



**Faculty Survey
of Student Engagement**

Salem State College

Respondent Characteristics

August 2009



Response rate	40%			
Number of invited faculty members	658			
Total number of respondents	262 (97 Lower Division, 133 Upper Division, 15 Other, 17 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	37%	29%	50%	33%
Biological science	11%	5%	0%	7%
Business	9%	15%	0%	11%
Education	6%	5%	0%	5%
Engineering	0%	0%	0%	0%
Physical science	6%	7%	0%	6%
Professional	1%	8%	8%	5%
Social science	21%	19%	25%	20%
Other	9%	13%	17%	11%
Rank				
Professor	23%	30%	31%	27%
Associate Professor	13%	24%	8%	19%
Assistant Professor	25%	29%	31%	28%
Instructor	18%	9%	0%	12%
Lecturer	18%	6%	15%	11%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	4%	2%	15%	3%
Tenure status				
Tenured	32%	51%	50%	44%
On tenure track but not tenured	19%	29%	8%	24%
Not on tenure track	46%	19%	42%	31%
No tenure system	4%	1%	0%	2%
Highest degree earned				
First professional degree	2%	2%	0%	2%
Doctoral degree	60%	71%	54%	66%
Master's degree	32%	24%	38%	28%
Bachelor's degree	1%	1%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	5%	3%	8%	4%
Full-time/Part Time				
Full-time	58%	81%	62%	71%
Part-time	42%	19%	38%	29%



	Lower Division	Upper Division	Other	Total
Number of courses taught 08-09¹				
None	0%	0%	0%	0%
1-3	15%	17%	38%	18%
4-6	38%	38%	23%	37%
7 or more	47%	45%	38%	46%
Years of teaching experience				
4 or less	18%	11%	25%	14%
5-9	23%	24%	17%	23%
10-14	11%	18%	25%	16%
15 or more	49%	47%	33%	47%
Age				
34 or younger	9%	7%	17%	9%
35-44	26%	25%	33%	26%
45-54	23%	25%	25%	24%
Older than 54	41%	42%	25%	41%
Gender				
Male	51%	49%	23%	48%
Female	49%	51%	77%	52%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	3%	8%	0%	6%
Black or African American	2%	1%	8%	2%
White (non-Hispanic)	77%	71%	69%	73%
Mexican or Mexican American	0%	1%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	2%	8%	1%
Multiracial	0%	1%	0%	0%
Other	5%	3%	0%	3%
Prefer not to respond	13%	14%	15%	14%
Citizenship status				
U.S. citizen, native	87%	82%	85%	84%
U.S. citizen, naturalized	10%	9%	8%	10%
Permanent resident of the U.S.	1%	6%	8%	4%
Temporary resident of the U.S.	1%	3%	0%	2%

1: Includes 2008-2009 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



**Faculty Survey
of Student Engagement**

Salem State College

Frequency Distributions
August 2009



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

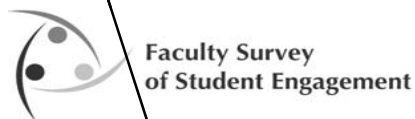
Frequency distributions are reported separately for faculty who teach lower division and upper division courses.

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*

Response Categories

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



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 %
FINTERN	Not important	8	9%	3	3%	11	6%
	Somewhat important	9	10%	10	9%	19	10%
	Important	21	23%	18	17%	39	20%
	Very important	55	59%	76	71%	131	66%
	Total	93	100%	107	100%	200	100%
EVOLUNTR	Not important	16	17%	11	10%	27	14%
	Somewhat important	26	28%	21	20%	47	24%
	Important	26	28%	40	37%	66	33%
	Very important	25	27%	35	33%	60	30%
	Total	93	100%	107	100%	200	100%
FLERNCOM	Not important	19	20%	21	20%	40	20%
	Somewhat important	35	38%	34	32%	69	35%
	Important	26	28%	26	25%	52	26%
	Very important	13	14%	25	24%	38	19%
	Total	93	100%	106	100%	199	100%

FSSE 2009 Frequency Distributions
NSSEville State University

Lower Division	Upper Division	Total
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Count

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

Column Percentage

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



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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	10	10%	5	4%	15	7%
		Somewhat important	15	16%	19	14%	34	15%
		Important	26	27%	33	25%	59	26%
		Very important	45	47%	75	57%	120	53%
		Total	96	100%	132	100%	228	100%
b. Community service or volunteer work	FVOLUNTR	Not important	19	20%	19	14%	38	17%
		Somewhat important	22	23%	39	29%	61	27%
		Important	33	34%	47	35%	80	35%
		Very important	22	23%	28	21%	50	22%
		Total	96	100%	133	100%	229	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	11	12%	19	14%	30	13%
		Somewhat important	32	34%	39	30%	71	32%
		Important	32	34%	52	39%	84	37%
		Very important	18	19%	22	17%	40	18%
		Total	93	100%	132	100%	225	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	12	12%	22	17%	34	15%
		Somewhat important	28	29%	41	31%	69	30%
		Important	41	42%	43	33%	84	37%
		Very important	16	16%	26	20%	42	18%
		Total	97	100%	132	100%	229	100%
e. Foreign language coursework	FFORLANG	Not important	10	10%	19	14%	29	13%
		Somewhat important	27	28%	50	38%	77	34%
		Important	37	39%	38	29%	75	33%
		Very important	22	23%	26	20%	48	21%
		Total	96	100%	133	100%	229	100%
f. Study abroad	FSTUDYAB	Not important	14	15%	28	21%	42	18%
		Somewhat important	33	34%	47	36%	80	35%
		Important	30	31%	36	27%	66	29%
		Very important	19	20%	21	16%	40	18%
		Total	96	100%	132	100%	228	100%



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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	
g. Independent study or self-designed major	FINDST06	Not important	25	26%	32	24%	57	25%
		Somewhat important	36	38%	51	38%	87	38%
		Important	22	23%	33	25%	55	24%
		Very important	12	13%	17	13%	29	13%
		Total	95	100%	133	100%	228	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	6	6%	3	2%	9	4%
		Somewhat important	13	13%	16	12%	29	13%
		Important	35	36%	38	29%	73	32%
		Very important	43	44%	76	57%	119	52%
		Total	97	100%	133	100%	230	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	1	1%	4	3%	5	2%
		3	11	12%	8	6%	19	8%
		4	20	21%	24	18%	44	19%
		5	30	32%	43	33%	73	32%
		6	28	29%	37	28%	65	29%
		Friendly, Supportive, Sense of Belonging	5	5%	16	12%	21	9%
		Total	95	100%	132	100%	227	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	2	2%	0	0%	2	1%
		2	4	4%	1	1%	5	2%
		3	8	8%	4	3%	12	5%
		4	24	25%	21	16%	45	20%
		5	26	27%	43	33%	69	30%
		6	25	26%	38	29%	63	28%
		Available, Helpful, Sympathetic	7	7%	25	19%	32	14%
		Total	96	100%	132	100%	228	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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		5	5%	6	5%	11
	2		17	18%	19	15%	36	16%
	3		17	18%	22	17%	39	18%
	4		27	29%	41	32%	68	31%
	5		18	19%	19	15%	37	17%
	6		7	8%	13	10%	20	9%
	Helpful, Considerate, Flexible		2	2%	9	7%	11	5%
	Total		93	100%	129	100%	222	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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		12	13%	18	14%	30
	Some		40	42%	37	28%	77	34%
	Quite a bit		32	33%	53	40%	85	37%
	Very much		12	13%	25	19%	37	16%
	Total		96	100%	133	100%	229	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	3	3%	5	4%	8	4%
		Some	33	34%	30	23%	63	28%
	Quite a bit	45	47%	58	44%	103	45%	
	Very much	15	16%	39	30%	54	24%	
	Total		96	100%	132	100%	228	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	10	10%	10	8%	20	9%
		Some	41	43%	50	38%	91	40%
	Quite a bit	29	30%	39	29%	68	30%	
	Very much	16	17%	34	26%	50	22%	
	Total		96	100%	133	100%	229	100%



Lower Division	Upper Division	Total
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To what extent does your institution emphasize each of the following? (continued)

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	15	15%	14	11%	29	13%
		Some	46	47%	70	53%	116	51%
		Quite a bit	32	33%	37	28%	69	30%
		Very much	4	4%	11	8%	15	7%
		Total	97	100%	132	100%	229	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	15	15%	15	12%	30	13%
		Some	57	59%	66	51%	123	54%
		Quite a bit	20	21%	39	30%	59	26%
		Very much	5	5%	10	8%	15	7%
		Total	97	100%	130	100%	227	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	8	8%	10	8%	18	8%
		Some	45	46%	53	40%	98	43%
		Quite a bit	37	38%	56	43%	93	41%
		Very much	7	7%	12	9%	19	8%
		Total	97	100%	131	100%	228	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	7	7%	9	7%	16	7%
		Some	39	40%	47	36%	86	38%
		Quite a bit	43	44%	55	42%	98	43%
		Very much	8	8%	21	16%	29	13%
		Total	97	100%	132	100%	229	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	1%	1	1%	2	1%
		Some	13	13%	15	11%	28	12%
		Quite a bit	49	51%	43	32%	92	40%
		Very much	34	35%	74	56%	108	47%
		Total	97	100%	133	100%	230	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?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	1	1%	1	0%
		1-4	12	12%	12	9%	24	10%
		5-8	23	24%	28	21%	51	22%
		9-12	43	44%	59	45%	102	45%
		13-16	13	13%	25	19%	38	17%
		17-20	3	3%	5	4%	8	3%
		21-30	2	2%	2	2%	4	2%
		More than 30	1	1%	0	0%	1	0%
		Total	97	100%	132	100%	229	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	35	36%	46	35%	81	35%
		5-8	30	31%	42	32%	72	31%
		9-12	23	24%	26	20%	49	21%
		13-16	4	4%	11	8%	15	7%
		17-20	4	4%	5	4%	9	4%
		21-30	1	1%	3	2%	4	2%
		More than 30	0	0%	0	0%	0	0%
		Total	97	100%	133	100%	230	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	1%	0	0%	1	0%
		1-4	51	53%	66	50%	117	51%
		5-8	34	35%	42	32%	76	33%
		9-12	8	8%	14	11%	22	10%
		13-16	1	1%	6	5%	7	3%
		17-20	1	1%	4	3%	5	2%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	97	100%	133	100%	230	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	22	23%	27	20%	49	21%
		5-8	41	42%	51	38%	92	40%
		9-12	20	21%	29	22%	49	21%
		13-16	6	6%	15	11%	21	9%
		17-20	3	3%	6	5%	9	4%
		21-30	2	2%	4	3%	6	3%
		More than 30	3	3%	1	1%	4	2%
		Total	97	100%	133	100%	230	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	1	1%	2	1%
		1-4	59	61%	78	59%	137	60%
		5-8	29	30%	38	29%	67	29%
		9-12	5	5%	7	5%	12	5%
		13-16	0	0%	6	5%	6	3%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	2	2%	0	0%	2	1%
		Total	96	100%	132	100%	228	100%
f. Research and scholarly activities	SCHOLAR	0	11	11%	7	5%	18	8%
		1-4	45	46%	50	38%	95	42%
		5-8	18	19%	43	33%	61	27%
		9-12	10	10%	15	11%	25	11%
		13-16	6	6%	7	5%	13	6%
		17-20	3	3%	8	6%	11	5%
		21-30	0	0%	1	1%	1	0%
		More than 30	4	4%	0	0%	4	2%
		Total	97	100%	131	100%	228	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	45	47%	57	43%	102	45%
		1-4	35	36%	58	44%	93	41%
		5-8	12	13%	11	8%	23	10%
		9-12	3	3%	4	3%	7	3%
		13-16	1	1%	1	1%	2	1%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		96	100%	132	100%	228
h. Advising undergraduate students	ADVISE	0	34	35%	16	12%	50	22%
		1-4	51	53%	78	59%	129	56%
		5-8	8	8%	23	17%	31	14%
		9-12	4	4%	13	10%	17	7%
		13-16	0	0%	1	1%	1	0%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		97	100%	132	100%	229
i. Supervising internships or other field experiences	FIELDEXP	0	74	77%	77	58%	151	66%
		1-4	18	19%	33	25%	51	22%
		5-8	4	4%	11	8%	15	7%
		9-12	0	0%	5	4%	5	2%
		13-16	0	0%	5	4%	5	2%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		96	100%	132	100%	228

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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	61	63%	60	45%	121	53%
		1-4	31	32%	61	46%	92	40%
		5-8	3	3%	8	6%	11	5%
		9-12	2	2%	1	1%	3	1%
		13-16	0	0%	1	1%	1	0%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		97	100%	132	100%	229
k. Other interactions with students outside of the classroom	FINTERAC	0	22	23%	26	20%	48	21%
		1-4	58	60%	85	64%	143	62%
		5-8	14	14%	14	11%	28	12%
		9-12	2	2%	6	5%	8	3%
		13-16	0	0%	1	1%	1	0%
		17-20	1	1%	0	0%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		97	100%	132	100%	229
l. Conducting service activities	SERVICE	0	51	53%	69	52%	120	52%
		1-4	36	37%	42	32%	78	34%
		5-8	8	8%	13	10%	21	9%
		9-12	1	1%	6	5%	7	3%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	1	1%	2	1%
		Total		97	100%	133	100%	230

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	93	97%	123	95%	216	96%
		Classroom, auxiliary location	0	0%	3	2%	3	1%
		Distance education	3	3%	4	3%	7	3%
		Total	96	100%	130	100%	226	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	22	23%	86	66%	108	48%
		Yes	75	77%	44	34%	119	52%
		Total	97	100%	130	100%	227	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	10	8%	10	4%
		10 to 19	32	33%	53	41%	85	38%
		20 to 29	27	28%	48	37%	75	33%
		30 to 49	32	33%	12	9%	44	20%
		50 to 99	4	4%	5	4%	9	4%
		100 or more	1	1%	1	1%	2	1%
Total	96	100%	129	100%	225	100%		
Prior to this semester, how many times have you taught your selected course?	CT05	0	6	7%	17	14%	23	11%
		1 to 2	15	16%	11	9%	26	12%
		3 to 9	38	41%	54	44%	92	43%
		10 to 19	15	16%	25	20%	40	19%
		20 or more	18	20%	15	12%	33	15%
Total	92	100%	122	100%	214	100%		
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	39	42%	34	28%	73	34%
		Biological science	10	11%	5	4%	15	7%
		Business	6	6%	21	17%	27	13%
		Education	4	4%	7	6%	11	5%
		Engineering	0	0%	1	1%	1	0%
		Physical science	9	10%	8	7%	17	8%
		Professional	2	2%	12	10%	14	7%
		Social science	18	19%	21	17%	39	18%
		Other	5	5%	13	11%	18	8%
Total	93	100%	122	100%	215	100%		



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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	1%	1	1%	2	1%
		1-24%	48	51%	36	28%	84	38%
		25-49%	25	27%	33	25%	58	26%
		50-74%	11	12%	37	28%	48	21%
		75% or higher	9	10%	23	18%	32	14%
		Total	94	100%	130	100%	224	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	2	2%	4	3%	6	3%
		1-24%	25	27%	64	49%	89	40%
		25-49%	39	42%	33	25%	72	32%
		50-74%	21	23%	21	16%	42	19%
		75% or higher	6	6%	9	7%	15	7%
		Total	93	100%	131	100%	224	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	1%	3	2%	4	2%
		1-24%	38	41%	40	31%	78	35%
		25-49%	39	42%	41	31%	80	36%
		50-74%	12	13%	32	24%	44	20%
		75% or higher	2	2%	15	11%	17	8%
		Total	92	100%	131	100%	223	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	1%	0	0%	1	0%
		1-24%	32	34%	30	23%	62	28%
		25-49%	18	19%	35	27%	53	24%
		50-74%	21	22%	28	21%	49	22%
		75% or higher	22	23%	38	29%	60	27%
		Total	94	100%	131	100%	225	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	1	1%	1	1%	2	1%
		1-24%	42	45%	40	31%	82	36%
		25-49%	30	32%	46	35%	76	34%
		50-74%	14	15%	20	15%	34	15%
		75% or higher	7	7%	24	18%	31	14%
		Total	94	100%	131	100%	225	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	10	11%	3	2%	13	6%
		1-24%	58	62%	64	49%	122	54%
		25-49%	13	14%	28	22%	41	18%
		50-74%	4	4%	18	14%	22	10%
		75% or higher	9	10%	17	13%	26	12%
		Total	94	100%	130	100%	224	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	13	14%	12	9%	25	11%
		1-24%	58	61%	65	50%	123	54%
		25-49%	16	17%	23	18%	39	17%
		50-74%	6	6%	18	14%	24	11%
		75% or higher	2	2%	13	10%	15	7%
		Total	95	100%	131	100%	226	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	16	17%	27	21%	43	19%
		Sometimes	32	34%	40	31%	72	32%
		Often	17	18%	29	22%	46	21%
		Very often	28	30%	33	26%	61	27%
		Total	93	100%	129	100%	222	100%
b. Work with other students on projects during class	FCLASSGR	Never	9	10%	22	17%	31	14%
		Sometimes	38	41%	43	33%	81	36%
		Often	29	32%	29	22%	58	26%
		Very often	16	17%	36	28%	52	23%
		Total	92	100%	130	100%	222	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	67	72%	84	65%	151	68%
		Sometimes	21	23%	29	22%	50	22%
		Often	2	2%	9	7%	11	5%
		Very often	3	3%	8	6%	11	5%
		Total	93	100%	130	100%	223	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	FTICADE	21	23%	28	22%	49	22%
	Never	31	33%	39	30%	70	32%
	Sometimes	21	23%	26	20%	47	21%
	Often	20	22%	36	28%	56	25%
	Very often	Total	93	100%	129	100%	222
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	0	0%	2	2%	2	1%
	Never	16	17%	12	9%	28	13%
	Sometimes	35	38%	48	37%	83	38%
	Often	41	45%	67	52%	108	49%
	Very often	Total	92	100%	129	100%	221
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	11	12%	17	13%	28	13%
	Never	38	42%	55	43%	93	42%
	Sometimes	26	29%	29	22%	55	25%
	Often	16	18%	28	22%	44	20%
	Very often	Total	91	100%	129	100%	220
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	11	12%	24	19%	35	16%
	Never	39	43%	52	41%	91	42%
	Sometimes	25	28%	29	23%	54	25%
	Often	15	17%	23	18%	38	17%
	Very often	Total	90	100%	128	100%	218

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	5	5%	8	6%	13	6%
	None	50	55%	57	46%	107	50%
	1	31	34%	39	31%	70	33%
	2-3	5	5%	12	10%	17	8%
	4-6	0	0%	8	6%	8	4%
	More than 6	Total	91	100%	124	100%	215



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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	81	89%	99	77%	180	82%
		1	6	7%	20	16%	26	12%
		2-3	1	1%	6	5%	7	3%
		4-6	1	1%	1	1%	2	1%
		More than 6	2	2%	2	2%	4	2%
		Total		91	100%	128	100%	219
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	41	47%	41	33%	82	39%
		1	19	22%	40	33%	59	28%
		2-3	23	26%	31	25%	54	26%
		4-6	2	2%	5	4%	7	3%
		More than 6	2	2%	6	5%	8	4%
		Total		87	100%	123	100%	210
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	18	20%	20	16%	38	17%
		1	8	9%	23	18%	31	14%
		2-3	25	27%	23	18%	48	22%
		4-6	18	20%	27	21%	45	21%
		More than 6	23	25%	34	27%	57	26%
		Total		92	100%	127	100%	219

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	39	42%	48	39%	87	40%
		1-2	36	39%	46	37%	82	38%
		3-4	8	9%	16	13%	24	11%
		5-6	2	2%	4	3%	6	3%
		More than 6	8	9%	10	8%	18	8%
		Total		93	100%	124	100%	217
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	43	47%	61	48%	104	48%
		1-2	26	29%	39	31%	65	30%
		3-4	9	10%	16	13%	25	11%
		5-6	4	4%	3	2%	7	3%
		More than 6	9	10%	8	6%	17	8%
		Total		91	100%	127	100%	218

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	0	0%	0	0%	0	0%
		1-2	6	7%	5	4%	11	5%
		3-4	27	30%	31	24%	58	26%
		5-6	40	44%	52	40%	92	42%
		7-8	13	14%	25	19%	38	17%
		9-10	5	5%	10	8%	15	7%
		11-12	0	0%	1	1%	1	0%
		More than 12	0	0%	5	4%	5	2%
		Total	91	100%	129	100%	220	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	6	7%	5	4%	11	5%
		1-2	54	60%	62	48%	116	53%
		3-4	20	22%	43	33%	63	29%
		5-6	9	10%	11	9%	20	9%
		7-8	0	0%	6	5%	6	3%
		9-10	1	1%	1	1%	2	1%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	1	1%	1	0%
		Total	90	100%	129	100%	219	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	18	20%	16	13%	34	16%
		Somewhat important	20	22%	34	27%	54	25%
		Important	23	26%	40	31%	63	29%
		Very important	28	31%	37	29%	65	30%
			Total	89	100%	127	100%	216

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)

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	6	7%	4	3%	10	5%
		Somewhat important	10	11%	10	8%	20	9%
		Important	29	32%	31	24%	60	28%
		Very important	46	51%	82	65%	128	59%
		Total	91	100%	127	100%	218	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	26	29%	35	28%	61	28%
		Somewhat important	24	27%	30	24%	54	25%
		Important	24	27%	33	26%	57	26%
		Very important	16	18%	29	23%	45	21%
		Total	90	100%	127	100%	217	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	17	19%	8	6%	25	12%
		Somewhat important	24	27%	32	25%	56	26%
		Important	34	38%	51	40%	85	39%
		Very important	15	17%	35	28%	50	23%
		Total	90	100%	126	100%	216	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	15	17%	17	13%	32	15%
		Somewhat important	29	32%	38	30%	67	31%
		Important	36	40%	43	34%	79	37%
		Very important	10	11%	28	22%	38	18%
		Total	90	100%	126	100%	216	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	47	52%	56	44%	103	47%
		Somewhat important	19	21%	34	27%	53	24%
		Important	20	22%	24	19%	44	20%
		Very important	5	5%	13	10%	18	8%
		Total	91	100%	127	100%	218	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	8	9%	8	6%	16	7%
		Somewhat important	14	15%	17	13%	31	14%
		Important	28	31%	46	36%	74	34%
		Very important	41	45%	56	44%	97	44%
		Total	91	100%	127	100%	218	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	10	11%	9	7%	19	9%
		Somewhat important	9	10%	23	18%	32	15%
		Important	25	28%	36	29%	61	29%
		Very important	44	50%	58	46%	102	48%
		Total	88	100%	126	100%	214	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	2	2%	1	1%	3	1%
		Somewhat important	8	9%	10	8%	18	8%
		Important	20	22%	26	21%	46	21%
		Very important	61	67%	89	71%	150	69%
		Total	91	100%	126	100%	217	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0%	1	1%	5	4%	6	3%
		1-9%	10	11%	15	12%	25	12%
		10-19%	8	9%	18	14%	26	12%
		20-29%	13	15%	15	12%	28	13%
		30-39%	11	12%	13	10%	24	11%
		40-49%	15	17%	22	17%	37	17%
		50-74%	17	19%	24	19%	41	19%
		75% or more	14	16%	15	12%	29	13%
		Total	89	100%	127	100%	216	100%
b. Teacher-led discussion	TEACHLED	0%	2	2%	1	1%	3	1%
		1-9%	19	21%	16	13%	35	16%
		10-19%	18	20%	30	24%	48	22%
		20-29%	23	26%	25	20%	48	22%
		30-39%	15	17%	11	9%	26	12%
		40-49%	7	8%	19	15%	26	12%
		50-74%	5	6%	19	15%	24	11%
		75% or more	0	0%	5	4%	5	2%
		Total	89	100%	126	100%	215	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	25	28%	18	15%	43	20%
		1-9%	18	20%	29	24%	47	22%
		10-19%	17	19%	27	22%	44	21%
		20-29%	14	16%	14	11%	28	13%
		30-39%	8	9%	10	8%	18	9%
		40-49%	4	4%	5	4%	9	4%
		50-74%	0	0%	10	8%	10	5%
		75% or more	3	3%	9	7%	12	6%
	Total	89	100%	122	100%	211	100%	
d. Student computer use	COMPMED	0%	43	48%	52	42%	95	45%
		1-9%	21	24%	28	23%	49	23%
		10-19%	12	13%	15	12%	27	13%
		20-29%	5	6%	3	2%	8	4%
		30-39%	1	1%	3	2%	4	2%
		40-49%	1	1%	6	5%	7	3%
		50-74%	2	2%	6	5%	8	4%
		75% or more	4	4%	10	8%	14	7%
	Total	89	100%	123	100%	212	100%	
e. Small group activities	GROUPSML	0%	12	13%	25	20%	37	17%
		1-9%	23	26%	33	27%	56	26%
		10-19%	20	22%	31	25%	51	24%
		20-29%	21	24%	16	13%	37	17%
		30-39%	7	8%	6	5%	13	6%
		40-49%	4	4%	2	2%	6	3%
		50-74%	2	2%	4	3%	6	3%
		75% or more	0	0%	7	6%	7	3%
	Total	89	100%	124	100%	213	100%	



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0%	41	46%	37	30%	78	36%
		1-9%	22	24%	37	30%	59	27%
		10-19%	14	16%	24	19%	38	18%
		20-29%	5	6%	10	8%	15	7%
		30-39%	3	3%	7	6%	10	5%
		40-49%	2	2%	2	2%	4	2%
		50-74%	2	2%	2	2%	4	2%
		75% or more	1	1%	6	5%	7	3%
		Total	90	100%	125	100%	215	100%
g. In-class writing	CLSWRITE	0%	38	43%	78	63%	116	54%
		1-9%	23	26%	20	16%	43	20%
		10-19%	18	20%	14	11%	32	15%
		20-29%	5	6%	3	2%	8	4%
		30-39%	2	2%	4	3%	6	3%
		40-49%	1	1%	2	2%	3	1%
		50-74%	1	1%	2	2%	3	1%
		75% or more	1	1%	1	1%	2	1%
		Total	89	100%	124	100%	213	100%
h. Testing and evaluation	TESTEVAL	0%	16	18%	17	14%	33	16%
		1-9%	46	53%	52	42%	98	46%
		10-19%	17	20%	33	27%	50	24%
		20-29%	2	2%	12	10%	14	7%
		30-39%	3	3%	4	3%	7	3%
		40-49%	1	1%	2	2%	3	1%
		50-74%	1	1%	2	2%	3	1%
		75% or more	1	1%	2	2%	3	1%
		Total	87	100%	124	100%	211	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	81	93%	104	87%	185	89%
		1-9%	5	6%	5	4%	10	5%
		10-19%	0	0%	2	2%	2	1%
		20-29%	0	0%	2	2%	2	1%
		30-39%	1	1%	2	2%	3	1%
		40-49%	0	0%	2	2%	2	1%
		50-74%	0	0%	1	1%	1	0%
		75% or more	0	0%	2	2%	2	1%
	Total	87	100%	120	100%	207	100%	
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	51	59%	67	55%	118	56%
		1-9%	12	14%	15	12%	27	13%
		10-19%	4	5%	9	7%	13	6%
		20-29%	11	13%	6	5%	17	8%
		30-39%	3	3%	5	4%	8	4%
		40-49%	2	2%	4	3%	6	3%
		50-74%	1	1%	11	9%	12	6%
		75% or more	3	3%	5	4%	8	4%
	Total	87	100%	122	100%	209	100%	
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	3	3%	0	0%	3	1%
		3	3	3%	2	2%	5	2%
		4	13	15%	15	12%	28	13%
		5	27	31%	26	20%	53	25%
		6	32	37%	57	45%	89	41%
		Very much	9	10%	28	22%	37	17%
		Total	87	100%	128	100%	215	100%

Lower Division	Upper Division	Total
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
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	30	34%	51	40%	81	38%
		Some	33	38%	44	35%	77	36%
		Quite a bit	23	26%	21	17%	44	21%
		Very much	2	2%	10	8%	12	6%
		Total	88	100%	126	100%	214	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	1	1%	2	2%	3	1%
		Some	15	17%	8	6%	23	11%
		Quite a bit	36	41%	45	36%	81	38%
		Very much	36	41%	71	56%	107	50%
		Total	88	100%	126	100%	214	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	1	1%	0	0%	1	0%
		Some	12	14%	13	10%	25	12%
		Quite a bit	36	41%	46	37%	82	38%
		Very much	38	44%	67	53%	105	49%
		Total	87	100%	126	100%	213	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	4	5%	3	2%	7	3%
		Some	17	19%	14	11%	31	15%
		Quite a bit	33	38%	46	37%	79	37%
		Very much	34	39%	62	50%	96	45%
		Total	88	100%	125	100%	213	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	3	3%	2	2%	5	2%
		Some	19	22%	12	10%	31	14%
		Quite a bit	31	35%	37	29%	68	32%
		Very much	35	40%	75	60%	110	51%
		Total	88	100%	126	100%	214	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 Col %</i>		<i>Count Col %</i>		<i>Count Col %</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	7	8%	8	6%	15	7%
		Some	23	26%	27	21%	50	23%
		Quite a bit	22	25%	36	29%	58	27%
		Very much	35	40%	55	44%	90	42%
		Total	87	100%	126	100%	213	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	10	12%	10	8%	20	10%
		Some	33	39%	43	35%	76	36%
		Quite a bit	25	29%	36	29%	61	29%
		Very much	17	20%	35	28%	52	25%
		Total	85	100%	124	100%	209	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	8	9%	4	3%	12	6%
		Quite a bit	23	26%	37	30%	60	28%
		Very much	56	64%	84	67%	140	66%
		Total	87	100%	125	100%	212	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	41	48%	50	40%	91	43%
		Some	21	25%	22	18%	43	20%
		Quite a bit	10	12%	21	17%	31	15%
		Very much	13	15%	32	26%	45	21%
		Total	85	100%	125	100%	210	100%
e. Using computing and information technology	FGNCMPTS	Very little	15	17%	29	23%	44	21%
		Some	34	39%	31	25%	65	31%
		Quite a bit	24	28%	35	28%	59	28%
		Very much	14	16%	30	24%	44	21%
		Total	87	100%	125	100%	212	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	9	10%	16	13%	25	12%
		Some	26	30%	31	25%	57	27%
		Quite a bit	39	45%	41	33%	80	38%
		Very much	13	15%	38	30%	51	24%
		Total	87	100%	126	100%	213	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	2	2%	2	1%
		Some	16	18%	9	7%	25	12%
		Quite a bit	42	48%	65	52%	107	50%
		Very much	29	33%	50	40%	79	37%
		Total	87	100%	126	100%	213	100%
h. Understanding themselves	FGNSELF	Very little	10	12%	18	15%	28	14%
		Some	33	38%	35	29%	68	33%
		Quite a bit	19	22%	28	23%	47	23%
		Very much	24	28%	40	33%	64	31%
		Total	86	100%	121	100%	207	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	20	23%	21	17%	41	20%
		Some	30	35%	37	31%	67	32%
		Quite a bit	10	12%	28	23%	38	18%
		Very much	26	30%	35	29%	61	29%
		Total	86	100%	121	100%	207	100%
j. Solving complex real-world problems	FGNPROBS	Very little	8	9%	9	7%	17	8%
		Some	31	36%	24	19%	55	26%
		Quite a bit	22	26%	38	31%	60	29%
		Very much	25	29%	53	43%	78	37%
		Total	86	100%	124	100%	210	100%

Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	21	24%	20	16%	41	19%
		Some	30	34%	31	25%	61	29%
		Quite a bit	16	18%	32	26%	48	23%
		Very much	20	23%	41	33%	61	29%
		Total	87	100%	124	100%	211	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	58	67%	73	60%	131	63%
		Some	20	23%	31	25%	51	24%
		Quite a bit	7	8%	11	9%	18	9%
		Very much	2	2%	7	6%	9	4%
		Total	87	100%	122	100%	209	100%
m. Acquiring a broad general education	FGNGENLE	Very little	3	3%	16	13%	19	9%
		Some	21	24%	35	28%	56	27%
		Quite a bit	36	42%	39	32%	75	36%
		Very much	26	30%	33	27%	59	28%
		Total	86	100%	123	100%	209	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	8	9%	8	6%	16	8%
		Some	27	31%	21	17%	48	23%
		Quite a bit	24	28%	37	30%	61	29%
		Very much	27	31%	58	47%	85	40%
		Total	86	100%	124	100%	210	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	30	37%	34	29%	64	32%
		Biological science	9	11%	6	5%	15	8%
		Business	7	9%	17	15%	24	12%
		Education	5	6%	6	5%	11	6%
		Engineering	0	0%	0	0%	0	0%
		Physical science	5	6%	8	7%	13	7%
		Professional	1	1%	9	8%	10	5%
		Social science	17	21%	22	19%	39	20%
		Other	7	9%	15	13%	22	11%
		Total	81	100%	117	100%	198	100%



**Faculty Survey
of Student Engagement**

Salem State College

FSSE-NSSE Combined Report
August 2009



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 2009 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 *2009 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.

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 Survey
of Student Engagement**

**FSSE-NSSE Combined Report 2009
NSSEville State University**

Faculty Responses				Student Responses						
Percentage of faculty who reported that more than half of students from their courses do the following				Distribution of student responses to how often they did the following at their institution during the current school year						
FSSE Item	Variable	Class	Rts or Higher	NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	21%	Asked questions in class or contributed to class discussions	CLQUEST	FY	29%	38%	31%	2%
		UD	50%			SR	48%	31%	19%	2%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%	Come to class without completing assignments	ECLUNPREP	FY	6%	11%	56%	27%
		UD	21%			SR	7%	15%	57%	21%
Frequently work harder than they usually do to meet your standards	FWORKHARD	LD	26%	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	38%	37%	6%
		UD	42%			SR	22%	39%	34%	5%

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2009 Frequency Distributions*.



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	21%
		UD	46%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	29%
		UD	23%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	15%
		UD	36%
Occasionally use e-mail to communicate with you	FEMAIL	LD	46%
		UD	50%
Occasionally discuss grades or assignments with you	FGRADE	LD	22%
		UD	34%
At least once, talk about career plans with you	FPLANS	LD	14%
		UD	27%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	8%
		UD	24%

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	22%	34%	42%	2%
		SR	41%	34%	26%	0%
Come to class without completing assignments	CLUNPREP	FY	4%	11%	56%	29%
		SR	4%	10%	48%	38%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	20%	38%	38%	4%
		SR	25%	39%	34%	2%
Used e-mail to communicate with an instructor	EMAIL	FY	34%	39%	25%	2%
		SR	56%	29%	15%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	17%	36%	40%	7%
		SR	27%	39%	33%	2%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	28%	47%	15%
		SR	22%	28%	37%	14%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	7%	20%	33%	40%
		SR	17%	18%	36%	30%



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

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	48%
		UD	48%
Work with other students on projects during class	FCLASSGR	LD	49%
		UD	50%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	5%
		UD	13%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	44%
		UD	48%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	83%
		UD	89%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	46%
		UD	44%
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	44%
		UD	41%

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
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	15%	43%	37%	5%
		SR	18%	41%	34%	7%
Worked with other students on projects during class	CLASSGRP	FY	7%	33%	49%	10%
		SR	9%	29%	54%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	5%	5%	20%	71%
		SR	1%	12%	32%	55%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	21%	29%	36%	13%
		SR	34%	24%	28%	15%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	13%	36%	43%	8%
		SR	24%	46%	23%	7%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	26%	24%	34%	15%
		SR	18%	32%	36%	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	31%	24%	33%	12%
		SR	22%	25%	43%	10%



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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	57%
		UD	61%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	82%
		UD	89%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	44%
		UD	49%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	54%
		UD	68%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	51%
		UD	56%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	27%
		UD	29%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	76%
		UD	80%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHVIEW	LD	78%
		UD	75%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	89%
		UD	91%

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
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	21%	38%	34%	7%
		SR	15%	25%	46%	14%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	50%	20%	2%
		SR	36%	48%	14%	3%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	6%	21%	50%	23%
		SR	9%	26%	53%	13%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	6%	39%	47%	8%
		SR	16%	46%	36%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	14%	36%	40%	10%
		SR	23%	32%	38%	7%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	5%	9%	31%	54%
		SR	2%	8%	35%	55%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	10%	33%	48%	10%
		SR	12%	31%	47%	10%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	17%	29%	49%	5%
		SR	15%	32%	43%	10%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	18%	37%	41%	4%
		SR	21%	37%	38%	5%



Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

FSSE Item	Variable	Class	Quite Challenging
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	78%
		UD	87%

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	28%
		UD	25%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	82%
		UD	92%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	85%
		UD	90%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	76%
		UD	86%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	75%
		UD	89%

Student Responses

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

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
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	78%	22%
		SR	82%	18%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	21%	45%	29%	5%
		SR	30%	32%	25%	13%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	37%	40%	23%	1%
		SR	40%	38%	18%	4%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	21%	45%	31%	3%
		SR	30%	46%	23%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	24%	38%	32%	5%
		SR	39%	38%	19%	3%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	28%	39%	27%	6%
		SR	39%	45%	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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Writing clearly and effectively	FGNWRITE	LD	66%
		UD	72%
Speaking clearly and effectively	FGNSPEAK	LD	49%
		UD	57%
Thinking critically and analytically	FGNANALY	LD	91%
		UD	97%
Analyzing quantitative problems	FGNQUANT	LD	27%
		UD	42%
Using computing and information technology	FGNCMPTS	LD	44%
		UD	52%
Working effectively with others	FGNOTHER	LD	60%
		UD	63%
Learning effectively on their own	FGNINQ	LD	82%
		UD	91%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	28%	47%	20%	5%
		SR	41%	41%	15%	3%
Speaking clearly and effectively	GNSPEAK	FY	30%	41%	23%	6%
		SR	39%	31%	25%	4%
Thinking critically and analytically	GNANALY	FY	27%	48%	23%	2%
		SR	46%	45%	9%	0%
Analyzing quantitative problems	GNQUANT	FY	15%	43%	34%	8%
		SR	36%	34%	24%	6%
Using computing and information technology	GNCMPTS	FY	25%	40%	29%	6%
		SR	40%	39%	19%	2%
Working effectively with others	GNOTHERS	FY	27%	42%	25%	5%
		SR	49%	35%	16%	1%
Learning effectively on your own	GNINQ	FY	23%	45%	24%	8%
		SR	39%	40%	21%	1%



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	50%
		UD	56%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	42%
		UD	52%
Solving complex real-world problems	FGNPROBS	LD	55%
		UD	73%
Developing a personal code of values and ethics	FVALUES	LD	41%
		UD	59%
Developing a deepened sense of spirituality	FSPIRIT	LD	10%
		UD	15%
Acquiring a broad general education	FGNGENLE	LD	72%
		UD	59%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	59%
		UD	77%

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	27%	42%	23%	8%
		SR	37%	24%	34%	4%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	22%	45%	25%	8%
		SR	32%	22%	31%	15%
Solving complex real-world problems	GNPROBSV	FY	16%	38%	34%	12%
		SR	29%	27%	36%	8%
Developing a personal code of values and ethics	GNETHICS	FY	19%	41%	30%	10%
		SR	34%	22%	33%	11%
Developing a deepened sense of spirituality	GNSPIRIT	FY	8%	24%	29%	39%
		SR	12%	15%	20%	53%
Acquiring a broad general education	GNGENLED	FY	33%	41%	23%	2%
		SR	51%	35%	14%	1%
Acquiring job or work-related knowledge and skills	GNWORK	FY	16%	45%	27%	11%
		SR	47%	33%	16%	4%



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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	74%
		UD	82%
Community service or volunteer work	FVOLUNTR	LD	57%
		UD	56%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	54%
		UD	56%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	59%
		UD	52%
Foreign language coursework	FFORLANG	LD	61%
		UD	48%
Study abroad	FSTUDYAB	LD	51%
		UD	43%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	80%
		UD	86%

Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	8%	70%	6%	17%
		SR	64%	20%	8%	8%
Community service or volunteer work	VOLNTR04	FY	24%	45%	14%	17%
		SR	39%	13%	24%	23%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	7%	25%	24%	44%
		SR	12%	10%	58%	21%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	4%	27%	32%	37%
		SR	13%	12%	50%	25%
Foreign language coursework	FORLNG04	FY	10%	24%	39%	27%
		SR	23%	9%	47%	21%
Study abroad	STDABR04	FY	1%	27%	36%	36%
		SR	10%	4%	61%	25%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	30%	14%	52%
		SR	28%	24%	30%	18%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	46%
		UD	59%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	63%
		UD	73%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	47%
		UD	55%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	37%
		UD	36%
Providing students the support they need to thrive socially	FENVSOCA	LD	26%
		UD	38%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	53%
		UD	58%
Encouraging students to use computers in their academic work	FENVCOMP	LD	86%
		UD	88%

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	23%	51%	22%	3%
		SR	31%	40%	30%	0%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	25%	44%	28%	3%
		SR	23%	40%	35%	2%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	18%	39%	34%	9%
		SR	13%	26%	40%	22%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	26%	41%	23%
		SR	9%	14%	45%	33%
Providing the support you need to thrive socially	ENVSOCAL	FY	14%	32%	42%	12%
		SR	8%	17%	49%	26%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	16%	42%	31%	11%
		SR	15%	27%	41%	17%
Using computers in academic work	ENVCOMP	FY	35%	42%	20%	3%
		SR	42%	42%	14%	2%



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	66%
		UD	73%
With faculty members	FENVFAC	LD	60%
		UD	80%
With administrative personnel and offices	FENVADM	LD	29%
		UD	32%

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	77%	23%
		SR	82%	18%
With faculty members	ENVFAC	FY	72%	28%
		SR	84%	16%
With administrative personnel and offices	ENVADM	FY	48%	52%
		SR	53%	47%

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