

FSSE 2019 Frequencies

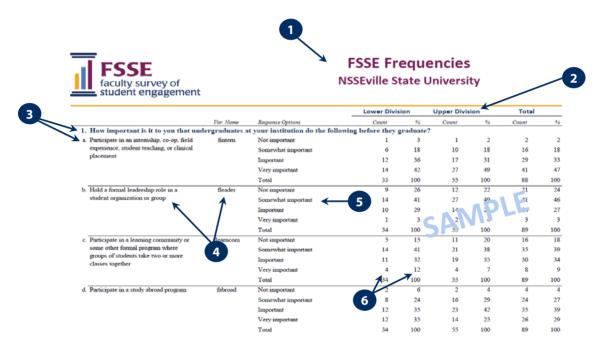
University of West Georgia



FSSE 2019 Frequencies About This Report

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

- 1. *Sample:* The FSSE *Frequencies* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower- or upper-division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.
- 2. Class level: Frequency distributions are reported separately for faculty who teach lower-division and upper-division courses.
- 3. *Item numbers:* Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the FSSE website.



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



			Lower Divis	ion	Upper Divis	sion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	ģ
. How important is it to you that uno	-			-				
a. Participate in an internship, co-op, field experience, student teaching, or clinical	fintern	Not important	8	6	5	4	13	
placement		Somewhat important	21	15	7	6	28	1
F		Important	43	31	22	19	65	2
		Very important	66	48	81	70	147	5
		Total	138	100	115	100	253	10
b. Hold a formal leadership role in a	fleader	Not important	31	22	18	16	49	2
student organization or group		Somewhat important	53	38	41	36	94	-
		Important	43	31	47	42	90	
		Very important	11	8	7	6	18	
		Total	138	100	113	100	251	10
c. Participate in a learning community or some other formal program where	flearncom	Not important	34	24	15	13	49	1
groups of students take two or more		Somewhat important	51	37	38	33	89	-
classes together		Important	30	22	43	37	73	2
0		Very important	24	17	19	17	43	
		Total	139	100	115	100	254	10
1. Participate in a study abroad program	fabroad	Not important	37	27	18	16	55	
		Somewhat important	34	24	41	36	75	
		Important	43	31	37	32	80	1
		Very important	25	18	19	17	44	
		Total	139	100	115	100	254	1
Work with a faculty member on a	fresearch	Not important	12	9	7	6	19	
research project		Somewhat important	34	24	38	33	72	
		Important	61	44	43	37	104	
		Very important	32	23	27	23	59	2
		Total	139	100	115	100	254	10
f. Complete a culminating senior	fcapstone	Not important	6	4	2	2	8	
experience (capstone course, senior		Somewhat important	15	11	10	9	25	
project or thesis, comprehensive exam, portfolio, etc.)		Important	47	34	43	37	90	-
portiono, etc.)		Very important	71	51	60	52	131	:
		Total	139	100	115	100	254	10
g. Participate in a community-based	fservice	Not important	16	12	6	5	22	
project (service-learning) as part of a		Somewhat important	47	34	33	29	80	:
course		Important	45	32	49	43	94	1
		Very important	31	22	27	23	58	2
		Total	139	100	115	100	254	1
2. How important is it to you that you	ir institution <i>in</i>	crease its emphasis on eac	h of the following?					
a. Students spending significant amounts	fempstudy	Not important	6	4	1	1	7	
of time studying and on academic work		Somewhat important	11	8	13	11	24	
		Important	52	37	34	30	86	
		Very important	70	50	67	58	137	
		Total	139	100	115	100	254	1
. Providing support to help students	fSEacademic	Not important	1	100	0	0	1	
succeed academically	istactuterine	Somewhat important	13	9	10	9	23	
		Important	51	37	27	23	78	
		Very important	74	53	78	68	152	
		Total	139	100	115	100	254	10
Students using learning summert complete	fer Floomour			3	115		5	T
c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	4			1		
(Somewhat important	14	10	13	11	27	
		Important	53	38	42	37	95 127	
		Very important	68	49	59	51	127	
		Total	139	100	115	100	254	10
			<i>(</i>	4	2	2	0	
d. Encouraging contact among students	fSEdiverse	Not important	6		2	2	8	
 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 	fSEdiverse	Not important Somewhat important Important	6 14 48	10 35	2 9 28	2 8 24	8 23 76	3



vers Vers monotant 70 51 700 c. Providing opportunities for undents to be involved socially Silescial Net septratif 35 25 34 33 c. Providing opportunities for undents to be involved socially Silescine Silescine 35 25 34 33 d. Providing support for statem' overall weel-heing (retraction, beath care, cosmeling, etc.) Not important 2 1 1 100 1 Providing support for statem' overall weel-heing (retraction, beath care, cosmeling, etc.) Not important 2 1 1 100 1 Idping stadents manage their more, ecadentic responsibilities (wood, family, ctc.) Not important 6 4 43 36 1 Idping stadents manage their more, ecadentic responsibilities (wood, family, ctc.) Silescinitie Not important 1 8 4 4 40 40 40 40 40 40 40 40 40 40 40 40 40 40 40 40 40 40				Lower Div	ision	Upper Divi	sion	Total	
Team 138 00 115 000 c. Providing opportunities for students to be involved oxelably Not inportunit 6 4 3 3 Lencoted oxelably Secons but important 55 20 32 4 Lencoted oxelably Very important 138 100 11 10 Providing opport for underes overall Not important 55 11 122 10 very important 56 41 228 24 10 100 </th <th></th> <th>Var. Name</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Count</th> <th>9</th>		Var. Name						Count	9
Providing apportunities for students to be involved socially Not important inportant inportant inportant inportant inportant 6 4 3 3 6. Providing support for students' overall well-being (rescaluts, health care, counseling, etc.) (BSewellness) Not important 2 1 1 1 6. Providing support for students' overall well-being (rescaluts, health care, counseling, etc.) (BSewellness) Not important 2 1 1 1 7 Total 10 12 10 10 8 Not important 6 4 4 3 9 Refine students manage there non- academic responsibilities (work, famely, etc.) Not important 1 8 4 3 10 Not important 11 8 4 3 3 10 Not important 11 8 4 3 11 11 8 4 4 11 11 8 4 3 11 11 8 10 11 10 11								146	5
be involved socially Somewhat important 35 25 24 21 Important 55 40 36 32 Very important 15 40 36 32 Total 138 100 11 1 10 Providing support for students' overall Somewhat important 15 11 12 10 Somewhat important 15 11 12 10 10 10 Correling, ac.) Infortant 56 41 28 20 18 16 Felorg students manage their nor. ISfancivitat 17 100 11 8 4 16 regroup statifies Somewhat important 18 8 10 11 8 44 10 10 7 14 10 7 14 10 14 10 14 10 14 10 14 10 14 10 14 10 14 10 14 10 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>253</td><td>10</td></t<>								253	10
		fSEsocial	-					9	
Very important void in support for student' overall well-being (accretation, health care, consulting, etc.) Netswellnes Not important inportant 14 11 12 14 100 11 12 11 12 10 100 11 12 11 12 10 100 11 12 10 11 12 10 11 12 100 11 12 10 11 12 10 11 13 100 13 100 13 10 13 10 </td <td>be involved socially</td> <td></td> <td>-</td> <td></td> <td></td> <td></td> <td></td> <td>59</td> <td>2</td>	be involved socially		-					59	2
TotalTotal138100114100Povialing squere station, health care, conneding, etc.)Nis important important1511121414Somewhat important torogata66414224 <td< td=""><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td>91</td><td>3</td></td<>			-					91	3
Provide support for student's overall well-bring (recassion, health care, cosmeding, etc.) NSE wellness Somewhal important 12 1 1 1 Well-bring (recassion, health care, cosmeding, etc.) Simewhal important 66 41 28 24 Very important 66 47 74 66 Helping students manage ther now, cost, (Simortant) 6 4 4 3 ect.) Important 58 20 16 16 Students standing campos activities and stending campos activities and stending campos activities state Students stending campos activities and stending campos activities Not important 11 8 4 4 Students stending campos activities and stending campos activities and stending campos activities Students Not important 21 15 16 14 Students stending campos activities and stending campos activities Students Not important 21 15 16 14 10 Students stending campos activities and stending technic periodical stendical stending technic periodical stending technic period			Very important	42	30	51	45	93	3
well-bring [correction, health care, conneling, etc.) Samewhat important 15 11 12 10 Important 56 41 28 24 Very important 66 4 28 24 Icone Not important 66 4 4 3 acchemic responsibilities (work, famal), etc.) Important 28 20 18 61 Important 54 39 42 37 100 115 100 Stademic responsibilities (work, famal), etc.) Not important 61 84 39 44 Somewhat important 11 8 4 4 4 4 adversits (performing anst, athletic evens, etc.) Not important 11 8 4 3 3 <td< td=""><td></td><td></td><td>Total</td><td>138</td><td>100</td><td>114</td><td>100</td><td>252</td><td>10</td></td<>			Total	138	100	114	100	252	10
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important 50 41 23 24 Very important 64 47 73 64 Toal 137 100 115 100 Helping stadents manage their non- academic responsibilities (work, family, etc.) Not important 26 4 3 3 Somewhat important 54 39 51 100 115 100 Sindents attending campus activities and events (forforming art, athletic events, etc.) Sindents attending campus activities more statending campus activities Not important 11 8 4 4 Sindents attending campus activities and events (forforming art, athletic events, etc.) Sindent attending campus activities somewhat important 11 8 4 4 Sindent attending cevents that address inportant social, economic, or political issues Sindent attending cevent that address fragmentation atte			Somewhat important	15	11	12	10	27	1
Tanal137100115100Helping students manage their nor- academic responsibilities (work, family, etc.)Somewhat inportant54394237Somewhat inportant543942373030Sudens attending campas activities and events (performing att., athleic events, etc.)Nix inportant11844Sudens attending campas activities and events (performing att., athleic events, etc.)Nix inportant11844Sudens attending campas activities events, etc.)Nix inportant11844Somewhat inportant21151614100Sudens attending events that address issuesrissuesNox inportant34253833Important social, economic, or polltical issuesrissues1074383212Indicate your perception of the quality of student1184438321212Indicate your perception of the quality of student12131001413101212Academic advisorsfQlaudentPoor210014131212Academic advisorsfQlaudentPoor6422121613Academic advisorsfQlaudentPoor641212121614Academic advisorsfQlaudviorPoor6 </td <td>counseling, etc.)</td> <td></td> <td>Important</td> <td>56</td> <td>41</td> <td>28</td> <td>24</td> <td>84</td> <td>3</td>	counseling, etc.)		Important	56	41	28	24	84	3
Helping students manage their non- etc.) (SEnonacad nademic responsibilities (vork, family, etc.) (SEnonacad none what important total 6 4 4 3 Somewhat important etc.) 28 20 18 16 Students attending campus activities and events (performing arts, abhotic events, etc.) SEactivities mortant Not important 11 8 4 4 Students attending events dual duress issues Stactivities rotal Not important 11 8 4 4 Students attending events dual duress issues Not important 10 7 4 3 Students attending events dual duress issues Storewhat important 100 7 4 3 Students attending events dual duress issues Storewhat important 10 7 7 3 Indicate your perception of the quality of student interactions with the following people at your institutum. 9 7 6 5 Indicate students fQlstudent Poor 2 1 0 0 2 3 2 0 0 2 1 10 15 100 Indicate your perception of the qua			Very important	64	47	74	64	138	4
academic responsibilities (work, family, etc.) Somewhat important 28 20 18 16 Important 50 36 51 44 Total 138 100 115 100 Students attending campus activities and events (efforming atts, abbletic events, efc.) Stactivities Not important 11 8 4 4 Students attending campus activities and events (performing atts, abbletic events, efc.) Stactivities Stactivities Not important 12 15 16 14 Students attending events that address important social, conomic, or political issues Stactivities Not important 10 7 4 3 Important 54 25 38 33 10 10 7 4 3 Important 38 28 25 22 10 0 0 Infortant social, conomic, or political itsues Poor 2 1 0 0 2 3 2 0 0 0 2 1 0 0			Total	137	100	115	100	252	1
etc.) Important momenta 10 10 10 Important Very important 50 36 51 44 Total 138 100 115 100 Stadents attending campus activities and events performing atts, athletic events, cit.) Not important 11 8 4 4 Somewhat important 11 8 4 4 4 Important 62 46 55 48 Very important 62 46 55 48 Very important 10 7 4 3 10 Subdents attending events that address important 134 25 38 33 important 56 41 48 42 100 105 100 Indicate your perception of the quality of student Foor 2 1 0 0 0 0 0 0 15 100 Indicate your perception of the quality of student Poor 6 42 2 1 10	Helping students manage their non-	fSEnonacad	Not important	6	4	4	3	10	
Important 3-4 3-9 4-2 3-7 Very important 50 55 51 44 Teal 138 100 115 100 Students attending campus activities events, etc.) Not important 11 8 4 4 Somewhat important 62 46 55 48 Very important 21 15 16 14 Important 62 46 55 48 Very important 21 15 16 14 Sindewas attending events that address important social, economic, or political issues Not important 34 25 38 33 Important 56 41 48 42 20 10 0 Folderte your perception of the quality of student Foor 2 1 0 0 2 3 2 0 0 Addentis advisors fQlatudent Poor 18 100 115 100 15 10	academic responsibilities (work, family,		Somewhat important	28	20	18	16	46	
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$ \begin{array}{ c c c c c c } \hline Total & 138 & 100 & 115 & 100 \\ \hline Students attending campus activities and events (profinant important inportant i$			Very important	50	36	51	44	101	4
								253	1
and events (ter) Somewhat important 42 31 39 34 lmpotant 62 46 55 48 Very important 21 15 0 14 Sindent satending events that address important social, economic, or political issues Not important 10 7 4 3 Important social, economic, or political issues Not important 38 28 25 22 Total 138 00 114 48 42 Very important 38 28 25 22 Total 138 00 10 0 Inflicate your perception of the quality of student Poor 2 1 0 0 1 100 15 100 11 10 10 11 1 5 48 35 44 38 31 11 1 6 12 1 0 0 11 10 10 1 5 48	Students attending campus activities	fSEactivities						15	-
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issues isues isues isues <td>-</td> <td>ISLevents</td> <td>-</td> <td></td> <td></td> <td></td> <td></td> <td>14 72</td> <td></td>	-	ISLevents	-					14 72	
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Total 138 100 115 100 Indicate your perception of the quality of student Ferretions with the following people at your institution. 0 0 Other students fQIstudent Poor 2 1 0 0 2 3 2 0 0 0 0 0 3 2 0 0 3 2 0 0 3 9 7 6 5 4 38 0 10 0 5 48 35 44 38 6 32 23 22 19 Excellent 6 4 7 6 4 2 2 Academic advisors fQIadvisor Poor 6 4 2 2 5 35 25 32 28 6 11 8 16 14 6 11 8 16 14 100 16 14 100			-						
Indicate your perception of the quality of student interactions with the following people at your institution. Other students fQIstudent Poor 2 1 0 0 2 3 2 0 0 0 0 0 3 9 7 6 5 4 37 27 36 31 5 48 35 44 38 6 32 23 22 19 Excellent 6 4 7 6 5 48 35 44 38 6 32 23 22 19 15 100 Academic advisors fQIadvisor Poor 6 4 2 2 1 8 6 5 33 29 5 33 29 5 35 25 32 28 6 11 8 16 14 Excellent 5 4 10 9 1								63	
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$ \begin{array}{c c c c c c c c c c c c c c c c c c c $								15	
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$ \begin{array}{c c c c c c c c c c c c c c c c c c c $								92	
$\begin{tabular}{ c c c c c c c c c c } \hline Total & 137 & 100 & 115 & 100 \\ \hline Academic advisors & fQIadvisor & Poor & 6 & 4 & 2 & 2 \\ 2 & 11 & 8 & 6 & 5 \\ 3 & 22 & 16 & 15 & 13 \\ 4 & 48 & 35 & 33 & 29 \\ 5 & 35 & 25 & 32 & 28 \\ 6 & 11 & 8 & 16 & 14 \\ Excellent & 5 & 4 & 10 & 9 \\ \hline Total & 138 & 100 & 114 & 100 \\ \hline Faculty & fQIfaculty & Poor & 2 & 1 & 1 & 1 \\ 2 & 5 & 4 & 7 & 6 \\ 3 & 25 & 18 & 10 & 9 \\ 4 & 32 & 23 & 19 & 17 \\ 5 & 40 & 29 & 39 & 34 \\ 6 & 29 & 21 & 25 & 22 \\ Excellent & 6 & 4 & 14 & 12 \\ \hline Total & 139 & 100 & 115 & 100 \\ \hline Student services staff (career services, & fQIstaff & Poor & 1 & 1 & 2 & 2 \\ \hline \end{tabular}$								54	
Academic advisors \mathbf{f} Qladvisor Poor 6 4 2 2 2 11 8 6 5 3 22 16 15 13 4 48 35 33 29 5 35 25 32 28 6 11 8 16 14 Excellent 5 4 10 9 Total 138 100 114 100 Faculty fQlfaculty Poor 2 1 1 1 2 5 4 7 6 3 25 18 10 9 4 32 23 19 17 5 40 29 39 34 6 29 21 25 22 22 2								13	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Total	137	100	115	100	252	1
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$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$				11	8	6	5	17	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			3	22	16	15	13	37	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			4	48	35	33	29	81	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			5	35	25	32	28	67	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			6	11	8	16	14	27	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			Excellent	5	4	10	9	15	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$			Total	138	100	114	100	252	1
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Faculty	fQIfaculty	Poor	2	1	1	1	3	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$			2	5	4	7	6	12	
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5 40 29 39 34 6 29 21 25 22 Excellent 6 4 14 12 Total 139 100 115 100					23		17	51	
6 29 21 25 22 Excellent 6 4 14 12 Total 139 100 115 100 Student services, staff (career services, fQIstaff Poor 1 1 2 2								79	
Excellent 6 4 14 12 Total 139 100 115 100 Student services staff (career services, such service) fQIstaff Poor 1 1 2 2								54	
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Student services staff (career services, fQIstaff Poor 1 1 2 2									1.
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		fQIstaff						3	
3 2 8 7 3 28 21 19 17	statem activities, nousing, etc.)		2	3	2	8	7	11 47	1



			Lower Divis	sion	Upper Divis	sion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	
		4	48	36	36	32	84	
		5	35	26	27	24	62	
		6	17	13	18	16	35	
		Excellent	3	2	3	3	6	
		Total	135	100	113	100	248	
	60L 1 :							
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	Poor	3	2	6	5	9	
(registrar, infanciar aid, etc.)		2	10	7	6	5	16	
		3	35	26	16	14	51	
		4	41	30	41	37	82	
		5	31	23	24	21	55	
		6	12	9	15	13	27	
		Excellent	4	3	4	4	8	
		Total	136	100	112	100	248	
				100	112	100	240	
. In a typical 7-day week, about how			-					
a. Teaching activities (preparing, teaching	ftmteach	0	1	1	0	0	1	
class sessions, grading, meeting with		1-4	6	4	6	5	12	
students outside of class, etc.)		5-8	9	6	14	12	23	
		9-12	17	12	16	14	33	
		13-16	17	12	14	12	31	
		17-20	27	19	21	18	48	
		21-30	28	20	27	23	55	
		More than 30 hours	34	24	17	15	51	
		Total	139	100	115	100	254	
. Advising students	ftmadvise	0	25	18	10	9	35	
		1-4	78	56	69	61	147	
		5-8	25	18	26	23	51	
		9-12	7	5	5	4	12	
		13-16	2	1	1	1	3	
		17-20	2	1	1	1	3	
		21-30	0	0	1	1	1	
		More than 30 hours	0	0	1	1	1	
		Total	139	100	114	100	253	
Research, creative, or scholarly	ftmresearch	0	7	5	5	4	12	
activities		1-4	50	36	27	24	77	
		5-8	28	20	29	25	57	
		9-12	23	17	21	18	44	
		13-16	12	9	18	16	30	
		17-20	12	9	9	8	21	
		21-30	6	4	4	4	10	
		More than 30 hours	1	1	1	1	2	
		Total	139	100	114	100	253	
. Service activities (committee work,	ftmserviceacts	0	16	12	7	6	23	
administrative duties, etc.)		1-4	51	37	26	23	77	
		5-8	34	25	32	28	66	
		9-12	14					
				10	17	15	31	
		13-16	7	5	9	8	16	
		17-20	4	3	9	8	13	
		21-30	6	4	7	6	13	
		More than 30 hours	6	4	7	6	13	
		Total	138	100	114	100	252	
. In a typical 7-day week, about how	v many hours de							
. Preparing class sessions	ftmprepclass	0	1	-related a	o	0	1	
. Freparing class sessions	imprepetass							
		1-4	43	31	36	31	79	
				20			00	
		5-8	42	30	38	33	80	



			Lower Divis	sion	Upper Divis	sion	Total Count 9	
	Var. Name	Response Options	Count	%	Count	%	Count	
		13-16	12	9	10	9	22	
		17-20	9	7	7	6	16	
		More than 20 hours	5	4	2	2	7	
		Total	138	100	115	100	253	1
. Teaching class sessions	ftmteachclass	0	2	1	0	0	2	
		1-4	26	19	37	32	63	
		5-8	51	37	29	25	80	
		9-12	38	28	34	30	72	
		13-16	17	12	8	7	25	
		17-20	4	3	4	4	8	
		More than 20 hours	0	0	2	2	2	
		Total	138	100	114	100	252	
. Grading assignments and exams	ftmgrade	0	3	2	1	1	4	
		1-4	51	37	48	42	99	
		5-8	47	34	37	32	84	
		9-12	23	17	16	14	39	
		13-16	8	6	7	6	15	
		17-20	4	3	2	2	6	
		More than 20 hours	1	1	4	3	5	
		Total	137	100	115	100	252	
Meeting with students outside of class	ftmmeet	0	4	3	9	8	13	
		1-4	89	64	70	61	159	
		5-8	34	25	24	21	58	
		9-12	8	6	10	9	18	
		13-16	3	2	1	1	4	
		17-20	0	0	0	0	0	
		More than 20 hours	0	0	0	0	0	
		Total	138	100	114	100	252	
Course administration (emailing	ftmadmin	0	2	1	0	0	2	
students, maintaining course website,		1-4	- 74	54	63	55	137	
etc.)		5-8	41	30	29	25	70	
		9-12	12	9	15	13	27	
		13-16	7	5	15	1	8	
		17-20	1	1	6	5	7	
		More than 20 hours	1	1	1	1	2	
W. 1	0	Total	138	100	115	100	253	
Working to improve your teaching (self- reflection, meeting with teaching	ftmimprove	0	6	4	6	5	12	
consultants, attending teaching		1-4	88	64	68	59	156	
workshops, conducting research on		5-8	31	23	27	23	58	
your own courses, etc.)		9-12	10	7	11	10	21	
		13-16	0	0	2	2	2	
		17-20	0	0	0	0	0	
		More than 20 hours	2	1	1	1	3	
		Total	137	100	115	100	252	
In a typical 7-day week, do you par	rticipate in the	following activities?						
Working with undergraduates on	fdresearch	No	77	56	70	61	147	
research		Yes	61	44	45	39	106	
		Total	138	100	115	100	253	
Supervising undergraduate internships	fdintern	No	111	81	70	61	181	
or other field experiences		Yes	26	19	44	39	70	
		Total	137	100	114	100	251	
During the current school year ba	ve von tanght «	an undergraduate course?	If No. respondent an	swers #1	1 then skins to	o #31		
During the current school year, ha					-		0	
. During the current school year, ha	ve you taught a ugraders	an undergraduate course? No Yes	If No, respondent an 0 139	nswers #1 0 100	<i>1 then skips to</i> 0 114	0 #31. 0 100	0 253	



International sectorNotable and the sector of the low sector of the low sector sec				Lower Div	ision	Upper Divi	sion	Total	
a. Takka about micr answer plans NFame Never 5 4 2 7 Orient 45 32 42 37 77 Very orien 36 38 30 30 30 30 Nome 43 32 42 37 77 (ander out) comments, student Never 29 21 17 13 30 (conner-orie) controlines, student Securities of comments, student 30 13 13 100 121 (conner-orie) controlines, student Securities of comments, student Securities of comments, student 13 100 10 10 10 (ander control) control contro control control control control control contro contro			1 1						9
serverines Serverines 51 38 30 37 37 Newsoft Origon 13 000 117 100 224 Newsoft Contantices, stadent Searchines 61 41 48 42 100 Total 139 000 118 100 124 Concervol coomatities, stadent Searchines 22 16 118 100 100 Concervol coomatities, stadent Searchines 12 0 0 12 Concervol coomatities, stadent Searchines 13 24 24 20 100 Concervol coomaticies (stass Merer 13 24 24 20 100 Concervol coomaticies (stass Merer 13 24 24 20 100 Concervol coomaticies (stass Merer 13 24 25 20 100 Coomaticies (stass Newsoft 13 24 20 10 10 10 10<				-	-				
Offica 13 12 42 43 77 Yey often 13 100 115 100 145 b. Worked on activities other ham groups, etc.) Never, 29 21 117 30 25 46 c. Decensed (committees, statlear groups, etc.) Often 27 10 32 26 95 c. Decensed (committees, statlear groups, etc.) Merry other 3 22 00 3 32 c. Decensed (class Merry 3 22 40 43 32 c. Decensed (class contexts, idear, or concept, toxistation of class Nover 3 24 21 10 0 25 d. Decensed (clas contexts, idear, or concept, toxistation of class Nover 11 10 0 0 11 10	a. Talked about their career plans	fSFcareer							
Vary often36364136771041041151001051001000000000000000000000000000000000000									3
Image: statuction operation op									3
b. Working a strikter offer han conserver (committees, student conserver). Sometimes: 61 44 48 42 109 groups, cit.) Othen 27 19 32 28 59 Very orden 22 16 18 16 40 - Total 139 100 23 20 0 3 concepts outside of class Nover 3 2 0 0 3 concepts outside of class Nover 3 2 0 0 1 d. Discoved their academic performance NFperform Nover 1 1 0 0 1 d. Discoved their academic performance NFperform Nover 1 1 0 0 11 d. Discoved their academic performance NFperform Nover 1 1 0 0 11 d. Discoved their academic performance NFperform Nover 1 1 0 0 10 25 d. Discoved their academic performan			•						3
answer (commines, student groups, ct.)Some6144484210900in271932283800in271932283201011001210032010110310011810010101001332242430000in3332242430000in133010011510011601001010011510011010001001010100116100116000in10010100100116100116000in10010100100100100100100100000in00in100 <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>10</td>									10
groups, cfc,)Offen2730322839Very often2216181640- Discussed course topics, ideas, or concepts outside of classNever320030ften443242378616		fSFotherwork							1
 Orica 22 19 32 48 59 Very often 22 16 18 16 40 170al 139 100 15 100 24 100 24 25 26 26 27 27 28 29 20 20 20 20 20 21 24 <li25< l<="" td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td></li25<>									4
c. Discussed course topics, idea, or concepts outside of classTaul1391001151002340Someires59424943444324344434344434344434344434344434344434344434344434344434344434344434344434344444344434443434443434443434443434443434443434443<	groups, etc.)								2
c. Discussed course topics, ideas, or concepts outside of class Diffuseuss Some inters 3 2 0 0 3 concepts outside of class Some inters 59 4.2 49 4.3 108 Often 44 32 42 21 57 Total 139 100 100 254 d. Discussed their academic performance fSPjerform Never 1 1 0 0 1 Some inters 41 29 30 26 71 Often 56 40 56 49 112 Very often 139 100 105 100 254 9. About how many of your undergraduate courses at this institution have included a community-based project (service-terring)? Exervante Some 43 61 42 38 126 9. About how many of your undergraduate courses, to what extent do you of the following? 1 13 100 10 0 0 0 0 0 0 0 0 0									1
concepts outside of classSometimes59424943108Often444224242557Total1900115002410019001150024200564012202550066564056401110010510011510025500139100115100257011391001151002570113910011510025701139100115100257011380011210025701138100112100257011381381331717011381001131002570113813825222570113910011310025701139100113100257011391000007011391001131002570113910011310025701139100000701139100000701139100115100257011391001151002570113									10
	-	fSFdiscuss							
Very often3324242157101139100115100254200500504129302571200515005041293025712005150050412925717020013910015100250250712001391001510025025071200500139100151002502502005004461423810310015100152005004461423810310010 <t< td=""><td>concepts outside of class</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4</td></t<>	concepts outside of class								4
1DataTotal1391001151002544. Discussed their academic performanceNSPerformNever1100115. Genomes4.05.64.05.64.012.912.912.07. Orter5.64.05.64.05.64.012.912.912.012.09. About how many of your undergraduate courses at this institution have included a community-sector sector			Often	44	32	42	37	86	3
d. Discussed their academic performance PSPerform Never 1 1 0 0 1 Sometimes 41 29 30 26 71 Often 56 40 55 49 11 100 15 100 254 Prescription 41 29 29 25 70 Total 139 100 15 100 254 9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)? Service-learning)? Service-learning)? Some 49 36 54 48 103 Most 3 2 10 9 13 All 2 1 6 5 4 requirements 60 0 0 0 0 0 Reservice 138 100 113 100 252 67 Nover mach 48 63 83 73 171<			Very often	33	24	24	21	57	2
Sometimes 41 29 30 26 71 Often 56 40 56 49 12 Very often 139 100 115 100 254 9. About how many of your undergraduate courses of this istitution have included a community based results. 5000 84 61 23 120 130 100 131 100 131 100 131 100 131 100 131 100 131 100 131 100 131 100 121 100 120 100 100 100 100 100 100 100 100 101 100 101 100 101 100 101 100 101 100 101 101 100 101 100 101				139	100		100		10
Ohen56405649112Yey often131391001516413913013513614238126About how many of your undergraduate courses at this institution have included a community-tase traverstraverstravers138614238126Some49614238126138138138138138Some49635448103138 <td< td=""><td>d. Discussed their academic performance</td><td>fSFperform</td><td>Never</td><td>1</td><td>1</td><td>0</td><td>0</td><td>1</td><td></td></td<>	d. Discussed their academic performance	fSFperform	Never	1	1	0	0	1	
Very often Total 41 29 29 25 70 139 100 110 100 120 25 9. About how many of your undergraduce courses at this institution have included a community-base tropice treatment of servours None 84 61 42 38 106 9. About how many of your undergraduce courses at this institution have included a community-base tropic treatment of the following? Some 49 36 54 48 103 0. In your undergraduce courses, to what extent to you of the following? Total 138 100 0 <td></td> <td></td> <td>Sometimes</td> <td>41</td> <td>29</td> <td>30</td> <td>26</td> <td>71</td> <td>2</td>			Sometimes	41	29	30	26	71	2
Total19100<			Often	56	40	56	49	112	4
9. About how many of your undergraduate courses at this institution have included a community-based project (service-tearning)? 9. About how many of your undergraduate courses None 84 61 42 38 126 Some 49 36 54 48 103 About how many of your undergraduate courses, to what extend to you do the following? 18 100 12 100 250 0. In your undergraduate courses, to what extend to you do the following? 18 100 0 <td< td=""><td></td><td></td><td>Very often</td><td>41</td><td>29</td><td>29</td><td>25</td><td>70</td><td>2</td></td<>			Very often	41	29	29	25	70	2
fervourse None 84 61 42 38 126 Some 49 36 54 48 103 Most 3 2 10 9 13 All 2 10 9 13 Come 138 100 112 100 250 0. In your undergraduate courses, to what extent do your do the following? - <			Total	139	100	115	100	254	10
Some49365448103Mosi3210913All216588Total1380011100250D. In your undergraduate courses, to what extent to word the following:00000a. Clarly explain course goals and requirementsPETgoals SomeVery litel00000Perver unch8863837317113100121100113b. Teach course sessions in an organized wayRETorganize Very nuchVery litel000000May636282421626216<	9. About how many of your undergra	aduate courses	at this institution have in	ncluded a community	-based pr	oject (service	e-learning)	?	
Most3210913All21658Total138100112100250 1 pour undergraduate courses, to what extent do you do the following?00000a. Clearly explain course goals and requirementsfETgoals SomeVery litle00<		fservcourse	None	84	61	42	38	126	5
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Some	49	36	54	48	103	4
Total1381001121002500. In your undergraduate courses, to what extent to your othe following?00000a. Clerpt explain course goals and requirementsFETgoals Quite a bitVery litle00000Quite a bit423025226710112100252Very much8863837317115100252b. Teach course sessions in an organizedfET organizeVery litle00 <t< td=""><td></td><td></td><td>Most</td><td>3</td><td>2</td><td>10</td><td>9</td><td>13</td><td></td></t<>			Most	3	2	10	9	13	
0. In your undergraduate courses, to what extent do you do the following? 0 0 0 0 0 0 0 0 0 a. Clearly explain course goals and requirements fETgoals Very little 0 252 0 <td></td> <td></td> <td>All</td> <td>2</td> <td>1</td> <td>6</td> <td>5</td> <td>8</td> <td></td>			All	2	1	6	5	8	
a. Clearly explain course goals and requirements fETgoals Some Very little 0 0 0 0 Some 9 6 5 4 14 Quite a bit very much 42 30 25 22 67 Very much 88 63 83 73 171 Total 100 13 100 252 b. Teach course sessions in an organized way fETorganize (uite a bit very much Very little 0 0 0 0 c. Use examples or illustrations to explain difficult points fETexample very much Very little 0 0 0 0 d. Use a variety of teaching techniques to accommodate diversity in student learning styles fETariety Very little 1 1 2 2 3 Very much 139 100 115 100 252 d. Use a variety of teaching techniques to accommodate diversity in student learning styles fETvariety Very little 1 1 2 2 3 Very much 139 100 115 100 254 21 4 very much 139 100 115 100 254 very much 1 1 0 0 <t< td=""><td></td><td></td><td>Total</td><td>138</td><td>100</td><td>112</td><td>100</td><td>250</td><td>10</td></t<>			Total	138	100	112	100	250	10
requirementsSome965414Quite a bit4230252267Very much88638373171Total139100113100252b. Teach course sessions in an organizedfETorganizeVery litle000waySome11334Quite a bit3828242162Very much98728877186Total137100115100252Very much98728877186Total137100115100252Very much137100115100252Very much138242162Very much139100115100252Ouite a bit3324272360Very much139100115100254d. Use a variety of teaching techniques to accommodate diversity in student learning stylesfETvariety Very much1314100253Very much64466153125125Total138100115100253e. Review and summarize material for studentsfETvariety Very much138100115100e. Review and summarize material for studentsfETveriew Very much674854<	0. In your undergraduate courses, to	what extent do	you do the following?						
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	a. Clearly explain course goals and	fETgoals	Very little	0	0	0	0	0	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	requirements		Some	9	6	5	4	14	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Quite a bit	42	30	25	22	67	2
b. Teach course sessions in an organized way $Pery little = 0 = 0 = 0 = 0 = 0 = 0 = 0 = 0 = 0 = $			Very much	88	63	83	73	171	6
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Total	139	100	113	100	252	10
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	b. Teach course sessions in an organized	fETorganize	Very little	0	0	0	0	0	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	way		Some	1	1	3	3	4	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $			Quite a bit	38	28	24	21	62	2
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Very much	98	72	88	77	186	7
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Total	137	100	115	100	252	10
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	c. Use examples or illustrations to explain	fETexample	Very little	0	0	0	0	0	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	difficult points		Some	1	1	2	2	3	
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $			Quite a bit	33	24	27	23	60	2
d. Use a variety of teaching techniques to accommodate diversity in student learning styles P_{excern} is the student of			Very much	105	76	86	75	191	7
d. Use a variety of teaching techniques to accommodate diversity in student learning styles P_{excern} is the student of			Total	139	100	115	100	254	10
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	d. Use a variety of teaching techniques to	fETvariety	Very little	1	1		0	1	
$\begin{array}{c c c c c c c c c c c c c c c c c c c $		5	-	23	17	17	15	40	1
Very much 64 46 61 53 125 Total 138 100 115 100 253 e. Review and summarize material for students fETreview Very little 2 1 2 2 4 Quite a bit 43 31 42 37 85 Very much 67 48 54 47 121 Total 139 100 114 100 253	learning styles								3
Total 138 100 115 100 253 e. Review and summarize material for students fETreview Very little 2 1 2 2 4 Quite a bit 43 31 42 37 85 Very much 67 48 54 47 121 Total 139 100 114 100 253			-						4
e. Review and summarize material for fETreview Very little 2 1 2 4 students Some 27 19 16 14 43 Quite a bit 43 31 42 37 85 Very much 67 48 54 47 121 Total 139 100 114 100 253									10
students Some 27 19 16 14 43 Quite a bit 43 31 42 37 85 Very much 67 48 54 47 121 Total 139 100 114 100 253	e. Review and summarize material for	fETreview							10
Quite a bit 43 31 42 37 85 Very much 67 48 54 47 121 Total 139 100 114 100 253			•						1
Very much 67 48 54 47 121 Total 139 100 114 100 253									3
Total 139 100 114 100 253			-						4
			-						
1. FIOVIDE Standards for satisfactory inclusion very fittle 1 1 1 1 2	f Drovido standarda for active	fTTatand1-							10
completion of assignments (rubrics, Some 23 17 14 12 37		in: i standards	-						1



		_	Lower Divi	sion	Upper Divis	sion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	
uctaneu outinies, etc.j		Quite a bit	51	37	39	34	90	
		Very much	64	46	61	53	125	
		Total	139	100	115	100	254	
Provide feedback to students on drafts	fETdraftfb	Very little	8	6	6	5	14	
or works in progress		Some	28	20	21	18	49	
		Quite a bit	48	35	35	31	83	
		Very much	54	39	52	46	106	
		Total	138	100	114	100	252	
. Provide prompt and detailed feedback	fETfeedback	Very little	0	0	0	0	0	
on tests or completed assignments	Illifeedbuck	Some	14	10	8	0 7	22	
1 0		Quite a bit	49	35	38	33	87	
		Very much	76	55	69	60	145	
		Total	139	100	115	100	254	
onses to Questions #11-#13 can be found	=							
Estimate the total number of stud	-							
	crssize	20 or fewer	16	12	25	22	41	
		21-30	41	29	35	30	76	
		31-40	24	17	33	29	57	
		41-50	14	10	7	6	21	
		51-100	30	22	12	10	42	
		More than 100	14	10	3	3	17	
		Total	139	100	115	100	254	
Does your selected course section	fulfill a general	education requirement on your of	campus?					
	gened	No	25	18	89	79	114	
		Yes	112	82	24	21	136	
		Total	137	100	113	100	250	
. In what format do you teach your	selected course	section?						
· · · · · · · · · · · · · · · ·	format	Classroom instruction on-campus	104	75	60	54	164	
		Classroom instruction at an auxiliary location (satellite campus,	4	3	6	5	10	
		rented facility, etc.) Distance education (online, live or	14	10	11	10	25	
		pre-recorded video or audio, correspondence, etc.)						
		Combination of classroom instruction and distance education	17	12	35	31	52	
		Total	139	100	112	100	251	
. In an average 7-day week, about l							e section	
(studying, reading, writing, doing	homework or la	ab work, analyzing data, rehearsi	ing, and othe	r acaden	nic activities)	?		
	ftmprepexpect	0	0	0	0	0	0	
		1	4	3	3	3	7	
		2	15	11	7	6	22	
		3	13	9	15	14	28	
		4	24	18	22	20	46	
		5	18	13	14	13	32	
		6	32	23	22	20	54	
		7	2	1	3	3	5	
		8	9	7	13	12	22	
		8		4	4	4		
			6				10	
		10	10	7	3	3	13	
		More than 10 hours	4	3	5	5	9	
		Total	137	100	111	100	248	
. In an average 7-day week, about l (studying, reading, writing, doing							course secti	on
(seasying, reasoning, writing, using	ftmprepactual		9	7	6	5	15	
	imprepactual							
		1	60	44	40	36	100	



			Lower Divis	ion	Upper Divis	ion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	
		2	40	29	28	25	68	
		3	15	11	13	12	28	
		4	11	8	11	10	22	
		5	1	1	5	5	6	
		6	0	0	1	1	1	
		7	0	0	0	0	0	
		8	0	0	2	2	2	
		9	0	0	2	2	2	
		10	0	0	3	3	3	
		More than 10 hours	1	1	0	0	1	
		Total	137	100	111	100	248	
								4
 In an average 7-day week, of the ti student to spend on assigned readi 		end preparing for your sele	cted course section	, about n	low many hou	irs ao you	expect the	тур
	ftmread	0	9	7	7	6	16	
		1	31	23	22	20	53	
		2	46	34	28	25	74	
		3	24	18	18	16	42	
		4	13	10	16	14	29	
		5	6	4	8	7	14	
		6	4	3	8	, 7	14	
		7	0	0	2	2	2	
		8	3	2	1	1	4	
		9	0	0	0	0	0	
		10	0	0	1	1	1	
		More than 10 hours	0	0	0	0	0	
		Total	136	100	111	100	247	
			150					
. If #19a is greater than 0: About ho	w much of the	assigned reading in your se		n do you		oical stude	nt complete	s?
b. If #19a is greater than 0: About ho	w much of the freading	assigned reading in your se				oical stude 4	nt complete	es?
b. If #19a is greater than 0: About ho			lected course sectio	n do you	think the typ		-	es?
b. If #19a is greater than 0: About ho		None	lected course section 21	n do you 17	think the typ 4	4	25	es?
b. <i>If #19a is greater than 0:</i> About ho		None Some	lected course section 21 83	n do you 17 65	think the typ 4 64	4 62	25 147	es?
b. <i>If #19a is greater than 0:</i> About ho		None Some Most	lected course section 21 83 21	n do you 17 65 17	think the typ 4 64 31	4 62 30	25 147 52	es?
). In an average 7-day week, about h	freading	None Some Most All Total	lected course sectio 21 83 21 2 127	n do you 17 65 17 2 100	think the typ 4 64 31 4 103	4 62 30 4 100	25 147 52 6 230	
). In an average 7-day week, about h following?	freading ow many hour	None Some Most All Total s do you think the typical st	lected course section 21 83 21 2 127 udent in your select	n do you 17 65 17 2 100 ted cours	think the typ 4 64 31 4 103 se section spe	4 62 30 4 100 nds doing	25 147 52 6 230 each of the	
 In an average 7-day week, about h following? Preparing for class (studying, reading, 	freading	None Some Most All Total s do you think the typical st	lected course section 21 83 21 2 127 udent in your select 6	n do you 17 65 17 2 100 ted cours 4	think the typ 4 64 31 4 103 Se section spec 7	4 62 30 4 100 nds doing 6	25 147 52 6 230 each of the 13	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5	lected course sectio 21 83 21 2 127 udent in your selec 6 101	n do you 17 65 17 2 100 ted cours 4 75	think the typ 4 64 31 4 103 se section spec 7 84	4 62 30 4 100 nds doing 6 77	25 147 52 6 230 each of the 13 185	
 In an average 7-day week, about h following? Preparing for class (studying, reading, 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10	lected course sectio 21 83 21 2 127 udent in your selec 6 101 19	n do you 17 65 17 2 100 ted cours 4 75 14	think the typ 4 64 31 4 103 se section spec 7 84 13	4 62 30 4 100 nds doing 6 77 12	25 147 52 6 230 each of the 13 185 32	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15	lected course sectio 21 83 21 2 127 udent in your selec 6 101 19 6	n do you 17 65 17 2 100 ted cours 4 75 14 4	think the typ 4 64 31 4 103 se section spec 7 84 13 4	4 62 30 4 100 nds doing 6 77 12 4	25 147 52 6 230 each of the 13 185 32 10	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20	lected course sectio 21 83 21 2 127 udent in your selec 6 101 19 6 3	n do you 17 65 17 2 100 ted cours 4 75 14 4 2	think the typ 4 64 31 4 103 se section spe 7 84 13 4 1	4 62 30 4 100 nds doing 6 77 12 4 1	25 147 52 6 230 each of the 13 185 32 10 4	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15	lected course sectio 21 83 21 2 127 udent in your selec 6 101 19 6	n do you 17 65 17 2 100 ted cours 4 75 14 4	think the typ 4 64 31 4 103 se section spec 7 84 13 4	4 62 30 4 100 nds doing 6 77 12 4	25 147 52 6 230 each of the 13 185 32 10	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20	lected course sectio 21 83 21 2 127 udent in your selec 6 101 19 6 3	n do you 17 65 17 2 100 ted cours 4 75 14 4 2	think the typ 4 64 31 4 103 se section spe 7 84 13 4 1	4 62 30 4 100 nds doing 6 77 12 4 1	25 147 52 6 230 each of the 13 185 32 10 4	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0	think the typ 4 64 31 4 103 Se section spe 7 84 13 4 1 0	4 62 30 4 100 nds doing 6 77 12 4 1 0	25 147 52 6 230 each of the 13 185 32 10 4 0	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0	think the typ 4 64 31 4 103 se section spe 7 84 13 4 1 0 0 0	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0	25 147 52 6 230 each of the 13 185 32 10 4 0 0	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) 	freading ow many hour	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 0 0	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0	think the typ 4 64 31 4 103 Se section spec 7 84 13 4 1 0 0 0 0 0	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 0	
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 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) Participating in co-curricular activities (organizations, campus publications, student government, fraternity or 	freading ow many hour ftmprep	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 0 0 135 7	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 100 5	think the typ 4 64 31 4 103 Se section spe 7 84 13 4 1 0 0 0 0 0 109 6	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0 100 6	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 244 13	
 D. In an average 7-day week, about h following? a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural 	freading ow many hour ftmprep	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0 1-5 6-10	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 135 7 79 37	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 0 100 5 59 28	think the typ 4 64 31 4 103 se section spec 7 84 13 4 1 0 0 0 0 0 0 109 6 57 24	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0 100 6 54 23	25 147 52 6 230 each of the 13 185 32 10 4 0 0 244 13 136 61	
 In an average 7-day week, about h following? Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) Participating in co-curricular activities (organizations, campus publications, student government, fraternity or 	freading ow many hour ftmprep	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0 1-5 6-10 11-15	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 135 7 79 37 6	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 0 0 100 5 59 28 5	think the typ 4 64 31 4 103 se section spec 7 84 13 4 1 0 0 0 0 109 6 57 24 11	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 54 23 10	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 244 13 136 61 17	
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 D. In an average 7-day week, about h following? a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural 	freading ow many hour ftmprep	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0 1-5 6-10 11-15 16-20 21-25 26-30 21-25	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 0 135 7 79 37 6 4 0 0	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 0 0 0 0 0 0 0 5 59 28 5 3 0 0	think the typ 4 64 31 4 103 Se section spe 7 84 13 4 1 0 0 0 0 0 109 6 57 24 11 6 2	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 0 244 13 136 61 17 10 2	
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 D. In an average 7-day week, about h following? a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural 	freading ow many hour ftmprep	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 0 0 135 7 79 37 6 4 0 0 0 0 0 0 0 0 0 0 0 0 0	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 0 0 0 0 0 0 0 0	think the typ 4 64 31 4 103 Se section spe 7 84 13 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 109 6 57 24 11 6 2 2 0 0 0 0 0 0	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0 100 6 54 23 10 6 2 0 0 0	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 0 244 13 136 61 17 10 2 0 0 0 0	
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 D. In an average 7-day week, about h following? a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural 	freading ow many hour ftmprep	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 0 0 135 7 79 37 6 4 0 0 0 0 0 0 0 0 0 0 0 0 0	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 0 0 0 0 0 0 0 0	think the typ 4 64 31 4 103 Se section spe 7 84 13 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 109 6 57 24 11 6 2 2 0 0 0 0 0 0	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 0 100 6 54 23 10 6 2 0 0 0	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 0 244 13 136 61 17 10 2 0 0 0 0	
 b. In an average 7-day week, about h following? a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) 	freading ow many hour ftmprep ftmcocurr	None Some Most All Total s do you think the typical st 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30 hours Total	lected course section 21 83 21 2 127 udent in your select 6 101 19 6 3 0 0 0 0 135 7 79 37 6 4 0 0 0 133	n do you 17 65 17 2 100 ted cours 4 75 14 4 2 0 0 0 0 0 0 0 0 0 0 0 0 0	think the typ 4 64 31 4 103 Se section spe 7 84 13 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 109 6 57 24 11 6 2 2 0 0 0 0 106	4 62 30 4 100 nds doing 6 77 12 4 1 0 0 0 12 4 1 0 0 0 100 6 54 23 10 6 2 0 0 0 100	25 147 52 6 230 each of the 13 185 32 10 4 0 0 0 244 13 136 61 17 10 2 0 0 0 239	



			Lower Divi	sion	Upper Divis	sion	Total		
	Var. Name	Response Options	Count	%	Count	%	Count	9	
		11-15	15	11	17	16	32	1	
		16-20	20	15	18	17	38	1	
		21-25	2	2	2	2	4		
		26-30	2	2	0	0	2		
		More than 30 hours	0	0	1	1	1		
		Total	132	100	104	100	236	10	
d. Working for pay off campus	ftmworkoff	0	2	2	0	0	2		
		1-5	8	6	4	4	12		
		6-10	18	14	8	8	26	1	
		11-15	36	27	27	26	63	2	
		16-20	39	30	36	35	75	3	
		21-25	16	12	20	19	36	1	
		26-30	11	8	7	7	18		
		More than 30 hours	2	2	2	2	4		
		Total	132	100	104	100	236	10	
. Doing community service or volunteer	ftmservice	0	41	32	23	22	64	2	
work		1-5	83	64	75	71	158	6	
		6-10	5	4	5	5	10		
		11-15	0	0	1	1	1		
		16-20	0	0	1	1	1		
		21-25	0	0	0	0	0		
		26-30	0	0	0	0	0		
		More than 30 hours	0	0	0	0	0		
		Total	129	100	105	100	234	10	
F. Relaxing and socializing (time with	ftmrelax	0	0	0	0	0	0		
friends, video games, TV or videos,	T T T T T T T T T T T T T T T T T T T	1-5	10	8	8	8	18		
keeping up with friends online, etc.)		6-10	26	20	18	17	44	1	
		11-15	20	20	29	28	56	2	
		16-20	27	18	31	28 30	55	2	
		21-25	24	16	8	8	29	1	
		26-30	9	7		8 3			
					3		12		
		More than 30 hours	15	11	8	8	23	1	
	0	Total	132	100	105	100	237	10	
g. Providing care for dependents (children, parents, etc.)	ftmcare	0	19	14	13	13	32	1	
parents, etc.)		1-5	63	48	40	38	103	4	
		6-10	25	19	27	26	52	2	
		11-15	11	8	12	12	23	1	
		16-20	9	7	7	7	16		
		21-25	2	2	0	0	2		
		26-30	1	1	1	1	2		
		More than 30 hours	2	2	4	4	6		
		Total	132	100	104	100	236	10	
. Commuting to campus (driving,	ftmcommute	0	0	0	0	0	0		
walking, etc.)		1-5	82	62	62	58	144	e	
		6-10	33	25	26	25	59	2	
		11-15	12	9	13	12	25	1	
		16-20	4	3	3	3	7		
		21-25	0	0	1	1	1		
		26-30	1	1	0	0	1		
		More than 30 hours	0	0	1	1	1		
		Total	132	100	106	100	238	10	
. In your selected course section, to	what extent do				100		200		
. In your selected course section, to	fchallenge	Very little	13	10 I	2	2	15		
	renationge	Some	74	56	42	40	116		
		Some Quite a bit	74 43	56 32	42 50	40 47	93	4	
		vnine a ni	41	1/	50	4/	41	1	



				Lower Divis	sion	Upper Divis	sion	Total	
		Var. Name	Response Options	Count	%	Count	%	Count	
			Very much	3	2	12	11	15	
			Total	133	100	106	100	239	1
22	. In your selected course section, how	v important is	it to you that the typical st	ident do the follow	ing?				
a	Ask questions or contribute to course	faskquest	Not important	2	2	1	1	3	
	discussions in other ways		Somewhat important	10	8	3	3	13	
			Important	39	29	29	27	68	
			Very important	82	62	73	69	155	
			Total	133	100	106	100	239	1
b	Prepare two or more drafts of a paper or	fdrafts	Not important	28	22	18	17	46	
	assignment before turning it in		Somewhat important	38	29	18	17	56	
			Important	43	33	42	40	85	
			Very important	21	16	27	26	48	
			Total	130	100	105	100	235	1
с	. Come to class having completed	fprepared	Not important	0	0	1	1	1	
	readings or assignments	1 1	Somewhat important	9	7	2	2	11	
			Important	36	27	35	33	71	
			Very important	87	66	68	64	155	
			Total	132	100	106	100	238	1
A	Reach conclusions based on their own	fQRconclude	Not important	35	27	100	16	52	
u	analysis of numerical information	IQREGIEIude	•	25	19	17	10	32 36	
	(numbers, graphs, statistics, etc.)		Somewhat important	23	21	36	10 34	50 64	
			Important						
			Very important	43	33	42	40	85	
			Total	131	100	106	100	237	1
e	. Use numerical information to examine a real-world problem or issue	fQRproblem	Not important	39	30	18	17	57	
	(unemployment, climate change, public		Somewhat important	32	24	16	15	48	
	health, etc.)		Important	28	21	33	31	61	
			Very important	32	24	39	37	71	
			Total	131	100	106	100	237	1
f	Evaluate what others have concluded	fQRevaluate	Not important	37	28	18	17	55	
	from numerical information		Somewhat important	30	23	15	14	45	
			Important	36	27	42	40	78	
			Very important	28	21	30	29	58	
			Total	131	100	105	100	236	1
3	. In your selected course section, how	v important is	it to you that the typical st	ident do the follow	ing?				
a	. Combine ideas from different courses	fRIintegrate	Not important	13	10	2	2	15	
	when completing assignments		Somewhat important	34	26	19	18	53	
			Important	39	29	37	35	76	
			Very important	47	35	48	45	95	
			Total	133	100	106	100	239	1
b	. Connect their learning to societal	fRIsocietal	Not important	11	8	5	5	16	
	problems or issues		Somewhat important	21	16	14	13	35	
			Important	34	26	36	34	70	
			Very important	66	50	50	48	116	
			Total	132	100	105	100	237	1
с	Include diverse perspectives (political,	fRIdiverse	Not important	16	12	12	11	28	
-	religious, racial/ethnic, gender, etc.) in		Somewhat important	23	18	11	10	34	
	course discussions or assignments		Important	33	25	30	28	63	
			Very important	58	45	53	20 50	111	
			Total	130	43 100	106	30 100	236	1
đ	Examine the strengths and weathresses	fRIownview	Not important	4	3	4	4	230	1
d	. Examine the strengths and weaknesses of their own views on a topic or issue	IKIOWIIVIEW	-						
			Somewhat important	23	17	10	9	33	
			Important	30	23	27	25	57	
			Vom immontant	76	57	65	61	141	
			Very important						
	. Try to better understand someone else's	fRIperspect	Total Not important	133 10	100	106	100	239	1

FSSE 2019 FREQUENCIES • 11



			Lower Divi	sion	Upper Divis	sion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	
views by imagining how an issue looks from their perspective		Somewhat important	19	15	10	9	29	1
nom den perspective		Important	33	25	33	31	66	2
		Very important	69	53	59	56	128	:
		Total	131	100	106	100	237	1
f. Learn something that changes the way	fRInewview	Not important	3	2	0	0	3	
they understand an issue or concept		Somewhat important	12	9	7	7	19	
		Important	41	31	36	34	77	
		Very important	77	58	62	59	139	
		Total	133	100	105	100	238	1
g. Connect ideas from your course to their	fRIconnect	Not important	1	1	0	0	1	
prior experiences and knowledge		Somewhat important	6	5	6	6	12	
		Important	41	31	27	25	68	
		Very important	84	64	73	69	157	
		Total	132	100	106	100	238	
4. In your selected course section, ab	out what name			100	100	100	250	
a. Lecture	flecture	0%	2	2	6	6	8	
a. Lecture	necture	1-9%	13	10	12	11	8 25	
		1-9%		10				
			16		18	17	34	
		20-29%	21	16	17	16	38	
		30-39%	12	9	10	9	22	
		40-49%	21	16	18	17	39	
		50-74%	37	28	17	16	54	
		75% or more	11	8	8	8	19	
		Total	133	100	106	100	239	
b. Discussion	fdiscuss	0%	4	3	2	2	6	
		1-9%	32	24	8	8	40	
		10-19%	34	26	24	23	58	
		20-29%	25	19	31	30	56	
		30-39%	16	12	17	16	33	
		40-49%	8	6	9	9	17	
		50-74%	12	9	12	11	24	
		75% or more	2	2	2	2	4	
		Total	133	100	105	100	238	
c. Small-group activities	fsmgroup	0%	27	21	16	15	43	
		1-9%	42	32	21	20	63	
		10-19%	28	22	29	20	57	
		20-29%	17	13	2)	20	38	
		30-39%	6	5	11	10	17	
		40-49%	5	4	3	3	8	
		50-74%	3	2	3	3	6	
		75% or more	2	2	2	2	4	
		Total	130	100	106	100	236	
1. Student presentations or performances	fpresent	0%	60	46	29	28	89	
		1-9%	45	35	32	30	77	
		10-19%	17	13	25	24	42	
		20-29%	4	3	13	12	17	
		30-39%	0	0	3	3	3	
		40-49%	1	1	1	1	2	
		50-74%	2	2	1	1	3	
		75% or more	1	1	1	1	2	
		Total	130	100	105	100	235	
e. Independent student work (writing,	findwork	0%	36	28	31	30	67	
painting, designing, etc.)	LING WOLK	1-9%	35	28	27	26	62	
		10-19%	24	19	20	19	44	
		20-29%	9	7	11	11	20	



			Lower Divi	sion	Upper Divis	sion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	
		30-39%	10	8	5	5	15	
		40-49%	6	5	3	3	9	
		50-74%	4	3	3	3	7	
		75% or more	3	2	4	4	7	
		Total	127	100	104	100	231	
Movies, videos, music, or other	fperform	0%	58	45	56	53	114	
performances not involving or produced		1-9%	45	35	33	31	78	
by students		10-19%	20	16	10	10	30	
		20-29%	4	3	3	3	7	
		30-39%	1	1	1	1	2	
		40-49%	1	1	0	0	1	
		50-74%	0	0	2	2	2	
		75% or more	0	0	0	0	0	
		Total	129	100	105	100	234	
Assessing student learning (tests,	fassess	0%	17	13	16	16	33	
evaluations, surveys, polls, etc.)		1-9%	57	44	38	37	95	
		10-19%	39	30	27	26	66	
		20-29%	7	5	6	6	13	
		30-39%	5	4	3	3	8	
		40-49%	2	2	2	2	4	
		50-74%	3	2	8	8	11	
		75% or more	1	1	2	2	3	
		Total	131	100	102	100	233	
Experiential activities (labs, field work,	factivity	0%	74	57	43	41	117	
clinical or field placements, etc.)	nucling	1-9%	24	19	18	17	42	
• · · ·		10-19%	9	7	24	23	33	
		20-29%	5	4	8	8	13	
		30-39%	3	2	3	3	6	
		40-49%	6	5	1	1	7	
		50-74%	2	2	4	4	6	
		75% or more	6	5	4	4	10	
		Total	129	100	105	100	234	
In your selected course section, how	v much do you	encourage students to do	o the following?					
Ask other students for help	fCLaskhelp	Very little	13	10	8	8	21	
understanding course material		Some	35	27	28	27	63	
		Quite a bit	44	33	34	32	78	
		Very much	40	30	35	33	75	
		Total	132	100	105	100	237	
Explain course material to other	fCLexplain	Very little	18	14	10	9	28	
students	телехрани	Some	33	25	36	34	20 69	
			40	30	27	25		
		Quite a bit					67	
		Very much	41	31	33	31	74	
		Total	132	100	106	100	238	
Prepare for exams by discussing or	fCLstudy	Very little	12	9	7	7	19	
working through course material with other students		Some	34	26	31	30	65	
oner students		Quite a bit	43	33	32	30	75	
		Very much	41	32	35	33	76	
		Total	130	100	105	100	235	
Work with other students on course	fCLproject	Very little	29	23	12	12	41	
projects or assignments		Some	36	28	20	19	56	
projects or assignments		Quite a bit	33	26	43	41	76	
			30	23	29	28	59	
		very much						
		Very much Total						
Identify key information from reading	fLSreading	Total Very little	128 11	100	104	100	232	



			Lower Divi	sion	Upper Divis	sion	Total	
	Var. Name	Response Options	Count	%	Count	%	Count	9
		Quite a bit	30 55	23	39	38	69 99	3
		Very much		43	44	42		4
	a.a	Total	129	100	104	100	233	10
f. Review notes after class	fLSnotes	Very little	10	8	9	9	19	
		Some	44	34	30	29	74	3
		Quite a bit	27	21	37	35	64 70	2
		Very much	49	38	29	28	78	3
	~ ~	Total	130	100	105	100	235	10
g. Summarize what has been learned from class or from course materials	fLSsummary	Very little	8	6	4	4	12	
class of none course materials		Some	34	26	25	24	59	2
		Quite a bit	45	35	40	38	85	3
		Very much	42	33	36	34	78	3
		Total	129	100	105	100	234	10
6. In your selected course section, ho				-	-			
a. People of a race or ethnicity other than their own	fDDrace	Very little	12	9	3	3	15	
uleir own		Some	20	16	15	14	35	1
		Quite a bit	47	36	42	40	89	3
		Very much	50	39	45	43	95	4
		Total	129	100	105	100	234	10
b. People from an economic background	fDDeconomic	Very little	10	8	6	6	16	
other than their own		Some	29	23	25	24	54	2
		Quite a bit	43	34	37	36	80	3
		Very much	44	35	35	34	79	3
		Total	126	100	103	100	229	10
c. People with religious beliefs other than	fDDreligion	Very little	23	18	14	14	37	1
their own		Some	44	35	31	30	75	3
		Quite a bit	33	26	28	27	61	2
		Very much	26	21	29	28	55	2
		Total	126	100	102	100	228	10
d. People with political views other than	fDDpolitical	Very little	12	10	8	8	20	
their own		Some	40	32	33	32	73	3
		Quite a bit	43	34	32	31	75	3
		Very much	31	25	29	28	60	2
		Total	126	100	102	100	228	10
e. People with a sexual orientation other	fddsexorient	Very little	18	14	18	18	36	1
than their own		Some	54	43	36	36	90	4
		Quite a bit	31	25	24	24	55	2
		Very much	22	18	22	22	44	2
		Total	125	100	100	100	225	10
7. In your selected course section, ho	w much does th	e coursework emphasize	the following?					
a. Memorizing course material	fmemorize	Very little	32	25	35	34	67	2
		Some	52	40	44	42	96	4
		Quite a bit	36	28	19	18	55	2
		Very much	9	7	6	6	15	
		Total	129	100	104	100	233	10
Applying facts, theories, or methods to	fHOapply	Very little	12	9	2	2	14	
practical problems or new situations		Some	26	20	12	11	38	1
		Quite a bit	49	38	45	43	94	4
		Very much	41	32	46	44	87	3
		Total	128	100	105	100	233	10
c. Analyzing an idea, experience, or line	fHOanalyze	Very little	3	2	3	3	6	
of reasoning in depth by examining its	-	Some	26	20	15	15	41	1
								3
parts		Quite a bit	40	31	41	40	81	
parts		Quite a bit Very much	40 61	31 47	41 44	40 43	81 105	4



			Lower Divi	Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count %		Count %		Count 9 20		
d. Evaluating a point of view, decision, or	fHOevaluate	Very little	15	12	5	5	20		
information source		Some	32	25	29	28	61		
		Quite a bit	33	26	30	29	63		
		Very much	49	38	41	39	90	:	
		Total	129	100	105	100	234	1	
e. Forming a new idea or understanding	fHOform	Very little	4	3	4	4	8		
from various pieces of information		Some	26	20	15	14	41		
		Ouite a bit	41	32	40	38	81		
		Very much	57	45	45	43	102		
		Total	128	100	104	100	232	1	
a. Does your selected course section i	include assigne			100	101	100	202		
a Does your servered course section i	fwrwriting	No	44	34	16	15	60		
		Yes	86	66	89	85	175		
		Total	130	100	105	100	235	1	
						100	233	1	
If #28a is Yes: About how many pa	fwrshort	-			-	e	0		
b. Up to 5 pages	IWISHOIT	0	4	5	5	6	9		
		1	20	24	16	19	36		
		2	12	14	16	19	28		
		3	15	18	19	22	34		
		4	8	10	6	7	14		
		5	8	10	9	10	17		
		6	3	4	6	7	9		
		7	2	2	2	2	4		
		8	2	2	3	3	5		
		9	0	0	1	1	1		
		10	4	5	0	0	4		
		More than 10 papers, etc.	5	6	3	3	8		
		Total	83	100	86	100	169		
From 6 to 10 pages	fwrmed	0	61	77	44	52	105		
1.0		1	14	18	31	37	45		
		2	0	0	4	5	4		
		3	1	1	3	4	4		
		4	1	1	1	1	2		
		5	0	0	1	1	1		
		6	1	1	0	0	1		
		7	1	1	0	0	1		
		8	0	0	0	0	0		
		9	0	0	0	0	0		
		10	0	0	0	0	0		
		More than 10 papers, etc.	0	0	0	0	0		
		Total	79	100	84	100	163		
d. 11 pages or more	fwrlong	0	70	95	64	78	134		
		1	3	4	15	18	18		
		2	0	0	2	2	2		
		3	0	0	0	0	0		
		4	0	0	0	0	0		
		5	0	0	1	1	1		
		6	0	0	0	0	0		
		7	1	1	0	0	1		
			-						
		8	0	0	0	0	0		
		9	0	0	0	0	0		
		10	0	0	0	0	0		
		More than 10 papers, etc.	0	0	0	0	0		
		Total	74	100	82	100	156		

29. To what extent do you structure your selected course section so that students learn and develop in the following areas?



			Lower Divi	Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count			Count %		Count %	
a. Writing clearly and effectively	fcgwrite	Very little	24	19	8	8	32	14	
		Some	31	24	21	20	52	22	
		Quite a bit	32	25	32	31	64	28	
		Very much	42	33	42	41	84	36	
		Total	129	100	103	100	232	100	
b. Speaking clearly and effectively	fcgspeak	Very little	32	25	11	11	43	19	
		Some	41	32	25	25	66	29	
		Quite a bit	33	26	32	31	65	28	
		Very much	22	17	34	33	56	24	
		Total	128	100	102	100	230	100	
c. Thinking critically and analytically	fcgthink	Very little	0	0	0	0	0	0	
		Some	6	5	3	3	9	4	
		Quite a bit	40	31	32	31	72	31	
		Very much	83	64	68	66	151	65	
		Total	129	100	103	100	232	100	
d. Analyzing numerical and statistical	fcganalyze	Very little	52	41	30	29	82	36	
information		Some	30	24	31	30	61	27	
		Quite a bit	20	16	17	17	37	16	
		Very much	25	20	25	24	50	22	
		Total	127	100	103	100	230	100	
e. Acquiring job- or work-related	fcgwork	Very little	21	16	7	7	28	12	
knowledge and skills	U	Some	30	23	17	17	47	20	
		Quite a bit	42	33	33	32	75	33	
		Very much	35	27	45	44	80	35	
		Total	128	100	102	100	230	100	
f. Working effectively with others	fcgothers	Very little	23	18	5	5	230	100	
1. Working enectively with others	legomens	Some	31	24	22	21	53	23	
		Quite a bit	42	33	31	30	73	32	
		Very much	42	25	45	30 44	73	33	
		-	128						
Developing on the first or second	£1	Total		100	103	100	231	100	
 g. Developing or clarifying a personal code of values and ethics 	fcgvalues	Very little	27	21	12	12	39		
code of values and calles		Some	37	29	28	27	65	28	
		Quite a bit	36	29	26	25	62	27	
		Very much	26	21	37	36	63	28	
		Total	126	100	103	100	229	100	
h. Understanding people of other	fcgdiverse	Very little	30	24	13	13	43	19	
backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)		Some	23	18	24	24	47	21	
F • • • • • • • • • • • • • • • • • • •		Quite a bit	29	23	20	20	49	21	
		Very much	44	35	45	44	89	39	
		Total	126	100	102	100	228	100	
i. Solving complex real-world problems	fcgprobsolve	Very little	16	13	6	6	22	10	
		Some	46	36	25	24	71	31	
		Quite a bit	33	26	30	29	63	27	
		Very much	32	25	42	41	74	32	
		Total	127	100	103	100	230	100	
j. Being an informed and active citizen	fcgcitizen	Very little	16	13	11	11	27	12	
		Some	31	25	23	23	54	24	
		Quite a bit	36	29	23	23	59	26	
		Very much	43	34	41	42	84	38	
		Total	126	100	98	100	224	100	
30. Prior to the current school year, a	about how many	times have you taught y	our selected course?						
	crstimes	0	11	9	10	10	21	9	
		1-2	11	9	26	25	37	16	
		3-4	19	15	19	18	38	16	
		5-9	21	16	17	16	38	16	



	Response Options	Lower Division		Upper Division		Total			
Var. Name		Count	%	Count	%	Count	%		
	10 or more times	67	52	32	31	99	42		
	Total	129	100	104	100	233	100		
						IPEDS:	IPEDS: 141334		

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