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# **FSSE 2017**

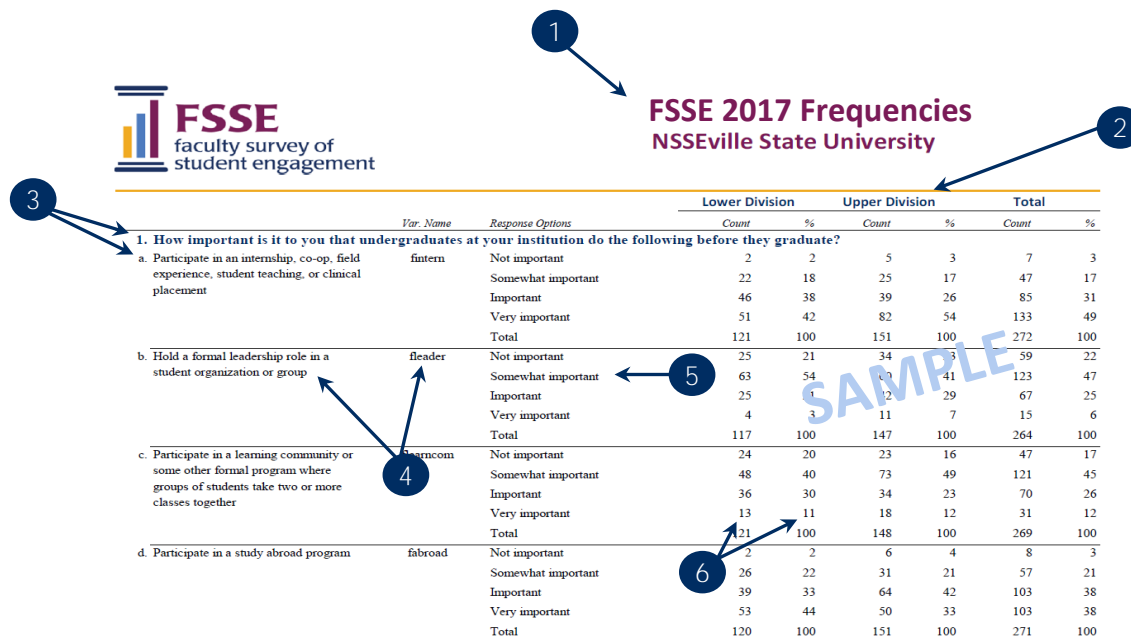
## **Frequencies**

University of West Georgia

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The display below highlights details in the FSSE *Frequencies* report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website ([fsse.indiana.edu](http://fsse.indiana.edu)) or contact a member of the FSSE team.

- Sample:** The FSSE *Frequencies* 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.
- Class level:** Frequency distributions are reported separately for faculty who teach lower-division and upper-division courses.
- Item numbers:** Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the FSSE website.



**FSSE 2017 Frequencies**  
NSSEville State University

Var. Name	Response Options	Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
<b>1. How important is it to you that undergraduates at your institution do the following before they graduate?</b>							
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	2	2	5	3	7	3
	Not important	22	18	25	17	47	17
	Somewhat important	46	38	39	26	85	31
	Important	51	42	82	54	133	49
	Very important	121	100	151	100	272	100
b. Hold a formal leadership role in a student organization or group	flleader	25	21	34	3	59	22
	Not important	63	54	41	123	47	
	Somewhat important	25	1	29	67	25	
	Important	4	3	7	15	6	
	Very important	117	100	147	100	264	100
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	24	20	23	16	47	17
	Not important	48	40	73	49	121	45
	Somewhat important	36	30	34	23	70	26
	Important	13	11	18	12	31	12
	Very important	21	100	148	100	269	100
d. Participate in a study abroad program	fabroad	2	2	6	4	8	3
	Not important	26	22	31	21	57	21
	Somewhat important	39	33	64	42	103	38
	Important	53	44	50	33	103	38
	Very important	120	100	151	100	271	100

- Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
- Response options:** Response options are listed just as they appear on the instrument.
- Count and column percentage (%):** The Count column contains the number of faculty who selected the corresponding response option. The column percentage represents the percentage of faculty selecting the corresponding response option.

			Lower Division		Upper Division		Total		
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	
<b>1. How important is it to you that undergraduates at your institution do the following before they graduate?</b>									
a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	2	2	3	3	5	2
			Somewhat important	24	20	16	16	40	18
			Important	37	30	24	24	61	27
			Very important	59	48	59	58	118	53
			Total	122	100	102	100	224	100
b.	Hold a formal leadership role in a student organization or group	fleader	Not important	25	20	20	19	45	20
			Somewhat important	50	41	52	50	102	45
			Important	33	27	24	23	57	25
			Very important	14	11	7	7	21	9
			Total	122	100	103	100	225	100
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	20	17	17	17	37	17
			Somewhat important	42	35	33	33	75	34
			Important	41	34	38	38	79	36
			Very important	18	15	13	13	31	14
			Total	121	100	101	100	222	100
d.	Participate in a study abroad program	fabroad	Not important	25	21	13	13	38	17
			Somewhat important	38	32	38	37	76	34
			Important	32	27	28	27	60	27
			Very important	25	21	24	23	49	22
			Total	120	100	103	100	223	100
e.	Work with a faculty member on a research project	fresearch	Not important	4	3	5	5	9	4
			Somewhat important	34	28	35	34	69	31
			Important	50	41	40	39	90	40
			Very important	34	28	22	22	56	25
			Total	122	100	102	100	224	100
f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	Not important	4	3	1	1	5	2
			Somewhat important	12	10	12	12	24	11
			Important	32	26	35	34	67	30
			Very important	73	60	54	53	127	57
			Total	121	100	102	100	223	100
g.	Participate in a community-based project (service-learning) as part of a course	fservice	Not important	19	16	8	8	27	12
			Somewhat important	32	26	26	25	58	26
			Important	46	38	44	43	90	40
			Very important	25	20	24	24	49	22
			Total	122	100	102	100	224	100
<b>2. How important is it to you that your institution <i>increase</i> its emphasis on each of the following?</b>									
a.	Students spending significant amounts of time studying and on academic work	fempstudy	Not important	2	2	3	3	5	2
			Somewhat important	6	5	5	5	11	5
			Important	39	32	38	38	77	34
			Very important	76	62	55	54	131	58
			Total	123	100	101	100	224	100
b.	Providing support to help students succeed academically	fSEacademic	Not important	1	1	2	2	3	1
			Somewhat important	12	10	10	10	22	10
			Important	30	24	35	34	65	29
			Very important	80	65	56	54	136	60
			Total	123	100	103	100	226	100
c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	1	1	1	1	2	1
			Somewhat important	10	8	17	17	27	12
			Important	40	33	43	42	83	37
			Very important	71	58	41	40	112	50
			Total	122	100	102	100	224	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	Not important	3	2	4	4	7	3
		Somewhat important	15	12	16	16	31	14
		Important	39	32	29	28	68	30
		Very important	66	54	53	52	119	53
		Total	123	100	102	100	225	100
e. Providing opportunities for students to be involved socially	fSEsocial	Not important	12	10	5	5	17	8
		Somewhat important	41	34	38	37	79	35
		Important	41	34	37	36	78	35
		Very important	28	23	23	22	51	23
		Total	122	100	103	100	225	100
f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	Not important	1	1	3	3	4	2
		Somewhat important	24	20	19	19	43	19
		Important	48	39	36	35	84	37
		Very important	50	41	44	43	94	42
		Total	123	100	102	100	225	100
g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	Not important	3	3	3	3	6	3
		Somewhat important	27	23	35	34	62	28
		Important	52	43	40	39	92	41
		Very important	38	32	25	24	63	28
		Total	120	100	103	100	223	100
h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	Not important	6	5	6	6	12	5
		Somewhat important	44	36	39	38	83	37
		Important	46	37	36	35	82	36
		Very important	27	22	21	21	48	21
		Total	123	100	102	100	225	100
i. Students attending events that address important social, economic, or political issues	fSEevents	Not important	5	4	4	4	9	4
		Somewhat important	34	28	31	30	65	29
		Important	45	37	46	45	91	41
		Very important	37	31	21	21	58	26
		Total	121	100	102	100	223	100
<b>3. Indicate your perception of the quality of student interactions with the following people at your institution.</b>								
a. Other students	fQIstudent	Poor	2	2	1	1	3	1
		2	0	0	0	0	0	0
		3	5	4	4	4	9	4
		4	23	19	22	21	45	20
		5	52	42	44	43	96	42
		6	34	28	28	27	62	27
		Excellent	7	6	4	4	11	5
		Total	123	100	103	100	226	100
b. Academic advisors	fQIadvisor	Poor	3	2	1	1	4	2
		2	8	7	2	2	10	4
		3	18	15	12	12	30	13
		4	34	28	27	27	61	27
		5	48	39	33	33	81	36
		6	9	7	18	18	27	12
		Excellent	3	2	7	7	10	4
		Total	123	100	100	100	223	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
c. Faculty	fQIfaculty	Poor	0	0	0	0	0	0
		2	7	6	1	1	8	4
		3	15	13	9	9	24	11
		4	26	22	25	25	51	23
		5	44	37	29	29	73	33
		6	24	20	28	28	52	24
		Excellent	4	3	9	9	13	6
		Total	120	100	101	100	221	100
d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	Poor	1	1	0	0	1	0
		2	5	4	2	2	7	3
		3	15	13	18	18	33	15
		4	36	31	30	30	66	31
		5	43	37	25	25	68	32
		6	12	10	17	17	29	13
		Excellent	4	3	7	7	11	5
		Total	116	100	99	100	215	100
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	Poor	0	0	4	4	4	2
		2	10	9	7	7	17	8
		3	22	19	16	16	38	18
		4	32	27	32	32	64	29
		5	40	34	24	24	64	29
		6	10	9	11	11	21	10
		Excellent	3	3	6	6	9	4
		Total	117	100	100	100	217	100
<b>4. In a typical 7-day week, about how many hours do you spend on each of the following?</b>								
a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	ftmteach	0	1	1	0	0	1	0
		1-4	4	3	3	3	7	3
		5-8	9	7	8	8	17	7
		9-12	15	12	13	13	28	12
		13-16	16	13	10	10	26	11
		17-20	21	17	23	22	44	19
		21-30	23	19	34	33	57	25
		More than 30 hours	35	28	12	12	47	21
		Total	124	100	103	100	227	100
b. Advising students	ftmadvise	0	31	25	12	12	43	19
		1-4	62	51	55	55	117	53
		5-8	14	11	21	21	35	16
		9-12	8	7	6	6	14	6
		13-16	3	2	5	5	8	4
		17-20	2	2	0	0	2	1
		21-30	1	1	0	0	1	0
		More than 30 hours	1	1	1	1	2	1
		Total	122	100	100	100	222	100
c. Research, creative, or scholarly activities	ftmresearch	0	13	11	2	2	15	7
		1-4	36	30	29	28	65	29
		5-8	31	25	25	24	56	25
		9-12	13	11	16	16	29	13
		13-16	9	7	16	16	25	11
		17-20	12	10	7	7	19	8
		21-30	6	5	4	4	10	4
		More than 30 hours	2	2	4	4	6	3
		Total	122	100	103	100	225	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
d. Service activities (committee work, administrative duties, etc.)	ftmserviceacts	0	16	13	0	0	16	7
		1-4	44	36	34	33	78	35
		5-8	30	24	26	25	56	25
		9-12	15	12	14	14	29	13
		13-16	8	7	11	11	19	8
		17-20	6	5	7	7	13	6
		21-30	1	1	5	5	6	3
		More than 30 hours	3	2	6	6	9	4
		Total	123	100	103	100	226	100
<b>5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?</b>								
a. Preparing class sessions	ftmprepclass	0	3	2	0	0	3	1
		1-4	47	38	28	27	75	33
		5-8	33	27	46	45	79	35
		9-12	28	23	17	17	45	20
		13-16	5	4	6	6	11	5
		17-20	4	3	2	2	6	3
		More than 20 hours	3	2	4	4	7	3
		Total	123	100	103	100	226	100
b. Teaching class sessions	ftmteachclass	0	5	4	0	0	5	2
		1-4	20	16	19	19	39	17
		5-8	48	39	32	31	80	36
		9-12	32	26	40	39	72	32
		13-16	10	8	6	6	16	7
		17-20	5	4	3	3	8	4
		More than 20 hours	2	2	2	2	4	2
Total	122	100	102	100	224	100		
c. Grading assignments and exams	ftmgrade	0	4	3	0	0	4	2
		1-4	51	42	46	45	97	43
		5-8	34	28	37	36	71	32
		9-12	19	16	15	15	34	15
		13-16	10	8	3	3	13	6
		17-20	4	3	0	0	4	2
		More than 20 hours	0	0	1	1	1	0
Total	122	100	102	100	224	100		
d. Meeting with students outside of class	ftmmeet	0	5	4	3	3	8	4
		1-4	73	61	74	74	147	67
		5-8	25	21	17	17	42	19
		9-12	13	11	3	3	16	7
		13-16	3	3	2	2	5	2
		17-20	1	1	0	0	1	0
		More than 20 hours	0	0	1	1	1	0
		Total	120	100	100	100	220	100
e. Course administration (emailing students, maintaining course website, etc.)	ftmadmin	0	4	3	1	1	5	2
		1-4	67	55	55	54	122	55
		5-8	32	26	29	29	61	27
		9-12	12	10	12	12	24	11
		13-16	3	2	3	3	6	3
		17-20	2	2	0	0	2	1
		More than 20 hours	1	1	1	1	2	1
Total	121	100	101	100	222	100		

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	fmmimprove	0	10	8	7	7	17	8
		1-4	87	71	66	64	153	68
		5-8	17	14	26	25	43	19
		9-12	6	5	2	2	8	4
		13-16	2	2	0	0	2	1
		17-20	0	0	1	1	1	0
		More than 20 hours	0	0	1	1	1	0
<b>Total</b>			<b>122</b>	<b>100</b>	<b>103</b>	<b>100</b>	<b>225</b>	<b>100</b>
<b>6. In a typical 7-day week, do you participate in the following activities?</b>								
a. Working with undergraduates on research	fdresearch	No	70	57	47	46	117	52
		Yes	53	43	55	54	108	48
		<b>Total</b>	<b>123</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>225</b>	<b>100</b>
b. Supervising undergraduate internships or other field experiences	fdintern	No	96	78	65	64	161	72
		Yes	27	22	37	36	64	28
		<b>Total</b>	<b>123</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>225</b>	<b>100</b>
<b>7. During the current school year, have you taught an undergraduate course? If No, respondent answers #11 then skips to #31.</b>								
ugradcrs		No	0	0	0	0	0	0
		Yes	123	100	103	100	226	100
		<b>Total</b>	<b>123</b>	<b>100</b>	<b>103</b>	<b>100</b>	<b>226</b>	<b>100</b>
<b>8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?</b>								
a. Talked about their career plans	fSFcareer	Never	2	2	0	0	2	1
		Sometimes	49	40	41	40	90	40
		Often	36	29	28	27	64	28
		Very often	37	30	33	32	70	31
		<b>Total</b>	<b>124</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>226</b>	<b>100</b>
b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	Never	29	23	14	14	43	19
		Sometimes	48	39	47	48	95	43
		Often	28	23	24	24	52	23
		Very often	19	15	13	13	32	14
		<b>Total</b>	<b>124</b>	<b>100</b>	<b>98</b>	<b>100</b>	<b>222</b>	<b>100</b>
c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	Never	6	5	1	1	7	3
		Sometimes	44	35	36	36	80	36
		Often	41	33	41	41	82	36
		Very often	33	27	23	23	56	25
		<b>Total</b>	<b>124</b>	<b>100</b>	<b>101</b>	<b>100</b>	<b>225</b>	<b>100</b>
d. Discussed their academic performance	fSFperform	Never	0	0	0	0	0	0
		Sometimes	31	25	34	33	65	29
		Often	58	47	51	50	109	48
		Very often	34	28	17	17	51	23
		<b>Total</b>	<b>123</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>225</b>	<b>100</b>
<b>9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?</b>								
fservcourse		None	75	60	46	45	121	54
		Some	40	32	49	48	89	39
		Most	5	4	5	5	10	4
		All	4	3	2	2	6	3
		<b>Total</b>	<b>124</b>	<b>100</b>	<b>102</b>	<b>100</b>	<b>226</b>	<b>100</b>
<b>10. In your undergraduate courses, to what extent do you do the following?</b>								
a. Clearly explain course goals and requirements	fETgoals	Very little	0	0	0	0	0	0
		Some	9	7	2	2	11	5
		Quite a bit	28	23	36	35	64	28
		Very much	87	70	65	63	152	67
		<b>Total</b>	<b>124</b>	<b>100</b>	<b>103</b>	<b>100</b>	<b>227</b>	<b>100</b>

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
b. Teach course sessions in an organized way	fETorganize	Very little	0	0	0	0	0	0
		Some	2	2	4	4	6	3
		Quite a bit	34	28	25	25	59	26
		Very much	87	71	72	71	159	71
		Total	123	100	101	100	224	100
c. Use examples or illustrations to explain difficult points	fETexample	Very little	0	0	0	0	0	0
		Some	3	2	2	2	5	2
		Quite a bit	25	20	25	24	50	22
		Very much	94	77	76	74	170	76
		Total	122	100	103	100	225	100
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	fETvariety	Very little	1	1	1	1	2	1
		Some	23	19	16	16	39	17
		Quite a bit	39	31	32	31	71	31
		Very much	61	49	53	52	114	50
		Total	124	100	102	100	226	100
e. Review and summarize material for students	fETreview	Very little	0	0	1	1	1	0
		Some	22	18	17	17	39	17
		Quite a bit	53	43	35	34	88	39
		Very much	47	39	50	49	97	43
		Total	122	100	103	100	225	100
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fETstandards	Very little	2	2	4	4	6	3
		Some	19	15	20	19	39	17
		Quite a bit	44	35	32	31	76	33
		Very much	59	48	47	46	106	47
		Total	124	100	103	100	227	100
g. Provide feedback to students on drafts or works in progress	fETdraftfb	Very little	7	6	3	3	10	4
		Some	30	24	19	19	49	22
		Quite a bit	32	26	25	25	57	25
		Very much	54	44	55	54	109	48
		Total	123	100	102	100	225	100
h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	Very little	0	0	0	0	0	0
		Some	15	12	4	4	19	8
		Quite a bit	39	32	34	34	73	33
		Very much	69	56	63	62	132	59
		Total	123	100	101	100	224	100

*Responses to Questions #11-#13 can be found in the Respondent Profile.*

<b>14. Estimate the total number of students in your selected course section.</b>								
	crssize	20 or fewer	12	10	22	22	34	15
		21-30	40	32	26	26	66	29
		31-40	11	9	25	25	36	16
		41-50	9	7	7	7	16	7
		51-100	34	27	17	17	51	23
		More than 100	18	15	3	3	21	9
		Total	124	100	100	100	224	100
<b>15. Does your selected course section fulfill a general education requirement on your campus?</b>								
	gened	No	22	18	79	77	101	45
		Yes	100	82	23	23	123	55
		Total	122	100	102	100	224	100



Var. Name	Response Options	Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
<b>16. In what format do you teach your selected course section?</b>							
format	Classroom instruction on-campus	97	79	65	64	162	72
	Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	5	4	1	1	6	3
	Distance education (online, live or pre-recorded video or audio, correspondence, etc.)	7	6	8	8	15	7
	Combination of classroom instruction and distance education	14	11	28	27	42	19
	Total	123	100	102	100	225	100
<b>17. In an average 7-day week, about how many hours do you <i>expect</i> 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)?</b>							
fmprepect	0	0	0	0	0	0	0
	1	1	1	0	0	1	0
	2	15	13	2	2	17	8
	3	16	13	12	12	28	13
	4	26	22	17	17	43	19
	5	10	8	17	17	27	12
	6	28	24	25	25	53	24
	7	8	7	7	7	15	7
	8	6	5	12	12	18	8
	9	3	3	6	6	9	4
	10	5	4	4	4	9	4
	More than 10 hours	1	1	0	0	1	0
	Total	119	100	102	100	221	100
<b>18. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?</b>							
fmprepectual	0	5	4	4	4	9	4
	1	52	44	33	32	85	38
	2	36	30	22	22	58	26
	3	15	13	23	23	38	17
	4	6	5	9	9	15	7
	5	2	2	9	9	11	5
	6	0	0	2	2	2	1
	7	1	1	0	0	1	0
	8	2	2	0	0	2	1
	9	0	0	0	0	0	0
	10	0	0	0	0	0	0
	More than 10 hours	0	0	0	0	0	0
	Total	119	100	102	100	221	100
<b>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?</b>							
fimread	0	10	8	1	1	11	5
	1	35	29	27	26	62	28
	2	35	29	26	25	61	28
	3	21	18	16	16	37	17
	4	9	8	14	14	23	10
	5	4	3	8	8	12	5
	6	3	3	8	8	11	5
	7	1	1	1	1	2	1
	8	0	0	1	1	1	0
	9	0	0	0	0	0	0
	10	0	0	0	0	0	0
	More than 10 hours	1	1	0	0	1	0
	Total	119	100	102	100	221	100

			Lower Division		Upper Division		Total	
<i>Var. Name</i>	<i>Response Options</i>		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
<b>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?</b>								
freading	None		7	6	7	7	14	7
	Some		77	71	68	67	145	69
	Most		23	21	23	23	46	22
	All		2	2	3	3	5	2
	Total		109	100	101	100	210	100
<b>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?</b>								
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	0	8	7	3	3	11	5
		1-5	88	75	74	73	162	74
		6-10	11	9	17	17	28	13
		11-15	5	4	5	5	10	5
		16-20	2	2	2	2	4	2
		21-25	3	3	0	0	3	1
		26-30	1	1	0	0	1	0
		More than 30 hours	0	0	0	0	0	0
		Total		118	100	101	100	219
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ftmcocurr	0	3	3	4	4	7	3
		1-5	59	51	55	56	114	53
		6-10	38	33	28	28	66	31
		11-15	10	9	9	9	19	9
		16-20	4	3	2	2	6	3
		21-25	1	1	1	1	2	1
		26-30	0	0	0	0	0	0
		More than 30 hours	1	1	0	0	1	0
	Total		116	100	99	100	215	100
c. Working for pay <b>on campus</b>	ftmworkon	0	16	14	14	14	30	14
		1-5	26	22	22	22	48	22
		6-10	37	32	26	26	63	29
		11-15	21	18	15	15	36	17
		16-20	15	13	22	22	37	17
		21-25	1	1	1	1	2	1
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	0	0	0	0
	Total		116	100	100	100	216	100
d. Working for pay <b>off campus</b>	ftmworkoff	0	2	2	0	0	2	1
		1-5	11	10	2	2	13	6
		6-10	23	20	15	15	38	18
		11-15	19	17	22	23	41	19
		16-20	35	31	33	34	68	32
		21-25	15	13	15	15	30	14
		26-30	5	4	7	7	12	6
		More than 30 hours	4	4	3	3	7	3
		Total		114	100	97	100	211
e. Doing community service or volunteer work	ftmservice	0	43	38	33	34	76	36
		1-5	66	58	58	60	124	59
		6-10	4	4	3	3	7	3
		11-15	0	0	1	1	1	0
		16-20	0	0	1	1	1	0
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	1	1	1	0
		Total		113	100	97	100	210

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	0	0	0	0	0	0	
		1-5	7	6	9	9	16	7
		6-10	22	19	17	17	39	18
		11-15	23	20	25	25	48	22
		16-20	26	23	27	27	53	25
		21-25	12	10	12	12	24	11
		26-30	9	8	2	2	11	5
		More than 30 hours	16	14	8	8	24	11
	Total	115	100	100	100	215	100	
g. Providing care for dependents (children, parents, etc.)	ftmcare	0	20	18	12	12	32	15
		1-5	49	43	43	43	92	43
		6-10	22	19	20	20	42	20
		11-15	15	13	7	7	22	10
		16-20	4	4	10	10	14	7
		21-25	0	0	5	5	5	2
		26-30	0	0	0	0	0	0
		More than 30 hours	4	4	2	2	6	3
	Total	114	100	99	100	213	100	
h. Commuting to campus (driving, walking, etc.)	ftmcommute	0	2	2	1	1	3	1
		1-5	83	72	54	54	137	64
		6-10	23	20	30	30	53	25
		11-15	5	4	10	10	15	7
		16-20	2	2	3	3	5	2
		21-25	0	0	1	1	1	0
		26-30	0	0	1	1	1	0
		More than 30 hours	0	0	0	0	0	0
	Total	115	100	100	100	215	100	
<b>21. In your selected course section, to what extent do you think the typical student does their best work?</b>								
	fchallenge	Very little	4	3	6	6	10	5
		Some	75	65	47	48	122	57
		Quite a bit	33	29	42	43	75	35
		Very much	3	3	3	3	6	3
		Total	115	100	98	100	213	100
<b>22. In your selected course section, how important is it to you that the typical student do the following?</b>								
a. Ask questions or contribute to course discussions in other ways	faskquest	Not important	1	1	0	0	1	0
		Somewhat important	8	7	6	6	14	7
		Important	33	28	23	24	56	26
		Very important	74	64	68	70	142	67
		Total	116	100	97	100	213	100
b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	31	27	16	17	47	23
		Somewhat important	30	27	21	22	51	25
		Important	38	34	27	28	65	31
		Very important	14	12	31	33	45	22
		Total	113	100	95	100	208	100
c. Come to class having completed readings or assignments	fprepared	Not important	2	2	2	2	4	2
		Somewhat important	3	3	6	6	9	4
		Important	34	30	19	19	53	25
		Very important	75	66	71	72	146	69
		Total	114	100	98	100	212	100
d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	Not important	21	18	23	24	44	21
		Somewhat important	14	12	12	13	26	12
		Important	38	33	20	21	58	28
		Very important	41	36	40	42	81	39
		Total	114	100	95	100	209	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	28	24	26	27	54	25
		Somewhat important	24	21	17	18	41	19
		Important	40	34	20	21	60	28
		Very important	24	21	33	34	57	27
		Total	116	100	96	100	212	100
f. Evaluate what others have concluded from numerical information	fQRevaluate	Not important	25	22	24	25	49	23
		Somewhat important	29	25	19	20	48	23
		Important	39	34	25	26	64	30
		Very important	23	20	29	30	52	24
		Total	116	100	97	100	213	100
<b>23. In your selected course section, how important is it to you that the typical student do the following?</b>								
a. Combine ideas from different courses when completing assignments	fRIintegrate	Not important	8	7	2	2	10	5
		Somewhat important	22	19	12	12	34	16
		Important	39	34	41	42	80	38
		Very important	46	40	43	44	89	42
		Total	115	100	98	100	213	100
b. Connect their learning to societal problems or issues	fRIsocietal	Not important	10	9	6	6	16	8
		Somewhat important	15	13	10	11	25	12
		Important	27	24	37	39	64	31
		Very important	61	54	42	44	103	50
		Total	113	100	95	100	208	100
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	Not important	17	15	8	8	25	12
		Somewhat important	17	15	12	13	29	14
		Important	22	19	32	33	54	26
		Very important	59	51	44	46	103	49
		Total	115	100	96	100	211	100
d. Examine the strengths and weaknesses of their own views on a topic or issue	fRIownview	Not important	4	4	2	2	6	3
		Somewhat important	15	13	10	10	25	12
		Important	32	28	27	28	59	28
		Very important	63	55	58	60	121	57
		Total	114	100	97	100	211	100
e. Try to better understand someone else's views by imagining how an issue looks from their perspective	fRIperspect	Not important	13	11	4	4	17	8
		Somewhat important	10	9	11	11	21	10
		Important	28	24	35	36	63	30
		Very important	64	56	47	48	111	52
		Total	115	100	97	100	212	100
f. Learn something that changes the way they understand an issue or concept	fRInewview	Not important	2	2	2	2	4	2
		Somewhat important	10	9	4	4	14	7
		Important	27	24	29	30	56	27
		Very important	75	66	62	64	137	65
		Total	114	100	97	100	211	100
g. Connect ideas from your course to their prior experiences and knowledge	fRIconnect	Not important	1	1	1	1	2	1
		Somewhat important	4	3	4	4	8	4
		Important	30	26	32	33	62	29
		Very important	80	70	61	62	141	66
		Total	115	100	98	100	213	100

			Lower Division		Upper Division		Total	
<i>Var. Name</i>	<i>Response Options</i>		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
<b>24. In your selected course section, about what percent of class time is spent on the following?</b>								
a. Lecture	flecture	0%	4	4	4	4	8	4
		1-9%	8	7	16	17	24	11
		10-19%	14	12	18	19	32	15
		20-29%	12	11	11	12	23	11
		30-39%	9	8	13	14	22	11
		40-49%	16	14	10	11	26	12
		50-74%	28	25	19	20	47	22
		75% or more	23	20	4	4	27	13
		Total	114	100	95	100	209	100
b. Discussion	fdiscuss	0%	2	2	1	1	3	1
		1-9%	31	28	17	19	48	24
		10-19%	24	21	22	25	46	23
		20-29%	26	23	24	27	50	25
		30-39%	10	9	10	11	20	10
		40-49%	8	7	3	3	11	5
		50-74%	8	7	8	9	16	8
		75% or more	3	3	4	4	7	3
		Total	112	100	89	100	201	100
c. Small-group activities	fsmgroup	0%	28	25	9	10	37	18
		1-9%	25	23	26	28	51	25
		10-19%	30	27	23	25	53	26
		20-29%	16	15	20	22	36	18
		30-39%	7	6	8	9	15	7
		40-49%	3	3	2	2	5	2
		50-74%	1	1	3	3	4	2
		75% or more	0	0	2	2	2	1
		Total	110	100	93	100	203	100
d. Student presentations or performances	fpresent	0%	59	55	19	21	78	40
		1-9%	30	28	29	32	59	30
		10-19%	8	7	24	27	32	16
		20-29%	6	6	9	10	15	8
		30-39%	2	2	3	3	5	3
		40-49%	2	2	1	1	3	2
		50-74%	0	0	2	2	2	1
		75% or more	0	0	3	3	3	2
		Total	107	100	90	100	197	100
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	48	44	26	27	74	36
		1-9%	23	21	25	26	48	23
		10-19%	18	16	16	16	34	16
		20-29%	11	10	11	11	22	11
		30-39%	6	5	8	8	14	7
		40-49%	2	2	4	4	6	3
		50-74%	0	0	3	3	3	1
		75% or more	2	2	5	5	7	3
		Total	110	100	98	100	208	100
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	45	41	42	44	87	43
		1-9%	42	39	36	38	78	38
		10-19%	15	14	10	11	25	12
		20-29%	6	6	2	2	8	4
		30-39%	0	0	0	0	0	0
		40-49%	1	1	1	1	2	1
		50-74%	0	0	2	2	2	1
		75% or more	0	0	2	2	2	1
		Total	109	100	95	100	204	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	9	8	13	13	22	11
		1-9%	57	51	33	34	90	43
		10-19%	38	34	34	35	72	34
		20-29%	6	5	9	9	15	7
		30-39%	1	1	1	1	2	1
		40-49%	1	1	2	2	3	1
		50-74%	0	0	3	3	3	1
		75% or more	0	0	2	2	2	1
		Total	112	100	97	100	209	100
h. Experiential activities (labs, field work, clinical or field placements, etc.)	factivity	0%	74	67	39	40	113	54
		1-9%	15	14	21	22	36	17
		10-19%	10	9	11	11	21	10
		20-29%	7	6	11	11	18	9
		30-39%	1	1	3	3	4	2
		40-49%	1	1	3	3	4	2
		50-74%	1	1	4	4	5	2
		75% or more	2	2	5	5	7	3
		Total	111	100	97	100	208	100
<b>25. In your selected course section, how much do you encourage students to do the following?</b>								
a. Ask other students for help understanding course material	fCLaskhelp	Very little	5	4	12	12	17	8
		Some	28	25	26	27	54	26
		Quite a bit	32	29	32	33	64	30
		Very much	47	42	28	29	75	36
		Total	112	100	98	100	210	100
b. Explain course material to other students	fCLexplain	Very little	10	9	14	14	24	12
		Some	33	30	30	31	63	30
		Quite a bit	32	29	27	28	59	28
		Very much	36	32	26	27	62	30
		Total	111	100	97	100	208	100
c. Prepare for exams by discussing or working through course material with other students	fCLstudy	Very little	10	9	11	11	21	10
		Some	26	23	24	25	50	24
		Quite a bit	36	32	29	30	65	31
		Very much	40	36	33	34	73	35
		Total	112	100	97	100	209	100
d. Work with other students on course projects or assignments	fCLproject	Very little	22	20	13	13	35	17
		Some	29	26	23	23	52	25
		Quite a bit	29	26	28	29	57	27
		Very much	32	29	34	35	66	31
		Total	112	100	98	100	210	100
e. Identify key information from reading assignments	fLSreading	Very little	9	8	7	7	16	8
		Some	15	13	16	16	31	15
		Quite a bit	32	29	37	38	69	33
		Very much	56	50	37	38	93	44
		Total	112	100	97	100	209	100
f. Review notes after class	fLSnotes	Very little	8	7	15	16	23	11
		Some	19	17	23	24	42	20
		Quite a bit	37	33	30	31	67	32
		Very much	47	42	28	29	75	36
		Total	111	100	96	100	207	100
g. Summarize what has been learned from class or from course materials	fLSsummary	Very little	6	5	12	13	18	9
		Some	25	23	17	18	42	20
		Quite a bit	38	34	26	27	64	31
		Very much	42	38	41	43	83	40
		Total	111	100	96	100	207	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
<b>26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?</b>								
a. People of a race or ethnicity other than their own	fDDrace	Very little	12	11	7	7	19	9
		Some	19	17	18	19	37	18
		Quite a bit	33	29	34	35	67	32
		Very much	49	43	38	39	87	41
		Total	113	100	97	100	210	100
b. People from an economic background other than their own	fDDeconomic	Very little	12	11	10	10	22	11
		Some	24	22	28	29	52	25
		Quite a bit	34	31	31	32	65	31
		Very much	41	37	28	29	69	33
		Total	111	100	97	100	208	100
c. People with religious beliefs other than their own	fDDreligion	Very little	21	19	19	20	40	19
		Some	32	29	30	31	62	30
		Quite a bit	30	27	25	26	55	26
		Very much	29	26	23	24	52	25
		Total	112	100	97	100	209	100
d. People with political views other than their own	fDDpolitical	Very little	14	13	12	13	26	13
		Some	34	31	27	28	61	29
		Quite a bit	28	25	31	32	59	29
		Very much	35	32	26	27	61	29
		Total	111	100	96	100	207	100
e. People with a sexual orientation other than their own	fddsexorient	Very little	20	18	21	22	41	20
		Some	42	38	33	34	75	36
		Quite a bit	24	21	24	25	48	23
		Very much	26	23	19	20	45	22
		Total	112	100	97	100	209	100
<b>27. In your selected course section, how much does the coursework emphasize the following?</b>								
a. Memorizing course material	fmemorize	Very little	30	27	33	35	63	31
		Some	41	37	39	41	80	39
		Quite a bit	27	24	16	17	43	21
		Very much	13	12	6	6	19	9
		Total	111	100	94	100	205	100
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	12	11	2	2	14	7
		Some	17	15	9	10	26	13
		Quite a bit	36	32	31	33	67	33
		Very much	46	41	51	55	97	48
		Total	111	100	93	100	204	100
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	Very little	8	7	3	3	11	5
		Some	18	17	14	15	32	16
		Quite a bit	34	31	23	24	57	28
		Very much	48	44	54	57	102	50
		Total	108	100	94	100	202	100
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	13	12	4	4	17	8
		Some	19	17	19	20	38	19
		Quite a bit	34	31	24	26	58	28
		Very much	45	41	47	50	92	45
		Total	111	100	94	100	205	100
e. Forming a new idea or understanding from various pieces of information	fHOform	Very little	8	7	3	3	11	5
		Some	14	13	10	11	24	12
		Quite a bit	38	35	29	31	67	33
		Very much	48	44	52	55	100	50
		Total	108	100	94	100	202	100

			Lower Division		Upper Division		Total	
Var. Name	Response Options		Count	%	Count	%	Count	%
<b>28a. Does your selected course section include assigned papers, reports, or other writing tasks?</b>								
fwrwriting	No		34	30	15	15	49	23
	Yes		78	70	83	85	161	77
	Total		112	100	98	100	210	100
<i>If #28a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?</i>								
b. Up to 5 pages	fwrshort	0	2	3	4	5	6	4
		1	13	17	15	19	28	18
		2	15	19	15	19	30	19
		3	16	21	13	17	29	19
		4	9	12	6	8	15	10
		5	2	3	4	5	6	4
		6	4	5	3	4	7	5
		7	2	3	2	3	4	3
		8	3	4	5	6	8	5
		9	0	0	1	1	1	1
		10	4	5	4	5	8	5
	More than 10 papers, etc.	8	10	5	6	13	8	
	Total	78	100	77	100	155	100	
c. From 6 to 10 pages	fwrmed	0	37	74	24	38	61	54
		1	10	20	24	38	34	30
		2	1	2	8	13	9	8
		3	0	0	2	3	2	2
		4	2	4	2	3	4	4
		5	0	0	1	2	1	1
		6	0	0	1	2	1	1
		7	0	0	0	0	0	0
		8	0	0	0	0	0	0
		9	0	0	0	0	0	0
		10	0	0	0	0	0	0
	More than 10 papers, etc.	0	0	1	2	1	1	
	Total	50	100	63	100	113	100	
d. 11 pages or more	fwrlong	0	43	91	40	73	83	81
		1	2	4	10	18	12	12
		2	1	2	2	4	3	3
		3	1	2	0	0	1	1
		4	0	0	1	2	1	1
		5	0	0	0	0	0	0
		6	0	0	1	2	1	1
		7	0	0	0	0	0	0
		8	0	0	0	0	0	0
		9	0	0	0	0	0	0
		10	0	0	0	0	0	0
	More than 10 papers, etc.	0	0	1	2	1	1	
	Total	47	100	55	100	102	100	
<b>29. To what extent do you structure your selected course section so that students learn and develop in the following areas?</b>								
a. Writing clearly and effectively	fcgwrite	Very little	20	18	9	9	29	14
		Some	22	20	24	25	46	22
		Quite a bit	24	22	19	20	43	21
		Very much	45	41	45	46	90	43
		Total	111	100	97	100	208	100



	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
b. Speaking clearly and effectively	fcgspeak	Very little	28	26	20	21	48	23
		Some	32	29	28	29	60	29
		Quite a bit	32	29	21	22	53	26
		Very much	17	16	28	29	45	22
		Total	109	100	97	100	206	100
c. Thinking critically and analytically	fcgthink	Very little	1	1	1	1	2	1
		Some	6	5	6	6	12	6
		Quite a bit	27	25	24	25	51	25
		Very much	76	69	66	68	142	69
		Total	110	100	97	100	207	100
d. Analyzing numerical and statistical information	fcganalyze	Very little	42	39	29	31	71	35
		Some	33	30	27	28	60	29
		Quite a bit	10	9	23	24	33	16
		Very much	24	22	16	17	40	20
		Total	109	100	95	100	204	100
e. Acquiring job- or work-related knowledge and skills	fcgwork	Very little	14	13	10	10	24	12
		Some	36	33	20	21	56	27
		Quite a bit	36	33	21	22	57	28
		Very much	24	22	46	47	70	34
		Total	110	100	97	100	207	100
f. Working effectively with others	fcgothers	Very little	18	16	6	6	24	12
		Some	34	31	20	21	54	26
		Quite a bit	37	34	33	34	70	34
		Very much	21	19	37	39	58	28
		Total	110	100	96	100	206	100
g. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	25	23	15	15	40	19
		Some	35	32	26	27	61	29
		Quite a bit	29	26	28	29	57	27
		Very much	22	20	28	29	50	24
		Total	111	100	97	100	208	100
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	24	22	12	13	36	17
		Some	25	23	24	25	49	24
		Quite a bit	19	17	25	26	44	21
		Very much	42	38	35	36	77	37
		Total	110	100	96	100	206	100
i. Solving complex real-world problems	fcgprobsolve	Very little	15	14	9	9	24	12
		Some	37	33	20	21	57	28
		Quite a bit	31	28	29	30	60	29
		Very much	28	25	38	40	66	32
		Total	111	100	96	100	207	100
j. Being an informed and active citizen	fcgcitizen	Very little	10	9	16	17	26	13
		Some	25	23	19	20	44	21
		Quite a bit	35	32	27	28	62	30
		Very much	41	37	34	35	75	36
		Total	111	100	96	100	207	100
<b>30. Prior to the current school year, about how many times have you taught your selected course?</b>								
	crstimes	0	10	9	7	7	17	8
		1-2	18	16	18	19	36	17
		3-4	15	14	15	15	30	14
		5-9	16	14	21	22	37	18
		10 or more times	52	47	36	37	88	42
		Total	111	100	97	100	208	100