

Chapter 3: FACULTY SURVEY OF STUDENT ENGAGEMENT (NSSE)

Who takes it?

All faculty teaching a section during the term of administration are invited to complete the instrument.

When is it administered?

In the Spring.

How long does it take for the faculty to complete the instrument?

15 minutes.

What office administers it?

FSSE personnel administer it online with campus coordination by the Provost's Office.

Who originates this survey?

National Survey of Student Engagement

Center for Postsecondary Research

Indiana University Bloomington

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Eigenmann Hall Suite 419

Bloomington, IN 47406-7512

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When are results typically available?

Late summer.

What type of information is sought?

The FSSE contains questions drawn from the NSSE, and the intention is to be able to compare faculty responses to students' NSSE responses. The NSSE attempts to measure levels of student engagement. Spring 2012 NSSE participants answered questions in five sections: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment. Faculty completed the course based option of the FSSE where they answer the questions for a specific class they are teaching. A copy of the survey is available at http://fsse.iub.edu/pdf/2012/FSSE12_CB.pdf.

From whom are the results available?

The Provost's Office.

To whom are the results regularly distributed?

The University community through a website, the University Conference, Undergraduate Council, the summer Strategic Planning and Assessment Workshop, and through this *Almanac*.

Are the results available by department or discipline?

No.

Are the results comparable to data of other universities?

Yes.

**Selected FSSE 2012 Results Regarding Higher Order Thinking Skills
Assembled by Marty Eisenberg
October 2012**

In comparing faculty responses in lower division courses (LD) to student freshmen responses (FY) and faculty responses (UD) to student senior responses (SR), larger differences appeared for some questions. Specifically,

- Students report less integrating on papers and projects than faculty reported emphasizing.
- Students reported twice as much memorization as faculty said they emphasized.
- Students reported more contribution to writing clearly and effectively than faculty reported emphasizing.
- Students reported more contribution to speaking clearly and effectively than faculty reported emphasizing.
- Students reported more contributions to analyzing quantitative problems than faculty reported emphasizing.

Percentage of Faculty who reported that it is important or very important that their students do the following			Percentage of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas		
FSSE Item	Class	50% or higher	NSSE Item	Class	Very Often or Often
Work on a paper or project that requires integrating ideas or information from various sources	LD	61%	Work on a paper or project that required integrating ideas or information from various sources	FY	82%
	UD	82%		SR	89%
Put together ideas or concepts from different courses when completing assignments or during class discussions	LD	42%	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	55%
	UD	59%		SR	74%
Examine the strengths and weaknesses of their views on a topic or issue	LD	65%	Examined the strengths and weaknesses of their views on a topic or issue	FY	58%
	UD	68%		SR	60%
Memorizing facts ideas or methods from your course and readings	LD	32%	Memorizing facts ideas or methods from your course and readings	FY	71%
	UD	18%		SR	60%
Analyzing the basic elements of an idea, experience, or theory	LD	88%	Analyzing the basic elements of an idea, experience, or theory	FY	88%
	UD	87%		SR	90%
Synthesizing and organizing ideas, information, or experiences	LD	74%	Synthesizing and organizing ideas, information, or experiences	FY	71%
	UD	86%		SR	82%
Making judgments about the value of information, arguments, or methods	LD	62%	Making judgments about the value of information, arguments, or methods	FY	70%
	UD	74%		SR	79%

Applying theories or concepts to practical problems or in new situations	LD UD	81% 87%	Applying theories or concepts to practical problems or in new situations	FY SR	79% 84%
Writing clearly and effectively	LD UD	42% 64%	Writing clearly and effectively	FY SR	81% 80%
Speaking clearly and effectively	LD UD	36% 55%	Speaking clearly and effectively	FY SR	78% 75%
Thinking critically and analytically	LD UD	86% 96%	Thinking critically and analytically	FY SR	92% 90%
Analyzing quantitative problems	LD UD	32% 43%	Analyzing quantitative problems	FY SR	83% 74%

LD = Lower Division

UD = Upper Division

FY = Freshmen

SR = Senior

Following is the full institutional report.



Truman State University

Respondent Characteristics

August 2012



Truman State University

Respondent Characteristics

August 2012



Truman State University

Frequency Distributions

August 2012

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FNTERN	Not important	12	5%	8	4%	20	4%
	Somewhat important	36	14%	17	8%	53	11%
	Important	82	33%	58	27%	140	30%
	Very important	121	48%	128	61%	249	54%
	Total	251	100%	211	100%	462	100%
FVOLUNTR	Not important	20	8%	13	6%	33	7%
	Somewhat important	51	21%	50	24%	101	22%
	Important	111	45%	90	42%	201	44%
	Very important	66	27%	59	28%	125	27%
	Total	248	100%	212	100%	460	100%
FLERNCOM	Not important	28	11%	18	9%	46	10%
	Somewhat important	64	25%	56	27%	120	26%
	Important	86	34%	79	37%	165	36%
	Very important	73	29%	58	27%	131	28%
	Total	251	100%	211	100%	462	100%

FSSE 2012 Frequency Distributions
NSSEville State University

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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.

Response Categories

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

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	2	3%	1	1%	3	2%
		Somewhat important	6	9%	6	8%	12	9%
		Important	24	37%	34	45%	58	41%
		Very important	33	51%	34	45%	67	48%
		Total	65	100%	75	100%	140	100%
b. Community service or volunteer work	FVOLUNTR	Not important	3	5%	7	9%	10	7%
		Somewhat important	13	20%	19	26%	32	23%
		Important	40	62%	35	47%	75	54%
		Very important	9	14%	13	18%	22	16%
		Total	65	100%	74	100%	139	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	13	20%	21	28%	34	24%
		Somewhat important	22	34%	17	23%	39	28%
		Important	25	38%	28	37%	53	38%
		Very important	5	8%	9	12%	14	10%
		Total	65	100%	75	100%	140	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	2	3%	7	9%	9	6%
		Somewhat important	16	25%	22	29%	38	27%
		Important	34	52%	26	35%	60	43%
		Very important	13	20%	20	27%	33	24%
		Total	65	100%	75	100%	140	100%
e. Foreign language coursework	FFORLANG	Not important	1	2%	5	7%	6	4%
		Somewhat important	13	20%	15	20%	28	20%
		Important	26	40%	23	31%	49	35%
		Very important	25	38%	32	43%	57	41%
		Total	65	100%	75	100%	140	100%
f. Study abroad	FSTUDYAB	Not important	5	8%	7	9%	12	9%
		Somewhat important	21	32%	21	28%	42	30%
		Important	19	29%	24	32%	43	31%
		Very important	20	31%	22	30%	42	30%
		Total	65	100%	74	100%	139	100%

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	13	20%	19	25%	32	23%
		Somewhat important	26	40%	33	44%	59	42%
		Important	20	31%	16	21%	36	26%
		Very important	6	9%	7	9%	13	9%
		Total	65	100%	75	100%	140	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	2%	3	4%	4	3%
		Somewhat important	9	14%	6	8%	15	11%
		Important	22	34%	19	25%	41	29%
		Very important	33	51%	47	63%	80	57%
		Total	65	100%	75	100%	140	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	1	2%	2	3%	3	2%
		4	3	5%	2	3%	5	4%
		5	11	17%	13	18%	24	17%
		6	40	62%	45	61%	85	61%
		Friendly, Supportive, Sense of Belonging	10	15%	12	16%	22	16%
		Total	65	100%	74	100%	139	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	1	2%	0	0%	1	1%
		4	6	9%	9	12%	15	11%
		5	20	31%	19	26%	39	28%
		6	30	46%	32	44%	62	45%
		Available, Helpful, Sympathetic	8	12%	13	18%	21	15%
		Total	65	100%	73	100%	138	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%	1	1%	1
	2		2	3%	5	7%	7	5%
	3		6	9%	8	11%	14	10%
	4		17	27%	23	31%	40	29%
	5		19	30%	16	22%	35	25%
	6		16	25%	20	27%	36	26%
	Helpful, Considerate, Flexible		4	6%	1	1%	5	4%
	Total		64	100%	74	100%	138	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		1	2%	2	3%	3
	Some		5	8%	11	15%	16	12%
	Quite a bit		23	35%	25	35%	48	35%
	Very much		36	55%	34	47%	70	51%
	Total		65	100%	72	100%	137	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	1	2%	1	1%	2	1%
		Some	9	14%	13	18%	22	16%
	Quite a bit	33	51%	31	42%	64	46%	
	Very much	22	34%	28	38%	50	36%	
	Total		65	100%	73	100%	138	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	9	14%	13	18%	22	16%
		Some	26	41%	25	34%	51	37%
	Quite a bit	20	31%	23	32%	43	31%	
	Very much	9	14%	12	16%	21	15%	
	Total		64	100%	73	100%	137	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	8	13%	14	19%	22	16%
		Some	26	41%	37	50%	63	46%
		Quite a bit	23	37%	15	20%	38	28%
		Very much	6	10%	8	11%	14	10%
		Total	63	100%	74	100%	137	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	8	12%	7	10%	15	11%
		Some	21	32%	32	44%	53	38%
		Quite a bit	29	45%	24	33%	53	38%
		Very much	7	11%	10	14%	17	12%
		Total	65	100%	73	100%	138	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	2	3%	1	1%	3	2%
		Some	5	8%	6	8%	11	8%
		Quite a bit	33	51%	35	47%	68	49%
		Very much	25	38%	32	43%	57	41%
		Total	65	100%	74	100%	139	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	1	2%	4	5%	5	4%
		Some	14	22%	13	18%	27	20%
		Quite a bit	38	58%	35	48%	73	53%
		Very much	12	18%	21	29%	33	24%
		Total	65	100%	73	100%	138	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	2	3%	2	1%
		Some	6	9%	6	8%	12	9%
		Quite a bit	20	31%	16	22%	36	26%
		Very much	38	59%	50	68%	88	64%
		Total	64	100%	74	100%	138	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	1	2%	1	1%	2	1%
		1-4	16	25%	10	14%	26	19%
		5-8	7	11%	14	19%	21	15%
		9-12	26	41%	34	46%	60	43%
		13-16	11	17%	9	12%	20	14%
		17-20	2	3%	3	4%	5	4%
		21-30	1	2%	1	1%	2	1%
		More than 30	0	0%	2	3%	2	1%
			Total	64	100%	74	100%	138
b. Grading papers and exams	GRADEPAP	0	2	3%	2	3%	4	3%
		1-4	23	36%	16	22%	39	28%
		5-8	23	36%	22	30%	45	33%
		9-12	7	11%	14	19%	21	15%
		13-16	8	13%	10	14%	18	13%
		17-20	1	2%	7	9%	8	6%
		21-30	0	0%	2	3%	2	1%
		More than 30	0	0%	1	1%	1	1%
			Total	64	100%	74	100%	138
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	2	3%	0	0%	2	1%
		1-4	31	48%	28	37%	59	42%
		5-8	20	31%	27	36%	47	34%
		9-12	6	9%	11	15%	17	12%
		13-16	3	5%	2	3%	5	4%
		17-20	1	2%	4	5%	5	4%
		21-30	1	2%	1	1%	2	1%
		More than 30	0	0%	2	3%	2	1%
			Total	64	100%	75	100%	139

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	1	2%	1	1%	2	1%
		1-4	21	33%	9	12%	30	22%
		5-8	22	34%	23	31%	45	32%
		9-12	10	16%	22	29%	32	23%
		13-16	8	13%	9	12%	17	12%
		17-20	1	2%	5	7%	6	4%
		21-30	0	0%	4	5%	4	3%
		More than 30	1	2%	2	3%	3	2%
			Total	64	100%	75	100%	139
e. Reflecting on ways to improve my teaching	REFLECT	0	3	5%	3	4%	6	4%
		1-4	43	68%	48	66%	91	67%
		5-8	13	21%	16	22%	29	21%
		9-12	3	5%	4	5%	7	5%
		13-16	1	2%	1	1%	2	1%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	63	100%	73	100%	136
f. Research and scholarly activities	SCHOLAR	0	7	11%	4	5%	11	8%
		1-4	32	51%	36	49%	68	50%
		5-8	15	24%	18	25%	33	24%
		9-12	2	3%	9	12%	11	8%
		13-16	1	2%	3	4%	4	3%
		17-20	3	5%	1	1%	4	3%
		21-30	2	3%	1	1%	3	2%
		More than 30	1	2%	1	1%	2	1%
			Total	63	100%	73	100%	136

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	21	33%	20	27%	41	30%
		1-4	30	48%	30	41%	60	44%
		5-8	12	19%	15	21%	27	20%
		9-12	0	0%	5	7%	5	4%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total	63	100%	73	100%	136	100%
h. Advising undergraduate students	ADVISE	0	14	22%	8	11%	22	16%
		1-4	36	57%	48	66%	84	62%
		5-8	10	16%	10	14%	20	15%
		9-12	0	0%	4	5%	4	3%
		13-16	1	2%	0	0%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	1	2%	2	3%	3	2%
		More than 30	1	2%	1	1%	2	1%
		Total	63	100%	73	100%	136	100%
i. Supervising internships or other field experiences	FIELDEXP	0	50	77%	40	57%	90	67%
		1-4	11	17%	15	21%	26	19%
		5-8	2	3%	8	11%	10	7%
		9-12	1	2%	2	3%	3	2%
		13-16	1	2%	0	0%	1	1%
		17-20	0	0%	3	4%	3	2%
		21-30	0	0%	2	3%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	65	100%	70	100%	135	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	22	34%	16	22%	38	28%
		1-4	34	52%	44	60%	78	57%
		5-8	5	8%	10	14%	15	11%
		9-12	2	3%	0	0%	2	1%
		13-16	0	0%	1	1%	1	1%
		17-20	1	2%	0	0%	1	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	1	2%	1	1%	2	1%
		Total	65	100%	73	100%	138	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	9	14%	8	11%	17	12%
		1-4	38	58%	43	59%	81	59%
		5-8	10	15%	15	21%	25	18%
		9-12	3	5%	2	3%	5	4%
		13-16	0	0%	3	4%	3	2%
		17-20	2	3%	0	0%	2	1%
		21-30	1	2%	2	3%	3	2%
		More than 30	2	3%	0	0%	2	1%
		Total	65	100%	73	100%	138	100%
l. Conducting service activities	SERVICE	0	36	55%	26	35%	62	45%
		1-4	22	34%	32	43%	54	39%
		5-8	5	8%	10	14%	15	11%
		9-12	1	2%	3	4%	4	3%
		13-16	1	2%	0	0%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	2	3%	2	1%
		Total	65	100%	74	100%	139	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>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	61	95%	72	96%	133	96%
		Classroom, auxiliary location	1	2%	2	3%	3	2%
		Distance education	2	3%	1	1%	3	2%
		Total	64	100%	75	100%	139	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	20	31%	52	70%	72	52%
		Yes	45	69%	22	30%	67	48%
		Total	65	100%	74	100%	139	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	6	8%	6	4%
		10 to 19	7	11%	11	15%	18	13%
		20 to 29	26	40%	28	37%	54	39%
		30 to 49	22	34%	26	35%	48	34%
		50 to 99	10	15%	3	4%	13	9%
		100 or more	0	0%	1	1%	1	1%
		Total	65	100%	75	100%	140	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	5	8%	2	3%	7	5%
		1 to 2	5	8%	7	10%	12	9%
		3 to 9	27	42%	30	41%	57	41%
		10 to 19	11	17%	16	22%	27	20%
		20 or more	17	26%	18	25%	35	25%
		Total	65	100%	73	100%	138	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%	2	3%	2	1%
		1-24%	23	37%	24	32%	47	34%
		25-49%	17	27%	19	26%	36	26%
		50-74%	16	25%	18	24%	34	25%
		75% or higher	7	11%	11	15%	18	13%
		Total	63	100%	74	100%	137	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	4	6%	10	14%	14	10%
		1-24%	37	59%	40	54%	77	56%
		25-49%	15	24%	12	16%	27	20%
		50-74%	5	8%	8	11%	13	9%
		75% or higher	2	3%	4	5%	6	4%
		Total	63	100%	74	100%	137	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	2	3%	2	3%	4	3%
		1-24%	24	38%	19	26%	43	31%
		25-49%	26	41%	21	29%	47	34%
		50-74%	9	14%	26	36%	35	26%
		75% or higher	3	5%	5	7%	8	6%
		Total	64	100%	73	100%	137	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	18	28%	20	27%	38	28%
		25-49%	16	25%	15	20%	31	22%
		50-74%	19	30%	18	24%	37	27%
		75% or higher	11	17%	21	28%	32	23%
		Total	64	100%	74	100%	138	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	32	50%	26	35%	58	42%
		25-49%	14	22%	25	34%	39	28%
		50-74%	15	23%	17	23%	32	23%
		75% or higher	3	5%	6	8%	9	7%
		Total	64	100%	74	100%	138	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	7	11%	6	8%	13	9%
		1-24%	38	59%	35	47%	73	53%
		25-49%	14	22%	11	15%	25	18%
		50-74%	3	5%	14	19%	17	12%
		75% or higher	2	3%	8	11%	10	7%
	Total	64	100%	74	100%	138	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	6	9%	5	7%	11	8%
		1-24%	39	61%	42	57%	81	59%
		25-49%	14	22%	14	19%	28	20%
		50-74%	5	8%	5	7%	10	7%
		75% or higher	0	0%	8	11%	8	6%
	Total	64	100%	74	100%	138	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	22	34%	19	27%	41	30%
		Sometimes	21	33%	18	25%	39	29%
		Often	12	19%	17	24%	29	21%
		Very often	9	14%	17	24%	26	19%
	Total	64	100%	71	100%	135	100%	
b. Work with other students on projects during class	FCLASSGR	Never	10	16%	11	15%	21	16%
		Sometimes	26	41%	18	25%	44	33%
		Often	15	24%	21	29%	36	27%
		Very often	12	19%	22	31%	34	25%
	Total	63	100%	72	100%	135	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	50	78%	43	61%	93	69%
		Sometimes	9	14%	13	18%	22	16%
		Often	5	8%	8	11%	13	10%
		Very often	0	0%	7	10%	7	5%
	Total	64	100%	71	100%	135	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	17	27%	20	29%	37	28%
		Sometimes	20	31%	20	29%	40	30%
		Often	9	14%	18	26%	27	20%
		Very often	18	28%	12	17%	30	22%
		Total	64	100%	70	100%	134	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	1	1%	1	1%
		Sometimes	16	25%	12	17%	28	21%
		Often	23	36%	28	39%	51	38%
		Very often	25	39%	31	43%	56	41%
		Total	64	100%	72	100%	136	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	16	25%	19	27%	35	26%
		Sometimes	38	59%	29	41%	67	50%
		Often	9	14%	20	28%	29	21%
		Very often	1	2%	3	4%	4	3%
		Total	64	100%	71	100%	135	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	14	22%	18	26%	32	24%
		Sometimes	32	51%	29	41%	61	46%
		Often	15	24%	17	24%	32	24%
		Very often	2	3%	6	9%	8	6%
		Total	63	100%	70	100%	133	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	7	12%	6	9%	13	10%
		1	34	58%	31	44%	65	50%
		2-3	17	29%	26	37%	43	33%
		4-6	0	0%	5	7%	5	4%
		More than 6	1	2%	2	3%	3	2%
		Total	59	100%	70	100%	129	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 20 pages or more	FWRTMR05	None	60	97%	56	77%	116	86%
		1	1	2%	14	19%	15	11%
		2-3	1	2%	3	4%	4	3%
		4-6	0	0%	0	0%	0	0%
		More than 6	0	0%	0	0%	0	0%
		Total	62	100%	73	100%	135	100%
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	35	57%	28	39%	63	48%
		1	18	30%	19	27%	37	28%
		2-3	5	8%	15	21%	20	15%
		4-6	2	3%	6	8%	8	6%
		More than 6	1	2%	3	4%	4	3%
		Total	61	100%	71	100%	132	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	16	25%	18	25%	34	25%
		1	4	6%	3	4%	7	5%
		2-3	21	33%	25	34%	46	34%
		4-6	11	17%	9	12%	20	15%
		More than 6	11	17%	18	25%	29	21%
		Total	63	100%	73	100%	136	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 more than one hour to complete	FPROBSTA	None	27	44%	29	40%	56	41%
		1-2	24	39%	26	36%	50	37%
		3-4	6	10%	9	12%	15	11%
		5-6	1	2%	2	3%	3	2%
		More than 6	4	6%	7	10%	11	8%
		Total	62	100%	73	100%	135	100%
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	25	40%	43	60%	68	50%
		1-2	27	43%	16	22%	43	32%
		3-4	5	8%	8	11%	13	10%
		5-6	2	3%	3	4%	5	4%
		More than 6	4	6%	2	3%	6	4%
		Total	63	100%	72	100%	135	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 expect 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	1	2%	2	3%	3	2%
		1-2	8	13%	4	5%	12	9%
		3-4	14	22%	23	32%	37	27%
		5-6	20	31%	20	27%	40	29%
		7-8	13	20%	5	7%	18	13%
		9-10	7	11%	11	15%	18	13%
		11-12	1	2%	4	5%	5	4%
		More than 12	0	0%	4	5%	4	3%
		Total	64	100%	73	100%	137	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	1	2%	2	3%	3	2%
		1-2	26	41%	23	32%	49	36%
		3-4	22	34%	28	38%	50	36%
		5-6	13	20%	12	16%	25	18%
		7-8	2	3%	2	3%	4	3%
		9-10	0	0%	5	7%	5	4%
		11-12	0	0%	1	1%	1	1%
		More than 12	0	0%	0	0%	0	0%
		Total	64	100%	73	100%	137	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	23	38%	15	21%	38	29%
		Somewhat important	15	25%	18	25%	33	25%
		Important	13	22%	20	28%	33	25%
		Very important	9	15%	18	25%	27	21%
			Total	60	100%	71	100%	131

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	14	24%	9	13%	23	18%
		Somewhat important	9	15%	4	6%	13	10%
		Important	16	27%	18	25%	34	26%
		Very important	20	34%	40	56%	60	46%
		Total	59	100%	71	100%	130	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	17	28%	20	28%	37	28%
		Somewhat important	16	27%	16	23%	32	24%
		Important	17	28%	17	24%	34	26%
		Very important	10	17%	18	25%	28	21%
		Total	60	100%	71	100%	131	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	12	20%	11	15%	23	18%
		Somewhat important	23	38%	18	25%	41	31%
		Important	20	33%	23	32%	43	33%
		Very important	5	8%	19	27%	24	18%
		Total	60	100%	71	100%	131	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	12	20%	19	27%	31	24%
		Somewhat important	26	43%	18	25%	44	34%
		Important	17	28%	23	32%	40	31%
		Very important	5	8%	11	15%	16	12%
		Total	60	100%	71	100%	131	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	25	42%	34	48%	59	45%
		Somewhat important	21	35%	20	28%	41	31%
		Important	12	20%	9	13%	21	16%
		Very important	2	3%	8	11%	10	8%
		Total	60	100%	71	100%	131	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	12	20%	11	15%	23	18%
		Somewhat important	9	15%	12	17%	21	16%
		Important	19	32%	21	30%	40	31%
		Very important	20	33%	27	38%	47	36%
		Total	60	100%	71	100%	131	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	9	15%	19	27%	28	22%
		Somewhat important	17	29%	10	14%	27	21%
		Important	13	22%	16	23%	29	22%
		Very important	20	34%	26	37%	46	35%
		Total	59	100%	71	100%	130	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	2	3%	2	3%	4	3%
		Somewhat important	5	8%	9	13%	14	11%
		Important	16	27%	18	25%	34	26%
		Very important	37	62%	42	59%	79	60%
		Total	60	100%	71	100%	131	100%

In your selected course section, on average, what *percent of class time* is spent on the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	2%	1	1%	2	2%
		1-9%	10	17%	7	10%	17	13%
		10-19%	7	12%	9	13%	16	13%
		20-29%	8	14%	6	9%	14	11%
		30-39%	3	5%	6	9%	9	7%
		40-49%	11	19%	11	16%	22	17%
		50-74%	11	19%	21	30%	32	25%
		75% or more	8	14%	8	12%	16	13%
		Total	59	100%	69	100%	128	100%
b. Teacher-led discussion	TEACHLED	0%	0	0%	3	4%	3	2%
		1-9%	15	25%	15	22%	30	24%
		10-19%	12	20%	15	22%	27	21%
		20-29%	13	22%	16	24%	29	23%
		30-39%	8	14%	4	6%	12	9%
		40-49%	7	12%	4	6%	11	9%
		50-74%	3	5%	8	12%	11	9%
		75% or more	1	2%	3	4%	4	3%
		Total	59	100%	68	100%	127	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%	22	38%	19	29%	41	33%
		1-9%	11	19%	20	31%	31	25%
		10-19%	13	22%	10	15%	23	19%
		20-29%	7	12%	6	9%	13	11%
		30-39%	2	3%	4	6%	6	5%
		40-49%	1	2%	2	3%	3	2%
		50-74%	1	2%	3	5%	4	3%
		75% or more	1	2%	1	2%	2	2%
		Total	58	100%	65	100%	123	100%
d. Student computer use	COMPMED	0%	36	63%	34	51%	70	56%
		1-9%	13	23%	18	27%	31	25%
		10-19%	3	5%	5	7%	8	6%
		20-29%	0	0%	3	4%	3	2%
		30-39%	1	2%	3	4%	4	3%
		40-49%	1	2%	1	1%	2	2%
		50-74%	2	4%	1	1%	3	2%
		75% or more	1	2%	2	3%	3	2%
		Total	57	100%	67	100%	124	100%
e. Small group activities	GROUPSML	0%	10	17%	12	17%	22	17%
		1-9%	11	19%	15	22%	26	20%
		10-19%	16	27%	16	23%	32	25%
		20-29%	13	22%	12	17%	25	20%
		30-39%	4	7%	5	7%	9	7%
		40-49%	2	3%	6	9%	8	6%
		50-74%	2	3%	2	3%	4	3%
		75% or more	1	2%	1	1%	2	2%
		Total	59	100%	69	100%	128	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%	26	44%	20	30%	46	37%
		1-9%	21	36%	22	33%	43	34%
		10-19%	5	8%	15	23%	20	16%
		20-29%	5	8%	4	6%	9	7%
		30-39%	0	0%	4	6%	4	3%
		40-49%	1	2%	0	0%	1	1%
		50-74%	1	2%	0	0%	1	1%
		75% or more	0	0%	1	2%	1	1%
		Total	59	100%	66	100%	125	100%
g. In-class writing	CLSWRITE	0%	25	42%	33	50%	58	46%
		1-9%	22	37%	18	27%	40	32%
		10-19%	8	14%	12	18%	20	16%
		20-29%	3	5%	1	2%	4	3%
		30-39%	0	0%	2	3%	2	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	2%	0	0%	1	1%
		Total	59	100%	66	100%	125	100%
h. Testing and evaluation	TESTEVAL	0%	10	17%	5	8%	15	12%
		1-9%	24	41%	36	55%	60	48%
		10-19%	17	29%	15	23%	32	26%
		20-29%	6	10%	4	6%	10	8%
		30-39%	1	2%	4	6%	5	4%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	2	3%	2	2%
		75% or more	1	2%	0	0%	1	1%
		Total	59	100%	66	100%	125	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	49	83%	56	85%	105	84%
		1-9%	6	10%	4	6%	10	8%
		10-19%	1	2%	1	2%	2	2%
		20-29%	0	0%	1	2%	1	1%
		30-39%	0	0%	0	0%	0	0%
		40-49%	1	2%	1	2%	2	2%
		50-74%	0	0%	1	2%	1	1%
		75% or more	2	3%	2	3%	4	3%
		Total	59	100%	66	100%	125	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	31	53%	34	52%	65	52%
		1-9%	8	14%	8	12%	16	13%
		10-19%	4	7%	8	12%	12	10%
		20-29%	5	9%	2	3%	7	6%
		30-39%	1	2%	1	2%	2	2%
		40-49%	6	10%	3	5%	9	7%
		50-74%	2	3%	4	6%	6	5%
		75% or more	1	2%	6	9%	7	6%
		Total	58	100%	66	100%	124	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	1	2%	2	3%	3	2%
		2	1	2%	1	1%	2	2%
		3	3	5%	0	0%	3	2%
		4	3	5%	5	7%	8	6%
		5	18	31%	18	26%	36	28%
		6	24	41%	29	42%	53	41%
		Very much	9	15%	14	20%	23	18%
			Total	59	100%	69	100%	128

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. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	15	25%	20	30%	35	28%
		Some	25	42%	34	52%	59	47%
		Quite a bit	11	19%	9	14%	20	16%
		Very much	8	14%	3	5%	11	9%
	Total		59	100%	66	100%	125	100%
b. Analyzing 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	2	3%	0	0%	2	2%
		Some	5	8%	9	13%	14	11%
		Quite a bit	28	47%	31	46%	59	46%
		Very much	24	41%	28	41%	52	41%
	Total		59	100%	68	100%	127	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	2	3%	1	1%	3	2%
		Some	13	22%	9	13%	22	17%
		Quite a bit	18	31%	29	42%	47	37%
		Very much	25	43%	30	43%	55	43%
	Total		58	100%	69	100%	127	100%
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	7	12%	5	7%	12	9%
		Some	15	26%	13	19%	28	22%
		Quite a bit	18	31%	23	33%	41	32%
		Very much	18	31%	28	41%	46	36%
	Total		58	100%	69	100%	127	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	0	0%	2	3%	2	2%
		Some	11	19%	7	10%	18	14%
		Quite a bit	16	27%	19	28%	35	27%
		Very much	32	54%	41	59%	73	57%
	Total		59	100%	69	100%	128	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	12	20%	5	7%	17	13%
		Some	22	37%	20	29%	42	33%
		Quite a bit	14	24%	21	30%	35	27%
		Very much	11	19%	23	33%	34	27%
		Total	59	100%	69	100%	128	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	12	20%	10	14%	22	17%
		Some	26	44%	21	30%	47	37%
		Quite a bit	13	22%	23	33%	36	28%
		Very much	8	14%	15	22%	23	18%
		Total	59	100%	69	100%	128	100%
c. Thinking critically and analytically	FGNANALY	Very little	2	3%	0	0%	2	2%
		Some	6	10%	3	4%	9	7%
		Quite a bit	21	36%	26	38%	47	37%
		Very much	30	51%	40	58%	70	55%
		Total	59	100%	69	100%	128	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	25	42%	21	30%	46	36%
		Some	15	25%	18	26%	33	26%
		Quite a bit	4	7%	9	13%	13	10%
		Very much	15	25%	21	30%	36	28%
		Total	59	100%	69	100%	128	100%
e. Using computing and information technology	FGNCMPTS	Very little	16	28%	15	22%	31	24%
		Some	22	38%	30	43%	52	41%
		Quite a bit	10	17%	12	17%	22	17%
		Very much	10	17%	12	17%	22	17%
		Total	58	100%	69	100%	127	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	5	8%	9	13%	14	11%
		Some	22	37%	25	37%	47	37%
		Quite a bit	24	41%	18	26%	42	33%
		Very much	8	14%	16	24%	24	19%
		Total	59	100%	68	100%	127	100%
g. Learning effectively on their own	FGNINQ	Very little	3	5%	0	0%	3	2%
		Some	8	14%	7	10%	15	12%
		Quite a bit	24	41%	37	54%	61	48%
		Very much	24	41%	24	35%	48	38%
		Total	59	100%	68	100%	127	100%
h. Understanding themselves	FGNSELF	Very little	12	21%	14	21%	26	21%
		Some	14	24%	23	34%	37	30%
		Quite a bit	24	41%	15	22%	39	31%
		Very much	8	14%	15	22%	23	18%
		Total	58	100%	67	100%	125	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	19	33%	19	28%	38	30%
		Some	19	33%	25	37%	44	35%
		Quite a bit	11	19%	13	19%	24	19%
		Very much	8	14%	11	16%	19	15%
		Total	57	100%	68	100%	125	100%
j. Solving complex real-world problems	FGNPROBS	Very little	8	14%	7	10%	15	12%
		Some	24	41%	14	21%	38	30%
		Quite a bit	15	26%	23	34%	38	30%
		Very much	11	19%	23	34%	34	27%
		Total	58	100%	67	100%	125	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	15	26%	17	25%	32	25%
		Some	23	40%	21	31%	44	35%
		Quite a bit	15	26%	20	29%	35	28%
		Very much	5	9%	10	15%	15	12%
		Total	58	100%	68	100%	126	100%
l. Developing a deepened sense of spirituality	FSPRIT	Very little	38	66%	47	72%	85	69%
		Some	17	29%	10	15%	27	22%
		Quite a bit	2	3%	2	3%	4	3%
		Very much	1	2%	6	9%	7	6%
		Total	58	100%	65	100%	123	100%
m. Acquiring a broad general education	FGNGENLE	Very little	7	12%	13	19%	20	16%
		Some	17	29%	20	30%	37	30%
		Quite a bit	23	40%	21	31%	44	35%
		Very much	11	19%	13	19%	24	19%
		Total	58	100%	67	100%	125	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	5	9%	9	13%	14	11%
		Some	21	36%	14	21%	35	28%
		Quite a bit	20	34%	17	25%	37	29%
		Very much	12	21%	28	41%	40	32%
		Total	58	100%	68	100%	126	100%
Disciplinary Area: Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.	DISCAREA	Arts and Humanities	26	41%	19	28%	45	35%
		Biological Sciences	8	13%	1	1%	9	7%
		Business	2	3%	5	7%	7	5%
		Education	2	3%	2	3%	4	3%
		Engineering	0	0%	0	0%	0	0%
		Physical Sciences	9	14%	8	12%	17	13%
		Other Professions	1	2%	8	12%	9	7%
		Social Sciences	6	10%	8	12%	14	11%
		Other	9	14%	16	24%	25	19%
		Total	63	100%	67	100%	130	100%



Truman State University

FSSE-NSSE Combined Report

August 2012



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 2012 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 *2012 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	23%
		UD	41%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	43%
		UD	27%
Frequently work harder than they usually do to meet your standards	FWORKHARD	LD	23%
		UD	41%

FSSE-NSSE Combined Report 2012
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	46%	29%	24%	1%
		SR	66%	23%	11%	0%
Come to class without completing assignments	CLUNPREP	FY	4%	6%	42%	49%
		SR	5%	8%	48%	39%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	25%	42%	29%	4%
		SR	26%	39%	30%	4%

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2012 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	37%
		UD	39%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	11%
		UD	16%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	19%
		UD	42%
Occasionally use e-mail to communicate with you	FEMAIL	LD	47%
		UD	53%
Occasionally discuss grades or assignments with you	FGRADE	LD	28%
		UD	31%
At least once, talk about career plans with you	FPLANS	LD	8%
		UD	30%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	8%
		UD	18%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	32%	39%	29%	1%
		SR	41%	29%	27%	2%
Come to class without completing assignments	CLUNPREP	FY	3%	9%	60%	28%
		SR	7%	14%	58%	21%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	22%	39%	34%	5%
		SR	24%	37%	33%	5%
Used e-mail to communicate with an instructor	EMAIL	FY	54%	34%	12%	0%
		SR	61%	31%	7%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	21%	30%	43%	6%
		SR	28%	33%	37%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	11%	24%	51%	15%
		SR	19%	28%	39%	14%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	6%	14%	36%	43%
		SR	13%	16%	48%	23%

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	33%
		UD	48%
Work with other students on projects during class	FCLASSGR	LD	43%
		UD	60%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	8%
		UD	21%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	42%
		UD	43%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	75%
		UD	82%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	16%
		UD	32%
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	27%
		UD	33%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	21%	39%	33%	7%
		SR	30%	34%	31%	5%
Worked with other students on projects during class	CLASSGRP	FY	13%	30%	42%	15%
		SR	15%	25%	50%	10%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	4%	9%	23%	64%
		SR	8%	13%	34%	46%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	30%	28%	30%	12%
		SR	35%	27%	29%	9%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	22%	44%	32%	3%
		SR	24%	52%	23%	1%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	29%	23%	34%	14%
		SR	25%	25%	37%	13%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	35%	28%	30%	8%
		SR	32%	33%	27%	8%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	37%
		UD	54%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	61%
		UD	82%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	45%
		UD	49%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	42%
		UD	59%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	37%
		UD	48%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	23%
		UD	24%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	65%
		UD	68%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	56%
		UD	59%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	88%
		UD	85%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	17%	31%	37%	15%
		SR	19%	29%	40%	13%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	34%	48%	17%	2%
		SR	54%	35%	11%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	24%	36%	36%	3%
		SR	34%	38%	24%	3%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	19%	36%	41%	3%
		SR	32%	42%	25%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	27%	38%	33%	3%
		SR	29%	39%	30%	1%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	10%	36%	50%
		SR	14%	20%	38%	28%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	22%	36%	38%	4%
		SR	25%	35%	34%	7%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	30%	39%	27%	4%
		SR	29%	38%	28%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	32%	37%	27%	4%
		SR	28%	42%	27%	4%

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	86%
		UD	88%

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	32%
		UD	18%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	88%
		UD	87%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	74%
		UD	86%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	62%
		UD	74%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	81%
		UD	87%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	89%	11%
		SR	91%	9%

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	30%	41%	24%	5%
		SR	22%	38%	29%	11%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	47%	41%	11%	1%
		SR	48%	42%	10%	0%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	33%	38%	24%	4%
		SR	44%	38%	15%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	32%	38%	25%	6%
		SR	42%	37%	18%	3%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	46%	33%	19%	3%
		SR	47%	37%	13%	2%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	42%
		UD	64%
Speaking clearly and effectively	FGNSPEAK	LD	36%
		UD	55%
Thinking critically and analytically	FGNANALY	LD	86%
		UD	96%
Analyzing quantitative problems	FGNQUANT	LD	32%
		UD	43%
Using computing and information technology	FGNCMPTS	LD	34%
		UD	35%
Working effectively with others	FGNOTHER	LD	54%
		UD	50%
Learning effectively on their own	FGNINQ	LD	81%
		UD	90%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	41%	40%	16%	3%
		SR	45%	35%	18%	2%
Speaking clearly and effectively	GNSPEAK	FY	41%	37%	19%	3%
		SR	34%	41%	21%	4%
Thinking critically and analytically	GNANALY	FY	63%	29%	7%	1%
		SR	60%	30%	8%	2%
Analyzing quantitative problems	GNQUANT	FY	47%	36%	14%	3%
		SR	39%	35%	22%	4%
Using computing and information technology	GNCMPTS	FY	39%	37%	22%	2%
		SR	36%	39%	19%	6%
Working effectively with others	GNOTHERS	FY	48%	34%	15%	3%
		SR	43%	42%	13%	2%
Learning effectively on your own	GNINQ	FY	35%	47%	17%	2%
		SR	42%	39%	15%	4%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	55%
		UD	45%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	33%
		UD	35%
Solving complex real-world problems	FGNPROBS	LD	45%
		UD	69%
Developing a personal code of values and ethics	FVALUES	LD	34%
		UD	44%
Developing a deepened sense of spirituality	FSPIRIT	LD	5%
		UD	12%
Acquiring a broad general education	FGNGENLE	LD	59%
		UD	51%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	55%
		UD	66%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	32%	36%	26%	6%
		SR	35%	35%	25%	5%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	24%	34%	34%	8%
		SR	25%	26%	37%	11%
Solving complex real-world problems	GNPROBSV	FY	28%	38%	26%	8%
		SR	30%	39%	22%	9%
Developing a personal code of values and ethics	GNETHICS	FY	31%	35%	27%	7%
		SR	26%	32%	30%	11%
Developing a deepened sense of spirituality	GNSPIRIT	FY	17%	19%	32%	32%
		SR	15%	15%	28%	43%
Acquiring a broad general education	GNGENLED	FY	62%	31%	6%	1%
		SR	62%	29%	8%	1%
Acquiring job or work-related knowledge and skills	GNWORK	FY	40%	37%	18%	5%
		SR	35%	37%	21%	7%

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	88%
		UD	91%
Community service or volunteer work	FVOLUNTR	LD	75%
		UD	65%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	46%
		UD	49%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	72%
		UD	61%
Foreign language coursework	FFORLANG	LD	78%
		UD	73%
Study abroad	FSTUDYAB	LD	60%
		UD	62%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	85%
		UD	88%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	85%	1%	9%
		SR	58%	23%	13%	6%
Community service or volunteer work	VOLNTR04	FY	48%	44%	4%	5%
		SR	77%	12%	6%	6%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	10%	24%	25%	41%
		SR	27%	5%	56%	12%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	42%	14%	41%
		SR	33%	12%	41%	14%
Foreign language coursework	FORLNG04	FY	47%	39%	8%	6%
		SR	82%	4%	12%	3%
Study abroad	STDABR04	FY	2%	54%	15%	29%
		SR	26%	8%	57%	9%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	71%	3%	25%
		SR	57%	39%	1%	2%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	91%
		UD	82%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	85%
		UD	81%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	45%
		UD	48%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	46%
		UD	31%
Providing students the support they need to thrive socially	FENVSOCA	LD	55%
		UD	47%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	77%
		UD	77%
Encouraging students to use computers in their academic work	FENVCOMP	LD	91%
		UD	89%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	57%	38%	5%	0%
		SR	63%	28%	7%	1%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	48%	42%	9%	1%
		SR	35%	46%	16%	3%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	30%	33%	31%	6%
		SR	21%	27%	40%	12%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	13%	26%	42%	18%
		SR	10%	24%	37%	29%
Providing the support you need to thrive socially	ENVSOCAL	FY	22%	40%	29%	10%
		SR	15%	32%	39%	14%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	40%	39%	17%	3%
		SR	30%	45%	22%	3%
Using computers in academic work	ENVCOMPT	FY	51%	34%	14%	2%
		SR	55%	33%	11%	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	94%
		UD	95%
With faculty members	FENVFAC	LD	89%
		UD	88%
With administrative personnel and offices	FENVADM	LD	61%
		UD	50%

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

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	90%	10%
		SR	88%	12%
With faculty members	ENVFAC	FY	86%	14%
		SR	82%	18%
With administrative personnel and offices	ENVADM	FY	68%	32%
		SR	55%	45%

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