



# University of Wisconsin-Whitewater

Frequency Distributions

August 2011

# 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 %
FINTERN	Not important	2	1%	5	2%	7	2%
	Somewhat important	25	17%	27	12%	52	14%
	Important	58	40%	54	25%	112	31%
	Very important	59	41%	131	60%	190	53%
	<b>Total</b>		<b>144</b>	<b>100%</b>	<b>217</b>	<b>100%</b>	<b>361</b>
FVOLUNTR	Not important	17	12%	12	6%	29	8%
	Somewhat important	41	28%	62	29%	103	29%
	Important	54	38%	80	37%	134	37%
	Very important	32	22%	61	28%	93	26%
	<b>Total</b>		<b>144</b>	<b>100%</b>	<b>215</b>	<b>100%</b>	<b>359</b>
FLERNCOM	Not important	22	15%	37	17%	59	17%
	Somewhat important	61	43%	79	37%	140	39%
	Important	47	33%	65	30%	112	31%
	Very important	13	9%	33	15%	46	13%
	<b>Total</b>		<b>143</b>	<b>100%</b>	<b>214</b>	<b>100%</b>	<b>357</b>

## Response Categories

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

## FSSE 2011 Frequency Distributions NSSEville State University

Lower Division	Upper Division	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.

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	2	3%	4	3%	6	3%
		Somewhat important	10	13%	10	8%	20	10%
		Important	28	36%	28	24%	56	29%
		Very important	37	48%	77	65%	114	58%
		Total	77	100%	119	100%	196	100%
b. Community service or volunteer work	FVOLUNTR	Not important	9	12%	5	4%	14	7%
		Somewhat important	22	29%	27	22%	49	25%
		Important	23	30%	55	45%	78	39%
		Very important	23	30%	34	28%	57	29%
		Total	77	100%	121	100%	198	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	14	18%	19	16%	33	17%
		Somewhat important	39	50%	46	38%	85	43%
		Important	16	21%	40	33%	56	28%
		Very important	9	12%	15	13%	24	12%
		Total	78	100%	120	100%	198	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	10	13%	16	13%	26	13%
		Somewhat important	29	37%	40	33%	69	35%
		Important	25	32%	48	40%	73	37%
		Very important	14	18%	16	13%	30	15%
		Total	78	100%	120	100%	198	100%
e. Foreign language coursework	FFORLANG	Not important	5	6%	11	9%	16	8%
		Somewhat important	22	28%	43	36%	65	33%
		Important	23	29%	43	36%	66	33%
		Very important	28	36%	24	20%	52	26%
		Total	78	100%	121	100%	199	100%
f. Study abroad	FSTUDYAB	Not important	8	11%	15	13%	23	12%
		Somewhat important	31	41%	49	41%	80	41%
		Important	24	32%	31	26%	55	28%
		Very important	13	17%	24	20%	37	19%
		Total	76	100%	119	100%	195	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	21	27%	40	33%	61	31%
		Somewhat important	34	44%	47	39%	81	41%
		Important	19	24%	26	22%	45	23%
		Very important	4	5%	7	6%	11	6%
		Total	78	100%	120	100%	198	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	1%	3	3%	4	2%
		Somewhat important	13	17%	23	19%	36	18%
		Important	34	44%	39	33%	73	37%
		Very important	29	38%	55	46%	84	43%
		Total	77	100%	120	100%	197	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%	1	1%	1	1%
		2	2	3%	0	0%	2	1%
		3	1	1%	3	2%	4	2%
		4	15	19%	13	11%	28	14%
		5	25	32%	40	33%	65	33%
		6	23	30%	53	44%	76	38%
		Friendly, Supportive, Sense of Belonging	11	14%	11	9%	22	11%
		Total	77	100%	121	100%	198	100%
		Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	1	1%
2	1			1%	1	1%	2	1%
3	3			4%	6	5%	9	5%
4	14			18%	14	12%	28	14%
5	33			43%	49	40%	82	41%
6	18			23%	37	31%	55	28%
Available, Helpful, Sympathetic	8			10%	13	11%	21	11%
Total	77			100%	121	100%	198	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		2	3%	2	2%	4
	2		2	3%	6	5%	8	4%
	3		4	5%	9	8%	13	7%
	4		29	38%	36	30%	65	33%
	5		22	29%	38	32%	60	31%
	6		10	13%	25	21%	35	18%
	Helpful, Considerate, Flexible		7	9%	4	3%	11	6%
	Total		76	100%	120	100%	196	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	<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>
	FENVSCO	Very little		11	14%	11	9%	22
	Some		32	42%	53	44%	85	43%
	Quite a bit		26	34%	41	34%	67	34%
	Very much		8	10%	15	13%	23	12%
	Total		77	100%	120	100%	197	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	1	1%	3	3%	4	2%
		Some	20	26%	23	19%	43	22%
	Quite a bit		34	44%	56	47%	90	46%
	Very much		22	29%	38	32%	60	30%
	Total		77	100%	120	100%	197	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	10	13%	8	7%	18	9%
		Some	29	38%	45	38%	74	38%
	Quite a bit		30	39%	49	41%	79	41%
	Very much		7	9%	17	14%	24	12%
	Total		76	100%	119	100%	195	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	6	8%	16	13%	22	11%
		Some	46	60%	54	45%	100	51%
		Quite a bit	22	29%	41	34%	63	32%
		Very much	3	4%	8	7%	11	6%
		Total	77	100%	119	100%	196	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	4	5%	6	5%	10	5%
		Some	34	45%	52	44%	86	44%
		Quite a bit	33	43%	46	39%	79	41%
		Very much	5	7%	15	13%	20	10%
		Total	76	100%	119	100%	195	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	1	1%	2	2%	3	2%
		Some	22	29%	36	30%	58	30%
		Quite a bit	36	47%	57	48%	93	48%
		Very much	17	22%	24	20%	41	21%
		Total	76	100%	119	100%	195	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	6	8%	8	7%	14	7%
		Some	20	26%	29	25%	49	25%
		Quite a bit	31	40%	54	46%	85	44%
		Very much	20	26%	26	22%	46	24%
		Total	77	100%	117	100%	194	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	3%	1	1%	3	2%
		Some	8	10%	4	3%	12	6%
		Quite a bit	21	27%	38	32%	59	30%
		Very much	46	60%	74	63%	120	62%
		Total	77	100%	117	100%	194	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?

	<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%	4	3%	4	2%
		1-4	5	6%	11	9%	16	8%
		5-8	9	12%	36	30%	45	23%
		9-12	31	40%	45	37%	76	38%
		13-16	25	32%	16	13%	41	21%
		17-20	3	4%	7	6%	10	5%
		21-30	2	3%	2	2%	4	2%
		More than 30	3	4%	0	0%	3	2%
		Total	78	100%	121	100%	199	100%
b. Grading papers and exams	GRADEPAP	0	1	1%	2	2%	3	2%
		1-4	21	27%	33	27%	54	27%
		5-8	20	26%	40	33%	60	30%
		9-12	17	22%	27	22%	44	22%
		13-16	11	14%	12	10%	23	12%
		17-20	5	6%	4	3%	9	5%
		21-30	2	3%	0	0%	2	1%
		More than 30	1	1%	3	2%	4	2%
		Total	78	100%	121	100%	199	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	1	1%	1	1%
		1-4	37	47%	55	45%	92	46%
		5-8	30	38%	38	31%	68	34%
		9-12	5	6%	14	12%	19	10%
		13-16	4	5%	8	7%	12	6%
		17-20	1	1%	3	2%	4	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	2	2%	3	2%
		Total	78	100%	121	100%	199	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>
d. Preparing for class	CLASSPRP	0	0	0%	3	2%	3	2%
		1-4	12	15%	17	14%	29	15%
		5-8	32	41%	51	42%	83	42%
		9-12	19	24%	28	23%	47	24%
		13-16	8	10%	13	11%	21	11%
		17-20	2	3%	4	3%	6	3%
		21-30	4	5%	4	3%	8	4%
		More than 30	1	1%	1	1%	2	1%
			Total	78	100%	121	100%	199
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	4	3%	5	3%
		1-4	55	71%	79	66%	134	68%
		5-8	15	19%	21	18%	36	18%
		9-12	3	4%	8	7%	11	6%
		13-16	2	3%	4	3%	6	3%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	1	1%	1	1%	2	1%
			Total	77	100%	120	100%	197
f. Research and scholarly activities	SCHOLAR	0	6	8%	8	7%	14	7%
		1-4	31	41%	36	30%	67	34%
		5-8	24	32%	40	33%	64	33%
		9-12	8	11%	19	16%	27	14%
		13-16	4	5%	9	8%	13	7%
		17-20	3	4%	4	3%	7	4%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	3	3%	3	2%
			Total	76	100%	120	100%	196



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	38	49%	48	40%	86	44%
		1-4	24	31%	50	42%	74	38%
		5-8	10	13%	10	8%	20	10%
		9-12	4	5%	9	8%	13	7%
		13-16	0	0%	2	2%	2	1%
		17-20	1	1%	0	0%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
		Total	77	100%	120	100%	197	100%
h. Advising undergraduate students	ADVISE	0	19	25%	20	17%	39	20%
		1-4	38	49%	62	52%	100	51%
		5-8	12	16%	29	24%	41	21%
		9-12	6	8%	4	3%	10	5%
		13-16	2	3%	1	1%	3	2%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total	77	100%	120	100%	197	100%
i. Supervising internships or other field experiences	FIELDEXP	0	58	74%	71	60%	129	65%
		1-4	15	19%	23	19%	38	19%
		5-8	3	4%	13	11%	16	8%
		9-12	2	3%	9	8%	11	6%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
		Total	78	100%	119	100%	197	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	40	51%	42	35%	82	42%
		1-4	33	42%	60	50%	93	47%
		5-8	5	6%	12	10%	17	9%
		9-12	0	0%	2	2%	2	1%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total	78	100%	119	100%	197	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	15	19%	19	16%	34	17%
		1-4	49	63%	77	65%	126	64%
		5-8	10	13%	13	11%	23	12%
		9-12	1	1%	6	5%	7	4%
		13-16	1	1%	1	1%	2	1%
		17-20	1	1%	0	0%	1	1%
		21-30	0	0%	3	3%	3	2%
		More than 30	1	1%	0	0%	1	1%
		Total	78	100%	119	100%	197	100%
l. Conducting service activities	SERVICE	0	20	26%	23	19%	43	22%
		1-4	43	55%	59	50%	102	52%
		5-8	8	10%	29	24%	37	19%
		9-12	6	8%	6	5%	12	6%
		13-16	1	1%	1	1%	2	1%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	78	100%	119	100%	197	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	74	95%	109	92%	183	93%
		Classroom, auxiliary location	0	0%	2	2%	2	1%
		Distance education	4	5%	8	7%	12	6%
		Total	78	100%	119	100%	197	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	22	28%	89	74%	111	56%
		Yes	56	72%	32	26%	88	44%
		Total	78	100%	121	100%	199	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	0	0%	4	3%	4	2%
		10 to 19	2	3%	21	18%	23	12%
		20 to 29	12	15%	26	22%	38	19%
		30 to 49	38	49%	52	44%	90	46%
		50 to 99	23	29%	11	9%	34	17%
		100 or more	3	4%	4	3%	7	4%
		Total	78	100%	118	100%	196	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	3	4%	10	9%	13	7%
		1 to 2	11	14%	20	17%	31	16%
		3 to 9	29	38%	43	37%	72	37%
		10 to 19	18	23%	24	21%	42	22%
		20 or more	16	21%	20	17%	36	19%
		Total	77	100%	117	100%	194	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	1%	1	1%	2	1%
		1-24%	47	60%	39	34%	86	44%
		25-49%	16	21%	30	26%	46	24%
		50-74%	7	9%	24	21%	31	16%
		75% or higher	7	9%	22	19%	29	15%
		Total	78	100%	116	100%	194	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	3	4%	11	10%	14	7%
		1-24%	32	42%	44	39%	76	40%
		25-49%	20	26%	26	23%	46	24%
		50-74%	14	18%	26	23%	40	21%
		75% or higher	8	10%	7	6%	15	8%
		Total	77	100%	114	100%	191	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	6	8%	2	2%	8	4%
		1-24%	31	41%	34	30%	65	34%
		25-49%	31	41%	34	30%	65	34%
		50-74%	6	8%	30	26%	36	19%
		75% or higher	1	1%	15	13%	16	8%
		Total	75	100%	115	100%	190	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	2	2%	2	1%
		1-24%	34	44%	23	20%	57	29%
		25-49%	16	21%	35	30%	51	26%
		50-74%	18	23%	28	24%	46	24%
		75% or higher	10	13%	28	24%	38	20%
		Total	78	100%	116	100%	194	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	2	3%	3	3%	5	3%
		1-24%	39	50%	46	40%	85	44%
		25-49%	25	32%	30	26%	55	28%
		50-74%	10	13%	22	19%	32	17%
		75% or higher	2	3%	14	12%	16	8%
		Total	78	100%	115	100%	193	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	14	18%	7	6%	21	11%
		1-24%	49	64%	57	49%	106	55%
		25-49%	9	12%	21	18%	30	16%
		50-74%	2	3%	15	13%	17	9%
		75% or higher	3	4%	16	14%	19	10%
	Total	77	100%	116	100%	193	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	11	14%	8	7%	19	10%
		1-24%	55	71%	69	59%	124	64%
		25-49%	8	10%	20	17%	28	14%
		50-74%	1	1%	15	13%	16	8%
		75% or higher	3	4%	4	3%	7	4%
	Total	78	100%	116	100%	194	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	22	29%	22	19%	44	23%
		Sometimes	23	30%	40	35%	63	33%
		Often	19	25%	28	24%	47	24%
		Very often	13	17%	25	22%	38	20%
	Total	77	100%	115	100%	192	100%	
b. Work with other students on projects during class	FCLASSGR	Never	17	22%	11	9%	28	15%
		Sometimes	29	38%	31	27%	60	31%
		Often	17	22%	32	28%	49	25%
		Very often	14	18%	42	36%	56	29%
	Total	77	100%	116	100%	193	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	61	79%	61	54%	122	65%
		Sometimes	12	16%	27	24%	39	21%
		Often	0	0%	11	10%	11	6%
		Very often	4	5%	13	12%	17	9%
	Total	77	100%	112	100%	189	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	14%	21	18%	32	17%
		Sometimes	29	38%	43	37%	72	37%
		Often	14	18%	18	16%	32	17%
		Very often	23	30%	34	29%	57	30%
	Total	77	100%	116	100%	193	100%	
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	1%	2	2%	3	2%
		Sometimes	11	14%	16	14%	27	14%
		Often	30	39%	35	30%	65	34%
		Very often	35	45%	63	54%	98	51%
	Total	77	100%	116	100%	193	100%	
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	23	30%	32	28%	55	29%
		Sometimes	34	44%	52	45%	86	45%
		Often	14	18%	16	14%	30	16%
		Very often	6	8%	15	13%	21	11%
	Total	77	100%	115	100%	192	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	22	29%	24	21%	46	24%
		Sometimes	35	47%	55	48%	90	48%
		Often	9	12%	21	18%	30	16%
		Very often	9	12%	14	12%	23	12%
	Total	75	100%	114	100%	189	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	7%	2	2%	7	4%
		1	43	59%	67	62%	110	61%
		2-3	19	26%	30	28%	49	27%
		4-6	3	4%	6	6%	9	5%
		More than 6	3	4%	3	3%	6	3%
	Total	73	100%	108	100%	181	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 <b>20 pages or more</b>	FWRTMR05	None	67	91%	86	75%	153	81%
		1	3	4%	20	18%	23	12%
		2-3	3	4%	7	6%	10	5%
		4-6	0	0%	1	1%	1	1%
		More than 6	1	1%	0	0%	1	1%
		Total	74	100%	114	100%	188	100%
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTMD05	None	50	66%	37	33%	87	46%
		1	14	18%	30	27%	44	23%
		2-3	5	7%	34	30%	39	21%
		4-6	3	4%	10	9%	13	7%
		More than 6	4	5%	2	2%	6	3%
		Total	76	100%	113	100%	189	100%
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRITSML	None	18	23%	22	19%	40	21%
		1	8	10%	12	10%	20	10%
		2-3	20	26%	40	35%	60	31%
		4-6	14	18%	24	21%	38	20%
		More than 6	17	22%	17	15%	34	18%
		Total	77	100%	115	100%	192	100%

**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 <b>more than one</b> hour to complete	FPROBSTA	None	34	45%	47	42%	81	43%
		1-2	17	22%	36	32%	53	28%
		3-4	13	17%	16	14%	29	15%
		5-6	2	3%	5	4%	7	4%
		More than 6	10	13%	9	8%	19	10%
		Total	76	100%	113	100%	189	100%
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	31	42%	52	50%	83	46%
		1-2	27	36%	27	26%	54	30%
		3-4	5	7%	16	15%	21	12%
		5-6	2	3%	5	5%	7	4%
		More than 6	9	12%	5	5%	14	8%
		Total	74	100%	105	100%	179	100%

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

		<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0		1	1%	1	1%	2	1%
		1-2		3	4%	4	4%	7	4%
		3-4		26	34%	35	31%	61	32%
		5-6		26	34%	38	33%	64	34%
		7-8		8	10%	15	13%	23	12%
		9-10		9	12%	13	11%	22	12%
		11-12		3	4%	5	4%	8	4%
		More than 12		1	1%	3	3%	4	2%
			Total			77	100%	114	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		3	4%	3	3%	6	3%
		1-2		44	58%	50	44%	94	49%
		3-4		23	30%	44	39%	67	35%
		5-6		5	7%	11	10%	16	8%
		7-8		1	1%	4	4%	5	3%
		9-10		0	0%	1	1%	1	1%
		11-12		0	0%	1	1%	1	1%
		More than 12		0	0%	0	0%	0	0%
			Total			76	100%	114	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		26	34%	25	23%	51	27%
		Somewhat important		14	18%	23	21%	37	20%
		Important		22	29%	29	26%	51	27%
		Very important		15	19%	34	31%	49	26%
			Total			77	100%	111	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	16	21%	7	6%	23	12%
		Somewhat important	10	13%	8	7%	18	10%
		Important	14	19%	28	25%	42	22%
		Very important	35	47%	69	62%	104	56%
		Total	75	100%	112	100%	187	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	22	29%	23	21%	45	24%
		Somewhat important	23	30%	22	20%	45	24%
		Important	17	22%	30	27%	47	25%
		Very important	14	18%	37	33%	51	27%
		Total	76	100%	112	100%	188	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	19	25%	5	4%	24	13%
		Somewhat important	25	33%	32	29%	57	30%
		Important	17	22%	40	36%	57	30%
		Very important	15	20%	35	31%	50	27%
		Total	76	100%	112	100%	188	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	14	18%	13	12%	27	14%
		Somewhat important	29	38%	31	28%	60	32%
		Important	22	29%	45	40%	67	36%
		Very important	11	14%	23	21%	34	18%
		Total	76	100%	112	100%	188	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	33	43%	45	41%	78	42%
		Somewhat important	21	28%	31	28%	52	28%
		Important	16	21%	22	20%	38	20%
		Very important	6	8%	13	12%	19	10%
		Total	76	100%	111	100%	187	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	13	17%	6	5%	19	10%
		Somewhat important	8	11%	14	13%	22	12%
		Important	24	32%	40	36%	64	34%
		Very important	30	40%	51	46%	81	44%
		Total	75	100%	111	100%	186	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	16	21%	9	8%	25	13%
		Somewhat important	13	17%	15	14%	28	15%
		Important	14	18%	39	35%	53	28%
		Very important	33	43%	48	43%	81	43%
		Total	76	100%	111	100%	187	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	4	5%	2	2%	6	3%
		Somewhat important	4	5%	8	7%	12	6%
		Important	21	28%	25	23%	46	25%
		Very important	47	62%	74	68%	121	65%
		Total	76	100%	109	100%	185	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%	2	3%	5	5%	7	4%
		1-9%	7	9%	10	9%	17	9%
		10-19%	7	9%	18	16%	25	13%
		20-29%	10	13%	14	13%	24	13%
		30-39%	7	9%	12	11%	19	10%
		40-49%	7	9%	20	18%	27	15%
		50-74%	20	27%	25	23%	45	24%
		75% or more	15	20%	7	6%	22	12%
		Total	75	100%	111	100%	186	100%
		b. Teacher-led discussion	TEACHLED	0%	7	9%	4	4%
1-9%	18			24%	13	12%	31	17%
10-19%	12			16%	35	32%	47	25%
20-29%	16			22%	30	27%	46	25%
30-39%	8			11%	14	13%	22	12%
40-49%	6			8%	7	6%	13	7%
50-74%	6			8%	6	5%	12	6%
75% or more	1			1%	2	2%	3	2%
Total	74			100%	111	100%	185	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%	32	43%	17	16%	49	27%
		1-9%	17	23%	27	25%	44	24%
		10-19%	11	15%	28	26%	39	21%
		20-29%	6	8%	21	19%	27	15%
		30-39%	3	4%	7	6%	10	5%
		40-49%	1	1%	3	3%	4	2%
		50-74%	1	1%	1	1%	2	1%
		75% or more	3	4%	4	4%	7	4%
		Total	74	100%	108	100%	182	100%
d. Student computer use	COMPMED	0%	44	59%	48	44%	92	50%
		1-9%	13	17%	32	30%	45	25%
		10-19%	9	12%	15	14%	24	13%
		20-29%	3	4%	7	6%	10	5%
		30-39%	2	3%	2	2%	4	2%
		40-49%	2	3%	1	1%	3	2%
		50-74%	0	0%	2	2%	2	1%
		75% or more	2	3%	1	1%	3	2%
		Total	75	100%	108	100%	183	100%
e. Small group activities	GROUPSML	0%	15	20%	12	11%	27	15%
		1-9%	24	32%	26	24%	50	27%
		10-19%	15	20%	31	28%	46	25%
		20-29%	10	13%	19	17%	29	16%
		30-39%	4	5%	13	12%	17	9%
		40-49%	3	4%	7	6%	10	5%
		50-74%	3	4%	2	2%	5	3%
		75% or more	1	1%	0	0%	1	1%
		Total	75	100%	110	100%	185	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%	36	48%	31	28%	67	36%
		1-9%	23	31%	34	31%	57	31%
		10-19%	9	12%	27	25%	36	19%
		20-29%	2	3%	10	9%	12	6%
		30-39%	3	4%	4	4%	7	4%
		40-49%	0	0%	1	1%	1	1%
		50-74%	1	1%	3	3%	4	2%
		75% or more	1	1%	0	0%	1	1%
			Total	75	100%	110	100%	185
g. In-class writing	CLSWRITE	0%	38	51%	41	38%	79	43%
		1-9%	24	32%	45	42%	69	38%
		10-19%	8	11%	13	12%	21	12%
		20-29%	1	1%	4	4%	5	3%
		30-39%	1	1%	3	3%	4	2%
		40-49%	0	0%	1	1%	1	1%
		50-74%	1	1%	1	1%	2	1%
		75% or more	1	1%	0	0%	1	1%
			Total	74	100%	108	100%	182
h. Testing and evaluation	TESTEVAL	0%	3	4%	12	11%	15	8%
		1-9%	34	45%	48	45%	82	45%
		10-19%	24	32%	33	31%	57	31%
		20-29%	7	9%	10	9%	17	9%
		30-39%	3	4%	2	2%	5	3%
		40-49%	2	3%	0	0%	2	1%
		50-74%	2	3%	1	1%	3	2%
		75% or more	0	0%	1	1%	1	1%
			Total	75	100%	107	100%	182

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>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	64	85%	100	92%	164	89%
		1-9%	2	3%	5	5%	7	4%
		10-19%	3	4%	1	1%	4	2%
		20-29%	0	0%	2	2%	2	1%
		30-39%	1	1%	0	0%	1	1%
		40-49%	1	1%	0	0%	1	1%
		50-74%	1	1%	1	1%	2	1%
		75% or more	3	4%	0	0%	3	2%
		Total	75	100%	109	100%	184	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	40	53%	62	57%	102	55%
		1-9%	9	12%	18	17%	27	15%
		10-19%	8	11%	9	8%	17	9%
		20-29%	7	9%	8	7%	15	8%
		30-39%	6	8%	6	6%	12	7%
		40-49%	3	4%	3	3%	6	3%
		50-74%	2	3%	3	3%	5	3%
		75% or more	0	0%	0	0%	0	0%
		Total	75	100%	109	100%	184	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%	1	1%	1	1%
		2	1	1%	2	2%	3	2%
		3	3	4%	0	0%	3	2%
		4	8	11%	10	9%	18	10%
		5	26	35%	31	28%	57	30%
		6	27	36%	45	40%	72	39%
		Very much	10	13%	23	21%	33	18%
		Total	75	100%	112	100%	187	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. <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	24	32%	41	37%	65	35%
		Some	22	30%	45	41%	67	36%
		Quite a bit	21	28%	20	18%	41	22%
		Very much	7	9%	5	5%	12	6%
		Total	74	100%	111	100%	185	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	1	1%	3	3%	4	2%
		Some	7	9%	7	6%	14	8%
		Quite a bit	36	49%	49	44%	85	46%
		Very much	30	41%	52	47%	82	44%
		Total	74	100%	111	100%	185	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	2	3%	5	5%	7	4%
		Some	12	16%	11	10%	23	13%
		Quite a bit	31	42%	48	44%	79	43%
		Very much	28	38%	46	42%	74	40%
		Total	73	100%	110	100%	183	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	11	15%	8	7%	19	10%
		Some	20	27%	18	16%	38	21%
		Quite a bit	24	32%	40	36%	64	35%
		Very much	19	26%	44	40%	63	34%
		Total	74	100%	110	100%	184	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	4	5%	3	3%	7	4%
		Some	14	19%	8	7%	22	12%
		Quite a bit	30	41%	37	33%	67	36%
		Very much	26	35%	63	57%	89	48%
		Total	74	100%	111	100%	185	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	15	20%	6	5%	21	11%
		Some	18	24%	30	27%	48	26%
		Quite a bit	21	28%	35	32%	56	30%
		Very much	20	27%	39	35%	59	32%
		Total	74	100%	110	100%	184	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	19	26%	19	17%	38	21%
		Some	24	32%	38	34%	62	34%
		Quite a bit	23	31%	21	19%	44	24%
		Very much	8	11%	33	30%	41	22%
		Total	74	100%	111	100%	185	100%
c. Thinking critically and analytically	FGNANALY	Very little	2	3%	2	2%	4	2%
		Some	7	10%	6	5%	13	7%
		Quite a bit	29	40%	26	24%	55	30%
		Very much	35	48%	76	69%	111	61%
		Total	73	100%	110	100%	183	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	35	47%	42	39%	77	42%
		Some	14	19%	23	21%	37	20%
		Quite a bit	11	15%	18	17%	29	16%
		Very much	14	19%	25	23%	39	21%
		Total	74	100%	108	100%	182	100%
e. Using computing and information technology	FGNCMPTS	Very little	19	26%	24	22%	43	23%
		Some	34	46%	37	33%	71	38%
		Quite a bit	15	20%	25	23%	40	22%
		Very much	6	8%	25	23%	31	17%
		Total	74	100%	111	100%	185	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	16	22%	12	11%	28	15%
		Some	23	31%	28	25%	51	28%
		Quite a bit	23	31%	23	21%	46	25%
		Very much	12	16%	48	43%	60	32%
	Total		74	100%	111	100%	185	100%
g. Learning effectively on their own	FGNINQ	Very little	2	3%	2	2%	4	2%
		Some	12	16%	13	12%	25	14%
		Quite a bit	24	32%	52	47%	76	41%
		Very much	36	49%	43	39%	79	43%
	Total		74	100%	110	100%	184	100%
h. Understanding themselves	FGNSELF	Very little	13	18%	13	12%	26	14%
		Some	24	32%	32	30%	56	31%
		Quite a bit	21	28%	32	30%	53	29%
		Very much	16	22%	29	27%	45	25%
	Total		74	100%	106	100%	180	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	24	33%	18	17%	42	23%
		Some	17	23%	42	40%	59	33%
		Quite a bit	16	22%	27	25%	43	24%
		Very much	16	22%	19	18%	35	20%
	Total		73	100%	106	100%	179	100%
j. Solving complex real-world problems	FGNPROBS	Very little	12	16%	10	9%	22	12%
		Some	23	31%	18	17%	41	22%
		Quite a bit	20	27%	43	39%	63	34%
		Very much	19	26%	38	35%	57	31%
	Total		74	100%	109	100%	183	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	22	30%	15	14%	37	21%
		Some	21	29%	31	29%	52	29%
		Quite a bit	17	23%	35	33%	52	29%
		Very much	13	18%	26	24%	39	22%
		Total	73	100%	107	100%	180	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	52	71%	72	67%	124	69%
		Some	15	21%	21	20%	36	20%
		Quite a bit	4	5%	10	9%	14	8%
		Very much	2	3%	4	4%	6	3%
		Total	73	100%	107	100%	180	100%
m. Acquiring a broad general education	FGNGENLE	Very little	6	8%	25	24%	31	17%
		Some	17	23%	32	30%	49	27%
		Quite a bit	18	25%	26	25%	44	25%
		Very much	32	44%	23	22%	55	31%
		Total	73	100%	106	100%	179	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	6	8%	6	6%	12	7%
		Some	24	32%	13	12%	37	20%
		Quite a bit	12	16%	34	31%	46	25%
		Very much	32	43%	56	51%	88	48%
		Total	74	100%	109	100%	183	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>
<b>Disciplinary Area:</b> 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	25	32%	18	15%	43	22%
		Biological Sciences	6	8%	6	5%	12	6%
		Business	3	4%	25	21%	28	14%
		Education	9	12%	20	17%	29	15%
		Engineering	0	0%	0	0%	0	0%
		Physical Sciences	14	18%	5	4%	19	10%
		Other Professions	3	4%	8	7%	11	6%
		Social Sciences	13	17%	19	16%	32	16%
		Other	4	5%	18	15%	22	11%
		Total		77	100%	119	100%	196