



# Morningside College

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**Respondent Characteristics**

August 2010

<b>Response rate</b>	70%			
<b>Number of invited faculty</b>	89			
<b>Total number of respondents</b>	62 (29 Lower Division, 30 Upper Division, 2 Other, 1 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	37%	22%	50%	30%
Biological science	7%	7%	0%	7%
Business	0%	15%	50%	9%
Education	11%	11%	0%	11%
Engineering	0%	0%	0%	0%
Physical science	15%	7%	0%	11%
Professional	4%	11%	0%	7%
Social science	19%	19%	0%	18%
Other	7%	7%	0%	7%
<b>Rank</b>				
Professor	14%	28%	50%	22%
Associate Professor	25%	28%	0%	25%
Assistant Professor	36%	28%	50%	32%
Instructor	18%	14%	0%	15%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	7%	3%	0%	5%
<b>Tenure status</b>				
Tenured	29%	52%	50%	41%
On tenure track but not tenured	36%	24%	50%	31%
Not on tenure track	36%	24%	0%	29%
No tenure system	0%	0%	0%	0%
<b>Highest degree earned</b>				
First professional degree	4%	3%	50%	5%
Doctoral degree	54%	66%	50%	59%
Master's degree	36%	24%	0%	29%
Bachelor's degree	4%	7%	0%	5%
Associate's degree	0%	0%	0%	0%
Other	4%	0%	0%	2%
<b>Full-time/Part Time</b>				
Full-time	79%	83%	100%	81%
Part-time	21%	17%	0%	19%

	<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	19%	28%	0%	22%
4-6	59%	55%	50%	57%
7 or more	22%	17%	50%	21%
<b>Years of teaching experience</b>				
4 or less	25%	24%	50%	25%
5-9	17%	20%	0%	18%
10-14	8%	12%	0%	10%
15 or more	50%	44%	50%	47%
<b>Age</b>				
34 or younger	11%	7%	50%	11%
35-44	30%	25%	0%	26%
45-54	41%	29%	0%	33%
Older than 54	19%	39%	50%	30%
<b>Gender</b>				
Male	41%	45%	0%	41%
Female	59%	55%	100%	59%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	4%	0%	0%	2%
Black or African American	0%	0%	0%	0%
White (non-Hispanic)	93%	93%	100%	93%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	3%	0%	2%
Other Hispanic or Latino	4%	0%	0%	2%
Multiracial	0%	0%	0%	0%
Other	0%	0%	0%	0%
Prefer not to respond	0%	3%	0%	2%
<b>Citizenship status</b>				
U.S. citizen, native	96%	100%	100%	98%
U.S. citizen, naturalized	4%	0%	0%	2%
Permanent resident of the U.S.	0%	0%	0%	0%
Temporary resident of the U.S.	0%	0%	0%	0%

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



# Morningside College

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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.

## Column Percentage

This column represents the percentage of faculty responding to the particular 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%

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	1	3%	1	3%	2	3%
		Somewhat important	3	10%	2	7%	5	8%
		Important	7	24%	9	30%	16	27%
		Very important	18	62%	18	60%	36	61%
		Total	29	100%	30	100%	59	100%
b. Community service or volunteer work	FVOLUNTR	Not important	1	3%	1	3%	2	3%
		Somewhat important	8	28%	8	27%	16	27%
		Important	14	48%	12	40%	26	44%
		Very important	6	21%	9	30%	15	25%
		Total	29	100%	30	100%	59	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	12	41%	7	23%	19	32%
		Somewhat important	8	28%	14	47%	22	37%
		Important	8	28%	6	20%	14	24%
		Very important	1	3%	3	10%	4	7%
		Total	29	100%	30	100%	59	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	6	21%	3	10%	9	15%
		Somewhat important	13	45%	10	33%	23	39%
		Important	7	24%	9	30%	16	27%
		Very important	3	10%	8	27%	11	19%
		Total	29	100%	30	100%	59	100%
e. Foreign language coursework	FFORLANG	Not important	9	31%	5	17%	14	24%
		Somewhat important	7	24%	16	53%	23	39%
		Important	9	31%	6	20%	15	25%
		Very important	4	14%	3	10%	7	12%
		Total	29	100%	30	100%	59	100%
f. Study abroad	FSTUDYAB	Not important	6	21%	6	20%	12	20%
		Somewhat important	12	41%	16	53%	28	47%
		Important	4	14%	7	23%	11	19%
		Very important	7	24%	1	3%	8	14%
		Total	29	100%	30	100%	59	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	8	28%	12	40%	20	34%
		Somewhat important	12	41%	12	40%	24	41%
		Important	7	24%	4	13%	11	19%
		Very important	2	7%	2	7%	4	7%
		Total	29	100%	30	100%	59	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	3%	0	0%	1	2%
		Somewhat important	3	10%	1	3%	4	7%
		Important	8	28%	11	37%	19	32%
		Very important	17	59%	18	60%	35	59%
		Total	29	100%	30	100%	59	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	0	0%	0	0%	0	0%
		4	2	7%	1	3%	3	5%
		5	6	21%	5	17%	11	19%
		6	14	48%	13	43%	27	46%
		Friendly, Supportive, Sense of Belonging	7	24%	11	37%	18	31%
		Total	29	100%	30	100%	59	100%
Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	1	3%	0	0%	1	2%
		3	1	3%	0	0%	1	2%
		4	2	7%	2	7%	4	7%
		5	6	21%	5	17%	11	19%
		6	11	38%	15	50%	26	44%
		Available, Helpful, Sympathetic	8	28%	8	27%	16	27%
		Total	29	100%	30	100%	59	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		0	0%	0	0%	0
	2		1	3%	0	0%	1	2%
	3		1	3%	0	0%	1	2%
	4		4	14%	3	10%	7	12%
	5		9	31%	10	33%	19	32%
	6		8	28%	14	47%	22	37%
	Helpful, Considerate, Flexible		6	21%	3	10%	9	15%
	Total		29	100%	30	100%	59	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		0	0%	3	10%	3
	Some		9	31%	7	23%	16	27%
	Quite a bit		18	62%	12	40%	30	51%
	Very much		2	7%	8	27%	10	17%
	Total		29	100%	30	100%	59	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	1	3%	0	0%	1	2%
		Some	1	3%	4	13%	5	8%
	Quite a bit		12	41%	7	23%	19	32%
	Very much		15	52%	19	63%	34	58%
	Total		29	100%	30	100%	59	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	2	7%	8	27%	10	17%
		Some	16	57%	13	43%	29	50%
	Quite a bit		7	25%	7	23%	14	24%
	Very much		3	11%	2	7%	5	9%
	Total		28	100%	30	100%	58	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	3	10%	2	7%	5	8%
		Some	9	31%	15	50%	24	41%
		Quite a bit	13	45%	11	37%	24	41%
		Very much	4	14%	2	7%	6	10%
		Total	29	100%	30	100%	59	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	0	0%	2	7%	2	3%
		Some	8	28%	9	30%	17	29%
		Quite a bit	14	48%	14	47%	28	47%
		Very much	7	24%	5	17%	12	20%
		Total	29	100%	30	100%	59	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	0	0%	0	0%	0	0%
		Some	1	3%	1	3%	2	3%
		Quite a bit	13	45%	15	50%	28	47%
		Very much	15	52%	14	47%	29	49%
		Total	29	100%	30	100%	59	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	0	0%	1	3%	1	2%
		Some	7	25%	6	20%	13	22%
		Quite a bit	14	50%	19	63%	33	57%
		Very much	7	25%	4	13%	11	19%
		Total	28	100%	30	100%	58	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	0	0%	0	0%
		Some	0	0%	0	0%	0	0%
		Quite a bit	13	45%	7	23%	20	34%
		Very much	16	55%	23	77%	39	66%
		Total	29	100%	30	100%	59	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%	0	0%	0	0%
		1-4	3	10%	3	10%	6	10%
		5-8	10	34%	7	23%	17	29%
		9-12	6	21%	11	37%	17	29%
		13-16	6	21%	7	23%	13	22%
		17-20	4	14%	2	7%	6	10%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	29	100%	30	100%	59
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	5	17%	9	30%	14	24%
		5-8	12	41%	8	27%	20	34%
		9-12	4	14%	6	20%	10	17%
		13-16	4	14%	3	10%	7	12%
		17-20	4	14%	3	10%	7	12%
		21-30	0	0%	1	3%	1	2%
		More than 30	0	0%	0	0%	0	0%
			Total	29	100%	30	100%	59
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	10	34%	14	47%	24	41%
		5-8	11	38%	8	27%	19	32%
		9-12	3	10%	4	13%	7	12%
		13-16	2	7%	4	13%	6	10%
		17-20	2	7%	0	0%	2	3%
		21-30	1	3%	0	0%	1	2%
		More than 30	0	0%	0	0%	0	0%
			Total	29	100%	30	100%	59

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%	0	0%	0	0%
		1-4	5	17%	5	17%	10	17%
		5-8	10	34%	7	23%	17	29%
		9-12	9	31%	9	30%	18	31%
		13-16	3	10%	5	17%	8	14%
		17-20	1	3%	1	3%	2	3%
		21-30	0	0%	2	7%	2	3%
		More than 30	1	3%	1	3%	2	3%
			Total	29	100%	30	100%	59
e. Reflecting on ways to improve my teaching	REFLECT	0	1	3%	0	0%	1	2%
		1-4	15	52%	22	73%	37	63%
		5-8	11	38%	6	20%	17	29%
		9-12	2	7%	2	7%	4	7%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	29	100%	30	100%	59
f. Research and scholarly activities	SCHOLAR	0	3	10%	1	3%	4	7%
		1-4	14	48%	21	70%	35	59%
		5-8	8	28%	6	20%	14	24%
		9-12	2	7%	1	3%	3	5%
		13-16	1	3%	0	0%	1	2%
		17-20	1	3%	0	0%	1	2%
		21-30	0	0%	1	3%	1	2%
		More than 30	0	0%	0	0%	0	0%
			Total	29	100%	30	100%	59

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	12	43%	9	30%	21	36%
		1-4	13	46%	13	43%	26	45%
		5-8	0	0%	6	20%	6	10%
		9-12	2	7%	2	7%	4	7%
		13-16	0	0%	0	0%	0	0%
		17-20	1	4%	0	0%	1	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	28	100%	30	100%	58	100%
h. Advising undergraduate students	ADVISE	0	5	17%	6	20%	11	19%
		1-4	15	52%	13	43%	28	47%
		5-8	6	21%	7	23%	13	22%
		9-12	3	10%	4	13%	7	12%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	29	100%	30	100%	59	100%
i. Supervising internships or other field experiences	FIELDEXP	0	13	46%	12	40%	25	43%
		1-4	12	43%	9	30%	21	36%
		5-8	1	4%	4	13%	5	9%
		9-12	1	4%	2	7%	3	5%
		13-16	1	4%	1	3%	2	3%
		17-20	0	0%	2	7%	2	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	28	100%	30	100%	58	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	8	29%	12	40%	20	34%
		1-4	13	46%	12	40%	25	43%
		5-8	5	18%	5	17%	10	17%
		9-12	1	4%	1	3%	2	3%
		13-16	1	4%	0	0%	1	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	28	100%	30	100%	58	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	4	14%	2	7%	6	10%
		1-4	13	45%	21	70%	34	58%
		5-8	9	31%	5	17%	14	24%
		9-12	1	3%	0	0%	1	2%
		13-16	1	3%	1	3%	2	3%
		17-20	1	3%	0	0%	1	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	3%	1	2%
		Total	29	100%	30	100%	59	100%
l. Conducting service activities	SERVICE	0	15	54%	10	33%	25	43%
		1-4	12	43%	18	60%	30	52%
		5-8	0	0%	2	7%	2	3%
		9-12	1	4%	0	0%	1	2%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	28	100%	30	100%	58	100%

Lower Division	Upper Division	Total
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Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
<b>In what format do you teach your selected course section?</b>	TEACFORM	Classroom, on-campus	29	100%	30	100%	59	100%
		Classroom, auxiliary location	0	0%	0	0%	0	0%
		Distance education	0	0%	0	0%	0	0%
		Total	29	100%	30	100%	59	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	4	14%	19	63%	23	40%
		Yes	24	86%	11	37%	35	60%
		Total	28	100%	30	100%	58	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	1	3%	2	7%	3	5%
		10 to 19	5	17%	7	23%	12	20%
		20 to 29	9	31%	16	53%	25	42%
		30 to 49	13	45%	4	13%	17	29%
		50 to 99	1	3%	0	0%	1	2%
		100 or more	0	0%	1	3%	1	2%
		Total	29	100%	30	100%	59	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	3	11%	1	4%	4	7%
		1 to 2	5	18%	10	36%	15	27%
		3 to 9	12	43%	7	25%	19	34%
		10 to 19	5	18%	6	21%	11	20%
		20 or more	3	11%	4	14%	7	13%
		Total	28	100%	28	100%	56	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	9	33%	8	27%	17	30%
		Biological science	2	7%	2	7%	4	7%
		Business	0	0%	3	10%	3	5%
		Education	2	7%	3	10%	5	9%
		Engineering	0	0%	1	3%	1	2%
		Physical science	4	15%	1	3%	5	9%
		Professional	1	4%	4	13%	5	9%
		Social science	7	26%	6	20%	13	23%
		Other	2	7%	2	7%	4	7%
		Total	27	100%	30	100%	57	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	0	0%	0	0%	0	0%
		1-24%	11	38%	10	33%	21	36%
		25-49%	6	21%	7	23%	13	22%
		50-74%	7	24%	7	23%	14	24%
		75% or higher	5	17%	6	20%	11	19%
		Total	29	100%	30	100%	59	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	1	3%	1	2%
		1-24%	10	34%	11	37%	21	36%
		25-49%	7	24%	10	33%	17	29%
		50-74%	8	28%	8	27%	16	27%
		75% or higher	4	14%	0	0%	4	7%
		Total	29	100%	30	100%	59	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	3%	0	0%	1	2%
		1-24%	9	31%	8	27%	17	29%
		25-49%	10	34%	13	43%	23	39%
		50-74%	5	17%	9	30%	14	24%
		75% or higher	4	14%	0	0%	4	7%
		Total	29	100%	30	100%	59	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	1	3%	1	2%
		1-24%	5	17%	1	3%	6	10%
		25-49%	8	28%	6	20%	14	24%
		50-74%	10	34%	8	27%	18	31%
		75% or higher	6	21%	14	47%	20	34%
		Total	29	100%	30	100%	59	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	3%	1	2%
		1-24%	8	28%	6	20%	14	24%
		25-49%	8	28%	8	27%	16	27%
		50-74%	9	31%	7	23%	16	27%
		75% or higher	4	14%	8	27%	12	20%
		Total	29	100%	30	100%	59	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	3	10%	0	0%	3	5%
		1-24%	13	45%	12	40%	25	42%
		25-49%	7	24%	7	23%	14	24%
		50-74%	3	10%	7	23%	10	17%
		75% or higher	3	10%	4	13%	7	12%
		Total	29	100%	30	100%	59	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	4	14%	1	3%	5	8%
		1-24%	12	41%	14	47%	26	44%
		25-49%	7	24%	9	30%	16	27%
		50-74%	4	14%	1	3%	5	8%
		75% or higher	2	7%	5	17%	7	12%
		Total	29	100%	30	100%	59	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	6	21%	6	21%	12	21%
		Sometimes	13	45%	13	45%	26	45%
		Often	4	14%	5	17%	9	16%
		Very often	6	21%	5	17%	11	19%
		Total	29	100%	29	100%	58	100%
b. Work with other students on projects during class	FCLASSGR	Never	2	7%	4	14%	6	10%
		Sometimes	10	34%	5	17%	15	26%
		Often	8	28%	11	38%	19	33%
		Very often	9	31%	9	31%	18	31%
		Total	29	100%	29	100%	58	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	20	69%	17	59%	37	64%
		Sometimes	5	17%	8	28%	13	22%
		Often	0	0%	2	7%	2	3%
		Very often	4	14%	2	7%	6	10%
		Total	29	100%	29	100%	58	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	9	31%	6	21%	15	26%
		Sometimes	6	21%	8	28%	14	24%
		Often	8	28%	7	24%	15	26%
		Very often	6	21%	8	28%	14	24%
		Total	29	100%	29	100%	58	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	3	10%	1	3%	4	7%
		Often	12	41%	16	55%	28	48%
		Very often	14	48%	12	41%	26	45%
		Total	29	100%	29	100%	58	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	17	59%	15	52%	32	55%
		Sometimes	11	38%	11	38%	22	38%
		Often	1	3%	2	7%	3	5%
		Very often	0	0%	1	3%	1	2%
		Total	29	100%	29	100%	58	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	13	45%	12	41%	25	43%
		Sometimes	12	41%	15	52%	27	47%
		Often	3	10%	1	3%	4	7%
		Very often	1	3%	1	3%	2	3%
		Total	29	100%	29	100%	58	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	0	0%	1	4%	1	2%
		1	19	70%	13	52%	32	62%
		2-3	6	22%	8	32%	14	27%
		4-6	2	7%	1	4%	3	6%
		More than 6	0	0%	2	8%	2	4%
		Total	27	100%	25	100%	52	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	26	100%	20	74%	46	87%
		1	0	0%	3	11%	3	6%
		2-3	0	0%	4	15%	4	8%
		4-6	0	0%	0	0%	0	0%
		More than 6	0	0%	0	0%	0	0%
		Total	26	100%	27	100%	53	100%
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTRM05	None	13	46%	7	25%	20	36%
		1	9	32%	9	32%	18	32%
		2-3	6	21%	12	43%	18	32%
		4-6	0	0%	0	0%	0	0%
		More than 6	0	0%	0	0%	0	0%
		Total	28	100%	28	100%	56	100%
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRTRM05	None	5	19%	4	14%	9	16%
		1	3	11%	2	7%	5	9%
		2-3	7	26%	10	34%	17	30%
		4-6	5	19%	8	28%	13	23%
		More than 6	7	26%	5	17%	12	21%
		Total	27	100%	29	100%	56	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	10	36%	10	36%	20	36%
		1-2	13	46%	9	32%	22	39%
		3-4	2	7%	4	14%	6	11%
		5-6	1	4%	1	4%	2	4%
		More than 6	2	7%	4	14%	6	11%
		Total	28	100%	28	100%	56	100%
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	13	45%	10	36%	23	40%
		1-2	8	28%	10	36%	18	32%
		3-4	4	14%	3	11%	7	12%
		5-6	1	3%	1	4%	2	4%
		More than 6	3	10%	4	14%	7	12%
		Total	29	100%	28	100%	57	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	1	3%	0	0%	1	2%
		3-4	4	14%	7	24%	11	19%
		5-6	11	38%	11	38%	22	38%
		7-8	7	24%	4	14%	11	19%
		9-10	4	14%	4	14%	8	14%
		11-12	1	3%	1	3%	2	3%
		More than 12	1	3%	2	7%	3	5%
		Total	29	100%	29	100%	58	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	0	0%	0	0%	0	0%
		1-2	12	41%	12	41%	24	41%
		3-4	11	38%	12	41%	23	40%
		5-6	4	14%	2	7%	6	10%
		7-8	0	0%	1	3%	1	2%
		9-10	2	7%	1	3%	3	5%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	1	3%	1	2%
		Total	29	100%	29	100%	58	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	9	31%	8	28%	17	29%
		Somewhat important	5	17%	4	14%	9	16%
		Important	8	28%	8	28%	16	28%
		Very important	7	24%	9	31%	16	28%
		Total	29	100%	29	100%	58	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	3	10%	3	10%	6	10%
		Somewhat important	5	17%	3	10%	8	14%
		Important	10	34%	6	21%	16	28%
		Very important	11	38%	17	59%	28	48%
		Total	29	100%	29	100%	58	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	6	21%	4	14%	10	18%
		Somewhat important	11	38%	9	32%	20	35%
		Important	7	24%	7	25%	14	25%
		Very important	5	17%	8	29%	13	23%
		Total	29	100%	28	100%	57	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	7	24%	6	21%	13	22%
		Somewhat important	14	48%	8	28%	22	38%
		Important	7	24%	12	41%	19	33%
		Very important	1	3%	3	10%	4	7%
		Total	29	100%	29	100%	58	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	5	17%	6	21%	11	19%
		Somewhat important	13	45%	12	41%	25	43%
		Important	7	24%	9	31%	16	28%
		Very important	4	14%	2	7%	6	10%
		Total	29	100%	29	100%	58	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	12	43%	12	41%	24	42%
		Somewhat important	9	32%	15	52%	24	42%
		Important	4	14%	1	3%	5	9%
		Very important	3	11%	1	3%	4	7%
		Total	28	100%	29	100%	57	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	3	10%	5	17%	8	14%
		Somewhat important	9	31%	4	14%	13	22%
		Important	8	28%	10	34%	18	31%
		Very important	9	31%	10	34%	19	33%
		Total	29	100%	29	100%	58	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	5	17%	4	14%	9	16%
		Somewhat important	6	21%	10	34%	16	28%
		Important	5	17%	8	28%	13	22%
		Very important	13	45%	7	24%	20	34%
		Total	29	100%	29	100%	58	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	1	3%	0	0%	1	2%
		Somewhat important	2	7%	2	7%	4	7%
		Important	11	38%	7	24%	18	31%
		Very important	15	52%	20	69%	35	60%
		Total	29	100%	29	100%	58	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%	0	0%	2	7%	2	3%
		1-9%	5	17%	4	14%	9	16%
		10-19%	5	17%	5	17%	10	17%
		20-29%	4	14%	6	21%	10	17%
		30-39%	3	10%	3	10%	6	10%
		40-49%	1	3%	3	10%	4	7%
		50-74%	9	31%	3	10%	12	21%
		75% or more	2	7%	3	10%	5	9%
		Total	29	100%	29	100%	58	100%
		b. Teacher-led discussion	TEACHLED	0%	3	10%	1	3%
1-9%	5			17%	6	21%	11	19%
10-19%	6			21%	7	24%	13	22%
20-29%	5			17%	6	21%	11	19%
30-39%	2			7%	3	10%	5	9%
40-49%	5			17%	2	7%	7	12%
50-74%	2			7%	3	10%	5	9%
75% or more	1			3%	1	3%	2	3%
Total	29			100%	29	100%	58	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%	8	28%	10	34%	18	31%
		1-9%	4	14%	3	10%	7	12%
		10-19%	2	7%	6	21%	8	14%
		20-29%	3	10%	4	14%	7	12%
		30-39%	3	10%	1	3%	4	7%
		40-49%	5	17%	1	3%	6	10%
		50-74%	2	7%	3	10%	5	9%
		75% or more	2	7%	1	3%	3	5%
		Total	29	100%	29	100%	58	100%
d. Student computer use	COMPMED	0%	6	21%	7	24%	13	23%
		1-9%	13	46%	8	28%	21	37%
		10-19%	2	7%	5	17%	7	12%
		20-29%	2	7%	4	14%	6	11%
		30-39%	2	7%	1	3%	3	5%
		40-49%	2	7%	0	0%	2	4%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	4%	4	14%	5	9%
		Total	28	100%	29	100%	57	100%
e. Small group activities	GROUPSML	0%	3	10%	5	17%	8	14%
		1-9%	7	24%	5	17%	12	21%
		10-19%	7	24%	3	10%	10	17%
		20-29%	3	10%	8	28%	11	19%
		30-39%	0	0%	5	17%	5	9%
		40-49%	4	14%	2	7%	6	10%
		50-74%	2	7%	0	0%	2	3%
		75% or more	3	10%	1	3%	4	7%
		Total	29	100%	29	100%	58	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%	11	38%	9	32%	20	35%
		1-9%	6	21%	11	39%	17	30%
		10-19%	7	24%	4	14%	11	19%
		20-29%	4	14%	3	11%	7	12%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	3%	0	0%	1	2%
		75% or more	0	0%	1	4%	1	2%
			Total	29	100%	28	100%	57
g. In-class writing	CLSWRITE	0%	8	28%	13	45%	21	36%
		1-9%	11	38%	7	24%	18	31%
		10-19%	5	17%	4	14%	9	16%
		20-29%	2	7%	3	10%	5	9%
		30-39%	1	3%	1	3%	2	3%
		40-49%	1	3%	0	0%	1	2%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	3%	1	3%	2	3%
			Total	29	100%	29	100%	58
h. Testing and evaluation	TESTEVAL	0%	1	3%	0	0%	1	2%
		1-9%	12	41%	14	48%	26	45%
		10-19%	10	34%	10	34%	20	34%
		20-29%	3	10%	2	7%	5	9%
		30-39%	2	7%	2	7%	4	7%
		40-49%	1	3%	0	0%	1	2%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	1	3%	1	2%
			Total	29	100%	29	100%	58

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%	26	90%	26	90%	52	90%
		1-9%	2	7%	1	3%	3	5%
		10-19%	0	0%	0	0%	0	0%
		20-29%	0	0%	0	0%	0	0%
		30-39%	1	3%	0	0%	1	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	2	7%	2	3%
		Total	29	100%	29	100%	58	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	15	52%	12	41%	27	47%
		1-9%	3	10%	2	7%	5	9%
		10-19%	4	14%	4	14%	8	14%
		20-29%	2	7%	1	3%	3	5%
		30-39%	1	3%	2	7%	3	5%
		40-49%	1	3%	2	7%	3	5%
		50-74%	1	3%	3	10%	4	7%
		75% or more	2	7%	3	10%	5	9%
		Total	29	100%	29	100%	58	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%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	0	0%	0	0%	0	0%
		4	4	14%	1	3%	5	9%
		5	9	31%	10	34%	19	33%
		6	11	38%	12	41%	23	40%
		Very much	5	17%	6	21%	11	19%
			Total	29	100%	29	100%	58



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	9	31%	13	45%	22	38%
		Some	11	38%	8	28%	19	33%
		Quite a bit	5	17%	4	14%	9	16%
		Very much	4	14%	4	14%	8	14%
	Total		29	100%	29	100%	58	100%
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	1	3%	2	7%	3	5%
		Some	5	17%	6	21%	11	19%
		Quite a bit	14	48%	8	28%	22	38%
		Very much	9	31%	13	45%	22	38%
	Total		29	100%	29	100%	58	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	2	7%	2	3%
		Some	9	31%	5	17%	14	24%
		Quite a bit	11	38%	7	24%	18	31%
		Very much	9	31%	15	52%	24	41%
	Total		29	100%	29	100%	58	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	3	10%	5	17%	8	14%
		Some	9	31%	8	28%	17	29%
		Quite a bit	10	34%	8	28%	18	31%
		Very much	7	24%	8	28%	15	26%
	Total		29	100%	29	100%	58	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	2	7%	2	7%	4	7%
		Some	5	17%	3	10%	8	14%
		Quite a bit	10	34%	11	38%	21	36%
		Very much	12	41%	13	45%	25	43%
	Total		29	100%	29	100%	58	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	5	17%	3	10%	8	14%
		Some	9	31%	8	28%	17	29%
		Quite a bit	7	24%	7	24%	14	24%
		Very much	8	28%	11	38%	19	33%
		Total	29	100%	29	100%	58	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	9	31%	6	21%	15	26%
		Some	8	28%	13	45%	21	36%
		Quite a bit	7	24%	6	21%	13	22%
		Very much	5	17%	4	14%	9	16%
		Total	29	100%	29	100%	58	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	4	14%	3	10%	7	12%
		Quite a bit	9	31%	7	24%	16	28%
		Very much	16	55%	19	66%	35	60%
		Total	29	100%	29	100%	58	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	16	57%	12	41%	28	49%
		Some	2	7%	5	17%	7	12%
		Quite a bit	3	11%	4	14%	7	12%
		Very much	7	25%	8	28%	15	26%
		Total	28	100%	29	100%	57	100%
e. Using computing and information technology	FGNCMPTS	Very little	7	24%	5	17%	12	21%
		Some	12	41%	7	24%	19	33%
		Quite a bit	7	24%	10	34%	17	29%
		Very much	3	10%	7	24%	10	17%
		Total	29	100%	29	100%	58	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	4	14%	5	17%	9	16%
		Some	11	38%	7	24%	18	31%
		Quite a bit	5	17%	7	24%	12	21%
		Very much	9	31%	10	34%	19	33%
		Total	29	100%	29	100%	58	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	1	3%	1	2%
		Some	7	24%	10	34%	17	29%
		Quite a bit	13	45%	14	48%	27	47%
		Very much	9	31%	4	14%	13	22%
		Total	29	100%	29	100%	58	100%
h. Understanding themselves	FGNSELF	Very little	8	28%	8	29%	16	28%
		Some	6	21%	7	25%	13	23%
		Quite a bit	10	34%	8	29%	18	32%
		Very much	5	17%	5	18%	10	18%
		Total	29	100%	28	100%	57	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	11	38%	12	41%	23	40%
		Some	8	28%	6	21%	14	24%
		Quite a bit	6	21%	9	31%	15	26%
		Very much	4	14%	2	7%	6	10%
		Total	29	100%	29	100%	58	100%
j. Solving complex real-world problems	FGNPROBS	Very little	9	31%	5	17%	14	24%
		Some	8	28%	5	17%	13	22%
		Quite a bit	7	24%	10	34%	17	29%
		Very much	5	17%	9	31%	14	24%
		Total	29	100%	29	100%	58	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	10	34%	10	34%	20	34%
		Some	9	31%	11	38%	20	34%
		Quite a bit	7	24%	3	10%	10	17%
		Very much	3	10%	5	17%	8	14%
		Total	29	100%	29	100%	58	100%
l. Developing a deepened sense of spirituality	FSPRIT	Very little	24	83%	20	69%	44	76%
		Some	3	10%	7	24%	10	17%
		Quite a bit	2	7%	1	3%	3	5%
		Very much	0	0%	1	3%	1	2%
		Total	29	100%	29	100%	58	100%
m. Acquiring a broad general education	FGNGENLE	Very little	5	17%	7	24%	12	21%
		Some	4	14%	9	31%	13	22%
		Quite a bit	10	34%	11	38%	21	36%
		Very much	10	34%	2	7%	12	21%
		Total	29	100%	29	100%	58	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	4	14%	2	7%	6	10%
		Some	14	48%	8	28%	22	38%
		Quite a bit	5	17%	7	24%	12	21%
		Very much	6	21%	12	41%	18	31%
		Total	29	100%	29	100%	58	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	10	37%	6	22%	16	30%
		Biological science	2	7%	2	7%	4	7%
		Business	0	0%	4	15%	4	7%
		Education	3	11%	3	11%	6	11%
		Engineering	0	0%	0	0%	0	0%
		Physical science	4	15%	2	7%	6	11%
		Professional	1	4%	3	11%	4	7%
		Social science	5	19%	5	19%	10	19%
		Other	2	7%	2	7%	4	7%
		Total	27	100%	27	100%	54	100%



# Morningside College

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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>41%</b>
		UD	<b>43%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>41%</b>
		UD	<b>27%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>31%</b>
		UD	<b>30%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>55%</b>
		UD	<b>73%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>45%</b>
		UD	<b>50%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>21%</b>
		UD	<b>37%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>21%</b>
		UD	<b>20%</b>

**Student Responses (from NSSE 2009)**

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	29%	38%	30%	2%
		SR	52%	32%	16%	0%
Come to class without completing assignments	CLUNPREP	FY	4%	9%	66%	21%
		SR	6%	17%	54%	22%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	16%	45%	39%	1%
		SR	15%	54%	26%	5%
Used e-mail to communicate with an instructor	EMAIL	FY	63%	28%	9%	0%
		SR	69%	24%	7%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	27%	42%	29%	2%
		SR	32%	41%	26%	2%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	16%	32%	45%	8%
		SR	31%	32%	34%	3%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	8%	22%	48%	22%
		SR	15%	21%	56%	8%

**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>34%</b>
		UD	<b>34%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>59%</b>
		UD	<b>69%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>14%</b>
		UD	<b>14%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>48%</b>
		UD	<b>52%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>90%</b>
		UD	<b>97%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>3%</b>
		UD	<b>10%</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>14%</b>
		UD	<b>7%</b>

**Student Responses (from NSSE 2009)**

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	26%	43%	26%	4%
		SR	22%	45%	30%	3%
Worked with other students on projects during class	CLASSGRP	FY	16%	40%	41%	3%
		SR	15%	42%	39%	5%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	9%	15%	36%	40%
		SR	13%	32%	43%	13%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	28%	30%	33%	8%
		SR	29%	30%	28%	13%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	18%	54%	27%	1%
		SR	22%	54%	24%	0%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	10%	20%	51%	19%
		SR	20%	21%	44%	16%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	18%	27%	44%	10%
		SR	24%	36%	36%	4%



**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>52%</b>
		UD	<b>59%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>72%</b>
		UD	<b>79%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>41%</b>
		UD	<b>54%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>28%</b>
		UD	<b>52%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>38%</b>
		UD	<b>38%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>25%</b>
		UD	<b>7%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>59%</b>
		UD	<b>69%</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>52%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>90%</b>
		UD	<b>93%</b>

**Student Responses (from NSSE 2009)**

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	40%	38%	20%	2%
		SR	25%	22%	42%	11%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	36%	51%	12%	0%
		SR	50%	39%	11%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	6%	40%	46%	8%
		SR	19%	45%	34%	2%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	14%	42%	41%	2%
		SR	18%	55%	26%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	37%	39%	3%
		SR	24%	41%	32%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	5%	12%	34%	49%
		SR	7%	10%	49%	34%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	20%	38%	36%	6%
		SR	19%	39%	34%	7%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	21%	43%	33%	3%
		SR	26%	43%	26%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	26%	48%	24%	2%
		SR	23%	48%	27%	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>86%</b>
		UD	<b>97%</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>31%</b>
		UD	<b>28%</b>
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	<b>79%</b>
		UD	<b>72%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>69%</b>
		UD	<b>76%</b>
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	<b>59%</b>
		UD	<b>55%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>76%</b>
		UD	<b>83%</b>

**Student Responses (from NSSE 2009)**

**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	88%	12%
		SR	88%	12%

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	20%	47%	25%	7%
		SR	21%	41%	33%	5%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	29%	52%	18%	1%
		SR	35%	54%	12%	0%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	15%	54%	28%	3%
		SR	21%	54%	23%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	28%	43%	24%	5%
		SR	35%	51%	11%	3%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	32%	50%	18%	1%
		SR	41%	40%	19%	0%

**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>52%</b>
		UD	<b>62%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>41%</b>
		UD	<b>34%</b>
Thinking critically and analytically	FGNANALY	LD	<b>86%</b>
		UD	<b>90%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>36%</b>
		UD	<b>41%</b>
Using computing and information technology	FGNCMPTS	LD	<b>34%</b>
		UD	<b>59%</b>
Working effectively with others	FGNOTHER	LD	<b>48%</b>
		UD	<b>59%</b>
Learning effectively on their own	FGNINQ	LD	<b>76%</b>
		UD	<b>62%</b>

**Student Responses (from NSSE 2009)**

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	45%	40%	15%	1%
		SR	35%	48%	16%	1%
Speaking clearly and effectively	GNSPEAK	FY	33%	47%	20%	1%
		SR	32%	49%	18%	1%
Thinking critically and analytically	GNANALY	FY	44%	44%	10%	1%
		SR	48%	45%	6%	0%
Analyzing quantitative problems	GNQUANT	FY	26%	51%	20%	3%
		SR	27%	49%	22%	1%
Using computing and information technology	GNCMPTS	FY	40%	43%	16%	1%
		SR	45%	39%	13%	2%
Working effectively with others	GNOTHERS	FY	42%	44%	13%	1%
		SR	45%	41%	14%	1%
Learning effectively on your own	GNINQ	FY	34%	49%	16%	2%
		SR	33%	50%	17%	0%

**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>52%</b>
		UD	<b>46%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>34%</b>
		UD	<b>38%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>41%</b>
		UD	<b>66%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>34%</b>
		UD	<b>28%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>7%</b>
		UD	<b>7%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>69%</b>
		UD	<b>45%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>38%</b>
		UD	<b>66%</b>

**Student Responses (from NSSE 2009)**

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	32%	36%	28%	4%
		SR	28%	53%	17%	2%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	15%	37%	38%	9%
		SR	26%	34%	35%	5%
Solving complex real-world problems	GNPROBSV	FY	18%	45%	29%	8%
		SR	31%	49%	18%	2%
Developing a personal code of values and ethics	GNETHICS	FY	32%	39%	24%	4%
		SR	31%	46%	23%	1%
Developing a deepened sense of spirituality	GNSPIRIT	FY	13%	26%	39%	22%
		SR	18%	25%	31%	26%
Acquiring a broad general education	GNGENLED	FY	40%	48%	12%	0%
		SR	47%	39%	14%	0%
Acquiring job or work-related knowledge and skills	GNWORK	FY	26%	46%	22%	5%
		SR	39%	39%	18%	3%

**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>86%</b>
		UD	<b>90%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>69%</b>
		UD	<b>70%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>31%</b>
		UD	<b>30%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>34%</b>
		UD	<b>57%</b>
Foreign language coursework	FFORLANG	LD	<b>45%</b>
		UD	<b>30%</b>
Study abroad	FSTUDYAB	LD	<b>38%</b>
		UD	<b>27%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>86%</b>
		UD	<b>97%</b>

**Student Responses (from NSSE 2009)**

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	8%	83%	1%	9%
		SR	76%	9%	12%	2%
Community service or volunteer work	VOLNTR04	FY	52%	39%	3%	7%
		SR	78%	13%	6%	3%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	14%	29%	9%	48%
		SR	46%	6%	39%	9%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	31%	18%	45%
		SR	36%	10%	49%	4%
Foreign language coursework	FORLNG04	FY	13%	14%	48%	25%
		SR	25%	4%	65%	6%
Study abroad	STDABR04	FY	1%	33%	23%	43%
		SR	11%	3%	80%	6%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	69%	2%	27%
		SR	82%	14%	5%	0%

**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>69%</b>
		UD	<b>67%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>93%</b>
		UD	<b>87%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>36%</b>
		UD	<b>30%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>59%</b>
		UD	<b>43%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>72%</b>
		UD	<b>63%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	<b>75%</b>
		UD	<b>77%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>100%</b>
		UD	<b>100%</b>

**Student Responses (from NSSE 2009)**

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	24%	60%	16%	0%
		SR	29%	45%	23%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	44%	43%	12%	1%
		SR	38%	50%	10%	2%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	20%	40%	29%	10%
		SR	21%	35%	38%	7%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	12%	35%	34%	19%
		SR	12%	33%	40%	15%
Providing the support you need to thrive socially	ENVSOCAL	FY	18%	48%	23%	10%
		SR	15%	35%	40%	9%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	47%	40%	12%	1%
		SR	36%	42%	21%	1%
Using computers in academic work	ENVCOMPT	FY	58%	32%	9%	1%
		SR	58%	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>93%</b>
		UD	<b>97%</b>
With faculty members	FENVFAC	LD	<b>86%</b>
		UD	<b>93%</b>
With administrative personnel and offices	FENVADM	LD	<b>79%</b>
		UD	<b>90%</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 2009)**

**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	87%	13%
		SR	88%	12%
With faculty members	ENVFAC	FY	88%	12%
		SR	90%	10%
With administrative personnel and offices	ENVADM	FY	80%	20%
		SR	68%	32%

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