



# Mesa State College

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## Respondent Characteristics

August 2011

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<b>Response rate</b>	35%			
<b>Number of invited faculty</b>	462			
<b>Total number of respondents</b>	160 (92 Lower Division, 52 Upper Division, 7 Other, 9 Missing course level)			

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	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Rank</b>				
Professor	23%	44%	40%	31%
Associate Professor	10%	17%	0%	12%
Assistant Professor	13%	21%	20%	16%
Instructor	35%	10%	40%	26%
Lecturer	18%	6%	0%	13%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	1%	2%	0%	1%
<b>Tenure status</b>				
Tenured	27%	49%	29%	35%
On tenure track but not tenured	12%	22%	14%	16%
Not on tenure track	53%	27%	43%	43%
No tenure system	8%	2%	14%	6%
<b>Highest degree earned</b>				
First professional degree	3%	2%	0%	3%
Doctoral degree	40%	61%	29%	46%
Master's degree	42%	24%	29%	35%
Bachelor's degree	7%	8%	0%	7%
Associate's degree	6%	0%	14%	4%
Other	2%	4%	29%	4%
<b>Full-time/Part Time</b>				
Full-time	58%	83%	57%	67%
Part-time	42%	17%	43%	33%

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	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Number of courses taught 10-11<sup>1</sup></b>				
None	0%	0%	0%	0%
1-3	21%	16%	29%	20%
4-6	28%	24%	29%	27%
7 or more	51%	59%	43%	54%
<b>Years of teaching experience</b>				
4 or less	22%	20%	14%	21%
5-9	25%	18%	57%	24%
10-14	13%	9%	0%	11%
15 or more	41%	53%	29%	44%
<b>Age</b>				
34 or younger	7%	2%	33%	6%
35-44	22%	23%	17%	22%
45-54	32%	35%	17%	32%
Older than 54	39%	40%	33%	39%
<b>Gender</b>				
Male	48%	50%	57%	49%
Female	52%	50%	43%	51%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	2%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	3%	0%	0%	2%
Black or African American	0%	0%	0%	0%
White (non-Hispanic)	85%	84%	71%	84%
Mexican or Mexican American	1%	0%	0%	1%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	1%	2%	0%	1%
Multiracial	0%	2%	0%	1%
Other	2%	0%	0%	1%
Prefer not to respond	7%	10%	29%	9%
<b>Citizenship status</b>				
U.S. citizen, native	91%	98%	100%	94%
U.S. citizen, naturalized	5%	2%	0%	4%
Permanent resident of the U.S.	3%	0%	0%	2%
Temporary resident of the U.S.	1%	0%	0%	1%

1: Includes 2010-2011 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



Mesa State College

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Frequency Distributions

August 2011

# Interpreting the Frequency Distributions Report

## Course-Based Survey Option

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

## Sample

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

## Survey Items

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

## Course Level

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

## Variable Names

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



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

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

b. Community service or volunteer work

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

## FSSE 2011 Frequency Distributions NSSEville State University

Lower Division	Upper Division	Total
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## Count

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

## Response Categories

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

## Column Percentage

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

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

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	5	5%	0	0%	5	3%
		Somewhat important	13	14%	3	6%	16	11%
		Important	31	34%	15	29%	46	32%
		Very important	42	46%	34	65%	76	53%
		Total	91	100%	52	100%	143	100%
b. Community service or volunteer work	FVOLUNTR	Not important	14	15%	4	8%	18	13%
		Somewhat important	35	38%	10	19%	45	31%
		Important	35	38%	26	50%	61	43%
		Very important	7	8%	12	23%	19	13%
		Total	91	100%	52	100%	143	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	19	21%	11	21%	30	21%
		Somewhat important	33	37%	17	33%	50	35%
		Important	30	33%	13	25%	43	30%
		Very important	8	9%	11	21%	19	13%
		Total	90	100%	52	100%	142	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	20	22%	4	8%	24	17%
		Somewhat important	28	31%	20	38%	48	34%
		Important	34	37%	17	33%	51	36%
		Very important	9	10%	11	21%	20	14%
		Total	91	100%	52	100%	143	100%
e. Foreign language coursework	FFORLANG	Not important	10	11%	7	13%	17	12%
		Somewhat important	27	30%	20	38%	47	33%
		Important	32	35%	16	31%	48	34%
		Very important	22	24%	9	17%	31	22%
		Total	91	100%	52	100%	143	100%
f. Study abroad	FSTUDYAB	Not important	27	30%	14	27%	41	29%
		Somewhat important	36	40%	18	35%	54	38%
		Important	20	22%	14	27%	34	24%
		Very important	7	8%	6	12%	13	9%
		Total	90	100%	52	100%	142	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	32	35%	18	35%	50	35%
		Somewhat important	32	35%	23	44%	55	38%
		Important	21	23%	7	13%	28	20%
		Very important	6	7%	4	8%	10	7%
		Total	91	100%	52	100%	143	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	3	3%	2	4%	5	3%
		Somewhat important	10	11%	3	6%	13	9%
		Important	27	30%	12	23%	39	27%
		Very important	51	56%	35	67%	86	60%
		Total	91	100%	52	100%	143	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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	6	7%	0	0%	6	4%
		4	8	9%	5	10%	13	9%
		5	27	30%	14	27%	41	29%
		6	36	40%	20	39%	56	39%
		Friendly, Supportive, Sense of Belonging	14	15%	12	24%	26	18%
		Total	91	100%	51	100%	142	100%
Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	3	3%	0	0%	3	2%
		3	2	2%	0	0%	2	1%
		4	6	7%	2	4%	8	6%
		5	24	26%	9	18%	33	23%
		6	41	45%	27	54%	68	48%
		Available, Helpful, Sympathetic	15	16%	12	24%	27	19%
		Total	91	100%	50	100%	141	100%

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

Student relationships with administrative personnel and offices	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVADM	Unhelpful, Inconsiderate, Rigid		2	2%	0	0%	2
	2		4	4%	2	4%	6	4%
	3		8	9%	2	4%	10	7%
	4		20	22%	15	31%	35	25%
	5		27	30%	11	22%	38	27%
	6		22	24%	13	27%	35	25%
	Helpful, Considerate, Flexible		8	9%	6	12%	14	10%
	Total		91	100%	49	100%	140	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVSCO	Very little		9	10%	3	6%	12
	Some		29	32%	16	31%	45	32%
	Quite a bit		39	43%	24	47%	63	44%
	Very much		14	15%	8	16%	22	15%
	Total		91	100%	51	100%	142	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	5	5%	1	2%	6	4%
		Some	13	14%	7	13%	20	14%
	Quite a bit	45	49%	27	52%	72	50%	
	Very much	28	31%	17	33%	45	31%	
	Total		91	100%	52	100%	143	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	11	12%	9	18%	20	14%
		Some	37	41%	19	37%	56	39%
	Quite a bit	30	33%	15	29%	45	32%	
	Very much	13	14%	8	16%	21	15%	
	Total		91	100%	51	100%	142	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	10	11%	4	8%	14	10%
		Some	42	46%	26	50%	68	48%
		Quite a bit	27	30%	18	35%	45	31%
		Very much	12	13%	4	8%	16	11%
	Total		91	100%	52	100%	143	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	9	10%	5	10%	14	10%
		Some	39	43%	20	38%	59	41%
		Quite a bit	36	40%	23	44%	59	41%
		Very much	7	8%	4	8%	11	8%
	Total		91	100%	52	100%	143	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	7%	1	2%	7	5%
		Some	29	32%	12	23%	41	29%
		Quite a bit	40	44%	25	48%	65	45%
		Very much	16	18%	14	27%	30	21%
	Total		91	100%	52	100%	143	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	10	11%	6	12%	16	11%
		Some	26	29%	13	25%	39	27%
		Quite a bit	41	45%	22	43%	63	44%
		Very much	14	15%	10	20%	24	17%
	Total		91	100%	51	100%	142	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	1%	0	0%	1	1%
		Some	13	14%	7	13%	20	14%
		Quite a bit	30	33%	15	29%	45	31%
		Very much	47	52%	30	58%	77	54%
	Total		91	100%	52	100%	143	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	1	2%	1	1%
		1-4	13	14%	6	12%	19	13%
		5-8	20	22%	9	17%	29	20%
		9-12	24	26%	16	31%	40	28%
		13-16	19	21%	14	27%	33	23%
		17-20	3	3%	2	4%	5	3%
		21-30	7	8%	3	6%	10	7%
		More than 30	5	5%	1	2%	6	4%
		Total	91	100%	52	100%	143	100%
b. Grading papers and exams	GRADEPAP	0	2	2%	0	0%	2	1%
		1-4	24	26%	19	37%	43	30%
		5-8	34	37%	16	31%	50	35%
		9-12	16	18%	9	17%	25	17%
		13-16	9	10%	5	10%	14	10%
		17-20	5	5%	1	2%	6	4%
		21-30	1	1%	1	2%	2	1%
		More than 30	0	0%	1	2%	1	1%
		Total	91	100%	52	100%	143	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	1	2%	1	1%
		1-4	44	49%	17	33%	61	43%
		5-8	27	30%	20	38%	47	33%
		9-12	12	13%	10	19%	22	15%
		13-16	3	3%	2	4%	5	4%
		17-20	3	3%	2	4%	5	4%
		21-30	1	1%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	90	100%	52	100%	142	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	1	2%	1	1%
		1-4	12	13%	6	12%	18	13%
		5-8	30	34%	18	35%	48	34%
		9-12	24	27%	15	29%	39	28%
		13-16	12	13%	4	8%	16	11%
		17-20	10	11%	6	12%	16	11%
		21-30	1	1%	1	2%	2	1%
		More than 30	0	0%	1	2%	1	1%
		Total	89	100%	52	100%	141	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	0	0%	0	0%
		1-4	52	57%	31	61%	83	58%
		5-8	29	32%	12	24%	41	29%
		9-12	5	5%	5	10%	10	7%
		13-16	2	2%	2	4%	4	3%
		17-20	1	1%	1	2%	2	1%
		21-30	2	2%	0	0%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	91	100%	51	100%	142	100%
f. Research and scholarly activities	SCHOLAR	0	12	13%	3	6%	15	11%
		1-4	55	60%	26	51%	81	57%
		5-8	15	16%	8	16%	23	16%
		9-12	4	4%	9	18%	13	9%
		13-16	3	3%	2	4%	5	4%
		17-20	2	2%	1	2%	3	2%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
		Total	91	100%	51	100%	142	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>
g. Working with undergraduates on research	FRESEARC	0	53	58%	15	29%	68	48%
		1-4	28	31%	23	45%	51	36%
		5-8	7	8%	8	16%	15	11%
		9-12	3	3%	2	4%	5	4%
		13-16	0	0%	2	4%	2	1%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	91	100%	51	100%	142	100%
h. Advising undergraduate students	ADVISE	0	20	22%	6	12%	26	18%
		1-4	44	48%	24	47%	68	48%
		5-8	15	16%	15	29%	30	21%
		9-12	6	7%	3	6%	9	6%
		13-16	4	4%	3	6%	7	5%
		17-20	1	1%	0	0%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	1%
		Total	91	100%	51	100%	142	100%
i. Supervising internships or other field experiences	FIELDEXP	0	63	70%	20	38%	83	58%
		1-4	18	20%	20	38%	38	27%
		5-8	6	7%	2	4%	8	6%
		9-12	2	2%	4	8%	6	4%
		13-16	1	1%	3	6%	4	3%
		17-20	0	0%	2	4%	2	1%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	90	100%	52	100%	142	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	43	48%	16	31%	59	42%
		1-4	39	44%	23	44%	62	44%
		5-8	4	4%	11	21%	15	11%
		9-12	1	1%	1	2%	2	1%
		13-16	0	0%	0	0%	0	0%
		17-20	1	1%	0	0%	1	1%
		21-30	0	0%	1	2%	1	1%
		More than 30	1	1%	0	0%	1	1%
			Total	89	100%	52	100%	141
k. Other interactions with students outside of the classroom	FINTERAC	0	24	26%	6	12%	30	21%
		1-4	52	57%	30	58%	82	57%
		5-8	10	11%	6	12%	16	11%
		9-12	2	2%	3	6%	5	3%
		13-16	1	1%	6	12%	7	5%
		17-20	1	1%	0	0%	1	1%
		21-30	0	0%	1	2%	1	1%
		More than 30	1	1%	0	0%	1	1%
			Total	91	100%	52	100%	143
l. Conducting service activities	SERVICE	0	37	41%	12	23%	49	34%
		1-4	34	37%	18	35%	52	36%
		5-8	12	13%	14	27%	26	18%
		9-12	5	5%	6	12%	11	8%
		13-16	2	2%	1	2%	3	2%
		17-20	0	0%	1	2%	1	1%
		21-30	1	1%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
			Total	91	100%	52	100%	143

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	83	90%	50	98%	133	93%
		Classroom, auxiliary location	6	7%	1	2%	7	5%
		Distance education	3	3%	0	0%	3	2%
		Total	92	100%	51	100%	143	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	35	38%	46	88%	81	56%
		Yes	57	62%	6	12%	63	44%
		Total	92	100%	52	100%	144	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	1	1%	2	4%	3	2%
		10 to 19	13	14%	14	28%	27	19%
		20 to 29	28	30%	17	34%	45	32%
		30 to 49	25	27%	17	34%	42	30%
		50 to 99	21	23%	0	0%	21	15%
		100 or more	4	4%	0	0%	4	3%
		Total	92	100%	50	100%	142	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	9	10%	2	4%	11	8%
		1 to 2	21	24%	8	15%	29	21%
		3 to 9	21	24%	21	40%	42	30%
		10 to 19	15	17%	12	23%	27	19%
		20 or more	22	25%	9	17%	31	22%
		Total	88	100%	52	100%	140	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%	40	43%	15	29%	55	38%
		25-49%	25	27%	17	33%	42	29%
		50-74%	16	17%	11	21%	27	19%
		75% or higher	9	10%	9	17%	18	13%
		Total	92	100%	52	100%	144	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	3	3%	3	6%	6	4%
		1-24%	28	31%	17	33%	45	31%
		25-49%	27	30%	16	31%	43	30%
		50-74%	24	26%	8	15%	32	22%
		75% or higher	9	10%	8	15%	17	12%
		Total	91	100%	52	100%	143	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	5	6%	1	2%	6	4%
		1-24%	43	48%	16	31%	59	42%
		25-49%	23	26%	13	25%	36	26%
		50-74%	16	18%	14	27%	30	21%
		75% or higher	3	3%	7	14%	10	7%
		Total	90	100%	51	100%	141	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	1	2%	1	1%
		1-24%	46	50%	16	31%	62	43%
		25-49%	22	24%	19	37%	41	28%
		50-74%	16	17%	8	15%	24	17%
		75% or higher	8	9%	8	15%	16	11%
		Total	92	100%	52	100%	144	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	1	1%	1	2%	2	1%
		1-24%	42	46%	14	27%	56	39%
		25-49%	21	23%	19	37%	40	28%
		50-74%	23	25%	14	27%	37	26%
		75% or higher	5	5%	4	8%	9	6%
		Total	92	100%	52	100%	144	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	14	15%	1	2%	15	10%
		1-24%	47	52%	27	52%	74	52%
		25-49%	17	19%	10	19%	27	19%
		50-74%	10	11%	6	12%	16	11%
		75% or higher	3	3%	8	15%	11	8%
	Total		91	100%	52	100%	143	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	16	17%	3	6%	19	13%
		1-24%	53	58%	25	48%	78	54%
		25-49%	17	18%	17	33%	34	24%
		50-74%	4	4%	3	6%	7	5%
		75% or higher	2	2%	4	8%	6	4%
	Total		92	100%	52	100%	144	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	28	30%	12	24%	40	28%
		Sometimes	28	30%	15	29%	43	30%
		Often	18	20%	15	29%	33	23%
		Very often	18	20%	9	18%	27	19%
	Total		92	100%	51	100%	143	100%
b. Work with other students on projects during class	FCLASSGR	Never	16	18%	0	0%	16	11%
		Sometimes	36	40%	14	29%	50	36%
		Often	18	20%	17	35%	35	25%
		Very often	21	23%	18	37%	39	28%
	Total		91	100%	49	100%	140	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	70	79%	25	49%	95	68%
		Sometimes	18	20%	13	25%	31	22%
		Often	1	1%	10	20%	11	8%
		Very often	0	0%	3	6%	3	2%
	Total		89	100%	51	100%	140	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	23	25%	15	29%	38	27%
		Sometimes	20	22%	14	27%	34	24%
		Often	21	23%	8	16%	29	20%
		Very often	27	30%	14	27%	41	29%
	Total		91	100%	51	100%	142	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	1%	0	0%	1	1%
		Sometimes	6	7%	4	8%	10	7%
		Often	35	39%	21	41%	56	40%
		Very often	47	53%	26	51%	73	52%
	Total		89	100%	51	100%	140	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	27	30%	14	27%	41	29%
		Sometimes	48	53%	26	51%	74	52%
		Often	11	12%	4	8%	15	11%
		Very often	5	5%	7	14%	12	8%
	Total		91	100%	51	100%	142	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	23	25%	9	18%	32	23%
		Sometimes	46	51%	26	51%	72	51%
		Often	15	16%	9	18%	24	17%
		Very often	7	8%	7	14%	14	10%
	Total		91	100%	51	100%	142	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	3	3%	2	4%	5	4%
		1	55	63%	28	56%	83	60%
		2-3	24	27%	19	38%	43	31%
		4-6	5	6%	0	0%	5	4%
		More than 6	1	1%	1	2%	2	1%
	Total		88	100%	50	100%	138	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>	FWRTRM05	None	86	96%	35	70%	121	86%
		1	3	3%	9	18%	12	9%
		2-3	0	0%	5	10%	5	4%
		4-6	0	0%	0	0%	0	0%
		More than 6	1	1%	1	2%	2	1%
		Total	90	100%	50	100%	140	100%
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTRM05	None	56	62%	18	35%	74	52%
		1	17	19%	12	24%	29	21%
		2-3	8	9%	14	27%	22	16%
		4-6	6	7%	4	8%	10	7%
		More than 6	3	3%	3	6%	6	4%
		Total	90	100%	51	100%	141	100%
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRTRM05	None	25	27%	6	12%	31	22%
		1	9	10%	14	28%	23	16%
		2-3	26	28%	9	18%	35	25%
		4-6	15	16%	9	18%	24	17%
		More than 6	17	18%	12	24%	29	20%
		Total	92	100%	50	100%	142	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students <b>more than one</b> hour to complete	FPROBSTA	None	36	40%	14	29%	50	36%
		1-2	29	32%	21	43%	50	36%
		3-4	15	16%	6	12%	21	15%
		5-6	3	3%	2	4%	5	4%
		More than 6	8	9%	6	12%	14	10%
		Total	91	100%	49	100%	140	100%
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	37	42%	21	42%	58	42%
		1-2	29	33%	16	32%	45	32%
		3-4	10	11%	10	20%	20	14%
		5-6	6	7%	1	2%	7	5%
		More than 6	7	8%	2	4%	9	6%
		Total	89	100%	50	100%	139	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	9	10%	2	4%	11	8%
		3-4	33	36%	18	35%	51	36%
		5-6	24	26%	15	29%	39	27%
		7-8	12	13%	8	16%	20	14%
		9-10	12	13%	6	12%	18	13%
		11-12	2	2%	0	0%	2	1%
		More than 12	0	0%	2	4%	2	1%
		Total	92	100%	51	100%	143	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	5	5%	0	0%	5	4%
		1-2	56	62%	27	53%	83	58%
		3-4	23	25%	16	31%	39	27%
		5-6	4	4%	5	10%	9	6%
		7-8	2	2%	3	6%	5	4%
		9-10	1	1%	0	0%	1	1%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	0	0%	0	0%
		Total	91	100%	51	100%	142	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	37	42%	9	18%	46	33%
		Somewhat important	20	22%	11	22%	31	22%
		Important	14	16%	17	33%	31	22%
		Very important	18	20%	14	27%	32	23%
			Total	89	100%	51	100%	140

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	19	22%	3	6%	22	16%
		Somewhat important	19	22%	4	8%	23	17%
		Important	19	22%	10	20%	29	21%
		Very important	30	34%	32	65%	62	46%
		Total	87	100%	49	100%	136	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	28	31%	12	24%	40	28%
		Somewhat important	25	28%	12	24%	37	26%
		Important	26	29%	13	25%	39	28%
		Very important	11	12%	14	27%	25	18%
		Total	90	100%	51	100%	141	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	23	26%	3	6%	26	18%
		Somewhat important	24	27%	11	22%	35	25%
		Important	28	31%	19	37%	47	33%
		Very important	15	17%	18	35%	33	23%
		Total	90	100%	51	100%	141	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	16	18%	6	12%	22	16%
		Somewhat important	30	33%	13	25%	43	30%
		Important	34	38%	19	37%	53	38%
		Very important	10	11%	13	25%	23	16%
		Total	90	100%	51	100%	141	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	32	36%	21	41%	53	38%
		Somewhat important	33	38%	17	33%	50	36%
		Important	16	18%	8	16%	24	17%
		Very important	7	8%	5	10%	12	9%
		Total	88	100%	51	100%	139	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	15	17%	5	10%	20	14%
		Somewhat important	21	23%	10	20%	31	22%
		Important	25	28%	16	31%	41	29%
		Very important	29	32%	20	39%	49	35%
		Total	90	100%	51	100%	141	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	18	20%	7	14%	25	18%
		Somewhat important	16	18%	9	18%	25	18%
		Important	19	21%	12	24%	31	22%
		Very important	36	40%	23	45%	59	42%
		Total	89	100%	51	100%	140	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	4	4%	1	2%	5	4%
		Somewhat important	9	10%	1	2%	10	7%
		Important	18	20%	5	10%	23	16%
		Very important	59	66%	44	86%	103	73%
		Total	90	100%	51	100%	141	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%	3	3%	0	0%	3	2%
		1-9%	9	10%	4	8%	13	9%
		10-19%	11	12%	10	20%	21	15%
		20-29%	8	9%	8	16%	16	12%
		30-39%	7	8%	5	10%	12	9%
		40-49%	10	11%	6	12%	16	12%
		50-74%	23	26%	11	22%	34	25%
		75% or more	18	20%	5	10%	23	17%
		Total	89	100%	49	100%	138	100%
b. Teacher-led discussion	TEACHLED	0%	5	6%	1	2%	6	4%
		1-9%	23	26%	5	10%	28	21%
		10-19%	15	17%	12	25%	27	20%
		20-29%	18	20%	12	25%	30	22%
		30-39%	11	13%	6	13%	17	13%
		40-49%	5	6%	7	15%	12	9%
		50-74%	8	9%	3	6%	11	8%
		75% or more	3	3%	2	4%	5	4%
		Total	88	100%	48	100%	136	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	26	30%	14	29%	40	30%
		1-9%	24	28%	14	29%	38	28%
		10-19%	13	15%	6	12%	19	14%
		20-29%	10	12%	5	10%	15	11%
		30-39%	4	5%	5	10%	9	7%
		40-49%	4	5%	3	6%	7	5%
		50-74%	4	5%	1	2%	5	4%
		75% or more	1	1%	1	2%	2	1%
		Total	86	100%	49	100%	135	100%
d. Student computer use	COMPMED	0%	42	48%	28	57%	70	51%
		1-9%	16	18%	7	14%	23	17%
		10-19%	9	10%	4	8%	13	9%
		20-29%	5	6%	2	4%	7	5%
		30-39%	5	6%	1	2%	6	4%
		40-49%	4	5%	1	2%	5	4%
		50-74%	3	3%	3	6%	6	4%
		75% or more	4	5%	3	6%	7	5%
		Total	88	100%	49	100%	137	100%
e. Small group activities	GROUPSML	0%	17	19%	7	14%	24	18%
		1-9%	18	20%	12	24%	30	22%
		10-19%	17	19%	13	27%	30	22%
		20-29%	11	13%	3	6%	14	10%
		30-39%	5	6%	4	8%	9	7%
		40-49%	8	9%	6	12%	14	10%
		50-74%	7	8%	2	4%	9	7%
		75% or more	5	6%	2	4%	7	5%
		Total	88	100%	49	100%	137	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%	46	52%	12	24%	58	42%
		1-9%	22	25%	16	33%	38	28%
		10-19%	12	14%	12	24%	24	18%
		20-29%	5	6%	3	6%	8	6%
		30-39%	1	1%	3	6%	4	3%
		40-49%	0	0%	1	2%	1	1%
		50-74%	2	2%	2	4%	4	3%
		75% or more	0	0%	0	0%	0	0%
		Total	88	100%	49	100%	137	100%
g. In-class writing	CLSWRITE	0%	38	43%	18	37%	56	41%
		1-9%	27	31%	22	45%	49	36%
		10-19%	9	10%	3	6%	12	9%
		20-29%	4	5%	2	4%	6	4%
		30-39%	5	6%	1	2%	6	4%
		40-49%	2	2%	1	2%	3	2%
		50-74%	3	3%	1	2%	4	3%
		75% or more	0	0%	1	2%	1	1%
		Total	88	100%	49	100%	137	100%
h. Testing and evaluation	TESTEVAL	0%	5	6%	7	14%	12	9%
		1-9%	22	25%	24	49%	46	34%
		10-19%	34	39%	13	27%	47	34%
		20-29%	17	19%	4	8%	21	15%
		30-39%	6	7%	1	2%	7	5%
		40-49%	3	3%	0	0%	3	2%
		50-74%	1	1%	0	0%	1	1%
		75% or more	0	0%	0	0%	0	0%
		Total	88	100%	49	100%	137	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 %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	81	92%	38	79%	119	88%
		1-9%	6	7%	3	6%	9	7%
		10-19%	0	0%	2	4%	2	1%
		20-29%	0	0%	1	2%	1	1%
		30-39%	0	0%	1	2%	1	1%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	1%	1	2%	2	1%
		75% or more	0	0%	2	4%	2	1%
		Total	88	100%	48	100%	136	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	45	52%	15	31%	60	44%
		1-9%	13	15%	11	22%	24	18%
		10-19%	7	8%	2	4%	9	7%
		20-29%	6	7%	7	14%	13	10%
		30-39%	0	0%	5	10%	5	4%
		40-49%	3	3%	2	4%	5	4%
		50-74%	6	7%	4	8%	10	7%
		75% or more	7	8%	3	6%	10	7%
		Total	87	100%	49	100%	136	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	1	2%	1	1%
		2	0	0%	0	0%	0	0%
		3	6	7%	0	0%	6	4%
		4	10	11%	3	6%	13	9%
		5	24	27%	5	10%	29	21%
		6	33	37%	28	56%	61	44%
		Very much	16	18%	13	26%	29	21%
				Total	89	100%	50	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	18	21%	17	35%	35	26%
		Some	38	45%	17	35%	55	41%
		Quite a bit	21	25%	8	17%	29	22%
		Very much	8	9%	6	13%	14	11%
	Total		85	100%	48	100%	133	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	3	3%	1	2%	4	3%
		Some	10	11%	3	6%	13	10%
		Quite a bit	34	39%	15	31%	49	36%
		Very much	40	46%	29	60%	69	51%
	Total		87	100%	48	100%	135	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	4	5%	0	0%	4	3%
		Some	16	18%	1	2%	17	13%
		Quite a bit	32	37%	15	31%	47	35%
		Very much	35	40%	32	67%	67	50%
	Total		87	100%	48	100%	135	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	7	8%	4	9%	11	8%
		Some	21	24%	2	4%	23	17%
		Quite a bit	34	39%	19	40%	53	40%
		Very much	25	29%	22	47%	47	35%
	Total		87	100%	47	100%	134	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	9	11%	1	2%	10	8%
		Some	6	7%	3	7%	9	7%
		Quite a bit	27	32%	6	13%	33	25%
		Very much	42	50%	36	78%	78	60%
	Total		84	100%	46	100%	130	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	17	20%	7	14%	24	18%
		Some	27	31%	6	12%	33	24%
		Quite a bit	21	24%	18	37%	39	29%
		Very much	22	25%	18	37%	40	29%
		Total	87	100%	49	100%	136	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	25	29%	9	18%	34	25%
		Some	29	34%	16	33%	45	33%
		Quite a bit	21	24%	13	27%	34	25%
		Very much	11	13%	11	22%	22	16%
		Total	86	100%	49	100%	135	100%
c. Thinking critically and analytically	FGNANALY	Very little	2	2%	0	0%	2	1%
		Some	3	3%	3	6%	6	4%
		Quite a bit	32	37%	10	20%	42	31%
		Very much	49	57%	36	73%	85	63%
		Total	86	100%	49	100%	135	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	27	31%	19	39%	46	34%
		Some	23	26%	8	16%	31	23%
		Quite a bit	13	15%	10	20%	23	17%
		Very much	24	28%	12	24%	36	26%
		Total	87	100%	49	100%	136	100%
e. Using computing and information technology	FGNCMPTS	Very little	20	23%	16	33%	36	26%
		Some	27	31%	11	22%	38	28%
		Quite a bit	15	17%	9	18%	24	18%
		Very much	25	29%	13	27%	38	28%
		Total	87	100%	49	100%	136	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	17	20%	3	6%	20	15%
		Some	26	30%	11	22%	37	27%
		Quite a bit	24	28%	14	29%	38	28%
		Very much	20	23%	21	43%	41	30%
		Total	87	100%	49	100%	136	100%
g. Learning effectively on their own	FGNINQ	Very little	2	2%	0	0%	2	1%
		Some	10	12%	4	8%	14	10%
		Quite a bit	32	38%	22	45%	54	40%
		Very much	41	48%	23	47%	64	48%
		Total	85	100%	49	100%	134	100%
h. Understanding themselves	FGNSELF	Very little	16	19%	6	13%	22	17%
		Some	24	28%	13	28%	37	28%
		Quite a bit	24	28%	14	30%	38	29%
		Very much	21	25%	14	30%	35	27%
		Total	85	100%	47	100%	132	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	30	35%	15	31%	45	34%
		Some	21	25%	12	25%	33	25%
		Quite a bit	20	24%	14	29%	34	26%
		Very much	14	16%	7	15%	21	16%
		Total	85	100%	48	100%	133	100%
j. Solving complex real-world problems	FGNPROBS	Very little	14	16%	2	4%	16	12%
		Some	21	24%	10	21%	31	23%
		Quite a bit	27	31%	10	21%	37	28%
		Very much	24	28%	26	54%	50	37%
		Total	86	100%	48	100%	134	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	21	24%	5	10%	26	19%	
		Some	24	28%	13	27%	37	28%	
		Quite a bit	18	21%	15	31%	33	25%	
		Very much	23	27%	15	31%	38	28%	
		Total		86	100%	48	100%	134	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	62	74%	30	64%	92	70%	
		Some	16	19%	10	21%	26	20%	
		Quite a bit	1	1%	4	9%	5	4%	
		Very much	5	6%	3	6%	8	6%	
		Total		84	100%	47	100%	131	100%
m. Acquiring a broad general education	FGNGENLE	Very little	9	10%	6	13%	15	11%	
		Some	25	29%	16	34%	41	31%	
		Quite a bit	25	29%	15	32%	40	30%	
		Very much	27	31%	10	21%	37	28%	
		Total		86	100%	47	100%	133	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	9	11%	5	10%	14	11%	
		Some	18	21%	5	10%	23	17%	
		Quite a bit	20	24%	12	25%	32	24%	
		Very much	38	45%	26	54%	64	48%	
		Total		85	100%	48	100%	133	100%
<b>Disciplinary Area:</b> Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.	DISCAREA	Arts and Humanities	26	31%	8	16%	34	26%	
		Biological Sciences	10	12%	7	14%	17	13%	
		Business	7	8%	7	14%	14	11%	
		Education	0	0%	2	4%	2	2%	
		Engineering	4	5%	0	0%	4	3%	
		Physical Sciences	12	14%	3	6%	15	11%	
		Other Professions	6	7%	6	12%	12	9%	
		Social Sciences	7	8%	7	14%	14	11%	
		Other	12	14%	9	18%	21	16%	
		Total		84	100%	49	100%	133	100%



Mesa State College

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FSSE-NSSE Combined Report

August 2011



# 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 2011 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 *2011 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	26%
		UD	44%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	22%
		UD	22%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	24%
		UD	40%

### FSSE-NSSE Combined Report 2011 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	29%	37%	32%	2%
		SR	49%	32%	19%	1%
Come to class without completing assignments	CLUNPRE	FY	5%	11%	60%	24%
		SR	7%	15%	60%	18%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHRD	FY	16%	44%	34%	6%
		SR	22%	40%	33%	5%

### Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2011 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>27%</b>
		UD	<b>38%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>36%</b>
		UD	<b>31%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>21%</b>
		UD	<b>41%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>26%</b>
		UD	<b>31%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>30%</b>
		UD	<b>35%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>14%</b>
		UD	<b>27%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>7%</b>
		UD	<b>13%</b>

**Student Responses (from NSSE 2010)**

**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	28%	37%	34%	2%
		SR	48%	32%	19%	0%
Come to class without completing assignments	CLUNPREP	FY	5%	13%	59%	23%
		SR	8%	15%	60%	17%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	20%	34%	38%	8%
		SR	22%	39%	33%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	36%	38%	25%	2%
		SR	44%	40%	16%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	23%	40%	33%	4%
		SR	28%	40%	29%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	9%	17%	45%	30%
		SR	15%	28%	38%	19%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	10%	41%	43%
		SR	9%	28%	39%	24%

**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>39%</b>
		UD	<b>47%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>43%</b>
		UD	<b>71%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>1%</b>
		UD	<b>25%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>53%</b>
		UD	<b>43%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>92%</b>
		UD	<b>92%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>18%</b>
		UD	<b>22%</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>24%</b>
		UD	<b>31%</b>

**Student Responses (from NSSE 2010)**

**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	21%	42%	31%	6%
		SR	23%	37%	30%	10%
Worked with other students on projects during class	CLASSGRP	FY	16%	41%	34%	9%
		SR	21%	38%	34%	7%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	1%	5%	12%	82%
		SR	8%	13%	25%	54%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	26%	28%	26%	20%
		SR	28%	30%	28%	15%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	15%	39%	39%	7%
		SR	19%	47%	29%	5%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	29%	30%	28%	12%
		SR	17%	27%	39%	17%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	32%	33%	27%	8%
		SR	23%	36%	33%	8%



**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>36%</b>
		UD	<b>61%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>56%</b>
		UD	<b>86%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>41%</b>
		UD	<b>53%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>48%</b>
		UD	<b>73%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>49%</b>
		UD	<b>63%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>26%</b>
		UD	<b>25%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>60%</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>62%</b>
		UD	<b>69%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>86%</b>
		UD	<b>96%</b>

**Student Responses (from NSSE 2010)**

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	30%	31%	28%	12%
		SR	20%	33%	35%	12%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	34%	46%	18%	1%
		SR	45%	44%	9%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	13%	29%	43%	15%
		SR	23%	34%	33%	10%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	15%	44%	35%	6%
		SR	30%	43%	24%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	32%	36%	26%	7%
		SR	28%	40%	29%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	10%	34%	52%
		SR	9%	15%	39%	37%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	21%	42%	28%	9%
		SR	19%	39%	32%	10%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	28%	37%	26%	8%
		SR	25%	39%	29%	7%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	27%	45%	25%	3%
		SR	27%	42%	29%	3%

**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>82%</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>34%</b>
		UD	<b>29%</b>
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	<b>85%</b>
		UD	<b>92%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>77%</b>
		UD	<b>98%</b>
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	<b>68%</b>
		UD	<b>87%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>82%</b>
		UD	<b>91%</b>

**Student Responses (from NSSE 2010)**

**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	81%	19%
		SR	84%	16%

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	31%	47%	19%	3%
		SR	27%	39%	25%	9%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	38%	40%	20%	2%
		SR	39%	48%	12%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	24%	42%	28%	6%
		SR	32%	46%	20%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	28%	44%	24%	4%
		SR	31%	43%	22%	4%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	38%	38%	21%	3%
		SR	43%	40%	14%	2%

**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>49%</b>
		UD	<b>73%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>37%</b>
		UD	<b>49%</b>
Thinking critically and analytically	FGNANALY	LD	<b>94%</b>
		UD	<b>94%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>43%</b>
		UD	<b>45%</b>
Using computing and information technology	FGNCMPTS	LD	<b>46%</b>
		UD	<b>45%</b>
Working effectively with others	FGNOTHER	LD	<b>51%</b>
		UD	<b>71%</b>
Learning effectively on their own	FGNINQ	LD	<b>86%</b>
		UD	<b>92%</b>

**Student Responses (from NSSE 2010)**

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	32%	37%	23%	8%
		SR	36%	41%	21%	2%
Speaking clearly and effectively	GNSPEAK	FY	26%	34%	27%	13%
		SR	34%	40%	24%	3%
Thinking critically and analytically	GNANALY	FY	42%	38%	17%	4%
		SR	50%	37%	13%	1%
Analyzing quantitative problems	GNQUANT	FY	27%	40%	25%	8%
		SR	38%	34%	25%	3%
Using computing and information technology	GNCMPTS	FY	33%	37%	23%	7%
		SR	41%	35%	22%	2%
Working effectively with others	GNOTHERS	FY	29%	42%	22%	6%
		SR	38%	44%	16%	2%
Learning effectively on your own	GNINQ	FY	24%	42%	23%	11%
		SR	26%	50%	22%	2%

**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>53%</b>
		UD	<b>60%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>40%</b>
		UD	<b>44%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>59%</b>
		UD	<b>75%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>48%</b>
		UD	<b>63%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>7%</b>
		UD	<b>15%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>60%</b>
		UD	<b>53%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>68%</b>
		UD	<b>79%</b>

**Student Responses (from NSSE 2010)**

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	19%	35%	30%	15%
		SR	24%	37%	27%	11%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	13%	25%	40%	23%
		SR	16%	26%	39%	19%
Solving complex real-world problems	GNPROBSV	FY	19%	35%	33%	14%
		SR	25%	36%	28%	11%
Developing a personal code of values and ethics	GNETHICS	FY	18%	30%	32%	20%
		SR	24%	29%	29%	18%
Developing a deepened sense of spirituality	GNSPIRIT	FY	9%	10%	28%	53%
		SR	8%	10%	27%	55%
Acquiring a broad general education	GNGENLED	FY	32%	48%	19%	2%
		SR	40%	40%	16%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	24%	31%	32%	13%
		SR	39%	39%	16%	6%

**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>80%</b>
		UD	<b>94%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>46%</b>
		UD	<b>73%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>42%</b>
		UD	<b>46%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>47%</b>
		UD	<b>54%</b>
Foreign language coursework	FFORLANG	LD	<b>59%</b>
		UD	<b>48%</b>
Study abroad	FSTUDYAB	LD	<b>30%</b>
		UD	<b>38%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>86%</b>
		UD	<b>90%</b>

**Student Responses (from NSSE 2010)**

**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	4%	74%	5%	16%
		SR	45%	32%	14%	9%
Community service or volunteer work	VOLNTR04	FY	29%	41%	13%	17%
		SR	57%	15%	18%	10%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	8%	31%	24%	37%
		SR	25%	9%	48%	18%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	4%	24%	25%	47%
		SR	16%	17%	51%	16%
Foreign language coursework	FORLNG04	FY	19%	42%	24%	15%
		SR	42%	8%	42%	8%
Study abroad	STDABR04	FY	2%	31%	34%	33%
		SR	10%	8%	68%	14%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	48%	13%	38%
		SR	33%	48%	10%	8%

**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	FENVSCHO	LD	<b>58%</b>
		UD	<b>63%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>80%</b>
		UD	<b>85%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>47%</b>
		UD	<b>45%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>43%</b>
		UD	<b>42%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>47%</b>
		UD	<b>52%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVENT	LD	<b>60%</b>
		UD	<b>63%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>85%</b>
		UD	<b>87%</b>

**Student Responses (from NSSE 2010)**

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	26%	45%	24%	5%
		SR	34%	49%	15%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	25%	52%	18%	5%
		SR	30%	43%	23%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	16%	32%	32%	19%
		SR	15%	34%	31%	20%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	8%	18%	43%	32%
		SR	5%	20%	33%	42%
Providing the support you need to thrive socially	ENVSOCAL	FY	11%	23%	44%	22%
		SR	6%	27%	37%	30%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	17%	37%	30%	16%
		SR	11%	37%	37%	16%
Using computers in academic work	ENVCOMPT	FY	47%	35%	13%	5%
		SR	54%	36%	7%	3%

**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>85%</b>
		UD	<b>90%</b>
With faculty members	FENVFAC	LD	<b>88%</b>
		UD	<b>96%</b>
With administrative personnel and offices	FENVADM	LD	<b>63%</b>
		UD	<b>61%</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 (from NSSE 2010)**

**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	78%	22%
		SR	83%	17%
With faculty members	ENVFAC	FY	77%	23%
		SR	88%	12%
With administrative personnel and offices	ENVADM	FY	56%	44%
		SR	60%	40%

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