California State University-Chico

FSSE 2016 Disciplinary Area Report

Comparing your faculty responses across groups of related disciplines within your institution

Note: The Disciplinary Area Report was formatted for printing. When viewed on screen in Excel, some content may appear truncated or oddly formatted. This is normal. To improve the on-screen display, increase the zoom level or view the report in Print Preview.
About Your Disciplinary Area Report

The FSSE Disciplinary Area Report delivers your frequency distributions in up to ten categories of related disciplines. Using this report with the NSSE Major Field Report, institutions can contextualize the student experience within different disciplinary areas. Viewing information for faculty in schools or departments and comparing these results to those of other disciplines on campus can inform improvements in teaching and learning. In addition, institutions can gain insight into student engagement within disciplinary fields by examining student and faculty results together.

Disciplinary Areas

Self-reported academic disciplines of appointment were identified from the survey. Your institution had the option to customize how these were grouped, using up to ten related-discipline categories. Institutions choosing not to customize, receive FSSE's ten standard categories. The disciplines used in this report are listed on page 3.

Sample

The Disciplinary Area Report is based on information from all faculty at your institution who responded to the survey and provided a response for disciplinary appointment.

Technical Requirements

Related-discipline categories with fewer than 10 respondents are not reported (columns are blank). Although 10 is a minimum requirement, keep in mind that any statistical result requires a sufficient number of respondents per category to produce a reliable estimate.

Report Sections

FSSE Scale Snapshot (p. 4)  An overview of FSSE's ten scales indicating how faculty in each related-discipline grouping compares to the institution's average scale score.

FSSE Scales (p. 5)  Results from FSSE's ten scales organized within four themes that parallel engagement themes on the National Survey of Student Engagement.

Frequency Distributions (pp. 6-28)  Response frequencies by disciplinary area for all survey items except demographics.
This page documents how your Disciplinary Area Report categories were selected and lists the disciplines included in each category. Faculty-reported disciplines were assigned to a standard list of 138 disciplines. Institutions had the option to customize how these were grouped, using up to ten related-discipline categories. Institutions choosing not to customize receive FSSE’s ten standard categories.

<table>
<thead>
<tr>
<th>Date Confirmed: N/A</th>
<th>Selection Method: FSSE's STANDARD CATEGORIES – Your institution did not customize the discipline categories.</th>
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</table>

### Arts & Humanities (N=21)
- Arts, fine and applied; Architecture; Art history; English (language and literature); French (language and literature); Spanish (language and literature); Other language and literature; History; Humanities (general); Music; Philosophy; Religion; Theater or drama; Other fine and performing arts; Other humanities

### Bio, Agric, & Nat Res (N=16)
- Biology (general); Agriculture; Biochemistry or biophysics; Biomedical science; Botany; Cell and molecular biology; Environmental science/studies; Marine science; Microbiology or bacteriology; Natural resources and conservation; Natural science; Neuroscience; Physiology and developmental biology; Zoology; Other agriculture and natural resources; Other biological sciences

### Phys Sci, Math, CS (N=13)
- Physical sciences (general); Astronomy; Atmospheric science (including meteorology); Chemistry; Computer science; Earth science (including geology); Mathematics; Physics; Statistics; Other physical sciences

### Social Sciences (N=28)
- Social sciences (general); Anthropology; Economics; Ethnic studies; Gender studies; Geography; International relations; Political science; Psychology; Sociology; Other social sciences

### Business (N=13)
- Accounting; Business administration; Entrepreneurial studies; Finance; Hospitality and tourism; International business; Management; Management information systems; Marketing; Organizational leadership or behavior; Supply chain and operations management; Other business

### Comm, Media, PR (N=4)
- Communications (general); Broadcast communications; Journalism; Mass communications and media studies; Public relations and advertising; Speech; Telecommunications; Other communications

### Education (N=13)
- Education (general); Business education; Early childhood education; Elementary, middle school education; Mathematics education; Music or art education; Physical education; Secondary education; Social studies education; Special education; Other education

### Engineering (N=5)
- Engineering (general); Aeronautical engineering; Bioengineering; Biomedical engineering; Chemical engineering; Civil engineering; Computer engineering and technology; Electrical or electronic engineering; Industrial engineering; Materials engineering; Mechanical engineering; Petroleum engineering; Software engineering; Other engineering

### Health Professions (N=16)
- Allied health; Dentistry; Health science; Health technology (medical, dental, laboratory); Healthcare administration and policy; Kinesiology; Medicine; Nursing; Nutrition and dietetics; Occupational safety and health; Occupational therapy; Pharmacy; Physical therapy; Rehabilitation sciences; Speech therapy; Veterinary science; Other health professions

### SocialSvc Professions (N=5)
- Criminal justice; Criminology; Forensics; Justice administration; Law; Military science; Public administration, policy; Public safety and emergency management; Social work; Urban planning

### Unassigned Disciplines (N=6)
- Computer information systems; Family and consumer studies; General studies; Information systems; Information technology; Liberal arts and sciences; Multi, Interdisciplinary studies; Network security and systems; Other computer science and technology; Parks, recreation, leisure studies, sports mgmt.; Professional studies (general); Technical, vocational studies; Theological studies, ministry; Other, not listed
### Academic Challenge

<table>
<thead>
<tr>
<th></th>
<th>Arts &amp; Humanities</th>
<th>Bio, Agric, &amp; Nat Res</th>
<th>Phys Sci, Math, CS</th>
<th>Social Sciences</th>
<th>Business</th>
<th>Comm, Media, PR</th>
<th>Education</th>
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<th>Social Svc Professions</th>
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### Learning with Peers

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**Key:**
- Faculty in this disciplinary area scored higher than the institution's average on the given FSSE scale.
- Faculty in this disciplinary area scored lower than the institution's average on the given FSSE scale.
## FSSE 2016 Disciplinary Area Report
### FSSE Scales by Disciplinary Area

California State University-Chico

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*a. Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).*

**b. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.**
### 1. How important is it to you that undergraduates at your institution do the following before they graduate?

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<td>c.</td>
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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

**California State University-Chico**

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3. Indicate your perception of the quality of student interactions with the following people at your institution.

a. Other students

| RQ/student | Poor | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 0 | 0 | 0 |
| | 2 | 2 | 10 | 0 | 0 | 1 | 8 | 0 | 0 | 1 | 8 | 0 | 0 |
| | 3 | 1 | 5 | 0 | 0 | 0 | 0 | 2 | 7 | 1 | 8 | 0 | 0 |
| | 4 | 2 | 10 | 0 | 0 | 1 | 8 | 4 | 15 | 3 | 23 | 2 | 17 |
| | 5 | 7 | 35 | 9 | 56 | 7 | 54 | 6 | 22 | 3 | 23 | 5 | 42 |
| | 6 | 6 | 30 | 5 | 31 | 3 | 23 | 10 | 37 | 4 | 31 | 5 | 42 |
| | Excellent | 2 | 10 | 2 | 13 | 1 | 8 | 4 | 15 | 1 | 8 | 0 | 0 |
| | Total | 20 | 100 | 16 | 100 | 13 | 100 | 27 | 100 | 13 | 100 | 12 | 100 |

b. Academic advisors

| RQ/advisor | Poor | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2 | 1 | 5 | 1 | 6 | 1 | 8 | 1 | 4 | 1 | 8 | 1 | 8 |
| | 3 | 6 | 30 | 3 | 19 | 1 | 8 | 6 | 22 | 4 | 31 | 1 | 8 |
| | 4 | 5 | 25 | 2 | 13 | 4 | 31 | 12 | 44 | 2 | 15 | 4 | 33 |
| | 5 | 5 | 25 | 4 | 25 | 6 | 46 | 5 | 19 | 2 | 15 | 2 | 17 |
| | 6 | 2 | 10 | 5 | 31 | 1 | 8 | 2 | 7 | 2 | 15 | 4 | 33 |
| | Excellent | 0 | 0 | 1 | 6 | 0 | 0 | 1 | 4 | 2 | 15 | 0 | 0 |
| | Total | 20 | 100 | 16 | 100 | 13 | 100 | 27 | 100 | 13 | 100 | 12 | 100 |

c. Faculty

| RQ/faculty | Poor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 0 |
| | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 3 | 2 | 10 | 0 | 0 | 0 | 0 | 2 | 8 | 1 | 8 | 1 | 8 |
| | 4 | 10 | 48 | 6 | 43 | 4 | 31 | 9 | 35 | 3 | 23 | 2 | 17 |
| | 5 | 4 | 19 | 1 | 7 | 5 | 38 | 5 | 19 | 4 | 31 | 5 | 42 |
| | 6 | 4 | 19 | 6 | 43 | 2 | 15 | 9 | 35 | 4 | 31 | 3 | 25 |
| | Excellent | 1 | 5 | 1 | 7 | 2 | 15 | 1 | 4 | 0 | 0 | 1 | 8 |
| | Total | 21 | 100 | 14 | 100 | 13 | 100 | 26 | 100 | 13 | 100 | 12 | 100 |

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
## Var. Name: Student services staff (career services, student activities, housing, etc.)

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<th>Comm, Media, PR</th>
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## Var. Name: Other administrative staff and offices (registrar, financial aid, etc.)

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### 4. In a typical 7-day week, about how many hours do you spend on each of the following?

#### a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)

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#### b. Advising students

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
## Frequency Distributions by Disciplinary Area

California State University-Chico

### 5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### 6. In a typical 7-day week, do you participate in the following activities?

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### 7. During the current school year, have you taught an undergraduate course? If No, respondent answers #11 then skips to #31.

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### 8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
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<td>10. In your undergraduate courses, to what extent do you do the following?</td>
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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### Frequency Distributions by Disciplinary Area

#### California State University-Chico

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</tbody>
</table>

#### 13. What is the class level of most students in your selected course section?

| division | Lower division (mostly first-year students or sophomores) | 8 38 | 3 20 | 9 69 | 4 17 | 1 8 | 2 18 | 4 27 |
|          | Upper division (mostly juniors or seniors) | 12 57 | 10 67 | 4 31 | 20 83 | 12 92 | 8 73 | 10 67 |
|          | Other | 1 5 | 2 13 | 0 0 | 0 0 | 0 0 | 1 9 | 1 7 |
|          | Total | 21 100 | 15 100 | 13 100 | 24 100 | 13 100 | 11 100 | 15 100 |

#### 14. Estimate the total number of students in your selected course section.

| crssize | 20 or fewer | 2 10 | 2 13 | 2 15 | 2 8 | 1 8 | 2 18 | 0 0 |
|         | 21-30 | 7 33 | 7 47 | 1 8 | 5 21 | 1 8 | 2 18 | 1 7 |
|         | 31-40 | 6 29 | 3 20 | 5 38 | 6 25 | 8 62 | 5 45 | 8 53 |
|         | 41-50 | 3 14 | 2 13 | 0 0 | 7 29 | 2 15 | 0 0 | 4 27 |
|         | 51-100 | 1 5 | 1 7 | 1 8 | 4 17 | 1 8 | 2 18 | 1 7 |
|         | More than 100 | 2 10 | 0 0 | 4 31 | 0 0 | 0 0 | 0 0 | 1 7 |
|         | Total | 21 100 | 15 100 | 13 100 | 24 100 | 13 100 | 11 100 | 15 100 |

#### 15. Does your selected course section fulfill a general education requirement on your campus?

| gened | No | 6 29 | 12 80 | 6 46 | 13 54 | 8 62 | 8 73 | 7 47 |
|        | Yes | 15 71 | 3 20 | 7 54 | 11 46 | 5 38 | 3 27 | 8 53 |
|        | Total | 21 100 | 15 100 | 13 100 | 24 100 | 13 100 | 11 100 | 15 100 |

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### 16. In what format do you teach your selected course section?

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### 17. In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
18. In an average 7-day week, about how many hours do you think the typical student actually spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

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19a. In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading?

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b. If #19a is greater than 0: About how much of the assigned reading in your selected course section do you think the typical student completes?

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### 20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

#### a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

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#### b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

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#### c. Working for pay on campus

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### 21. In your selected course section, to what extent do you think the typical student does his or her best work?

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<th>Phys Sci, Math, CS</th>
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<th>Comm, Media, PR</th>
<th>Education</th>
<th>Engineering</th>
<th>Health Professions</th>
<th>Social Svc Professions</th>
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#### 22. In your selected course section, how important is it to you that the typical student do the following?

**a. Ask questions or contribute to course discussions in other ways**

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

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**c. Come to class having completed readings or assignments**

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**d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)**

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### 23. In your selected course section, how important is it to you that the typical student do the following?

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<td>Count</td>
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<td>Count</td>
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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
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24. In your selected course section, about what percent of class time is spent on the following?

a. Lecture

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<th>10-19%</th>
<th>20-29%</th>
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b. Discussion

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<th>75% or more</th>
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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### Frequency Distributions by Disciplinary Area

**California State University-Chico**

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### Var. Name: Assessing student learning (tests, evaluations, surveys, polls, etc.)

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### Var. Name: Experiential activities (labs, field work, clinical or field placements, etc.)

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### 25. In your selected course section, how much do you encourage students to do the following?

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</table>

| b.        | Explain course material to other students | Very little | 0     | 0 | 0     | 0 | 0     | 0 | 3     | 13 | 2     | 17 | 1     | 9  | 2     | 14 |
|           | Some              | 9     | 45 | 2     | 14 | 3     | 30 | 3     | 13 | 1     | 8  | 2     | 18 | 7     | 50 |
|           | Quite a bit       | 4     | 20 | 4     | 29 | 2     | 20 | 10    | 43 | 5     | 42 | 1     | 9  | 1     | 7  |
|           | Very much         | 7     | 35 | 8     | 57 | 5     | 50 | 7     | 30 | 4     | 33 | 7     | 64 | 4     | 29 |
|           | Total              | 20    | 100 | 14     | 100 | 10    | 100 | 23    | 100 | 12    | 100 | 11    | 100 | 14    | 100 |

| c.        | Prepare for exams by discussing or working through course material with other students | Very little | 4     | 19 | 0     | 0 | 0     | 0 | 4     | 17 | 1     | 8  | 2     | 18 | 1     | 7  |
|           | Some              | 6     | 29 | 2     | 14 | 2     | 20 | 2     | 9  | 3     | 25 | 1     | 9  | 6     | 43 |
|           | Quite a bit       | 7     | 33 | 5     | 36 | 3     | 30 | 10    | 43 | 4     | 33 | 2     | 18 | 4     | 29 |
|           | Very much         | 4     | 19 | 7     | 50 | 5     | 50 | 7     | 30 | 4     | 33 | 6     | 55 | 3     | 21 |
|           | Total              | 21    | 100 | 14     | 100 | 10    | 100 | 23    | 100 | 12    | 100 | 11    | 100 | 14    | 100 |

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### Frequency Distributions by Disciplinary Area

**FSSE 2016 Disciplinary Area Report**  
California State University-Chico

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#### 26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
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</table>

27. In your selected course section, how much does the coursework emphasize the following?

a. Memorizing course material | fnmemorize | Very little | 10 | 48 | 1 | 7 | 5 | 50 | 8 | 35 | 2 | 17 | 5 | 45 | 3 | 23 | 74 | 54 |
|                                | Some       | 8 | 38 | 11 | 73 | 0 | 0 | 6 | 26 | 7 | 58 | 4 | 36 | 7 | 54 | 23 | 86 |
|                                | Quite a bit| 3 | 14 | 3 | 20 | 4 | 40 | 6 | 26 | 1 | 8 | 1 | 9 | 3 | 23 | 86 | 23 |
|                                | Very much  | 0 | 0 | 0 | 0 | 1 | 10 | 3 | 13 | 2 | 17 | 1 | 9 | 0 | 0 | 86 | 23 |
|                                | Total      | 21 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 13 | 100 | 13 | 100 |

b. Applying facts, theories, or methods to practical problems or new situations | fHHaply | Very little | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|                                | Some       | 5 | 24 | 1 | 7 | 2 | 20 | 1 | 5 | 1 | 8 | 1 | 9 | 3 | 23 | 3 | 23 | 86 | 23 |
|                                | Quite a bit| 13 | 62 | 8 | 57 | 3 | 30 | 11 | 50 | 6 | 50 | 4 | 36 | 7 | 54 | 23 | 86 | 74 | 54 |
|                                | Very much  | 3 | 14 | 5 | 36 | 5 | 50 | 10 | 45 | 5 | 42 | 7 | 64 | 3 | 23 | 86 | 23 | 3 | 23 |
|                                | Total      | 21 | 100 | 14 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 11 | 100 | 13 | 100 | 13 | 100 |

c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | fHHanalyze | Very little | 0 | 0 | 0 | 0 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 38 | 23 |
|                                | Some       | 3 | 14 | 3 | 20 | 1 | 10 | 6 | 26 | 2 | 17 | 0 | 0 | 5 | 38 | 5 | 38 | 23 | 86 |
|                                | Quite a bit| 12 | 57 | 3 | 20 | 4 | 40 | 8 | 35 | 6 | 50 | 2 | 18 | 4 | 31 | 3 | 23 | 3 | 23 |
|                                | Very much  | 6 | 29 | 8 | 53 | 4 | 40 | 9 | 39 | 4 | 33 | 9 | 82 | 3 | 23 | 74 | 54 | 3 | 23 |
|                                | Total      | 21 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 13 | 100 | 13 | 100 | 13 | 100 |

d. Evaluating a point of view, decision, or information source | fHHevaluate | Very little | 0 | 0 | 0 | 0 | 2 | 13 | 5 | 50 | 1 | 5 | 1 | 8 | 0 | 0 | 2 | 15 | 46 | 23 |
|                                | Some       | 8 | 38 | 6 | 40 | 3 | 30 | 2 | 9 | 2 | 17 | 1 | 9 | 6 | 46 | 15 | 46 | 23 | 86 |
|                                | Quite a bit| 7 | 33 | 3 | 20 | 1 | 10 | 13 | 59 | 4 | 33 | 3 | 27 | 2 | 15 | 3 | 23 | 15 | 46 |
|                                | Very much  | 6 | 29 | 4 | 27 | 1 | 10 | 6 | 27 | 5 | 42 | 7 | 64 | 3 | 23 | 74 | 54 | 3 | 23 |
|                                | Total      | 21 | 100 | 15 | 100 | 10 | 100 | 22 | 100 | 12 | 100 | 11 | 100 | 13 | 100 | 13 | 100 | 13 | 100 |

e. Forming a new idea or understanding from various pieces of information | fHHform | Very little | 0 | 0 | 0 | 0 | 1 | 10 | 0 | 0 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|                                | Some       | 2 | 10 | 4 | 27 | 2 | 20 | 2 | 9 | 1 | 8 | 1 | 9 | 8 | 62 | 23 | 86 | 15 | 46 |
|                                | Quite a bit| 9 | 43 | 3 | 20 | 6 | 60 | 12 | 52 | 5 | 42 | 4 | 36 | 3 | 23 | 46 | 23 | 3 | 23 |
|                                | Very much  | 10 | 48 | 8 | 53 | 1 | 10 | 9 | 39 | 5 | 42 | 6 | 55 | 2 | 15 | 74 | 54 | 3 | 23 |
|                                | Total      | 21 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 13 | 100 | 13 | 100 | 13 | 100 |

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
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If #28a is Yes: How many papers, reports, or other writing tasks of the following lengths do you assign?

b. Up to 5 pages

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c. From 6 to 10 pages

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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
### Frequency Distributions by Disciplinary Area

**California State University-Chico**

#### FSSE 2016 Disciplinary Area Report

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

| a. Writing clearly and effectively | fcgwrite | Very little | 1 | 5 | 1 | 7 | 5 | 50 | 2 | 9 | 2 | 17 | 1 | 9 | 3 | 23 |
| | | Some | 2 | 10 | 6 | 40 | 1 | 10 | 3 | 13 | 3 | 25 | 2 | 18 | 5 | 38 |
| | | Quite a bit | 9 | 43 | 4 | 27 | 2 | 20 | 6 | 26 | 4 | 33 | 3 | 27 | 4 | 31 |
| | | Very much | 9 | 43 | 4 | 27 | 2 | 20 | 12 | 52 | 3 | 25 | 5 | 45 | 1 | 8 |
| | Total | 21 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 13 | 100 |
| b. Speaking clearly and effectively | fcgspeak | Very little | 6 | 29 | 4 | 27 | 4 | 40 | 4 | 17 | 1 | 8 | 0 | 0 | 2 | 15 |
| | | Some | 5 | 24 | 4 | 27 | 4 | 40 | 8 | 35 | 6 | 50 | 2 | 18 | 7 | 54 |
| | | Quite a bit | 7 | 33 | 3 | 20 | 1 | 10 | 7 | 30 | 1 | 8 | 4 | 36 | 2 | 15 |
| | | Very much | 3 | 14 | 4 | 27 | 1 | 10 | 4 | 17 | 4 | 33 | 5 | 45 | 2 | 15 |
| | Total | 21 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 13 | 100 |
| c. Thinking critically and analytically | fcgthink | Very little | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| | | Some | 2 | 10 | 0 | 0 | 0 | 0 | 2 | 9 | 0 | 0 | 0 |
| | | Quite a bit | 6 | 30 | 6 | 40 | 2 | 20 | 4 | 17 | 5 | 42 | 4 | 40 | 5 | 38 |
| | | Very much | 12 | 60 | 9 | 60 | 8 | 80 | 17 | 74 | 7 | 58 | 6 | 60 | 5 | 38 |
| | Total | 20 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 10 | 100 | 13 | 100 |
| d. Analyzing numerical and statistical information | fcganalyze | Very little | 17 | 85 | 2 | 13 | 1 | 10 | 7 | 30 | 4 | 33 | 6 | 55 | 5 | 38 |
| | | Some | 3 | 15 | 4 | 27 | 0 | 0 | 11 | 48 | 3 | 25 | 3 | 27 | 4 | 31 |
| | | Quite a bit | 0 | 0 | 3 | 20 | 2 | 20 | 2 | 9 | 2 | 17 | 1 | 9 | 4 | 31 |
| | | Very much | 0 | 0 | 6 | 40 | 7 | 70 | 3 | 13 | 3 | 25 | 1 | 9 | 0 | 0 |
| | Total | 20 | 100 | 15 | 100 | 10 | 100 | 23 | 100 | 12 | 100 | 11 | 100 | 13 | 100 |

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
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Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).