

Chapter 11: FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE)

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
1900 East Tenth Street
Eigenmann Hall Suite 419
Bloomington, IN 47406-7512
(812) 856-5824
<http://fsse.indiana.edu/>
e-mail: nsse@indiana.edu

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 2017 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.indiana.edu/pdf/FSSE17_Instrument.pdf.

From whom are the results available?

The Office of Academic Affairs.

To whom are the results regularly distributed?

Results are available to the University community through this almanac and by request from the Office of Academic Affairs.

Are the results available by department or discipline?

No.

Are the results comparable to data of other universities?

Yes.

The FSSE has been administered four times on our campus and the previous results can be found in the 2004, 2010, and 2012 Assessment Almanacs. The brief summary of selected prompts included in previous years is replicated below to allow for trend analysis. The 2017 version of the FSSE had some minor revisions and there are some subtle differences in how several prompts are worded between 2012 and 2017 (with one of the previous selected prompts being eliminated).

Prompt	Item	FSSE		%Often	NSSE	
		Class	%Import		Class	Item
Combined ideas from different courses when completing assignments	23a	LD	66	49	FY	2a
		UD	73	69	SR	
Examined the strengths and weaknesses of your own views on a topic or issue	23d	LD	76	61	FY	2d
		UD	76	64	SR	
Memorizing course material	27a	LD	38	78	FY	4a
		UD	20	63	SR	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	27c	LD	77	66	FY	4c
		UD	81	71	SR	
Forming a new idea or understanding from various pieces of information	27e	LD	74	62	FY	4e
		UD	73	69	SR	
Evaluating a point of view, decision, or information source	27d	LD	58	58	FY	4d
		UD	51	70	SR	
Applying facts, theories, or methods to practical problems or new situations	27b	LD	79	74	FY	4b
		UD	91	81	SR	
Writing clearly and effectively	29a	LD	57	50	FY	17a
		UD	64	76	SR	
Speaking clearly and effectively	29b	LD	40	48	FY	17b
		UD	51	68	SR	
Thinking critically and analytically	29c	LD	88	77	FY	17c
		UD	97	88	SR	
Analyzing numerical and statistical information	29d	LD	28	57	FY	17d
		UD	42	63	SR	

Faculty responses in general represent the proportion of faculty who rate a topic as important or very important, while the student responses represent the proportion of students who experience the topic often or very often in their classes.

FSSE Class (LD – Lower Division, UD – Upper Division)

NSSE Class (FY – First Year, SR – Senior)

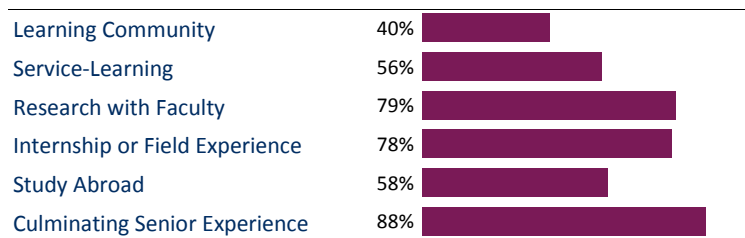
A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *FSSE-NSSE Combined* reports.

High-Impact Practices

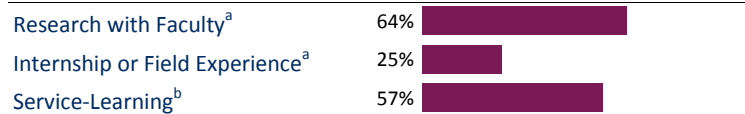
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

Faculty Importance for High-Impact Practice Participation



Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

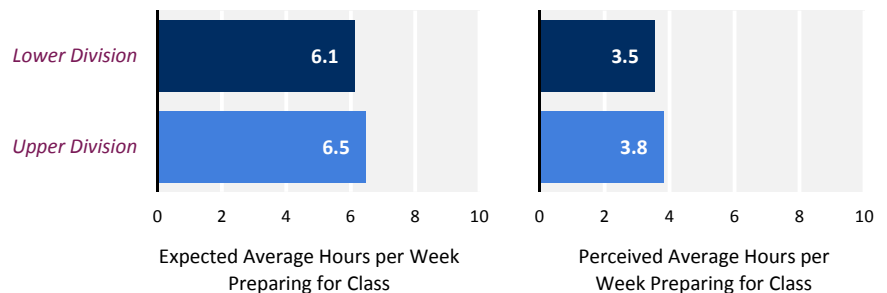


a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

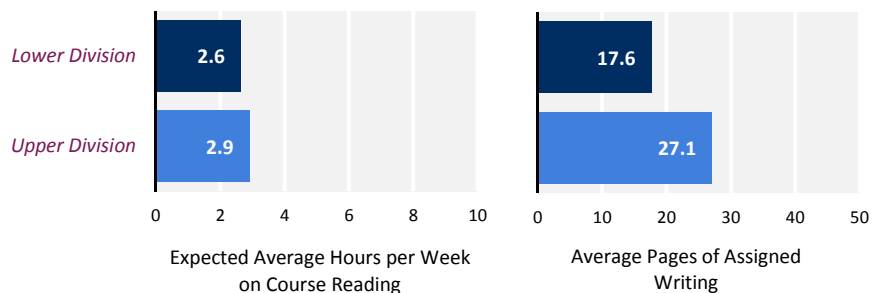
Time Spent Preparing for Class

These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.



Reading and Writing

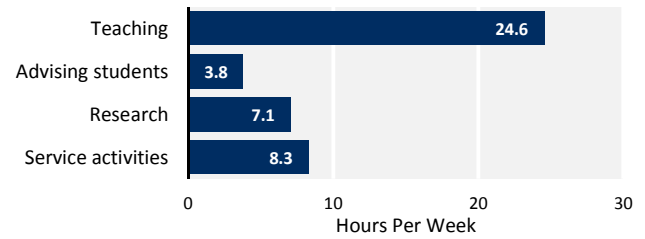
These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.



Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

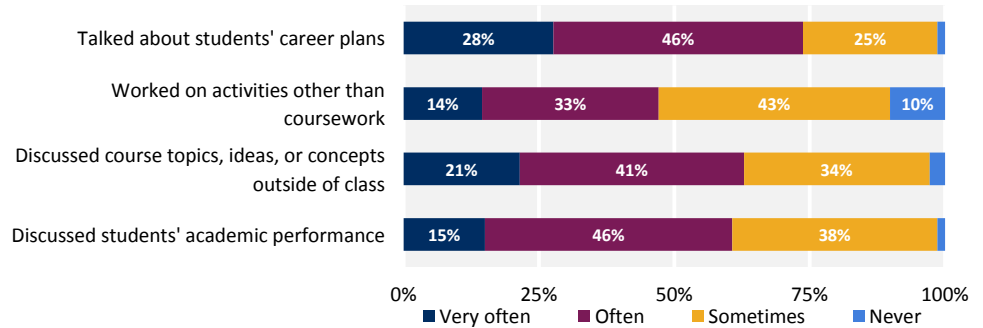
Time Allocation

This figure summarizes the number of hours that faculty spend in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)



Student-Faculty Interaction

Faculty reported how often they have done each of the following with the undergraduate students they teach or advise:



Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	83%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	82%
Providing support to help students succeed academically	78%
Students using learning support services (tutoring services, writing center, etc.)	72%
Students attending events that address important social, economic, or political issues	64%
Students attending campus activities and events (performing arts, athletic events, etc.)	58%
Students spending significant amounts of time studying and on academic work	54%
Helping students manage their non-academic responsibilities (work, family, etc.)	52%
Providing opportunities for students to be involved socially	50%

Administration Details

Class Level

	Lower Division	Upper Division	Other	Missing
Count	63	78	8	9
Percentage	40%	49%	5%	6%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize FSSE by participating in a topical module or a consortium.

What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: fse.indiana.edu



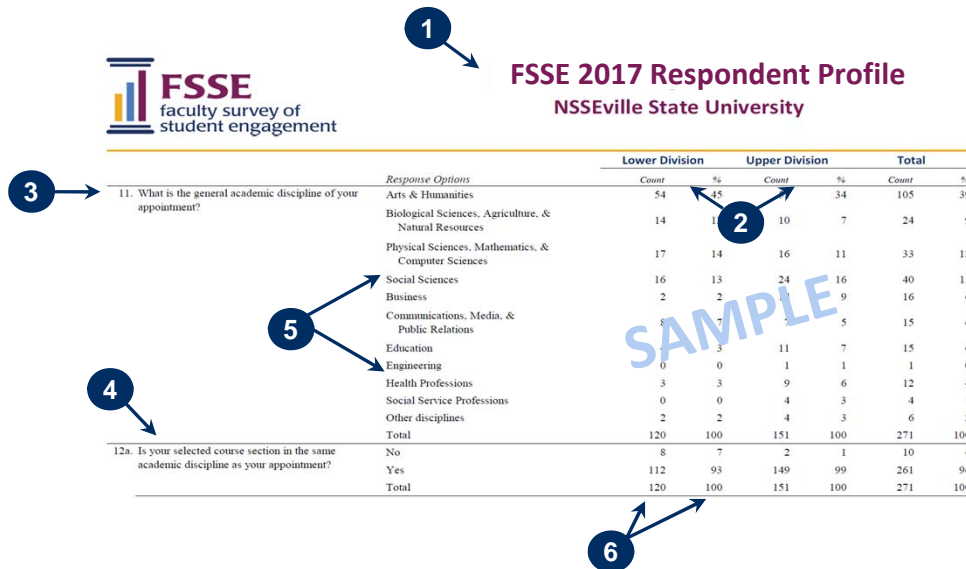
FSSE 2017

Respondent Profile

Truman State University

The display below highlights details in the FSSE *Respondent Profile* 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.

- Sample:** The FSSE *Respondent Profile* 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.
- Class level:** Frequency distributions are reported separately for faculty who teach lower-division and upper-division courses.
- Item numbers:** Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the FSSE website.



1 → **FSSE 2017 Respondent Profile**
NSSEville State University

	Response Options	Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
3 → 11. What is the general academic discipline of your appointment?	Arts & Humanities	54	45	34	105	39	
	Biological Sciences, Agriculture, & Natural Resources	14	11	10	24	9	
	Physical Sciences, Mathematics, & Computer Sciences	17	14	16	33	12	
	Social Sciences	16	13	24	40	15	
	Business	2	2	9	16	6	
	Communications, Media, & Public Relations	8	7	5	15	6	
	Education	0	0	11	15	6	
	Engineering	0	0	1	1	0	
	Health Professions	3	3	9	12	4	
	Social Service Professions	0	0	4	3	4	
	Other disciplines	2	2	4	3	6	
2 → Total		120	100	151	271	100	
4 → 12a. Is your selected course section in the same academic discipline as your appointment?	No	8	7	2	10	4	
	Yes	112	93	149	261	96	
	6 → Total	120	100	151	271	100	

- Item wording:** Survey items are in the same order and wording as they appear on the instrument.
- Response options:** Response options are listed just as they appear on the instrument.
- 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.

		Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
11. What is the general academic discipline of your appointment?	DAapptcol	Arts & Humanities	24	38	20	26	44	31
		Biological Sciences, Agriculture, & Natural Resources	7	11	8	10	15	11
		Physical Sciences, Mathematics, & Computer Sciences	14	22	14	18	28	20
		Social Sciences	8	13	4	5	12	9
		Business	1	2	8	10	9	6
		Communications, Media, & Public Relations	5	8	2	3	7	5
		Education	0	0	5	6	5	4
		Engineering	0	0	0	0	0	0
		Health Professions	3	5	13	17	16	11
		Social Service Professions	0	0	2	3	2	1
		Other disciplines	1	2	2	3	3	2
		Total	63	100	78	100	141	100
12a. Is your selected course section in the same academic discipline as your appointment?	DAappters	No	2	3	3	4	5	4
		Yes	61	97	75	96	136	96
		Total	63	100	78	100	141	100
12b. <i>If #12a is No:</i> What is the general academic discipline of your selected course section?	DAcrscol	Arts & Humanities	1	50	0	0	1	20
		Biological Sciences, Agriculture, & Natural Resources	0	0	0	0	0	0
		Physical Sciences, Mathematics, & Computer Sciences	0	0	0	0	0	0
		Social Sciences	0	0	0	0	0	0
		Business	0	0	0	0	0	0
		Communications, Media, & Public Relations	0	0	0	0	0	0
		Education	0	0	1	33	1	20
		Engineering	0	0	0	0	0	0
		Health Professions	1	50	0	0	1	20
		Social Service Professions	0	0	0	0	0	0
		Other disciplines	0	0	2	67	2	40
		Total	2	100	3	100	5	100
31. Estimate the total number of <i>undergraduate</i> students you have taught during the current school year.	ugstudents	0	0	0	0	0	0	
		1-25	0	0	4	5	4	3
		26-50	5	8	11	14	16	12
		51-75	2	3	10	13	12	9
		76-100	16	27	16	21	32	23
		101-125	9	15	3	4	12	9
		126-150	9	15	14	18	23	17
		151-200	9	15	13	17	22	16
		201-300	9	15	6	8	15	11
		More than 300 students	1	2	1	1	2	1
		Total	60	100	78	100	138	100
32. Enter the total number of <i>undergraduate</i> courses you have taught or are scheduled to teach during the current school year.	ugcrsnum	0	0	0	0	0	0	
		1	2	3	4	6	4	
		2	2	3	6	8	6	
		3	8	13	9	17	12	
		4	10	17	14	24	17	
		5	2	3	9	12	11	8
		6	13	22	15	19	28	20
		7	7	12	9	12	16	12
		8	11	18	10	13	21	15
		9 or more courses	5	8	2	3	7	5
		Total	60	100	78	100	138	100

FSSE 2017 Respondent Profile Truman State University

		<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
33. Enter the total number of graduate courses you have taught or are scheduled to teach during the current school year.	gradcrsnum	0	50	83	52	67	102	74
		1	5	8	13	17	18	13
		2	3	5	7	9	10	7
		3	2	3	1	1	3	2
		4 or more courses	0	0	5	6	5	4
		Total	60	100	78	100	138	100
34. During this academic term, does your institution consider you to be employed full-time or part-time?	ffulltime	Part-time	0	0	5	6	5	4
		Full-time	60	100	72	94	132	96
		Total	60	100	77	100	137	100
35. Does your institution consider you to be an adjunct faculty member?	adjunct	No	60	100	72	92	132	96
		Yes	0	0	6	8	6	4
		Total	60	100	78	100	138	100
36. Which of the following best describes your academic rank, title, or current position?	rank	Professor	28	47	29	37	57	41
		Associate Professor	5	8	9	12	14	10
		Assistant Professor	17	28	27	35	44	32
		Instructor	7	12	8	10	15	11
		Lecturer	1	2	3	4	4	3
		Graduate Teaching Assistant	0	0	0	0	0	0
		Other	2	3	2	3	4	3
		Total	60	100	78	100	138	100
37. What is your current tenure status?	tenure	No tenure system at this institution	0	0	0	0	0	0
		Not on tenure track, but this institution has a tenure system	16	27	18	23	34	25
		On tenure track but not tenured	12	20	20	26	32	23
		Tenured	31	53	40	51	71	52
		Total	59	100	78	100	137	100
38. Number of years teaching at any college or university	yrsteachcol	4 or less	9	15	11	14	20	15
		5-9	8	13	5	6	13	9
		10-19	18	30	23	30	41	30
		20-29	14	23	22	29	36	26
		30 or more	11	18	16	21	27	20
		Total	60	100	77	100	137	100
39. What is the highest degree you have earned?	fdegree	Doctoral degree (Ph.D., Ed.D., etc.)	47	80	64	82	111	81
		Professional degree (J.D., M.D., D.D.S., D.V.M., etc.)	0	0	1	1	1	1
		Master's degree (M.A., M.S., M.F.A., M.B.A., M.S.W., etc.)	11	19	10	13	21	15
		Bachelor's degree	0	0	2	3	2	1
		Associate's degree	0	0	0	0	0	0
		Other	1	2	1	1	2	1
		Total	59	100	78	100	137	100
40. Age	fagecat	34 or younger	10	17	9	13	19	15
		35-44	13	22	15	21	28	21
		45-54	19	32	17	24	36	27
		55-64	16	27	23	32	39	30
		65 or older	1	2	8	11	9	7
		Total	59	100	72	100	131	100
41. What is your gender identity?	fgenderid	Man	34	57	34	44	68	49
		Woman	22	37	39	50	61	44
		Another gender identity	0	0	0	0	0	0
		I prefer not to respond	4	7	5	6	9	7
		Total	60	100	78	100	138	100

FSSE 2017 Respondent Profile Truman State University

			Lower Division		Upper Division		Total	
<i>Response Options</i>			<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
42. Are you a U.S. citizen or permanent resident?	uscitizen	No	2	3	2	3	4	3
		Yes	57	97	75	97	132	97
		Total	59	100	77	100	136	100
43. What is your racial or ethnic identification? (Select all that apply.)	fre_amind	American Indian or Alaska Native	1	2	1	1	2	1
	fre_asian	Asian	5	8	2	3	7	5
	fre_black	Black or African American	1	2	1	1	2	1
	fre_latino	Hispanic or Latino	4	7	2	3	6	4
	fre_pacific	Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
	fre_white	White	47	78	64	82	111	80
	fre_other	Other	0	0	2	3	2	1
	fre_pnr	I prefer not to respond	6	10	9	12	15	11
Racial/ethnic identification based on selections above where each faculty member is represented only once.	fre_all	American Indian or Alaska Native	0	0	1	1	1	1
		Asian	4	7	1	1	5	4
		Black or African American	0	0	1	1	1	1
		Hispanic or Latino	3	5	0	0	3	2
		Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0
		White	43	72	61	78	104	75
		Other	0	0	2	3	2	1
		Multiracial	4	7	3	4	7	5
		I prefer not to respond	6	10	9	12	15	11
Total	60	100	78	100	138	100		
44. Which of the following best describes your sexual orientation?	fsexorient17	Straight (heterosexual)	50	83	62	83	112	83
		Bisexual	0	0	0	0	0	0
		Gay	4	7	1	1	5	4
		Lesbian	1	2	1	1	2	1
		Queer	0	0	0	0	0	0
		Questioning or unsure	0	0	1	1	1	1
		Another sexual orientation	0	0	0	0	0	0
		I prefer not to respond	5	8	10	13	15	11
		Total	60	100	75	100	135	100

IPEDS: 178615



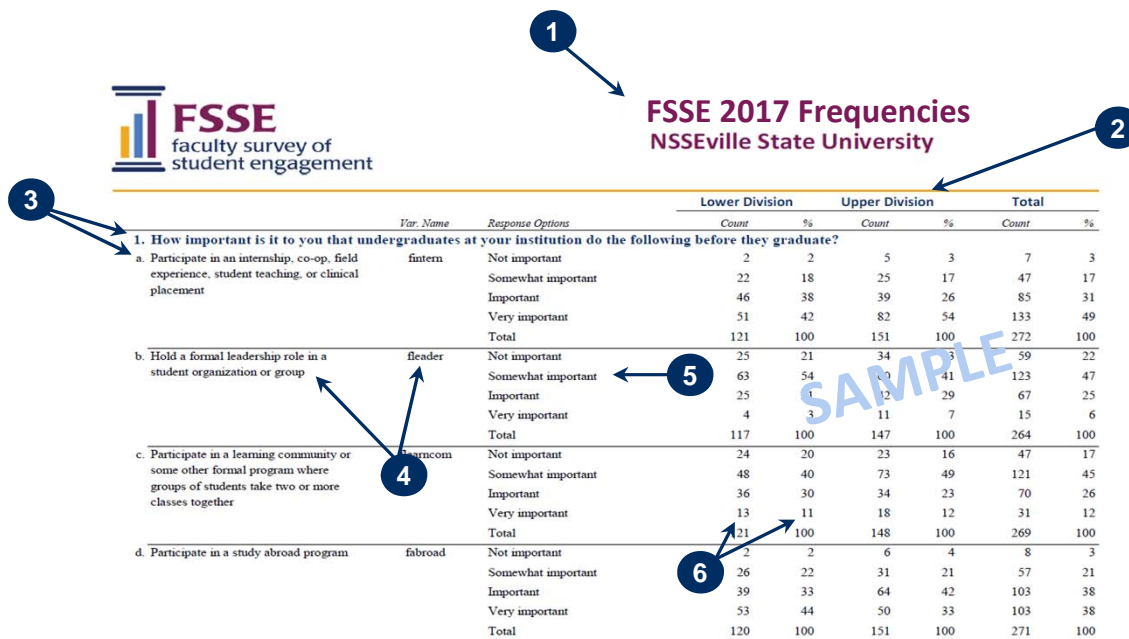
FSSE 2017

Frequencies

Truman State University

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.

- 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.
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- Item numbers:** Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the FSSE website.



FSSE 2017 Frequencies
NSSEville State University

Var. Name	Response Options	Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
1. How important is it to you that undergraduates at your institution do the following before they graduate?							
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	2	2	5	3	7	3
	Somewhat important	22	18	25	17	47	17
	Important	46	38	39	26	85	31
	Very important	51	42	82	54	133	49
	Total	121	100	151	100	272	100
b. Hold a formal leadership role in a student organization or group	fleader	25	21	34	3	59	22
	Somewhat important	63	54	41	123	47	
	Important	25	12	29	67	25	
	Very important	4	3	7	15	6	
	Total	117	100	147	100	264	100
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	24	20	23	16	47	17
	Somewhat important	48	40	73	49	121	45
	Important	36	30	34	23	70	26
	Very important	13	11	18	12	31	12
	Total	121	100	148	100	269	100
d. Participate in a study abroad program	fabroad	2	2	6	4	8	3
	Somewhat important	26	22	31	21	57	21
	Important	39	33	64	42	103	38
	Very important	53	44	50	33	103	38
	Total	120	100	151	100	271	100

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

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
1. How important is it to you that undergraduates at your institution do the following before they graduate?								
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	0	0	4	5	4	3
		Somewhat important	15	24	12	15	27	19
		Important	28	44	21	27	49	35
		Very important	20	32	41	53	61	43
		Total	63	100	78	100	141	100
b. Hold a formal leadership role in a student organization or group	fleader	Not important	9	14	8	10	17	12
		Somewhat important	28	44	32	41	60	43
		Important	21	33	29	37	50	35
		Very important	5	8	9	12	14	10
		Total	63	100	78	100	141	100
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	13	21	22	28	35	25
		Somewhat important	20	32	30	38	50	35
		Important	22	35	17	22	39	28
		Very important	8	13	9	12	17	12
		Total	63	100	78	100	141	100
d. Participate in a study abroad program	fabroad	Not important	5	8	8	10	13	9
		Somewhat important	17	27	29	38	46	33
		Important	30	48	22	29	52	37
		Very important	11	17	18	23	29	21
		Total	63	100	77	100	140	100
e. Work with a faculty member on a research project	fresearch	Not important	2	3	1	1	3	2
		Somewhat important	10	16	16	21	26	19
		Important	35	57	37	47	72	52
		Very important	14	23	24	31	38	27
		Total	61	100	78	100	139	100
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	Not important	1	2	3	4	4	3
		Somewhat important	6	10	6	8	12	9
		Important	13	21	15	20	28	20
		Very important	43	68	52	68	95	68
		Total	63	100	76	100	139	100
g. Participate in a community-based project (service-learning) as part of a course	fservice	Not important	6	10	11	14	17	12
		Somewhat important	22	35	23	29	45	32
		Important	24	38	29	37	53	38
		Very important	11	17	15	19	26	18
		Total	63	100	78	100	141	100
2. How important is it to you that your institution <i>increase</i> its emphasis on each of the following?								
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	9	14	12	16	21	15
		Somewhat important	21	33	22	29	43	31
		Important	23	37	24	31	47	34
		Very important	10	16	19	25	29	21
		Total	63	100	77	100	140	100
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0	3	4	3	2
		Somewhat important	10	16	17	22	27	19
		Important	26	42	29	38	55	40
		Very important	26	42	28	36	54	39
		Total	62	100	77	100	139	100
c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	1	2	3	4	4	3
		Somewhat important	15	24	21	27	36	26
		Important	27	43	32	41	59	42
		Very important	20	32	22	28	42	30
		Total	63	100	78	100	141	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	Not important	0	0	4	5	4	3
		Somewhat important	12	19	9	12	21	15
		Important	19	30	23	29	42	30
		Very important	32	51	42	54	74	52
		Total	63	100	78	100	141	100
e. Providing opportunities for students to be involved socially	fSEsocial	Not important	5	8	14	18	19	14
		Somewhat important	24	39	26	34	50	36
		Important	27	44	22	29	49	35
		Very important	6	10	15	19	21	15
		Total	62	100	77	100	139	100
f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	Not important	2	3	3	4	5	4
		Somewhat important	8	13	11	14	19	14
		Important	19	30	30	39	49	35
		Very important	34	54	33	43	67	48
		Total	63	100	77	100	140	100
g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	Not important	3	5	8	10	11	8
		Somewhat important	22	35	34	44	56	40
		Important	29	46	29	38	58	41
		Very important	9	14	6	8	15	11
		Total	63	100	77	100	140	100
h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	Not important	3	5	13	17	16	11
		Somewhat important	26	41	17	22	43	31
		Important	22	35	40	52	62	44
		Very important	12	19	7	9	19	14
		Total	63	100	77	100	140	100
i. Students attending events that address important social, economic, or political issues	fSEevents	Not important	1	2	4	5	5	4
		Somewhat important	17	27	28	36	45	32
		Important	31	49	38	49	69	49
		Very important	14	22	7	9	21	15
		Total	63	100	77	100	140	100
3. Indicate your perception of the quality of student interactions with the following people at your institution.								
a. Other students	fQIstudent	Poor	0	0	0	0	0	0
		2	1	2	0	0	1	1
		3	0	0	0	0	0	0
		4	3	5	2	3	5	4
		5	24	39	31	40	55	40
		6	25	40	32	42	57	41
		Excellent	9	15	12	16	21	15
		Total	62	100	77	100	139	100
b. Academic advisors	fQIadvisor	Poor	0	0	1	1	1	1
		2	3	5	5	6	8	6
		3	9	15	8	10	17	12
		4	16	26	22	29	38	28
		5	20	33	20	26	40	29
		6	10	16	16	21	26	19
		Excellent	3	5	5	6	8	6
		Total	61	100	77	100	138	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
c. Faculty	fQIfaculty	Poor	0	0	0	0	0	0
		2	0	0	2	3	2	1
		3	1	2	2	3	3	2
		4	6	10	5	7	11	8
		5	28	46	30	39	58	42
		6	19	31	23	30	42	31
		Excellent	7	11	14	18	21	15
		Total	61	100	76	100	137	100
d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	Poor	0	0	0	0	0	0
		2	1	2	4	5	5	4
		3	11	19	8	11	19	14
		4	13	22	26	35	39	29
		5	21	36	21	28	42	32
		6	10	17	9	12	19	14
		Excellent	3	5	6	8	9	7
		Total	59	100	74	100	133	100
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	Poor	2	3	2	3	4	3
		2	6	10	2	3	8	6
		3	6	10	11	15	17	13
		4	21	36	32	43	53	40
		5	17	29	14	19	31	23
		6	6	10	9	12	15	11
		Excellent	1	2	4	5	5	4
		Total	59	100	74	100	133	100
4. In a typical 7-day week, about how many hours do you spend on each of the following?								
a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	ftmteach	0	0	0	0	0	0	
		1-4	0	0	0	0	0	0
		5-8	1	2	2	3	3	2
		9-12	3	5	4	5	7	5
		13-16	9	14	9	12	18	13
		17-20	7	11	8	10	15	11
		21-30	26	41	23	30	49	35
		More than 30 hours	17	27	31	40	48	34
		Total	63	100	77	100	140	100
b. Advising students	ftmadvise	0	10	16	5	7	15	11
		1-4	36	57	48	64	84	61
		5-8	13	21	16	21	29	21
		9-12	4	6	3	4	7	5
		13-16	0	0	2	3	2	1
		17-20	0	0	1	1	1	1
		21-30	0	0	0	0	0	0
		More than 30 hours	0	0	0	0	0	0
		Total	63	100	75	100	138	100
c. Research, creative, or scholarly activities	ftmresearch	0	1	2	3	4	4	3
		1-4	24	38	38	51	62	45
		5-8	20	32	9	12	29	21
		9-12	6	10	10	13	16	12
		13-16	6	10	7	9	13	9
		17-20	5	8	7	9	12	9
		21-30	1	2	0	0	1	1
		More than 30 hours	0	0	1	1	1	1
		Total	63	100	75	100	138	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
d. Service activities (committee work, administrative duties, etc.)	ftmserviceacts	0	1	2	3	4	4	3
		1-4	19	30	24	32	43	31
		5-8	22	35	22	29	44	32
		9-12	10	16	14	18	24	17
		13-16	2	3	2	3	4	3
		17-20	5	8	6	8	11	8
		21-30	3	5	3	4	6	4
		More than 30 hours	1	2	2	3	3	2
		Total	63	100	76	100	139	100
5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?								
a. Preparing class sessions	ftmprepclass	0	0	0	0	0	0	0
		1-4	11	17	13	17	24	17
		5-8	27	43	29	38	56	40
		9-12	12	19	15	19	27	19
		13-16	5	8	5	6	10	7
		17-20	3	5	8	10	11	8
		More than 20 hours	5	8	7	9	12	9
		Total	63	100	77	100	140	100
b. Teaching class sessions	ftmteachclass	0	1	2	0	0	1	1
		1-4	4	6	9	12	13	9
		5-8	13	21	10	13	23	17
		9-12	32	52	47	63	79	58
		13-16	9	15	8	11	17	12
		17-20	2	3	1	1	3	2
		More than 20 hours	1	2	0	0	1	1
		Total	62	100	75	100	137	100
c. Grading assignments and exams	ftmgrade	0	0	0	0	0	0	0
		1-4	20	33	21	28	41	30
		5-8	25	41	29	38	54	39
		9-12	13	21	15	20	28	20
		13-16	3	5	6	8	9	7
		17-20	0	0	4	5	4	3
		More than 20 hours	0	0	1	1	1	1
		Total	61	100	76	100	137	100
d. Meeting with students outside of class	ftmmeet	0	1	2	0	0	1	1
		1-4	34	56	40	54	74	55
		5-8	17	28	21	28	38	28
		9-12	9	15	10	14	19	14
		13-16	0	0	3	4	3	2
		17-20	0	0	0	0	0	0
		More than 20 hours	0	0	0	0	0	0
		Total	61	100	74	100	135	100
e. Course administration (emailing students, maintaining course website, etc.)	ftmadmin	0	0	0	1	1	1	1
		1-4	39	62	48	62	87	62
		5-8	17	27	20	26	37	26
		9-12	5	8	7	9	12	9
		13-16	0	0	1	1	1	1
		17-20	1	2	0	0	1	1
		More than 20 hours	1	2	0	0	1	1
		Total	63	100	77	100	140	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	ftmimprove	0	10	16	8	10	18	13
		1-4	39	62	52	68	91	65
		5-8	8	13	11	14	19	14
		9-12	4	6	4	5	8	6
		13-16	1	2	1	1	2	1
		17-20	1	2	0	0	1	1
		More than 20 hours	0	0	1	1	1	1
Total		63	100	77	100	140	100	
6. In a typical 7-day week, do you participate in the following activities?								
a. Working with undergraduates on research	fdresearch	No	22	35	29	37	51	36
		Yes	41	65	49	63	90	64
		Total	63	100	78	100	141	100
b. Supervising undergraduate internships or other field experiences	fdintern	No	48	76	58	74	106	75
		Yes	15	24	20	26	35	25
		Total	63	100	78	100	141	100
7. During the current school year, have you taught an undergraduate course? If No, respondent answers #11 then skips to #31.								
ugradcrs	No	0	0	0	0	0	0	
	Yes	62	100	76	100	138	100	
	Total	62	100	76	100	138	100	
8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?								
a. Talked about their career plans	fSFcareer	Never	1	2	1	1	2	1
		Sometimes	12	19	23	29	35	25
		Often	34	54	31	40	65	46
		Very often	16	25	23	29	39	28
		Total	63	100	78	100	141	100
b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	Never	6	10	8	11	14	10
		Sometimes	29	47	30	39	59	43
		Often	20	32	25	33	45	33
		Very often	7	11	13	17	20	14
		Total	62	100	76	100	138	100
c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	Never	3	5	1	1	4	3
		Sometimes	20	32	28	36	48	34
		Often	25	40	33	42	58	41
		Very often	14	23	16	21	30	21
		Total	62	100	78	100	140	100
d. Discussed their academic performance	fSFperform	Never	1	2	1	1	2	1
		Sometimes	19	30	34	44	53	38
		Often	33	52	31	40	64	46
		Very often	10	16	11	14	21	15
		Total	63	100	77	100	140	100
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?								
fservcourse	None	21	34	39	51	60	43	
	Some	33	53	32	42	65	47	
	Most	7	11	1	1	8	6	
	All	1	2	4	5	5	4	
	Total	62	100	76	100	138	100	
10. In your undergraduate courses, to what extent do you do the following?								
a. Clearly explain course goals and requirements	fETgoals	Very little	0	0	0	0	0	0
		Some	1	2	8	10	9	6
		Quite a bit	21	34	23	29	44	31
		Very much	40	65	47	60	87	62
		Total	62	100	78	100	140	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
b. Teach course sessions in an organized way	fETorganize	Very little	0	0	0	0	0	0
		Some	1	2	0	0	1	1
		Quite a bit	16	25	19	25	35	25
		Very much	46	73	58	75	104	74
		Total	63	100	77	100	140	100
c. Use examples or illustrations to explain difficult points	fETexample	Very little	0	0	1	1	1	1
		Some	0	0	3	4	3	2
		Quite a bit	10	16	16	21	26	19
		Very much	53	84	57	74	110	79
		Total	63	100	77	100	140	100
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	fETvariety	Very little	1	2	5	6	6	4
		Some	11	17	22	29	33	24
		Quite a bit	27	43	26	34	53	38
		Very much	24	38	24	31	48	34
		Total	63	100	77	100	140	100
e. Review and summarize material for students	fETreview	Very little	1	2	0	0	1	1
		Some	21	33	25	32	46	33
		Quite a bit	24	38	32	41	56	40
		Very much	17	27	21	27	38	27
		Total	63	100	78	100	141	100
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fETstandards	Very little	2	3	5	6	7	5
		Some	15	24	20	26	35	25
		Quite a bit	24	38	26	33	50	35
		Very much	22	35	27	35	49	35
		Total	63	100	78	100	141	100
g. Provide feedback to students on drafts or works in progress	fETdraftfb	Very little	7	11	8	10	15	11
		Some	11	18	20	26	31	22
		Quite a bit	23	38	21	27	44	32
		Very much	20	33	29	37	49	35
		Total	61	100	78	100	139	100
h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	Very little	0	0	0	0	0	0
		Some	9	15	8	11	17	12
		Quite a bit	24	39	29	38	53	39
		Very much	28	46	39	51	67	49
		Total	61	100	76	100	137	100

Responses to Questions #11-#13 can be found in the Respondent Profile.

14. Estimate the total number of students in your selected course section.

crssize	20 or fewer	5	8	26	33	31	22
	21-30	30	48	32	41	62	44
	31-40	11	18	8	10	19	14
	41-50	7	11	8	10	15	11
	51-100	8	13	4	5	12	9
	More than 100	1	2	0	0	1	1
	Total	62	100	78	100	140	100

15. Does your selected course section fulfill a general education requirement on your campus?

gened	No	14	22	55	71	69	49
	Yes	49	78	23	29	72	51
	Total	63	100	78	100	141	100

Var. Name	Response Options	Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
16. In what format do you teach your selected course section?							
format	Classroom instruction on-campus	59	94	76	97	135	96
	Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	0	0	1	1	1	1
	Distance education (online, live or pre-recorded video or audio, correspondence, etc.)	0	0	1	1	1	1
	Combination of classroom instruction and distance education	4	6	0	0	4	3
	Total	63	100	78	100	141	100
17. In an average 7-day week, about how many hours do you <i>expect</i> the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?							
ftmprepect	0	0	0	0	0	0	0
	1	0	0	0	0	0	0
	2	1	2	0	0	1	1
	3	2	3	5	6	7	5
	4	6	10	9	12	15	11
	5	15	24	13	17	28	20
	6	22	35	17	22	39	28
	7	4	6	7	9	11	8
	8	5	8	13	17	18	13
	9	3	5	8	10	11	8
	10	3	5	4	5	7	5
	More than 10 hours	2	3	2	3	4	3
	Total	63	100	78	100	141	100
18. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?							
ftmprepectual	0	0	0	0	0	0	0
	1	7	11	7	9	14	10
	2	11	17	14	18	25	18
	3	20	32	18	23	38	27
	4	10	16	16	21	26	18
	5	5	8	9	12	14	10
	6	8	13	6	8	14	10
	7	0	0	3	4	3	2
	8	0	0	4	5	4	3
	9	0	0	0	0	0	0
	10	1	2	0	0	1	1
	More than 10 hours	1	2	1	1	2	1
	Total	63	100	78	100	141	100
19a. In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading?							
ftmread	0	3	5	3	4	6	4
	1	11	17	15	19	26	18
	2	17	27	21	27	38	27
	3	17	27	18	23	35	25
	4	8	13	9	12	17	12
	5	4	6	3	4	7	5
	6	3	5	5	6	8	6
	7	0	0	0	0	0	0
	8	0	0	2	3	2	1
	9	0	0	1	1	1	1
	10	0	0	1	1	1	1
	More than 10 hours	0	0	0	0	0	0
	Total	63	100	78	100	141	100

Var. Name	Response Options	Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
b. If #19a is greater than 0: About how much of the assigned reading in your selected course section do you think the typical student completes?							
freading	None	0	0	2	3	2	1
	Some	36	60	42	56	78	58
	Most	21	35	26	35	47	35
	All	3	5	5	7	8	6
	Total	60	100	75	100	135	100
20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?							
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	0	0	1	1	1	1
	1-5	32	52	36	47	68	49
	6-10	6	10	18	23	24	17
	11-15	9	15	10	13	19	14
	16-20	7	11	9	12	16	12
	21-25	3	5	1	1	4	3
	26-30	2	3	0	0	2	1
	More than 30 hours	2	3	2	3	4	3
	Total	61	100	77	100	138	100
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ftmcocurr	0	0	1	1	1	1
	1-5	23	38	29	39	52	38
	6-10	18	30	27	36	45	33
	11-15	15	25	11	15	26	19
	16-20	4	7	6	8	10	7
	21-25	0	0	0	0	0	0
	26-30	0	0	1	1	1	1
	More than 30 hours	1	2	0	0	1	1
Total	61	100	75	100	136	100	
c. Working for pay on campus	ftmworkon	0	4	7	8	11	9
	1-5	31	51	35	47	66	49
	6-10	21	34	25	33	46	34
	11-15	3	5	3	4	6	4
	16-20	2	3	4	5	6	4
	21-25	0	0	0	0	0	0
	26-30	0	0	0	0	0	0
	More than 30 hours	0	0	0	0	0	0
Total	61	100	75	100	136	100	
d. Working for pay off campus	ftmworkoff	0	4	7	7	9	8
	1-5	23	38	16	22	39	29
	6-10	19	32	25	34	44	33
	11-15	11	18	18	24	29	22
	16-20	3	5	7	9	10	7
	21-25	0	0	1	1	1	1
	26-30	0	0	0	0	0	0
	More than 30 hours	0	0	0	0	0	0
Total	60	100	74	100	134	100	
e. Doing community service or volunteer work	ftmservice	0	8	14	17	23	19
	1-5	44	75	51	68	95	71
	6-10	4	7	5	7	9	7
	11-15	3	5	2	3	5	4
	16-20	0	0	0	0	0	0
	21-25	0	0	0	0	0	0
	26-30	0	0	0	0	0	0
	More than 30 hours	0	0	0	0	0	0
Total	59	100	75	100	134	100	

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	0	0	0	1	1	1	1
		1-5	3	5	2	3	5	4
		6-10	11	19	18	24	29	22
		11-15	24	41	20	27	44	33
		16-20	16	28	22	29	38	29
		21-25	2	3	4	5	6	5
		26-30	1	2	3	4	4	3
		More than 30 hours	1	2	5	7	6	5
		Total	58	100	75	100	133	100
g. Providing care for dependents (children, parents, etc.)	ftmcare	0	40	67	55	73	95	70
		1-5	20	33	19	25	39	29
		6-10	0	0	1	1	1	1
		11-15	0	0	0	0	0	0
		16-20	0	0	0	0	0	0
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	0	0	0	0
		Total	60	100	75	100	135	100
h. Commuting to campus (driving, walking, etc.)	ftmcommute	0	15	25	18	24	33	24
		1-5	42	70	57	76	99	73
		6-10	3	5	0	0	3	2
		11-15	0	0	0	0	0	0
		16-20	0	0	0	0	0	0
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	0	0	0	0
		Total	60	100	75	100	135	100
21. In your selected course section, to what extent do you think the typical student does their best work?								
	fchallenge	Very little	0	0	1	1	1	1
		Some	25	40	19	26	44	32
		Quite a bit	35	56	46	62	81	60
		Very much	2	3	8	11	10	7
		Total	62	100	74	100	136	100
22. In your selected course section, how important is it to you that the typical student do the following?								
a. Ask questions or contribute to course discussions in other ways	faskquest	Not important	1	2	1	1	2	1
		Somewhat important	7	11	7	9	14	10
		Important	19	31	23	30	42	30
		Very important	35	56	45	59	80	58
		Total	62	100	76	100	138	100
b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	16	26	21	28	37	27
		Somewhat important	20	33	17	22	37	27
		Important	16	26	22	29	38	28
		Very important	9	15	16	21	25	18
		Total	61	100	76	100	137	100
c. Come to class having completed readings or assignments	fprepared	Not important	0	0	2	3	2	1
		Somewhat important	5	8	8	11	13	9
		Important	19	31	30	39	49	36
		Very important	38	61	36	47	74	54
		Total	62	100	76	100	138	100
d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	Not important	12	20	22	29	34	25
		Somewhat important	15	25	8	10	23	17
		Important	15	25	17	22	32	23
		Very important	19	31	30	39	49	36
		Total	61	100	77	100	138	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	19	31	29	38	48	35
		Somewhat important	15	25	15	19	30	22
		Important	14	23	14	18	28	20
		Very important	13	21	19	25	32	23
		Total	61	100	77	100	138	100
f. Evaluate what others have concluded from numerical information	fQRevaluate	Not important	18	30	25	32	43	31
		Somewhat important	17	28	20	26	37	27
		Important	14	23	23	30	37	27
		Very important	12	20	9	12	21	15
		Total	61	100	77	100	138	100
23. In your selected course section, how important is it to you that the typical student do the following?								
a. Combine ideas from different courses when completing assignments	fRIintegrate	Not important	3	5	2	3	5	4
		Somewhat important	18	29	19	25	37	27
		Important	24	39	24	31	48	35
		Very important	17	27	32	42	49	35
		Total	62	100	77	100	139	100
b. Connect their learning to societal problems or issues	fRIsocietal	Not important	4	6	14	18	18	13
		Somewhat important	14	23	13	17	27	20
		Important	20	32	21	28	41	30
		Very important	24	39	28	37	52	38
		Total	62	100	76	100	138	100
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	Not important	12	19	19	25	31	22
		Somewhat important	8	13	16	21	24	17
		Important	21	34	16	21	37	27
		Very important	21	34	25	33	46	33
		Total	62	100	76	100	138	100
d. Examine the strengths and weaknesses of their own views on a topic or issue	fRIownview	Not important	6	10	7	9	13	9
		Somewhat important	9	15	11	14	20	14
		Important	17	27	28	37	45	33
		Very important	30	48	30	39	60	43
		Total	62	100	76	100	138	100
e. Try to better understand someone else's views by imagining how an issue looks from their perspective	fRIperspect	Not important	10	16	16	21	26	19
		Somewhat important	7	11	14	18	21	15
		Important	19	31	23	30	42	30
		Very important	26	42	23	30	49	36
		Total	62	100	76	100	138	100
f. Learn something that changes the way they understand an issue or concept	fRInewview	Not important	1	2	2	3	3	2
		Somewhat important	5	8	4	5	9	7
		Important	17	27	23	31	40	29
		Very important	39	63	46	61	85	62
		Total	62	100	75	100	137	100
g. Connect ideas from your course to their prior experiences and knowledge	fRIconnect	Not important	0	0	1	1	1	1
		Somewhat important	2	3	7	9	9	7
		Important	18	30	23	30	41	30
		Very important	41	67	46	60	87	63
		Total	61	100	77	100	138	100

			Lower Division		Upper Division		Total	
	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
24. In your selected course section, about what percent of class time is spent on the following?								
a. Lecture	flecture	0%	0	0	3	4	3	2
		1-9%	6	10	9	12	15	11
		10-19%	3	5	11	14	14	10
		20-29%	8	13	10	13	18	13
		30-39%	7	11	2	3	9	6
		40-49%	12	19	8	10	20	14
		50-74%	22	35	20	26	42	30
		75% or more	4	6	14	18	18	13
		Total	62	100	77	100	139	100
b. Discussion	fdiscuss	0%	4	7	2	3	6	4
		1-9%	15	25	18	24	33	25
		10-19%	13	22	20	27	33	25
		20-29%	12	20	15	20	27	20
		30-39%	4	7	7	9	11	8
		40-49%	5	8	7	9	12	9
		50-74%	5	8	4	5	9	7
		75% or more	1	2	2	3	3	2
		Total	59	100	75	100	134	100
c. Small-group activities	fsmgroup	0%	5	8	16	22	21	16
		1-9%	16	27	24	32	40	30
		10-19%	18	30	12	16	30	22
		20-29%	10	17	13	18	23	17
		30-39%	5	8	5	7	10	7
		40-49%	5	8	3	4	8	6
		50-74%	1	2	1	1	2	1
		75% or more	0	0	0	0	0	0
		Total	60	100	74	100	134	100
d. Student presentations or performances	fpresent	0%	23	41	31	43	54	42
		1-9%	17	30	21	29	38	30
		10-19%	7	13	12	17	19	15
		20-29%	4	7	5	7	9	7
		30-39%	4	7	1	1	5	4
		40-49%	1	2	1	1	2	2
		50-74%	0	0	1	1	1	1
		75% or more	0	0	0	0	0	0
		Total	56	100	72	100	128	100
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	26	44	37	49	63	47
		1-9%	20	34	19	25	39	29
		10-19%	8	14	11	15	19	14
		20-29%	3	5	1	1	4	3
		30-39%	1	2	3	4	4	3
		40-49%	1	2	2	3	3	2
		50-74%	0	0	1	1	1	1
		75% or more	0	0	1	1	1	1
		Total	59	100	75	100	134	100
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	28	46	44	59	72	53
		1-9%	21	34	24	32	45	33
		10-19%	9	15	6	8	15	11
		20-29%	3	5	1	1	4	3
		30-39%	0	0	0	0	0	0
		40-49%	0	0	0	0	0	0
		50-74%	0	0	0	0	0	0
		75% or more	0	0	0	0	0	0
		Total	61	100	75	100	136	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	5	8	14	18	19	14
		1-9%	36	59	40	52	76	55
		10-19%	19	31	19	25	38	28
		20-29%	1	2	4	5	5	4
		30-39%	0	0	0	0	0	0
		40-49%	0	0	0	0	0	0
		50-74%	0	0	0	0	0	0
		75% or more	0	0	0	0	0	0
		Total	61	100	77	100	138	100
h. Experiential activities (labs, field work, clinical or field placements, etc.)	factivity	0%	32	53	38	49	70	51
		1-9%	8	13	6	8	14	10
		10-19%	7	12	11	14	18	13
		20-29%	7	12	9	12	16	12
		30-39%	3	5	3	4	6	4
		40-49%	2	3	5	6	7	5
		50-74%	1	2	2	3	3	2
		75% or more	0	0	3	4	3	2
		Total	60	100	77	100	137	100
25. In your selected course section, how much do you encourage students to do the following?								
a. Ask other students for help understanding course material	fCLaskhelp	Very little	5	8	9	12	14	10
		Some	22	35	18	23	40	29
		Quite a bit	18	29	23	30	41	29
		Very much	17	27	27	35	44	32
		Total	62	100	77	100	139	100
b. Explain course material to other students	fCLexplain	Very little	11	18	11	14	22	16
		Some	22	35	23	30	45	32
		Quite a bit	12	19	22	29	34	24
		Very much	17	27	21	27	38	27
		Total	62	100	77	100	139	100
c. Prepare for exams by discussing or working through course material with other students	fCLstudy	Very little	6	10	13	17	19	14
		Some	14	23	28	36	42	30
		Quite a bit	27	44	18	23	45	33
		Very much	14	23	18	23	32	23
		Total	61	100	77	100	138	100
d. Work with other students on course projects or assignments	fCLproject	Very little	7	11	10	13	17	12
		Some	21	34	17	22	38	27
		Quite a bit	17	27	22	29	39	28
		Very much	17	27	28	36	45	32
		Total	62	100	77	100	139	100
e. Identify key information from reading assignments	fLSreading	Very little	5	8	9	12	14	10
		Some	11	18	15	19	26	19
		Quite a bit	22	35	25	32	47	34
		Very much	24	39	28	36	52	37
		Total	62	100	77	100	139	100
f. Review notes after class	fLSnotes	Very little	8	13	18	24	26	19
		Some	14	23	26	35	40	29
		Quite a bit	15	25	15	20	30	22
		Very much	24	39	16	21	40	29
		Total	61	100	75	100	136	100
g. Summarize what has been learned from class or from course materials	fLSsummary	Very little	5	8	12	16	17	12
		Some	18	29	26	34	44	32
		Quite a bit	20	32	20	26	40	29
		Very much	19	31	19	25	38	27
		Total	62	100	77	100	139	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?								
a. People of a race or ethnicity other than their own	fDDrace	Very little	13	21	29	39	42	31
		Some	30	48	32	43	62	45
		Quite a bit	11	18	8	11	19	14
		Very much	8	13	6	8	14	10
		Total	62	100	75	100	137	100
b. People from an economic background other than their own	fDDeconomic	Very little	10	16	16	21	26	19
		Some	37	60	42	56	79	58
		Quite a bit	9	15	11	15	20	15
		Very much	6	10	6	8	12	9
		Total	62	100	75	100	137	100
c. People with religious beliefs other than their own	fDDreligion	Very little	9	15	23	31	32	24
		Some	41	66	37	50	78	57
		Quite a bit	7	11	8	11	15	11
		Very much	5	8	6	8	11	8
		Total	62	100	74	100	136	100
d. People with political views other than their own	fDDpolitical	Very little	7	11	19	26	26	20
		Some	40	66	37	51	77	58
		Quite a bit	7	11	12	17	19	14
		Very much	7	11	4	6	11	8
		Total	61	100	72	100	133	100
e. People with a sexual orientation other than their own	fddsexorient	Very little	7	11	25	34	32	24
		Some	38	62	38	52	76	57
		Quite a bit	11	18	7	10	18	13
		Very much	5	8	3	4	8	6
		Total	61	100	73	100	134	100
27. In your selected course section, how much does the coursework emphasize the following?								
a. Memorizing course material	fmemorize	Very little	10	17	29	38	39	29
		Some	27	45	32	42	59	43
		Quite a bit	17	28	11	14	28	21
		Very much	6	10	4	5	10	7
		Total	60	100	76	100	136	100
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	3	5	3	4	6	4
		Some	10	16	4	5	14	10
		Quite a bit	26	42	27	35	53	38
		Very much	23	37	43	56	66	47
		Total	62	100	77	100	139	100
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	Very little	0	0	1	1	1	1
		Some	14	23	14	18	28	20
		Quite a bit	20	32	29	38	49	35
		Very much	28	45	33	43	61	44
		Total	62	100	77	100	139	100
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	7	11	13	17	20	14
		Some	19	31	25	32	44	32
		Quite a bit	19	31	16	21	35	25
		Very much	17	27	23	30	40	29
		Total	62	100	77	100	139	100
e. Forming a new idea or understanding from various pieces of information	fHOform	Very little	2	3	3	4	5	4
		Some	14	23	18	23	32	23
		Quite a bit	26	42	21	27	47	34
		Very much	20	32	35	45	55	40
		Total	62	100	77	100	139	100

			Lower Division		Upper Division		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%	
28a. Does your selected course section include assigned papers, reports, or other writing tasks?								
fwrwriting	No	14	23	15	19	29	21	
	Yes	48	77	62	81	110	79	
	Total	62	100	77	100	139	100	
<i>If #28a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?</i>								
b. Up to 5 pages	fwrshort	0	1	2	6	10	7	7
		1	6	13	6	10	12	12
		2	9	20	12	21	21	20
		3	6	13	5	9	11	11
		4	7	16	5	9	12	12
		5	4	9	8	14	12	12
		6	1	2	3	5	4	4
		7	1	2	1	2	2	2
		8	2	4	2	3	4	4
		9	0	0	0	0	0	0
		10	4	9	2	3	6	6
	More than 10 papers, etc.	4	9	8	14	12	12	
	Total	45	100	58	100	103	100	
c. From 6 to 10 pages	fwrmed	0	14	44	15	34	29	38
		1	15	47	18	41	33	43
		2	1	3	5	11	6	8
		3	2	6	3	7	5	7
		4	0	0	1	2	1	1
		5	0	0	1	2	1	1
		6	0	0	1	2	1	1
		7	0	0	0	0	0	0
		8	0	0	0	0	0	0
		9	0	0	0	0	0	0
		10	0	0	0	0	0	0
	More than 10 papers, etc.	0	0	0	0	0	0	
	Total	32	100	44	100	76	100	
d. 11 pages or more	fwrlong	0	23	96	24	55	47	69
		1	1	4	16	36	17	25
		2	0	0	2	5	2	3
		3	0	0	0	0	0	0
		4	0	0	0	0	0	0
		5	0	0	0	0	0	0
		6	0	0	0	0	0	0
		7	0	0	0	0	0	0
		8	0	0	0	0	0	0
		9	0	0	1	2	1	1
		10	0	0	0	0	0	0
	More than 10 papers, etc.	0	0	1	2	1	1	
	Total	24	100	44	100	68	100	
29. To what extent do you structure your selected course section so that students learn and develop in the following areas?								
a. Writing clearly and effectively	fcgwrite	Very little	8	13	7	9	15	11
		Some	18	30	21	27	39	28
		Quite a bit	18	30	17	22	35	26
		Very much	16	27	32	42	48	35
		Total	60	100	77	100	137	100

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
b. Speaking clearly and effectively	fcgspeak	Very little	14	23	15	20	29	21
		Some	22	37	22	29	44	32
		Quite a bit	16	27	17	22	33	24
		Very much	8	13	22	29	30	22
		Total	60	100	76	100	136	100
c. Thinking critically and analytically	fcgthink	Very little	1	2	0	0	1	1
		Some	6	10	2	3	8	6
		Quite a bit	18	31	20	26	38	28
		Very much	34	58	54	71	88	65
		Total	59	100	76	100	135	100
d. Analyzing numerical and statistical information	fcganalyze	Very little	21	35	28	37	49	36
		Some	22	37	16	21	38	28
		Quite a bit	4	7	14	18	18	13
		Very much	13	22	18	24	31	23
		Total	60	100	76	100	136	100
e. Acquiring job- or work-related knowledge and skills	fcgwork	Very little	13	22	16	21	29	21
		Some	23	38	21	28	44	32
		Quite a bit	15	25	16	21	31	23
		Very much	9	15	23	30	32	24
		Total	60	100	76	100	136	100
f. Working effectively with others	fcgothers	Very little	7	12	6	8	13	10
		Some	22	37	20	26	42	31
		Quite a bit	18	30	21	28	39	29
		Very much	13	22	29	38	42	31
		Total	60	100	76	100	136	100
g. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	19	32	27	35	46	34
		Some	24	41	22	29	46	34
		Quite a bit	14	24	15	19	29	21
		Very much	2	3	13	17	15	11
		Total	59	100	77	100	136	100
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	16	27	28	37	44	33
		Some	14	24	20	26	34	25
		Quite a bit	18	31	13	17	31	23
		Very much	11	19	15	20	26	19
		Total	59	100	76	100	135	100
i. Solving complex real-world problems	fcgprobsolve	Very little	10	17	15	20	25	19
		Some	26	43	22	29	48	36
		Quite a bit	16	27	20	27	36	27
		Very much	8	13	18	24	26	19
		Total	60	100	75	100	135	100
j. Being an informed and active citizen	fcgcitizen	Very little	9	15	17	23	26	19
		Some	24	40	26	35	50	37
		Quite a bit	14	23	15	20	29	21
		Very much	13	22	17	23	30	22
		Total	60	100	75	100	135	100
30. Prior to the current school year, about how many times have you taught your selected course?								
	crstimes	0	5	8	10	13	15	11
		1-2	7	12	14	18	21	15
		3-4	6	10	14	18	20	15
		5-9	13	22	14	18	27	20
		10 or more times	29	48	25	32	54	39
		Total	60	100	77	100	137	100



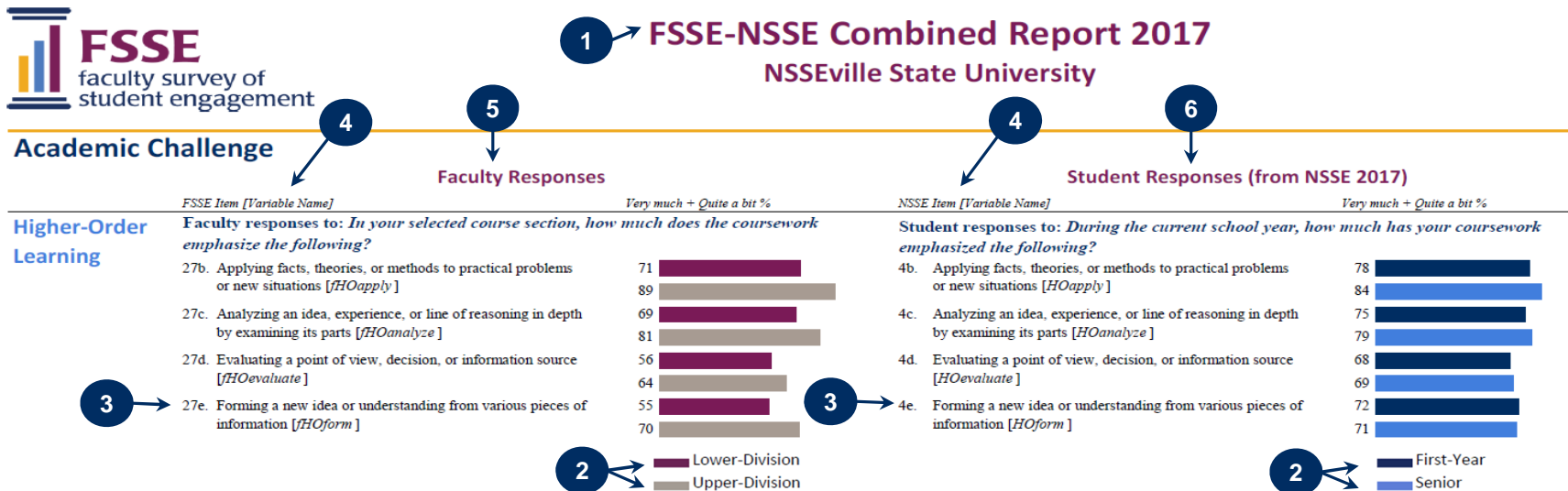
FSSE-NSSE
Combined Report 2017
Truman State University

FSSE-NSSE Combined Report 2017

About This Report

The display below highlights details in the *FSSE-NSSE Combined 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.

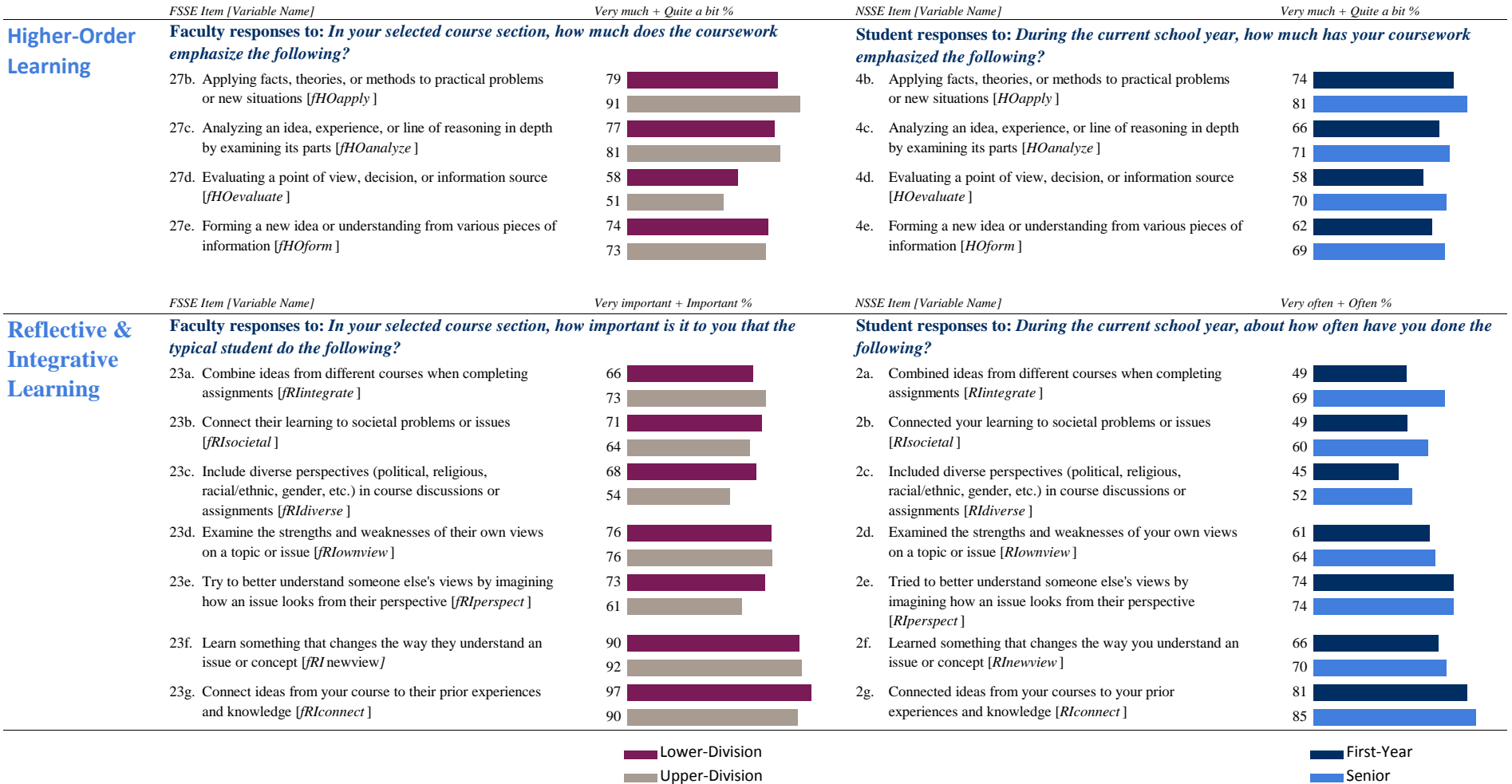
- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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 based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.



Academic Challenge

Faculty Responses

Student Responses (from NSSE 2017)



Academic Challenge (continued)

Faculty Responses

Student Responses (from NSSE 2017)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Learning Strategies	Faculty responses to: In your selected course section, how much do you encourage students to do the following?		Student responses to: During the current school year, about how often have you done the following?	
	25e. Identify key information from reading assignments [fLSreading]	74	9a. Identified key information from reading assignments [LSreading]	81
		69		82
	25f. Review notes after class [fLSnotes]	64	9b. Reviewed your notes after class [LSnotes]	62
		41		51
	25g. Summarize what has been learned from class or from course materials [fLSsummary]	63	9c. Summarized what you learned in class or from course materials [LSsummary]	62
		51		55
Quantitative Reasoning	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you done the following?	
	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	56	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	49
		61		55
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	44	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	34
		43		41
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	43	6c. Evaluated what others have concluded from numerical information [QRevaluate]	36
		42		49
Additional Academic Challenge Items	Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?		Student responses to: How much does your institution emphasize the following?	
	2a. Students spending significant amounts of time studying and on academic work [fempstudy]	52	14a. Spending significant amounts of time studying and on academic work [empstudy]	95
		56		94
	21. In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	60	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	53
		73		52

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

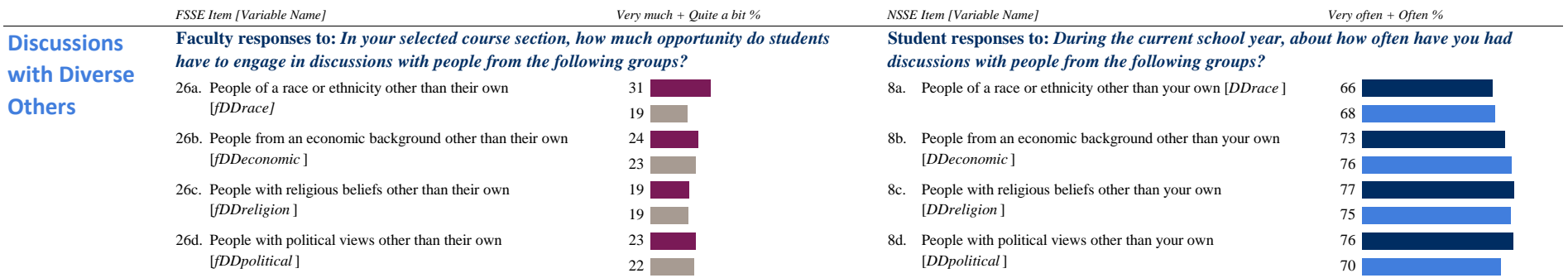
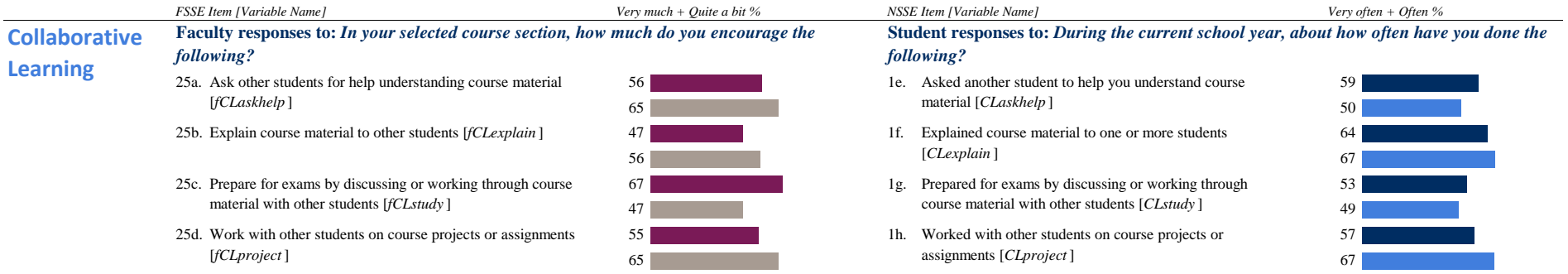
Lower-Division
 Upper-Division

First-Year
 Senior

Learning with Peers

Faculty Responses

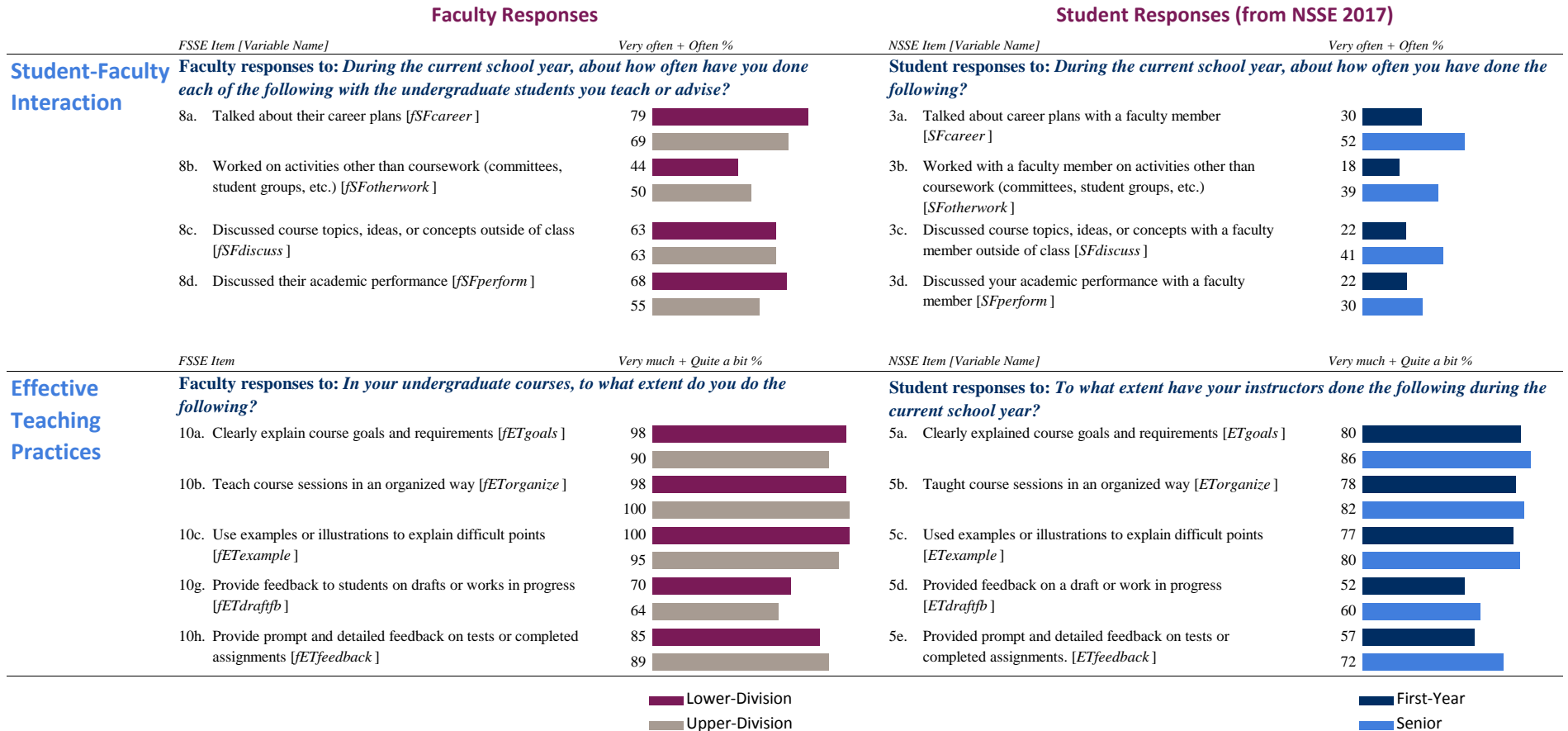
Student Responses (from NSSE 2017)



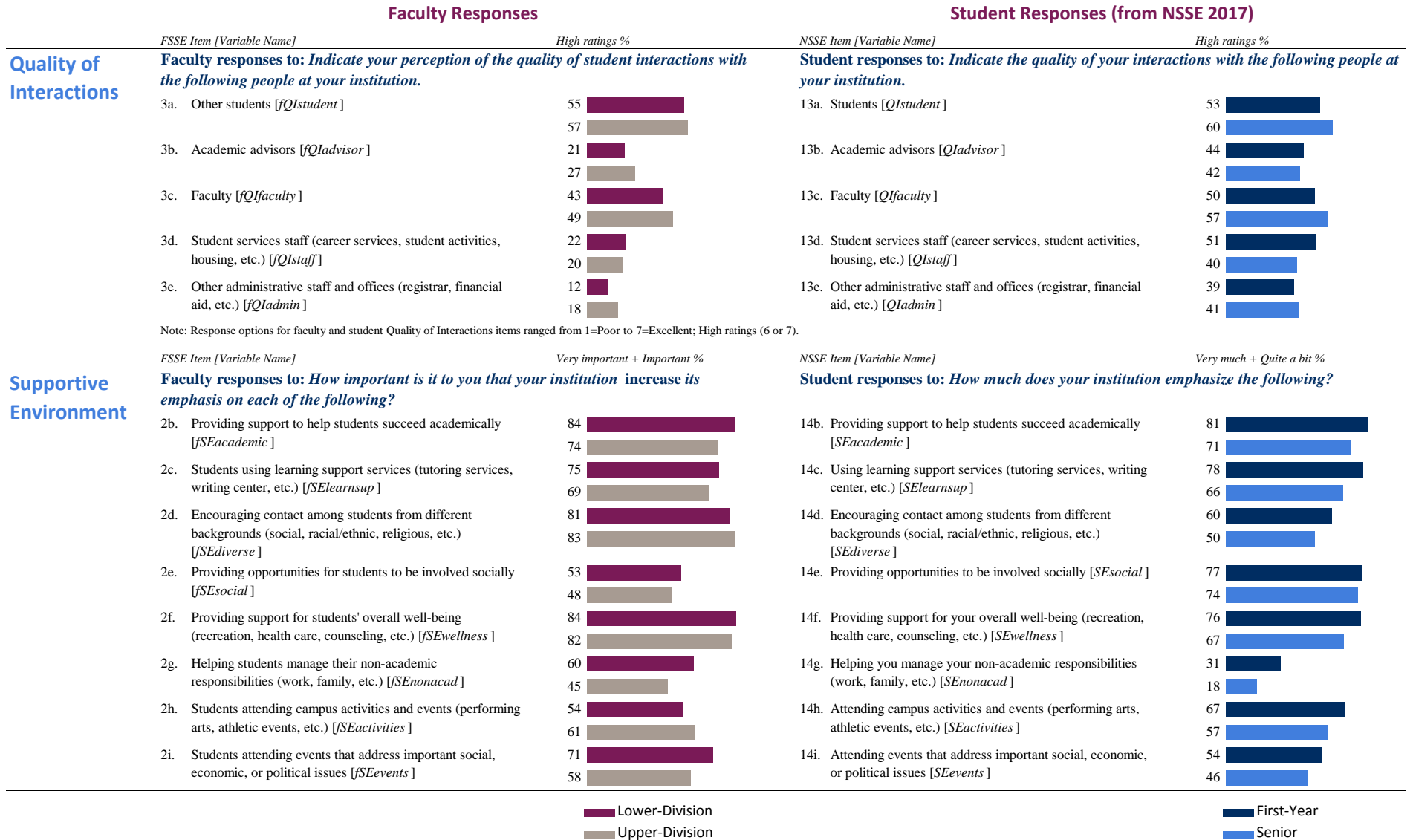
■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

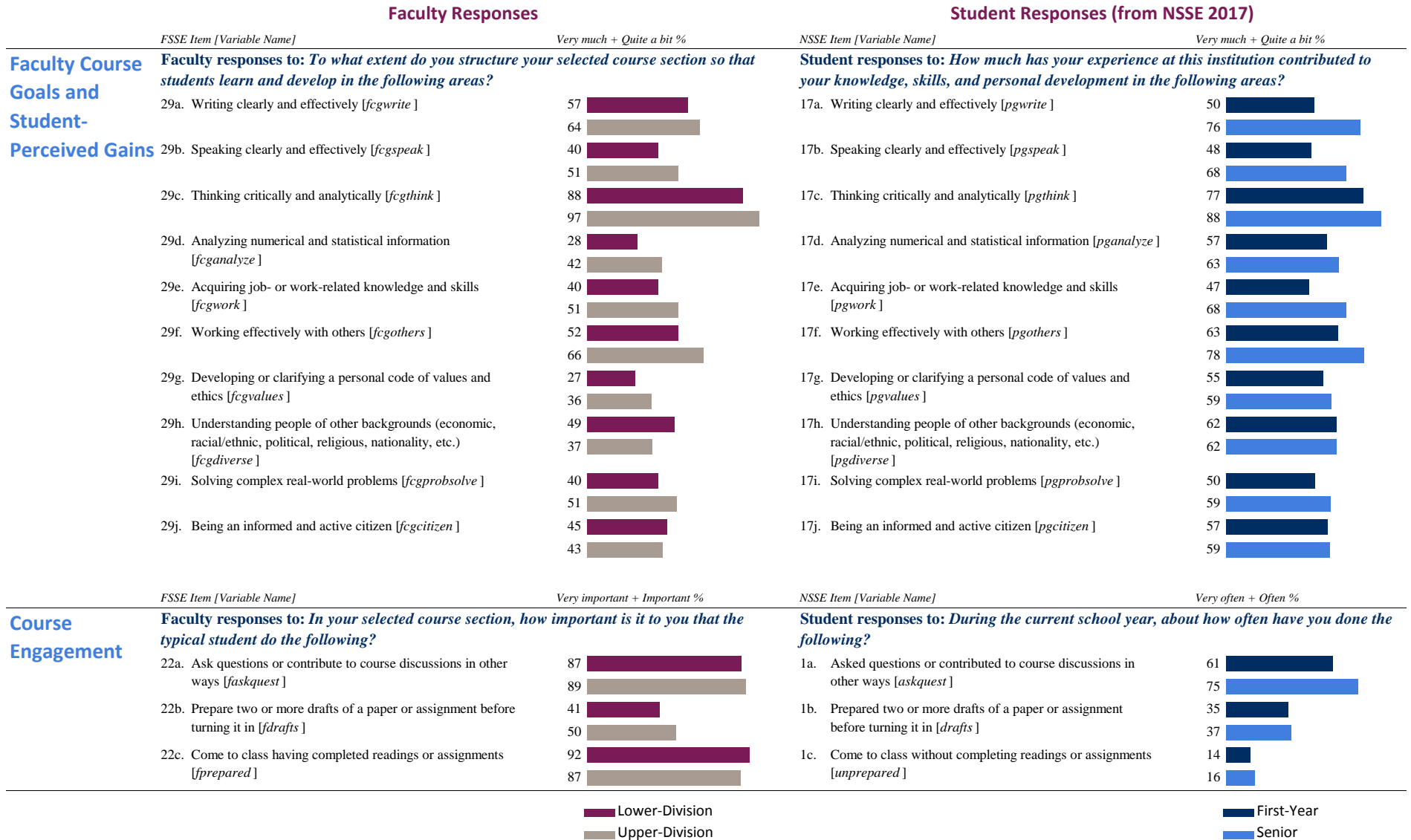
Experiences with Faculty



Campus Environment























Additional Engagement Items



Additional Engagement Items (continued)

Faculty Responses

Student Responses (from NSSE 2017)

	<i>FSSE Item [Variable Name]</i>	<i>Very important + Important %</i>			<i>NSSE Item [Variable Name]</i>	<i>Done or in progress %</i>	
Student Leadership	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?			Student responses to: Which of the following have you done or do you plan to do before you graduate?			
	1b. Hold a formal leadership role in a student organization or group [<i>fleader</i>]	41 49			11b. Hold a formal leadership role in a student organization or group [<i>leader</i>]	16 71	
Memorization	Faculty responses to: In your selected course section, how much does the coursework emphasize the following?			Student responses to: During the current school year, how much has your coursework emphasized the following?			
	27a. Memorizing course material [<i>fmemorize</i>]	38 20			4a. Memorizing course material [<i>memorize</i>]	78 63	
Time Spent by Students	Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?			Student responses to: About how many hours do you spend in a typical 7-day week doing the following?			
	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>fmprep</i>]	23 16			15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	60 52	
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>fmcocurr</i>]	8 9			15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>tmcocurr</i>]	10 15	
	20c. Working for pay on campus [<i>fimworkon</i>]	3 5			15c. Working for pay on campus [<i>fimworkon</i>]	4 4	
	20d. Working for pay off campus [<i>fimworkoff</i>]	5 11			15d. Working for pay off campus [<i>tmworkoff</i>]	5 11	
	20e. Doing community service or volunteer work [<i>fmservice</i>]	0 0			15e. Doing community service or volunteer work [<i>tmservice</i>]	2 2	
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>fmrelax</i>]	34 45			15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>tmrelax</i>]	26 24	
	20g. Providing care for dependents (children, parents, etc.) [<i>fmcare</i>]	0 0			15g. Providing care for dependents (children, parents, etc.) [<i>tmcare</i>]	1 2	
	20h. Commuting to campus (driving, walking, etc.) [<i>fimcommute</i>]	0 0			15h. Commuting to campus (driving, walking, etc.) [<i>tmcommute</i>]	2 2	

Lower-Division
 Upper-Division

First-Year
 Senior

High-Impact Practices

Learning Community

FY Participation	9	
SR Participation	26	
Faculty Participation	N/A	
Faculty Importance	40	

NSSE variable: 11c *learncom*; FSSE variable: 1c *flearncom*

Service-Learning

FY Participation	47	
SR Participation	58	
Faculty Participation	57	
Faculty Importance	56	

NSSE variable: 12 *servcourse*; FSSE variables: 9 *fservcourse*, 1g *fservice*

Research with Faculty

FY Participation	2	
SR Participation	38	
Faculty Participation	64	
Faculty Importance	79	

NSSE variable: 11e *research*; FSSE variables: 6a *fidresearch*, 1e *fresearch*

Internship or Field Experience

FY Participation	4	
SR Participation	55	
Faculty Participation	25	
Faculty Importance	78	

NSSE variable: 11a *intern*; FSSE variables: 6b *fdintern*, 1a *fintern*

Study Abroad

FY Participation	1	
SR Participation	25	
Faculty Participation	N/A	
Faculty Importance	58	

NSSE variable: 11d *abroad*; FSSE variable: 1d *fabroad*

Senior Culminating Experience

FY Participation	1	
SR Participation	69	
Faculty Participation	N/A	
Faculty Importance	88	

NSSE variable: 11f *capstone*; FSSE variable: 1f *fcapstone*

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All student results are weighted by institution-reported sex and enrollment status.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.

Faculty Survey of Student Engagement

*This is a facsimile of the FSSE survey (available at fsse.indiana.edu).
The survey itself is administered online.*

1. How important is it to you that undergraduates at your institution do the following before they graduate?

Response options: Very important, Important, Somewhat important, Not important

- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Hold a formal leadership role in a student organization or group
- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- Participate in a community-based project (service-learning) as part of a course

2. How important is it to you that your institution increase its emphasis on each of the following?

Response options: Very important, Important, Somewhat important, Not important

- Students spending significant amounts of time studying and on academic work
- Providing support to help students succeed academically
- Students using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities for students to be involved socially
- Providing support for students' overall well-being (recreation, health care, counseling, etc.)
- Helping students manage their non-academic responsibilities (work, family, etc.)
- Students attending campus activities and events (performing arts, athletic events, etc.)
- Students attending events that address important social, economic, or political issues

3. Indicate your perception of the quality of student interactions with the following people at your institution.

Response options: 1=Poor to 7=Excellent

- Other students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

4. In a typical 7-day week, about how many hours do you spend on each of the following?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours

- Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
- Advising students
- Research, creative, or scholarly activities
- Service activities (committee work, administrative duties, etc.)

5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours

- Preparing class sessions
- Teaching class sessions
- Grading assignments and exams
- Meeting with students outside of class
- Course administration (emailing students, maintaining course website, etc.)
- Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)

6. In a typical 7-day week, do you participate in the following activities?

Response options: Yes, No

- Working with undergraduates on research
- Supervising undergraduate internships or other field experiences

7. During the current school year, have you taught an undergraduate course?

Response options: Yes, No

If No, respondent skips to #11, and then to #31.

8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

Response options: Very often, Often, Sometimes, Never

- Talked about their career plans
- Worked on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts outside of class
- Discussed their academic performance

9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?

Response options: All, Most, Some, None

Faculty Survey of Student Engagement

10. In your undergraduate courses, to what extent do you do the following?

Response options: Very much, Quite a bit, Some, Very little

- Clearly explain course goals and requirements
- Teach course sessions in an organized way
- Use examples or illustrations to explain difficult points
- Use a variety of teaching techniques to accommodate diversity in student learning styles
- Review and summarize material for students
- Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)
- Provide feedback to students on drafts or works in progress
- Provide prompt and detailed feedback on tests or completed assignments

11. What is the general academic discipline of your appointment?

[Write-in]

Please answer the following questions based on *one particular undergraduate course section you are teaching or have taught during the current school year.*

12a. Is your selected course section in the same academic discipline as your appointment?

Response options: Yes, No

12b. [If answered "No"] What is the general academic discipline of your selected course section?

[Write-in]

13. What is the class level of most students in your selected course section?

Response options: Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors); Other, please describe: _____

14. Estimate the total number of students in your selected course section.

Response options: 20 or fewer, 21-30, 31-40, 41-50, 51-100, More than 100

15. Does your selected course section fulfill a general education requirement on your campus?

Response options: Yes, No

16. In what format do you teach your selected course section?

Response options: Classroom instruction on-campus; Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.); Distance education (online, live or pre-recorded video or audio, correspondence, etc.); Combination of classroom instruction and distance education

17. In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

18. In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

19a. In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect students to spend on assigned reading?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

19b. [If answered greater than 0] About how much of the assigned reading in your selected course section do you think the typical student completes?

Response options: All, Most, Some, None

20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours

- 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 sorority, intercollegiate or intramural sports, etc.)
- Working for pay **on campus**
- Working for pay **off campus**
- Doing community service or volunteer work
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Providing care for dependents (children, parents, etc.)
- Commuting to campus (driving, walking, etc.)

21. In your selected course section, to what extent do you think the typical student does their best work?

Response options: Very much, Quite a bit, Some, Very little

22. In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

- Ask questions or contribute to course discussions in other ways
- Prepare two or more drafts of a paper or assignment before turning it in
- Come to class having completed readings or assignments
- Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)
- Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluate what others have concluded from numerical information

Faculty Survey of Student Engagement

23. In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

- Combine ideas from different courses when completing assignments
- Connect their learning to societal problems or issues
- Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examine the strengths and weaknesses of their own views on a topic or issue
- Try to better understand someone else's views by imagining how an issue looks from their perspective
- Learn something that changes the way they understand an issue or concept
- Connect ideas from your course to their prior experiences and knowledge

24. In your selected course section, about what percent of class time is spent on the following?

Response options: 0%, 1-9%, 10-19%, 20-29%, 30-39%, 40-49%, 50-74%, 75% or more

- Lecture
- Discussion
- Small-group activities
- Student presentations or performances
- Independent student work (writing, painting, designing, etc.)
- Movies, videos, music, or other performances not involving or produced by students
- Assessing student learning (tests, evaluations, surveys, polls, etc.)
- Experiential activities (labs, field work, clinical or field placements, etc.)

25. In your selected course section, how much do you encourage students to do the following?

Response options: Very much, Quite a bit, Some, Very little

- Ask other students for help understanding course material
- Explain course material to other students
- Prepare for exams by discussing or working through course material with other students
- Work with other students on course projects or assignments
- Identify key information from reading assignments
- Review notes after class
- Summarize what has been learned from class or from course materials

26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

Response options: Very much, Quite a bit, Some, Very little

- People of a race or ethnicity other than their own
- People from an economic background other than their own
- People with religious beliefs other than their own
- People with political views other than their own
- People with a sexual orientation other than their own

27. In your selected course section, how much does the coursework emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

- Memorizing course material
- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

28a. Does your selected course section include assigned papers, reports, or other writing tasks?

Response options: Yes, No

[If answered "Yes"] **About how many papers, reports, or other writing tasks of the following lengths do you assign?**

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 papers, etc.

28b. Up to 5 pages

28c. From 6 to 10 pages

28d. 11 pages or more

29. To what extent do you structure your selected course section so that students learn and develop in the following areas? Response options: Very much, Quite a bit, Some, Very little

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing numerical and statistical information
- Acquiring job- or work-related knowledge and skills
- Working effectively with others
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- Being an informed and active citizen

30. Prior to the current school year, about how many times have you taught your selected course?

Response options: 0, 1-2, 3-4, 5-9, 10 or more times

Faculty Survey of Student Engagement

*This is a facsimile of the FSSE survey (available at fsse.indiana.edu).
The survey itself is administered online.*

- 31. Estimate the total number of *undergraduate* students you have taught during the current school year.**
Response options: 0, 1-25, 26-50, 51-75, 76-100, 101-125, 126-150, 151-200, 201-300, More than 300 students
- 32. Enter the total number of *undergraduate* courses you have taught or are scheduled to teach during the current school year.**
Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 or more courses
- 33. Enter the total number of *graduate* courses you have taught or are scheduled to teach during the current school year.**
Response options: 0, 1, 2, 3, 4 or more courses
- 34. During this academic term, does your institution consider you to be employed full-time or part-time?**
Response options: Full-time, Part-time
- 35. Does your institution consider you to be an adjunct faculty member?**
Response options: Yes, No
- 36. Which of the following best describes your academic rank, title, or current position?**
Response options: Professor; Associate Professor; Assistant Professor; Instructor; Lecturer; Graduate Teaching Assistant; Other, please specify: _____
- 37. What is your current tenure status?**
Response options: Tenured; On tenure track but not tenured; Not on tenure track, but this institution has a tenure system; No tenure system at this institution
- 38. Enter the year that you began teaching at *any* college or university (1995, etc.):**
[Write-in]
- 39. What is the highest degree you have earned?**
Response options: Doctoral degree (Ph.D., Ed.D., etc.); Professional degree (J.D., M.D., D.D.S., D.V.M., etc.); Master's degree (M.A., M.S., M.F.A., M.B.A., M.S.W., etc.); Bachelor's degree; Associate's degree; Other, please specify: _____
- 40. Enter your year of birth (1965, etc.):**
[Write-in]
- 41. What is your gender identity?**
Response options: Man; Woman; Another gender identity, please specify: ____; I prefer not to respond
- 42. Are you a U.S. citizen or permanent resident?** [Item does not appear on Canadian instrument]
Response options: Yes, No
- 43. What is your racial or ethnic identification? (Select all that apply.)** [Item does not appear on Canadian instrument]
Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, Other, I prefer not to respond
- 44. Which of the following best describes your sexual orientation?**
Response options: Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify: ____; I prefer not to respond