



# College of Charleston

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## Respondent Characteristics

August 2010

<b>Response rate</b>	33%			
<b>Number of invited faculty</b>	796			
<b>Total number of respondents</b>	266 (107 Lower Division, 138 Upper Division, 15 Other, 6 Missing course level)			
	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Discipline of appointment</b>				
Arts and humanities	44%	30%	46%	37%
Biological science	9%	8%	0%	8%
Business	3%	11%	0%	7%
Education	6%	11%	0%	9%
Engineering	0%	0%	0%	0%
Physical science	20%	9%	8%	13%
Professional	0%	1%	8%	1%
Social science	11%	19%	23%	16%
Other	6%	11%	15%	9%
<b>Rank</b>				
Professor	18%	24%	23%	22%
Associate Professor	16%	33%	0%	24%
Assistant Professor	27%	26%	15%	26%
Instructor	24%	8%	31%	15%
Lecturer	2%	0%	0%	1%
Graduate Teaching Assistant	0%	1%	0%	0%
Other	13%	9%	31%	12%
<b>Tenure status</b>				
Tenured	32%	57%	20%	45%
On tenure track but not tenured	23%	23%	13%	23%
Not on tenure track	44%	19%	67%	32%
No tenure system	1%	0%	0%	0%
<b>Highest degree earned</b>				
First professional degree	0%	2%	0%	1%
Doctoral degree	64%	81%	53%	73%
Master's degree	34%	11%	47%	23%
Bachelor's degree	0%	1%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	2%	5%	0%	3%
<b>Full-time/Part Time</b>				
Full-time	81%	87%	53%	83%
Part-time	19%	13%	47%	17%

	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Number of courses taught 09-10<sup>1</sup></b>				
None	0%	0%	0%	0%
1-3	30%	24%	36%	27%
4-6	40%	57%	43%	49%
7 or more	30%	19%	21%	24%
<b>Years of teaching experience</b>				
4 or less	18%	16%	25%	17%
5-9	23%	13%	17%	17%
10-14	15%	23%	17%	20%
15 or more	44%	48%	42%	46%
<b>Age</b>				
34 or younger	18%	8%	15%	13%
35-44	34%	31%	38%	33%
45-54	20%	29%	8%	24%
Older than 54	27%	31%	38%	30%
<b>Gender</b>				
Male	41%	56%	21%	48%
Female	59%	44%	79%	52%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	3%	1%	13%	2%
Black or African American	2%	5%	0%	3%
White (non-Hispanic)	87%	80%	60%	81%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	2%	2%	7%	2%
Multiracial	1%	0%	7%	1%
Other	3%	2%	0%	2%
Prefer not to respond	3%	11%	13%	8%
<b>Citizenship status</b>				
U.S. citizen, native	85%	89%	73%	87%
U.S. citizen, naturalized	6%	5%	13%	6%
Permanent resident of the U.S.	7%	5%	7%	6%
Temporary resident of the U.S.	2%	1%	7%	2%

1: Includes 2009-2010 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



# College of Charleston

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Frequency Distributions

August 2010

# 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

## Response Categories

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

## FSSE 2010 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.

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	1	1%	0	0%	1	1%
	Somewhat important	7	9%	9	9%	16	9%
	Important	27	33%	22	23%	49	28%
	Very important	46	57%	65	68%	111	63%
	Total	81	100%	96	100%	177	100%
FVOLUNTR	Not important	7	9%	4	4%	11	6%
	Somewhat important	18	23%	26	27%	44	25%
	Important	37	46%	42	44%	79	45%
	Very important	18	23%	24	25%	42	24%
	Total	80	100%	96	100%	176	100%
FLERNCOM	Not important	19	23%	25	26%	44	25%
	Somewhat important	21	26%	29	31%	50	28%
	Important	22	27%	26	27%	48	27%
	Very important	19	23%	15	16%	34	19%
	Total	81	100%	95	100%	176	100%

## 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	2%	4	3%	6	2%
		Somewhat important	16	15%	15	11%	31	13%
		Important	40	38%	34	25%	74	31%
		Very important	46	44%	84	61%	130	54%
		Total	104	100%	137	100%	241	100%
b. Community service or volunteer work	FVOLUNTR	Not important	9	9%	9	7%	18	8%
		Somewhat important	32	31%	41	30%	73	31%
		Important	38	37%	47	35%	85	36%
		Very important	25	24%	38	28%	63	26%
		Total	104	100%	135	100%	239	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	15	14%	24	18%	39	16%
		Somewhat important	46	44%	53	39%	99	41%
		Important	32	31%	42	31%	74	31%
		Very important	11	11%	17	13%	28	12%
		Total	104	100%	136	100%	240	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	6	6%	9	7%	15	6%
		Somewhat important	24	23%	40	29%	64	26%
		Important	49	47%	53	38%	102	42%
		Very important	26	25%	36	26%	62	26%
		Total	105	100%	138	100%	243	100%
e. Foreign language coursework	FFORLANG	Not important	4	4%	10	7%	14	6%
		Somewhat important	16	15%	23	17%	39	16%
		Important	32	31%	55	40%	87	36%
		Very important	52	50%	49	36%	101	42%
		Total	104	100%	137	100%	241	100%
f. Study abroad	FSTUDYAB	Not important	13	13%	9	7%	22	9%
		Somewhat important	26	25%	44	32%	70	29%
		Important	37	36%	50	36%	87	36%
		Very important	28	27%	34	25%	62	26%
		Total	104	100%	137	100%	241	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	20	19%	24	18%	44	18%
		Somewhat important	40	38%	54	39%	94	39%
		Important	32	31%	44	32%	76	32%
		Very important	12	12%	15	11%	27	11%
		Total	104	100%	137	100%	241	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	2%	5	4%	7	3%
		Somewhat important	16	15%	26	19%	42	17%
		Important	35	33%	43	31%	78	32%
		Very important	52	50%	64	46%	116	48%
		Total	105	100%	138	100%	243	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships <b>with other students</b>	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	0	0%	1	1%	1	0%
		4	12	11%	11	8%	23	9%
		5	43	40%	47	35%	90	37%
		6	44	41%	55	40%	99	41%
		Friendly, Supportive, Sense of Belonging	8	7%	22	16%	30	12%
		Total	107	100%	136	100%	243	100%
		Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%
2	1			1%	1	1%	2	1%
3	3			3%	4	3%	7	3%
4	13			12%	14	10%	27	11%
5	37			35%	28	20%	65	27%
6	39			36%	68	50%	107	44%
Available, Helpful, Sympathetic	14			13%	22	16%	36	15%
Total	107			100%	137	100%	244	100%

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

Student relationships with administrative personnel and offices	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		2	2%	6	4%	8
	2		2	2%	9	7%	11	5%
	3		12	12%	19	14%	31	13%
	4		39	38%	43	32%	82	34%
	5		22	21%	25	19%	47	20%
	6		21	20%	27	20%	48	20%
	Helpful, Considerate, Flexible		6	6%	5	4%	11	5%
	Total		104	100%	134	100%	238	100%

To what extent does your institution emphasize each of the following?

a. Requiring students to spend significant amounts of time studying and on academic work	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		6	6%	5	4%	11
	Some		41	38%	45	33%	86	35%
	Quite a bit		47	44%	66	48%	113	46%
	Very much		13	12%	22	16%	35	14%
	Total		107	100%	138	100%	245	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	2	2%	2	1%	4	2%
		Some	23	22%	21	15%	44	18%
	Quite a bit	46	43%	71	51%	117	48%	
	Very much	35	33%	44	32%	79	32%	
	Total		106	100%	138	100%	244	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	21	20%	29	21%	50	21%
		Some	59	56%	60	44%	119	49%
	Quite a bit	17	16%	33	24%	50	21%	
	Very much	9	8%	15	11%	24	10%	
	Total		106	100%	137	100%	243	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	23	21%	27	20%	50	21%
		Some	51	48%	66	49%	117	48%
		Quite a bit	26	24%	31	23%	57	24%
		Very much	7	7%	11	8%	18	7%
	Total		107	100%	135	100%	242	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	6	6%	6	4%	12	5%
		Some	44	42%	74	55%	118	49%
		Quite a bit	42	40%	39	29%	81	34%
		Very much	14	13%	15	11%	29	12%
	Total		106	100%	134	100%	240	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	6	6%	8	6%	14	6%
		Some	30	28%	36	26%	66	27%
		Quite a bit	48	45%	74	54%	122	50%
		Very much	22	21%	18	13%	40	17%
	Total		106	100%	136	100%	242	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	5	5%	6	4%	11	5%
		Some	29	27%	49	36%	78	32%
		Quite a bit	51	48%	60	44%	111	46%
		Very much	22	21%	20	15%	42	17%
	Total		107	100%	135	100%	242	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	6	6%	5	4%	11	5%
		Some	19	18%	18	13%	37	15%
		Quite a bit	39	36%	44	32%	83	34%
		Very much	43	40%	69	51%	112	46%
	Total		107	100%	136	100%	243	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	1	1%	0	0%	1	0%
		1-4	12	11%	21	15%	33	14%
		5-8	25	23%	42	31%	67	27%
		9-12	56	52%	63	46%	119	49%
		13-16	8	7%	7	5%	15	6%
		17-20	4	4%	4	3%	8	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	0%
			Total	107	100%	137	100%	244
b. Grading papers and exams	GRADEPAP	0	1	1%	0	0%	1	0%
		1-4	25	23%	39	28%	64	26%
		5-8	44	41%	51	37%	95	39%
		9-12	18	17%	24	17%	42	17%
		13-16	12	11%	16	12%	28	11%
		17-20	4	4%	6	4%	10	4%
		21-30	2	2%	2	1%	4	2%
		More than 30	1	1%	0	0%	1	0%
			Total	107	100%	138	100%	245
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	47	44%	64	47%	111	45%
		5-8	40	37%	43	31%	83	34%
		9-12	12	11%	20	15%	32	13%
		13-16	5	5%	7	5%	12	5%
		17-20	2	2%	3	2%	5	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	0%
			Total	107	100%	137	100%	244

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	1	1%	0	0%	1	0%
		1-4	21	20%	25	18%	46	19%
		5-8	39	36%	47	34%	86	35%
		9-12	21	20%	33	24%	54	22%
		13-16	12	11%	17	12%	29	12%
		17-20	8	7%	13	9%	21	9%
		21-30	3	3%	2	1%	5	2%
		More than 30	2	2%	1	1%	3	1%
			Total	107	100%	138	100%	245
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	0	0%	1	0%
		1-4	72	68%	95	69%	167	69%
		5-8	23	22%	27	20%	50	21%
		9-12	5	5%	11	8%	16	7%
		13-16	2	2%	2	1%	4	2%
		17-20	2	2%	1	1%	3	1%
		21-30	0	0%	1	1%	1	0%
		More than 30	1	1%	0	0%	1	0%
			Total	106	100%	137	100%	243
f. Research and scholarly activities	SCHOLAR	0	8	8%	6	4%	14	6%
		1-4	30	28%	40	29%	70	29%
		5-8	32	30%	40	29%	72	30%
		9-12	18	17%	23	17%	41	17%
		13-16	9	8%	18	13%	27	11%
		17-20	3	3%	5	4%	8	3%
		21-30	3	3%	3	2%	6	2%
		More than 30	3	3%	2	1%	5	2%
			Total	106	100%	137	100%	243

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	44	42%	32	24%	76	31%
		1-4	41	39%	56	41%	97	40%
		5-8	16	15%	35	26%	51	21%
		9-12	2	2%	7	5%	9	4%
		13-16	3	3%	4	3%	7	3%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
		Total	106	100%	136	100%	242	100%
h. Advising undergraduate students	ADVISE	0	24	23%	16	12%	40	16%
		1-4	58	55%	78	57%	136	56%
		5-8	19	18%	25	18%	44	18%
		9-12	0	0%	12	9%	12	5%
		13-16	4	4%	3	2%	7	3%
		17-20	0	0%	1	1%	1	0%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	1	1%	1	0%
		Total	106	100%	137	100%	243	100%
i. Supervising internships or other field experiences	FIELDEXP	0	72	69%	74	54%	146	60%
		1-4	28	27%	37	27%	65	27%
		5-8	3	3%	15	11%	18	7%
		9-12	0	0%	6	4%	6	2%
		13-16	0	0%	2	1%	2	1%
		17-20	1	1%	2	1%	3	1%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	1	1%	1	0%
		Total	105	100%	138	100%	243	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	46	43%	49	36%	95	39%
		1-4	44	42%	70	51%	114	47%
		5-8	9	8%	11	8%	20	8%
		9-12	3	3%	6	4%	9	4%
		13-16	3	3%	1	1%	4	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	1	1%	2	1%
			Total	106	100%	138	100%	244
k. Other interactions with students outside of the classroom	FINTERAC	0	21	20%	17	12%	38	16%
		1-4	61	58%	84	61%	145	59%
		5-8	18	17%	23	17%	41	17%
		9-12	4	4%	9	7%	13	5%
		13-16	0	0%	2	1%	2	1%
		17-20	1	1%	3	2%	4	2%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
			Total	106	100%	138	100%	244
l. Conducting service activities	SERVICE	0	35	33%	29	21%	64	26%
		1-4	47	44%	57	42%	104	43%
		5-8	19	18%	36	26%	55	23%
		9-12	3	3%	4	3%	7	3%
		13-16	1	1%	6	4%	7	3%
		17-20	0	0%	1	1%	1	0%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	3	2%	3	1%
			Total	106	100%	137	100%	243

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	106	99%	134	97%	240	98%
		Classroom, auxiliary location	1	1%	4	3%	5	2%
		Distance education	0	0%	0	0%	0	0%
		Total	107	100%	138	100%	245	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	23	21%	96	70%	119	49%
		Yes	84	79%	41	30%	125	51%
		Total	107	100%	137	100%	244	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	1	1%	8	6%	9	4%
		10 to 19	7	7%	22	16%	29	12%
		20 to 29	30	28%	53	38%	83	34%
		30 to 49	44	42%	48	35%	92	38%
		50 to 99	18	17%	7	5%	25	10%
		100 or more	6	6%	0	0%	6	2%
		Total	106	100%	138	100%	244	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	11	11%	11	8%	22	9%
		1 to 2	18	18%	23	17%	41	17%
		3 to 9	28	27%	49	37%	77	33%
		10 to 19	20	20%	22	16%	42	18%
		20 or more	25	25%	29	22%	54	23%
		Total	102	100%	134	100%	236	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	46	46%	36	28%	82	35%
		Biological science	11	11%	10	8%	21	9%
		Business	3	3%	17	13%	20	9%
		Education	4	4%	13	10%	17	7%
		Engineering	0	0%	0	0%	0	0%
		Physical science	20	20%	11	8%	31	13%
		Professional	0	0%	0	0%	0	0%
		Social science	10	10%	28	22%	38	16%
		Other	7	7%	15	12%	22	10%
		Total	101	100%	130	100%	231	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	2	2%	0	0%	2	1%
		1-24%	45	42%	44	32%	89	37%
		25-49%	32	30%	39	28%	71	29%
		50-74%	19	18%	29	21%	48	20%
		75% or higher	8	8%	25	18%	33	14%
		Total	106	100%	137	100%	243	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	6	4%	6	2%
		1-24%	46	44%	63	46%	109	45%
		25-49%	36	34%	35	26%	71	29%
		50-74%	15	14%	23	17%	38	16%
		75% or higher	8	8%	10	7%	18	7%
		Total	105	100%	137	100%	242	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	3	3%	1	1%	4	2%
		1-24%	39	37%	43	32%	82	34%
		25-49%	43	41%	34	26%	77	32%
		50-74%	18	17%	38	29%	56	23%
		75% or higher	3	3%	17	13%	20	8%
		Total	106	100%	133	100%	239	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	1%	0	0%	1	0%
		1-24%	23	22%	27	20%	50	21%
		25-49%	33	31%	39	29%	72	30%
		50-74%	27	25%	28	21%	55	23%
		75% or higher	22	21%	42	31%	64	26%
		Total	106	100%	136	100%	242	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	1	1%	0	0%	1	0%
		1-24%	38	36%	52	38%	90	37%
		25-49%	36	34%	46	34%	82	34%
		50-74%	21	20%	24	18%	45	19%
		75% or higher	9	9%	14	10%	23	10%
		Total	105	100%	136	100%	241	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	7	7%	5	4%	12	5%
		1-24%	69	65%	64	47%	133	55%
		25-49%	19	18%	27	20%	46	19%
		50-74%	7	7%	24	18%	31	13%
		75% or higher	4	4%	17	12%	21	9%
	Total	106	100%	137	100%	243	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	4	4%	6	4%	10	4%
		1-24%	67	64%	71	52%	138	57%
		25-49%	25	24%	31	23%	56	23%
		50-74%	7	7%	16	12%	23	10%
		75% or higher	2	2%	12	9%	14	6%
	Total	105	100%	136	100%	241	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	30	28%	27	20%	57	24%
		Sometimes	32	30%	35	26%	67	28%
		Often	17	16%	31	23%	48	20%
		Very often	27	25%	42	31%	69	29%
	Total	106	100%	135	100%	241	100%	
b. Work with other students on projects during class	FCLASSGR	Never	17	16%	17	13%	34	14%
		Sometimes	39	37%	44	33%	83	34%
		Often	26	25%	27	20%	53	22%
		Very often	24	23%	47	35%	71	29%
	Total	106	100%	135	100%	241	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	83	79%	102	76%	185	77%
		Sometimes	16	15%	20	15%	36	15%
		Often	2	2%	3	2%	5	2%
		Very often	4	4%	10	7%	14	6%
	Total	105	100%	135	100%	240	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	26	25%	40	30%	66	27%
		Sometimes	34	32%	43	32%	77	32%
		Often	18	17%	16	12%	34	14%
		Very often	28	26%	36	27%	64	27%
		Total	106	100%	135	100%	241	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	1%	0	0%	1	0%
		Sometimes	7	7%	14	10%	21	9%
		Often	26	25%	48	36%	74	31%
		Very often	72	68%	72	54%	144	60%
		Total	106	100%	134	100%	240	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	34	32%	29	21%	63	26%
		Sometimes	52	49%	69	51%	121	50%
		Often	13	12%	22	16%	35	15%
		Very often	7	7%	15	11%	22	9%
		Total	106	100%	135	100%	241	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	30	29%	35	27%	65	28%
		Sometimes	47	45%	53	40%	100	42%
		Often	18	17%	23	18%	41	17%
		Very often	10	10%	20	15%	30	13%
		Total	105	100%	131	100%	236	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	4	4%	7	6%	11	5%
		1	54	55%	48	38%	102	45%
		2-3	26	26%	53	42%	79	35%
		4-6	8	8%	14	11%	22	10%
		More than 6	7	7%	5	4%	12	5%
		Total	99	100%	127	100%	226	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	100	96%	94	72%	194	83%
		1	3	3%	26	20%	29	12%
		2-3	0	0%	9	7%	9	4%
		4-6	1	1%	1	1%	2	1%
		More than 6	0	0%	0	0%	0	0%
		Total		104	100%	130	100%	234
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTMD05	None	56	55%	37	28%	93	40%
		1	25	25%	47	36%	72	31%
		2-3	14	14%	37	28%	51	22%
		4-6	5	5%	6	5%	11	5%
		More than 6	1	1%	3	2%	4	2%
		Total		101	100%	130	100%	231
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRITSML	None	27	26%	31	24%	58	25%
		1	14	13%	23	18%	37	16%
		2-3	34	33%	33	26%	67	29%
		4-6	16	15%	18	14%	34	15%
		More than 6	13	13%	23	18%	36	16%
		Total		104	100%	128	100%	232

**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	41	40%	61	46%	102	44%
		1-2	31	30%	37	28%	68	29%
		3-4	17	17%	16	12%	33	14%
		5-6	3	3%	5	4%	8	3%
		More than 6	10	10%	13	10%	23	10%
		Total		102	100%	132	100%	234
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	55	53%	76	59%	131	56%
		1-2	34	33%	31	24%	65	28%
		3-4	3	3%	12	9%	15	6%
		5-6	2	2%	2	2%	4	2%
		More than 6	10	10%	8	6%	18	8%
		Total		104	100%	129	100%	233

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	2	1%	2	1%
		1-2	2	2%	6	4%	8	3%
		3-4	30	28%	35	26%	65	27%
		5-6	41	39%	31	23%	72	30%
		7-8	17	16%	37	27%	54	22%
		9-10	10	9%	17	13%	27	11%
		11-12	4	4%	3	2%	7	3%
		More than 12	2	2%	4	3%	6	2%
	Total	106	100%	135	100%	241	100%	
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	2	2%	5	4%	7	3%
		1-2	46	43%	56	41%	102	42%
		3-4	49	46%	45	33%	94	39%
		5-6	6	6%	20	15%	26	11%
		7-8	0	0%	4	3%	4	2%
		9-10	2	2%	2	1%	4	2%
		11-12	1	1%	0	0%	1	0%
		More than 12	0	0%	3	2%	3	1%
	Total	106	100%	135	100%	241	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	29	27%	27	20%	56	23%
		Somewhat important	24	23%	25	19%	49	21%
		Important	25	24%	38	29%	63	26%
		Very important	28	26%	43	32%	71	30%
		Total	106	100%	133	100%	239	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	15%	7	5%	23	10%
		Somewhat important	22	21%	9	7%	31	13%
		Important	16	15%	32	24%	48	20%
		Very important	52	49%	85	64%	137	57%
		Total	106	100%	133	100%	239	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	22	21%	24	18%	46	19%
		Somewhat important	31	29%	40	31%	71	30%
		Important	30	28%	32	25%	62	26%
		Very important	23	22%	34	26%	57	24%
		Total	106	100%	130	100%	236	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	20	19%	9	7%	29	12%
		Somewhat important	32	31%	34	26%	66	28%
		Important	34	33%	46	35%	80	34%
		Very important	18	17%	43	33%	61	26%
		Total	104	100%	132	100%	236	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	13%	24	18%	38	16%
		Somewhat important	35	33%	38	29%	73	31%
		Important	31	30%	42	32%	73	31%
		Very important	25	24%	29	22%	54	23%
		Total	105	100%	133	100%	238	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	46	43%	58	44%	104	44%
		Somewhat important	34	32%	38	29%	72	30%
		Important	17	16%	28	21%	45	19%
		Very important	9	8%	8	6%	17	7%
		Total	106	100%	132	100%	238	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	14	13%	12	9%	26	11%
		Somewhat important	19	18%	26	20%	45	19%
		Important	30	29%	34	26%	64	27%
		Very important	41	39%	61	46%	102	43%
		Total	104	100%	133	100%	237	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	20	19%	22	17%	42	18%
		Somewhat important	16	15%	27	20%	43	18%
		Important	26	25%	26	20%	52	22%
		Very important	43	41%	58	44%	101	42%
		Total	105	100%	133	100%	238	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	1	1%	2	1%	3	1%
		Somewhat important	8	8%	11	8%	19	8%
		Important	26	25%	24	18%	50	21%
		Very important	70	67%	97	72%	167	70%
		Total	105	100%	134	100%	239	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%	1	1%	5	4%	6	3%
		1-9%	8	8%	16	12%	24	10%
		10-19%	11	11%	12	9%	23	10%
		20-29%	11	11%	19	14%	30	13%
		30-39%	12	12%	20	15%	32	13%
		40-49%	11	11%	15	11%	26	11%
		50-74%	24	23%	27	20%	51	21%
		75% or more	26	25%	20	15%	46	19%
		Total	104	100%	134	100%	238	100%
		b. Teacher-led discussion	TEACHLED	0%	4	4%	3	2%
1-9%	15			15%	24	18%	39	17%
10-19%	24			23%	26	20%	50	21%
20-29%	22			21%	26	20%	48	20%
30-39%	12			12%	17	13%	29	12%
40-49%	16			16%	19	14%	35	15%
50-74%	5			5%	11	8%	16	7%
75% or more	5			5%	6	5%	11	5%
Total	103			100%	132	100%	235	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	32	32%	23	18%	55	24%
		1-9%	19	19%	40	31%	59	25%
		10-19%	22	22%	20	15%	42	18%
		20-29%	13	13%	21	16%	34	15%
		30-39%	6	6%	10	8%	16	7%
		40-49%	3	3%	5	4%	8	3%
		50-74%	5	5%	7	5%	12	5%
		75% or more	1	1%	5	4%	6	3%
		Total	101	100%	131	100%	232	100%
d. Student computer use	COMPMED	0%	76	74%	83	64%	159	68%
		1-9%	13	13%	21	16%	34	15%
		10-19%	6	6%	13	10%	19	8%
		20-29%	5	5%	4	3%	9	4%
		30-39%	0	0%	3	2%	3	1%
		40-49%	2	2%	1	1%	3	1%
		50-74%	0	0%	4	3%	4	2%
		75% or more	1	1%	1	1%	2	1%
		Total	103	100%	130	100%	233	100%
e. Small group activities	GROUPSML	0%	30	29%	28	21%	58	24%
		1-9%	23	22%	42	32%	65	27%
		10-19%	20	19%	30	23%	50	21%
		20-29%	14	13%	13	10%	27	11%
		30-39%	10	10%	12	9%	22	9%
		40-49%	3	3%	4	3%	7	3%
		50-74%	3	3%	2	2%	5	2%
		75% or more	2	2%	2	2%	4	2%
		Total	105	100%	133	100%	238	100%

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

	<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%	44	42%	37	28%	81	34%
		1-9%	24	23%	41	31%	65	27%
		10-19%	21	20%	31	23%	52	22%
		20-29%	10	10%	14	11%	24	10%
		30-39%	3	3%	5	4%	8	3%
		40-49%	1	1%	2	2%	3	1%
		50-74%	1	1%	3	2%	4	2%
		75% or more	0	0%	0	0%	0	0%
		Total	104	100%	133	100%	237	100%
g. In-class writing	CLSWRITE	0%	54	51%	66	50%	120	51%
		1-9%	34	32%	39	30%	73	31%
		10-19%	11	10%	19	14%	30	13%
		20-29%	4	4%	4	3%	8	3%
		30-39%	1	1%	1	1%	2	1%
		40-49%	1	1%	1	1%	2	1%
		50-74%	0	0%	2	2%	2	1%
		75% or more	0	0%	0	0%	0	0%
		Total	105	100%	132	100%	237	100%
h. Testing and evaluation	TESTEVAL	0%	2	2%	9	7%	11	5%
		1-9%	43	41%	53	40%	96	41%
		10-19%	38	36%	55	42%	93	39%
		20-29%	14	13%	7	5%	21	9%
		30-39%	5	5%	5	4%	10	4%
		40-49%	0	0%	2	2%	2	1%
		50-74%	2	2%	0	0%	2	1%
		75% or more	1	1%	1	1%	2	1%
		Total	105	100%	132	100%	237	100%

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

	<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%	90	87%	120	91%	210	89%
		1-9%	5	5%	3	2%	8	3%
		10-19%	3	3%	4	3%	7	3%
		20-29%	2	2%	2	2%	4	2%
		30-39%	2	2%	0	0%	2	1%
		40-49%	0	0%	1	1%	1	0%
		50-74%	0	0%	1	1%	1	0%
		75% or more	2	2%	1	1%	3	1%
		Total	104	100%	132	100%	236	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	68	65%	82	62%	150	64%
		1-9%	12	12%	13	10%	25	11%
		10-19%	11	11%	9	7%	20	8%
		20-29%	5	5%	12	9%	17	7%
		30-39%	4	4%	3	2%	7	3%
		40-49%	1	1%	6	5%	7	3%
		50-74%	2	2%	3	2%	5	2%
		75% or more	1	1%	4	3%	5	2%
		Total	104	100%	132	100%	236	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	1	1%	0	0%	1	0%
		2	1	1%	1	1%	2	1%
		3	3	3%	1	1%	4	2%
		4	6	6%	8	6%	14	6%
		5	23	22%	31	23%	54	23%
		6	49	47%	60	45%	109	46%
		Very much	22	21%	32	24%	54	23%
		Total	105	100%	133	100%	238	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	27	26%	48	36%	75	32%
		Some	46	44%	52	39%	98	41%
		Quite a bit	26	25%	29	22%	55	23%
		Very much	6	6%	4	3%	10	4%
		Total	105	100%	133	100%	238	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	4	4%	0	0%	4	2%
		Some	8	8%	16	12%	24	10%
		Quite a bit	31	30%	45	34%	76	32%
		Very much	62	59%	73	54%	135	56%
		Total	105	100%	134	100%	239	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	3	3%	1	1%	4	2%
		Some	14	13%	10	7%	24	10%
		Quite a bit	37	35%	50	37%	87	36%
		Very much	51	49%	73	54%	124	52%
		Total	105	100%	134	100%	239	100%
d. <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	5	5%	7	5%	12	5%
		Some	32	31%	21	16%	53	22%
		Quite a bit	29	28%	48	36%	77	32%
		Very much	38	37%	58	43%	96	40%
		Total	104	100%	134	100%	238	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	5	5%	4	3%	9	4%
		Some	20	19%	12	9%	32	13%
		Quite a bit	31	30%	46	34%	77	32%
		Very much	48	46%	72	54%	120	50%
		Total	104	100%	134	100%	238	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	13	12%	6	4%	19	8%
		Some	28	27%	26	19%	54	23%
		Quite a bit	19	18%	45	34%	64	27%
		Very much	45	43%	57	43%	102	43%
		Total	105	100%	134	100%	239	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	25	24%	15	11%	40	17%
		Some	36	35%	36	27%	72	31%
		Quite a bit	22	21%	45	34%	67	29%
		Very much	21	20%	35	27%	56	24%
		Total	104	100%	131	100%	235	100%
c. Thinking critically and analytically	FGNANALY	Very little	2	2%	0	0%	2	1%
		Some	9	9%	6	5%	15	6%
		Quite a bit	27	26%	34	26%	61	26%
		Very much	66	63%	92	70%	158	67%
		Total	104	100%	132	100%	236	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	52	50%	50	38%	102	43%
		Some	11	11%	29	22%	40	17%
		Quite a bit	14	13%	11	8%	25	11%
		Very much	27	26%	41	31%	68	29%
		Total	104	100%	131	100%	235	100%
e. Using computing and information technology	FGNCMPTS	Very little	30	29%	38	28%	68	28%
		Some	49	47%	51	38%	100	42%
		Quite a bit	14	13%	23	17%	37	15%
		Very much	12	11%	22	16%	34	14%
		Total	105	100%	134	100%	239	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	20	19%	21	16%	41	17%
		Some	40	38%	42	31%	82	34%
		Quite a bit	20	19%	36	27%	56	23%
		Very much	25	24%	35	26%	60	25%
		Total	105	100%	134	100%	239	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	0	0%	0	0%
		Some	16	15%	15	11%	31	13%
		Quite a bit	45	43%	56	42%	101	43%
		Very much	44	42%	61	46%	105	44%
		Total	105	100%	132	100%	237	100%
h. Understanding themselves	FGNSELF	Very little	23	22%	27	20%	50	21%
		Some	40	38%	42	32%	82	35%
		Quite a bit	23	22%	31	23%	54	23%
		Very much	18	17%	32	24%	50	21%
		Total	104	100%	132	100%	236	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	34	33%	39	30%	73	31%
		Some	31	30%	38	29%	69	29%
		Quite a bit	16	16%	22	17%	38	16%
		Very much	22	21%	33	25%	55	23%
		Total	103	100%	132	100%	235	100%
j. Solving complex real-world problems	FGNPROBS	Very little	14	13%	16	12%	30	13%
		Some	41	39%	37	28%	78	33%
		Quite a bit	28	27%	39	30%	67	28%
		Very much	22	21%	40	30%	62	26%
		Total	105	100%	132	100%	237	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	34	32%	35	26%	69	29%
		Some	32	30%	45	34%	77	32%
		Quite a bit	24	23%	25	19%	49	21%
		Very much	15	14%	28	21%	43	18%
		Total	105	100%	133	100%	238	100%
l. Developing a deepened sense of spirituality	FSPRIT	Very little	83	79%	105	80%	188	79%
		Some	14	13%	17	13%	31	13%
		Quite a bit	3	3%	6	5%	9	4%
		Very much	5	5%	4	3%	9	4%
		Total	105	100%	132	100%	237	100%
m. Acquiring a broad general education	FGNGENLE	Very little	9	9%	15	11%	24	10%
		Some	21	20%	36	27%	57	24%
		Quite a bit	27	26%	42	32%	69	29%
		Very much	47	45%	39	30%	86	36%
		Total	104	100%	132	100%	236	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	15	14%	13	10%	28	12%
		Some	36	35%	36	27%	72	31%
		Quite a bit	34	33%	37	28%	71	30%
		Very much	19	18%	46	35%	65	28%
		Total	104	100%	132	100%	236	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	42	44%	36	30%	78	36%
		Biological science	9	9%	10	8%	19	9%
		Business	3	3%	14	11%	17	8%
		Education	6	6%	14	11%	20	9%
		Engineering	0	0%	0	0%	0	0%
		Physical science	19	20%	11	9%	30	14%
		Professional	0	0%	1	1%	1	0%
		Social science	10	11%	23	19%	33	15%
		Other	6	6%	13	11%	19	9%
		Total	95	100%	122	100%	217	100%



# College of Charleston

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## FSSE-NSSE Combined Report

August 2010



# Interpreting the FSSE-NSSE Combined 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 *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2010 Frequency Distributions*.

## Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2010 Frequency Distributions* reports.

### Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



**Faculty classroom practices and student responses:**

Faculty Responses			
Percentage of faculty who reported that more than half of students from their courses do the following			
FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	29%
		UD	35%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	22%
		UD	15%
Frequently work harder than they usually do to meet your standards	FWORKHARD	LD	27%
		UD	34%

### FSSE-NSSE Combined Report 2010 NSSEville State University

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						
NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	32%	41%	27%	0%
		SR	53%	32%	15%	1%
Come to class without completing assignments	CLUNPREP	FY	5%	12%	48%	35%
		SR	4%	13%	56%	27%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	42%	30%	8%
		SR	28%	35%	31%	6%

### Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2010 Frequency Distributions*.

### Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	<b>25%</b>
		UD	<b>39%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>22%</b>
		UD	<b>24%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>20%</b>
		UD	<b>41%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>46%</b>
		UD	<b>51%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>29%</b>
		UD	<b>28%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>10%</b>
		UD	<b>30%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>9%</b>
		UD	<b>21%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	30%	38%	32%	1%
		SR	51%	31%	17%	1%
Come to class without completing assignments	CLUNPREP	FY	5%	12%	63%	20%
		SR	8%	17%	61%	14%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	16%	44%	34%	6%
		SR	21%	38%	36%	5%
Used e-mail to communicate with an instructor	EMAIL	FY	46%	38%	15%	1%
		SR	66%	28%	6%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	21%	35%	39%	4%
		SR	31%	35%	30%	4%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	12%	25%	48%	16%
		SR	18%	29%	41%	12%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	6%	15%	40%	39%
		SR	11%	19%	50%	20%

**Faculty classroom practices and student responses:**

**Faculty Responses**

**Percentage of faculty who reported that students from their courses do the following often or very often**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	<b>42%</b>
		UD	<b>54%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>47%</b>
		UD	<b>55%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>6%</b>
		UD	<b>10%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>43%</b>
		UD	<b>39%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>92%</b>
		UD	<b>90%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>19%</b>
		UD	<b>27%</b>
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	<b>27%</b>
		UD	<b>33%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	16%	40%	37%	7%
		SR	30%	31%	33%	6%
Worked with other students on projects during class	CLASSGRP	FY	9%	34%	45%	11%
		SR	12%	34%	45%	9%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	4%	10%	35%	51%
		SR	5%	9%	35%	50%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	19%	32%	32%	17%
		SR	31%	30%	29%	10%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	18%	51%	27%	3%
		SR	24%	49%	24%	2%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	26%	25%	36%	14%
		SR	27%	31%	31%	11%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	31%	34%	28%	7%
		SR	35%	31%	27%	7%



**Faculty classroom practices and student responses:**

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	<b>50%</b>
		UD	<b>61%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>64%</b>
		UD	<b>88%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>50%</b>
		UD	<b>51%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>50%</b>
		UD	<b>67%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>53%</b>
		UD	<b>53%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>25%</b>
		UD	<b>27%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>68%</b>
		UD	<b>71%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>66%</b>
		UD	<b>63%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>91%</b>
		UD	<b>90%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	13%	31%	39%	16%
		SR	17%	25%	38%	20%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	48%	23%	1%
		SR	56%	36%	8%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	11%	36%	45%	8%
		SR	27%	39%	31%	4%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	19%	40%	37%	4%
		SR	32%	45%	22%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	22%	39%	33%	6%
		SR	32%	40%	26%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	12%	33%	52%
		SR	10%	12%	31%	48%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	18%	37%	36%	9%
		SR	23%	40%	32%	6%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	25%	38%	33%	4%
		SR	28%	41%	28%	4%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	27%	43%	28%	3%
		SR	33%	40%	25%	2%

**Faculty classroom practices and student responses:**

**Faculty Responses**

**Percentage of faculty who reported that their evaluations of student performance are quite challenging for students**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the 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	LD	<b>90%</b>
		UD	<b>92%</b>

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

**Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	<b>30%</b>
		UD	<b>25%</b>
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	<b>89%</b>
		UD	<b>88%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>84%</b>
		UD	<b>92%</b>
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	<b>64%</b>
		UD	<b>79%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>76%</b>
		UD	<b>88%</b>

**Student Responses**

**Distribution of student responses to how much their examinations during the current school year challenged them to do their best work**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	87%	13%
		SR	87%	13%

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

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	35%	40%	20%	4%
		SR	31%	37%	26%	7%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	43%	43%	13%	1%
		SR	50%	40%	9%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	30%	44%	23%	3%
		SR	41%	39%	17%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	27%	41%	28%	5%
		SR	37%	37%	21%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	39%	41%	16%	3%
		SR	51%	32%	14%	3%

**Faculty classroom practices and student responses:**

**Faculty Responses**

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	<b>61%</b>
		UD	<b>76%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>41%</b>
		UD	<b>61%</b>
Thinking critically and analytically	FGNANALY	LD	<b>89%</b>
		UD	<b>95%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>39%</b>
		UD	<b>40%</b>
Using computing and information technology	FGNCMPTS	LD	<b>25%</b>
		UD	<b>34%</b>
Working effectively with others	FGNOTHER	LD	<b>43%</b>
		UD	<b>53%</b>
Learning effectively on their own	FGNINQ	LD	<b>85%</b>
		UD	<b>89%</b>

**Student Responses**

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	30%	42%	22%	6%
		SR	42%	35%	20%	4%
Speaking clearly and effectively	GNSPEAK	FY	25%	38%	26%	11%
		SR	36%	34%	25%	5%
Thinking critically and analytically	GNANALY	FY	44%	44%	10%	2%
		SR	55%	37%	7%	1%
Analyzing quantitative problems	GNQUANT	FY	34%	41%	21%	3%
		SR	39%	36%	21%	4%
Using computing and information technology	GNCMPTS	FY	31%	39%	23%	7%
		SR	40%	35%	20%	6%
Working effectively with others	GNOTHERS	FY	35%	39%	22%	4%
		SR	42%	38%	18%	2%
Learning effectively on your own	GNINQ	FY	25%	50%	22%	4%
		SR	38%	39%	18%	4%

**Faculty classroom practices and student responses:**

**Faculty Responses**

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	<b>39%</b>
		UD	<b>48%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>37%</b>
		UD	<b>42%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>48%</b>
		UD	<b>60%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>37%</b>
		UD	<b>40%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>8%</b>
		UD	<b>8%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>71%</b>
		UD	<b>61%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>51%</b>
		UD	<b>63%</b>

**Student Responses**

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	27%	39%	25%	10%
		SR	34%	35%	21%	10%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	17%	32%	31%	20%
		SR	21%	27%	37%	16%
Solving complex real-world problems	GNPROBSV	FY	19%	38%	33%	10%
		SR	24%	35%	33%	8%
Developing a personal code of values and ethics	GNETHICS	FY	22%	38%	26%	13%
		SR	25%	35%	25%	15%
Developing a deepened sense of spirituality	GNSPIRIT	FY	10%	17%	25%	48%
		SR	8%	9%	26%	57%
Acquiring a broad general education	GNGENLED	FY	50%	40%	9%	1%
		SR	62%	31%	6%	1%
Acquiring job or work-related knowledge and skills	GNWORK	FY	23%	39%	30%	9%
		SR	35%	32%	25%	8%

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

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	<b>83%</b>
		UD	<b>86%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>61%</b>
		UD	<b>63%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>41%</b>
		UD	<b>43%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>71%</b>
		UD	<b>64%</b>
Foreign language coursework	FFORLANG	LD	<b>81%</b>
		UD	<b>76%</b>
Study abroad	FSTUDYAB	LD	<b>63%</b>
		UD	<b>61%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>83%</b>
		UD	<b>78%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	83%	3%	10%
		SR	66%	16%	12%	7%
Community service or volunteer work	VOLNTR04	FY	45%	42%	6%	7%
		SR	72%	12%	9%	7%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	22%	19%	32%	27%
		SR	21%	3%	63%	12%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	5%	44%	16%	34%
		SR	28%	10%	50%	11%
Foreign language coursework	FORLNG04	FY	61%	24%	8%	6%
		SR	80%	3%	14%	3%
Study abroad	STDABR04	FY	2%	69%	13%	15%
		SR	25%	6%	60%	8%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	44%	10%	44%
		SR	48%	20%	27%	5%

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

**Faculty Responses**

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	<b>56%</b>
		UD	<b>64%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>76%</b>
		UD	<b>83%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>25%</b>
		UD	<b>35%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>31%</b>
		UD	<b>31%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>53%</b>
		UD	<b>40%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	<b>68%</b>
		UD	<b>59%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>77%</b>
		UD	<b>83%</b>

**Student Responses**

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	38%	46%	14%	2%
		SR	38%	45%	16%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	40%	45%	14%	1%
		SR	31%	46%	19%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	22%	29%	34%	15%
		SR	16%	25%	41%	19%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	12%	31%	36%	21%
		SR	8%	21%	40%	31%
Providing the support you need to thrive socially	ENVSOCAL	FY	16%	38%	34%	12%
		SR	12%	33%	41%	14%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	34%	44%	17%	4%
		SR	30%	44%	21%	4%
Using computers in academic work	ENVCOMPT	FY	45%	37%	15%	2%
		SR	59%	31%	9%	1%

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

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	<b>89%</b>
		UD	<b>91%</b>
With faculty members	FENVFAC	LD	<b>84%</b>
		UD	<b>86%</b>
With administrative personnel and offices	FENVADM	LD	<b>47%</b>
		UD	<b>43%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

**Student Responses**

**Distribution of student ratings of the quality of their relationships with the following groups**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	77%	23%
		SR	81%	19%
With faculty members	ENVFAC	FY	81%	19%
		SR	84%	16%
With administrative personnel and offices	ENVADM	FY	64%	36%
		SR	51%	49%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4