	8%	4	4%	7	5%
		30-39%	1	3%	3	3%	4	3%
		40-49%	0	0%	1	1%	1	1%
		50-74%	1	3%	0	0%	1	1%
		75% or more	0	0%	0	0%	0	0%
			Total	40	100%	101	100%	141

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%	34	89%	89	91%	123	90%
		1-9%	3	8%	4	4%	7	5%
		10-19%	0	0%	0	0%	0	0%
		20-29%	1	3%	2	2%	3	2%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	1	1%	1	1%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	2	2%	2	1%
		Total	38	100%	98	100%	136	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	24	63%	58	57%	82	59%
		1-9%	7	18%	13	13%	20	14%
		10-19%	0	0%	7	7%	7	5%
		20-29%	2	5%	6	6%	8	6%
		30-39%	2	5%	5	5%	7	5%
		40-49%	1	3%	2	2%	3	2%
		50-74%	1	3%	5	5%	6	4%
		75% or more	1	3%	5	5%	6	4%
		Total	38	100%	101	100%	139	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	1	3%	0	0%	1	1%
		3	3	8%	1	1%	4	3%
		4	2	5%	5	5%	7	5%
		5	8	20%	25	25%	33	23%
		6	18	45%	42	41%	60	42%
		Very much	8	20%	29	28%	37	26%
				Total	40	100%	102	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	14	36%	42	42%	56	40%
		Some	14	36%	32	32%	46	33%
		Quite a bit	8	21%	21	21%	29	21%
		Very much	3	8%	6	6%	9	6%
		Total	39	100%	101	100%	140	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	0	0%	1	1%	1	1%
		Some	2	5%	9	9%	11	8%
		Quite a bit	17	44%	48	47%	65	46%
		Very much	20	51%	45	44%	65	46%
		Total	39	100%	103	100%	142	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	1	1%	1	1%
		Some	6	15%	13	13%	19	13%
		Quite a bit	13	33%	34	33%	47	33%
		Very much	20	51%	54	53%	74	52%
		Total	39	100%	102	100%	141	100%
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	9	23%	4	4%	13	9%
		Some	10	26%	17	17%	27	19%
		Quite a bit	10	26%	38	37%	48	34%
		Very much	10	26%	44	43%	54	38%
		Total	39	100%	103	100%	142	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	2	5%	0	0%	2	1%
		Some	10	26%	15	15%	25	18%
		Quite a bit	12	31%	26	25%	38	27%
		Very much	15	38%	62	60%	77	54%
		Total	39	100%	103	100%	142	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	9	24%	7	7%	16	12%
		Some	8	21%	32	32%	40	29%
		Quite a bit	9	24%	25	25%	34	24%
		Very much	12	32%	37	37%	49	35%
		Total	38	100%	101	100%	139	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	12	32%	15	15%	27	20%
		Some	11	30%	40	40%	51	37%
		Quite a bit	10	27%	22	22%	32	23%
		Very much	4	11%	24	24%	28	20%
		Total	37	100%	101	100%	138	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	2	5%	7	7%	9	6%
		Quite a bit	15	39%	28	27%	43	30%
		Very much	21	55%	68	66%	89	63%
		Total	38	100%	103	100%	141	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	17	45%	39	38%	56	40%
		Some	7	18%	33	32%	40	28%
		Quite a bit	6	16%	8	8%	14	10%
		Very much	8	21%	23	22%	31	22%
		Total	38	100%	103	100%	141	100%
e. Using computing and information technology	FGNCMPTS	Very little	13	34%	27	26%	40	28%
		Some	15	39%	35	34%	50	35%
		Quite a bit	4	11%	20	19%	24	17%
		Very much	6	16%	21	20%	27	19%
		Total	38	100%	103	100%	141	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	27%	11	11%	21	15%
		Some	11	30%	26	26%	37	27%
		Quite a bit	8	22%	26	26%	34	25%
		Very much	8	22%	38	38%	46	33%
		Total	37	100%	101	100%	138	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	0	0%	0	0%
		Some	7	18%	15	15%	22	16%
		Quite a bit	14	37%	38	37%	52	37%
		Very much	17	45%	50	49%	67	48%
		Total	38	100%	103	100%	141	100%
h. Understanding themselves	FGNSELF	Very little	10	27%	17	17%	27	20%
		Some	11	30%	31	31%	42	30%
		Quite a bit	6	16%	25	25%	31	22%
		Very much	10	27%	28	28%	38	28%
		Total	37	100%	101	100%	138	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	10	26%	25	25%	35	25%
		Some	6	16%	28	28%	34	25%
		Quite a bit	15	39%	20	20%	35	25%
		Very much	7	18%	27	27%	34	25%
		Total	38	100%	100	100%	138	100%
j. Solving complex real-world problems	FGNPROBS	Very little	6	16%	4	4%	10	7%
		Some	9	24%	23	23%	32	23%
		Quite a bit	13	34%	37	37%	50	36%
		Very much	10	26%	36	36%	46	33%
		Total	38	100%	100	100%	138	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	9	24%	19	19%	28	20%
		Some	12	32%	32	32%	44	32%
		Quite a bit	10	26%	23	23%	33	24%
		Very much	7	18%	25	25%	32	23%
		Total	38	100%	99	100%	137	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	23	62%	78	78%	101	74%
		Some	10	27%	14	14%	24	18%
		Quite a bit	4	11%	7	7%	11	8%
		Very much	0	0%	1	1%	1	1%
		Total	37	100%	100	100%	137	100%
m. Acquiring a broad general education	FGNGENLE	Very little	6	16%	28	28%	34	25%
		Some	4	11%	37	37%	41	30%
		Quite a bit	11	30%	21	21%	32	23%
		Very much	16	43%	15	15%	31	22%
		Total	37	100%	101	100%	138	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	7	18%	9	9%	16	12%
		Some	14	37%	16	16%	30	22%
		Quite a bit	7	18%	25	25%	32	23%
		Very much	10	26%	51	50%	61	44%
		Total	38	100%	101	100%	139	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>
Disciplinary Area: Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.	DISCAREA	Arts and Humanities	15	38%	24	23%	39	27%
		Biological Sciences	1	3%	3	3%	4	3%
		Business	2	5%	16	15%	18	12%
		Education	1	3%	6	6%	7	5%
		Engineering	0	0%	4	4%	4	3%
		Physical Sciences	7	18%	6	6%	13	9%
		Professional (other)	1	3%	16	15%	17	12%
		Social Sciences	6	15%	15	14%	21	14%
		Other	6	15%	16	15%	22	15%
		Total		39	100%	106	100%	145