



University of Louisville

Respondent Characteristics

August 2011

Response rate	36%			
Number of invited faculty	795			
Total number of respondents	287 (97 Lower Division, 162 Upper Division, 20 Other, 8 Missing course level)			
	Lower Division	Upper Division	Other	Total
Rank				
Professor	17%	25%	21%	22%
Associate Professor	17%	23%	21%	21%
Assistant Professor	25%	26%	16%	25%
Instructor	18%	19%	26%	19%
Lecturer	19%	6%	16%	11%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	3%	1%	0%	2%
Tenure status				
Tenured	33%	46%	35%	41%
On tenure track but not tenured	17%	21%	15%	19%
Not on tenure track	47%	30%	45%	37%
No tenure system	2%	2%	5%	2%
Highest degree earned				
First professional degree	2%	4%	5%	3%
Doctoral degree	64%	69%	47%	66%
Master's degree	31%	24%	32%	27%
Bachelor's degree	1%	2%	5%	2%
Associate's degree	0%	0%	0%	0%
Other	2%	1%	11%	2%
Full-time/Part Time				
Full-time	68%	85%	60%	77%
Part-time	32%	15%	40%	23%

	Lower Division	Upper Division	Other	Total
Number of courses taught 10-11¹				
None	0%	1%	0%	0%
1-3	23%	21%	32%	23%
4-6	51%	62%	37%	56%
7 or more	26%	16%	32%	20%
Years of teaching experience				
4 or less	10%	16%	21%	14%
5-9	25%	20%	21%	22%
10-14	10%	15%	21%	14%
15 or more	55%	50%	37%	51%
Age				
34 or younger	15%	7%	5%	9%
35-44	20%	26%	20%	24%
45-54	20%	25%	30%	24%
Older than 54	45%	42%	45%	43%
Gender				
Male	53%	46%	30%	47%
Female	47%	54%	70%	53%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	5%	0%
Asian/ Asian Amer./ Pacific Isl.	7%	3%	0%	4%
Black or African American	13%	6%	5%	9%
White (non-Hispanic)	66%	79%	70%	74%
Mexican or Mexican American	0%	1%	0%	0%
Puerto Rican	0%	1%	0%	1%
Other Hispanic or Latino	1%	1%	5%	1%
Multiracial	1%	1%	5%	1%
Other	1%	0%	5%	1%
Prefer not to respond	11%	8%	5%	9%
Citizenship status				
U.S. citizen, native	87%	91%	95%	90%
U.S. citizen, naturalized	7%	6%	0%	6%
Permanent resident of the U.S.	4%	2%	0%	3%
Temporary resident of the U.S.	2%	1%	5%	2%

1: Includes 2010-2011 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



University of Louisville

Frequency Distributions

August 2011

Interpreting the Frequency Distributions Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *Frequency Distributions* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower or upper division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.

Survey Items

The items from the FSSE course-based survey option appear in the left column in the same order and wording as they appear on the instrument.

Course Level

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

Variable Names

The name of each variable appears in the first column for easy reference to your data file and the *FSSE-NSSE Combined Report*.



How important is it to you that undergraduates at your institution do the following?

a. Practicum, internship, field experience, co-op experience, or clinical assignment

b. Community service or volunteer work

c. Participation in a learning community or some other formal program where groups of students take two or more classes together

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	2	1%	5	2%	7	2%
	Somewhat important	25	17%	27	12%	52	14%
	Important	58	40%	54	25%	112	31%
	Very important	59	41%	131	60%	190	53%
	Total		144	100%	217	100%	361
FVOLUNTR	Not important	17	12%	12	6%	29	8%
	Somewhat important	41	28%	62	29%	103	29%
	Important	54	38%	80	37%	134	37%
	Very important	32	22%	61	28%	93	26%
	Total		144	100%	215	100%	359
FLERNCOM	Not important	22	15%	37	17%	59	17%
	Somewhat important	61	43%	79	37%	140	39%
	Important	47	33%	65	30%	112	31%
	Very important	13	9%	33	15%	46	13%
	Total		143	100%	214	100%	357

FSSE 2011 Frequency Distributions NSSEville State University

Lower Division Upper Division Total

Count

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

Column Percentage

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

Response Categories

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	8	8%	9	6%	17	7%
		Somewhat important	16	17%	23	14%	39	15%
		Important	28	29%	40	25%	68	26%
		Very important	43	45%	90	56%	133	52%
		Total	95	100%	162	100%	257	100%
b. Community service or volunteer work	FVOLUNTR	Not important	11	11%	25	16%	36	14%
		Somewhat important	29	30%	42	26%	71	28%
		Important	37	39%	58	36%	95	37%
		Very important	19	20%	36	22%	55	21%
		Total	96	100%	161	100%	257	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	24	25%	33	20%	57	22%
		Somewhat important	29	30%	48	30%	77	30%
		Important	34	35%	57	35%	91	35%
		Very important	9	9%	23	14%	32	12%
		Total	96	100%	161	100%	257	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	17	18%	18	11%	35	14%
		Somewhat important	28	29%	57	35%	85	33%
		Important	34	35%	49	30%	83	32%
		Very important	17	18%	38	23%	55	21%
		Total	96	100%	162	100%	258	100%
e. Foreign language coursework	FFORLANG	Not important	8	8%	24	15%	32	12%
		Somewhat important	29	30%	44	27%	73	28%
		Important	25	26%	54	33%	79	31%
		Very important	34	35%	40	25%	74	29%
		Total	96	100%	162	100%	258	100%
f. Study abroad	FSTUDYAB	Not important	21	22%	35	22%	56	22%
		Somewhat important	30	32%	60	37%	90	35%
		Important	26	27%	33	20%	59	23%
		Very important	18	19%	34	21%	52	20%
		Total	95	100%	162	100%	257	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	23	25%	40	25%	63	25%
		Somewhat important	43	46%	72	44%	115	45%
		Important	19	20%	36	22%	55	22%
		Very important	8	9%	14	9%	22	9%
		Total	93	100%	162	100%	255	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	6	6%	4	3%	10	4%
		Somewhat important	10	10%	16	10%	26	10%
		Important	36	38%	51	32%	87	34%
		Very important	44	46%	89	56%	133	52%
		Total	96	100%	160	100%	256	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	2	2%	0	0%	2	1%
		3	3	3%	3	2%	6	2%
		4	19	20%	29	18%	48	19%
		5	31	32%	52	32%	83	32%
		6	29	30%	57	35%	86	33%
		Friendly, Supportive, Sense of Belonging	13	13%	20	12%	33	13%
		Total	97	100%	161	100%	258	100%
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%
2	4			4%	3	2%	7	3%
3	9			9%	3	2%	12	5%
4	15			15%	42	26%	57	22%
5	29			30%	53	33%	82	32%
6	25			26%	47	29%	72	28%
Available, Helpful, Sympathetic	15			15%	14	9%	29	11%
Total	97			100%	162	100%	259	100%

Lower Division	Upper Division	Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Student relationships with administrative personnel and offices	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVADM	Unhelpful, Inconsiderate, Rigid	1	1%	3	2%	4	2%
	2	14	14%	11	7%	25	10%	
	3	14	14%	23	14%	37	14%	
	4	26	27%	56	35%	82	32%	
	5	25	26%	38	24%	63	24%	
	6	9	9%	24	15%	33	13%	
	Helpful, Considerate, Flexible	8	8%	6	4%	14	5%	
	Total	97	100%	161	100%	258	100%	

To what extent does your institution emphasize each of the following?

a. Requiring students to spend significant amounts of time studying and on academic work	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVSCO	Very little	11	11%	14	9%	25	10%
	Some	31	32%	53	33%	84	32%	
	Quite a bit	36	37%	70	43%	106	41%	
	Very much	19	20%	25	15%	44	17%	
	Total	97	100%	162	100%	259	100%	
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	3	3%	3	2%	6	2%
		Some	21	22%	38	23%	59	23%
	Quite a bit	37	39%	81	50%	118	46%	
	Very much	35	36%	40	25%	75	29%	
	Total	96	100%	162	100%	258	100%	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	8	8%	9	6%	17	7%
		Some	34	35%	65	40%	99	38%
	Quite a bit	32	33%	59	36%	91	35%	
	Very much	22	23%	29	18%	51	20%	
	Total	96	100%	162	100%	258	100%	

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	17	18%	29	18%	46	18%
		Some	48	50%	70	43%	118	46%
		Quite a bit	25	26%	48	30%	73	28%
		Very much	6	6%	15	9%	21	8%
	Total		96	100%	162	100%	258	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	14	15%	21	13%	35	14%
		Some	45	47%	90	56%	135	53%
		Quite a bit	26	27%	36	22%	62	24%
		Very much	11	11%	14	9%	25	10%
	Total		96	100%	161	100%	257	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%	9	6%	17	7%
		Some	34	36%	72	44%	106	41%
		Quite a bit	40	42%	62	38%	102	40%
		Very much	13	14%	19	12%	32	12%
	Total		95	100%	162	100%	257	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	6	6%	14	9%	20	8%
		Some	33	34%	62	39%	95	37%
		Quite a bit	37	39%	63	39%	100	39%
		Very much	20	21%	22	14%	42	16%
	Total		96	100%	161	100%	257	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	2%	2	1%	4	2%
		Some	14	15%	15	9%	29	11%
		Quite a bit	32	33%	53	33%	85	33%
		Very much	48	50%	92	57%	140	54%
	Total		96	100%	162	100%	258	100%

FSSE 2011 Frequency Distributions
University of Louisville

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	1	1%	1	1%	2	1%
		1-4	18	19%	36	22%	54	21%
		5-8	43	45%	78	48%	121	47%
		9-12	18	19%	34	21%	52	20%
		13-16	6	6%	5	3%	11	4%
		17-20	6	6%	3	2%	9	4%
		21-30	3	3%	3	2%	6	2%
		More than 30	1	1%	1	1%	2	1%
			Total	96	100%	161	100%	257
b. Grading papers and exams	GRADEPAP	0	0	0%	4	2%	4	2%
		1-4	40	43%	70	43%	110	43%
		5-8	34	36%	44	27%	78	31%
		9-12	12	13%	28	17%	40	16%
		13-16	3	3%	9	6%	12	5%
		17-20	1	1%	5	3%	6	2%
		21-30	2	2%	0	0%	2	1%
		More than 30	2	2%	1	1%	3	1%
			Total	94	100%	161	100%	255
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	2	2%	2	1%	4	2%
		1-4	54	56%	88	55%	142	55%
		5-8	25	26%	44	28%	69	27%
		9-12	9	9%	16	10%	25	10%
		13-16	2	2%	3	2%	5	2%
		17-20	3	3%	5	3%	8	3%
		21-30	0	0%	2	1%	2	1%
		More than 30	1	1%	0	0%	1	0%
			Total	96	100%	160	100%	256

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	19	20%	45	28%	64	25%
		5-8	40	42%	60	37%	100	39%
		9-12	20	21%	32	20%	52	20%
		13-16	10	10%	16	10%	26	10%
		17-20	5	5%	2	1%	7	3%
		21-30	1	1%	5	3%	6	2%
		More than 30	1	1%	1	1%	2	1%
			Total	96	100%	161	100%	257
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	2	1%	3	1%
		1-4	62	65%	106	68%	168	67%
		5-8	19	20%	36	23%	55	22%
		9-12	9	9%	6	4%	15	6%
		13-16	3	3%	3	2%	6	2%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	2	1%	3	1%
			Total	95	100%	156	100%	251
f. Research and scholarly activities	SCHOLAR	0	3	3%	7	4%	10	4%
		1-4	35	37%	37	24%	72	29%
		5-8	18	19%	25	16%	43	17%
		9-12	14	15%	20	13%	34	14%
		13-16	8	8%	17	11%	25	10%
		17-20	8	8%	16	10%	24	10%
		21-30	4	4%	17	11%	21	8%
		More than 30	5	5%	17	11%	22	9%
			Total	95	100%	156	100%	251

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	52	55%	72	46%	124	49%
		1-4	29	31%	59	38%	88	35%
		5-8	9	9%	16	10%	25	10%
		9-12	1	1%	4	3%	5	2%
		13-16	3	3%	5	3%	8	3%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	95	100%	156	100%	251	100%
h. Advising undergraduate students	ADVISE	0	43	45%	53	34%	96	38%
		1-4	42	44%	75	48%	117	46%
		5-8	3	3%	10	6%	13	5%
		9-12	5	5%	6	4%	11	4%
		13-16	1	1%	9	6%	10	4%
		17-20	1	1%	2	1%	3	1%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	1	1%	1	0%
		Total	95	100%	157	100%	252	100%
i. Supervising internships or other field experiences	FIELDEXP	0	75	77%	101	64%	176	69%
		1-4	14	14%	36	23%	50	20%
		5-8	5	5%	13	8%	18	7%
		9-12	1	1%	2	1%	3	1%
		13-16	0	0%	2	1%	2	1%
		17-20	2	2%	5	3%	7	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	97	100%	159	100%	256	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	58	60%	74	46%	132	51%
		1-4	32	33%	68	42%	100	39%
		5-8	3	3%	14	9%	17	7%
		9-12	1	1%	5	3%	6	2%
		13-16	1	1%	0	0%	1	0%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	96	100%	162	100%	258	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	30	31%	38	24%	68	27%
		1-4	56	58%	94	59%	150	59%
		5-8	8	8%	18	11%	26	10%
		9-12	2	2%	5	3%	7	3%
		13-16	0	0%	2	1%	2	1%
		17-20	0	0%	2	1%	2	1%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	97	100%	159	100%	256	100%
l. Conducting service activities	SERVICE	0	46	47%	51	32%	97	38%
		1-4	32	33%	56	35%	88	34%
		5-8	12	12%	31	19%	43	17%
		9-12	2	2%	13	8%	15	6%
		13-16	3	3%	3	2%	6	2%
		17-20	0	0%	3	2%	3	1%
		21-30	1	1%	3	2%	4	2%
		More than 30	1	1%	1	1%	2	1%
		Total	97	100%	161	100%	258	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	90	95%	151	93%	241	94%
		Classroom, auxiliary location	0	0%	5	3%	5	2%
		Distance education	5	5%	6	4%	11	4%
		Total	95	100%	162	100%	257	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	27	28%	127	78%	154	59%
		Yes	70	72%	35	22%	105	41%
		Total	97	100%	162	100%	259	100%
How many students are enrolled in your selected course section?	CS05	9 or less	1	1%	4	2%	5	2%
		10 to 19	7	7%	30	19%	37	14%
		20 to 29	36	37%	48	30%	84	33%
		30 to 49	23	24%	56	35%	79	31%
		50 to 99	17	18%	12	7%	29	11%
		100 or more	13	13%	11	7%	24	9%
		Total	97	100%	161	100%	258	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	9	10%	6	4%	15	6%
		1 to 2	14	15%	31	19%	45	18%
		3 to 9	32	34%	58	36%	90	35%
		10 to 19	15	16%	41	25%	56	22%
		20 or more	23	25%	25	16%	48	19%
		Total	93	100%	161	100%	254	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	2	2%	0	0%	2	1%
		1-24%	46	47%	63	39%	109	42%
		25-49%	23	24%	34	21%	57	22%
		50-74%	14	14%	31	19%	45	18%
		75% or higher	12	12%	32	20%	44	17%
		Total	97	100%	160	100%	257	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	3	3%	9	6%	12	5%
		1-24%	34	35%	71	44%	105	41%
		25-49%	23	24%	38	24%	61	24%
		50-74%	27	28%	27	17%	54	21%
		75% or higher	10	10%	15	9%	25	10%
		Total	97	100%	160	100%	257	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	1%	6	4%	7	3%
		1-24%	41	43%	50	31%	91	36%
		25-49%	28	29%	44	28%	72	28%
		50-74%	18	19%	46	29%	64	25%
		75% or higher	7	7%	13	8%	20	8%
		Total	95	100%	159	100%	254	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	31	32%	48	30%	79	31%
		25-49%	26	27%	40	25%	66	26%
		50-74%	22	23%	36	22%	58	22%
		75% or higher	18	19%	37	23%	55	21%
		Total	97	100%	161	100%	258	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	2	1%	2	1%
		1-24%	44	45%	67	42%	111	43%
		25-49%	24	25%	49	30%	73	28%
		50-74%	18	19%	24	15%	42	16%
		75% or higher	11	11%	19	12%	30	12%
		Total	97	100%	161	100%	258	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	15	15%	10	6%	25	10%
		1-24%	54	56%	87	54%	141	55%
		25-49%	18	19%	33	21%	51	20%
		50-74%	6	6%	13	8%	19	7%
		75% or higher	4	4%	17	11%	21	8%
	Total		97	100%	160	100%	257	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	13	14%	10	6%	23	9%
		1-24%	63	66%	92	58%	155	61%
		25-49%	11	11%	33	21%	44	17%
		50-74%	6	6%	17	11%	23	9%
		75% or higher	3	3%	8	5%	11	4%
	Total		96	100%	160	100%	256	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	25	26%	28	17%	53	21%
		Sometimes	22	23%	51	32%	73	28%
		Often	17	18%	30	19%	47	18%
		Very often	32	33%	52	32%	84	33%
	Total		96	100%	161	100%	257	100%
b. Work with other students on projects during class	FCLASSGR	Never	21	22%	30	19%	51	20%
		Sometimes	35	36%	49	31%	84	33%
		Often	17	18%	33	21%	50	19%
		Very often	24	25%	48	30%	72	28%
	Total		97	100%	160	100%	257	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	73	76%	106	66%	179	70%
		Sometimes	14	15%	31	19%	45	18%
		Often	2	2%	7	4%	9	4%
		Very often	7	7%	17	11%	24	9%
	Total		96	100%	161	100%	257	100%

Lower Division	Upper Division	Total
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How often do students in your selected course section engage in the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	18	19%	34	21%	52	20%
		Sometimes	27	28%	51	32%	78	31%
		Often	21	22%	26	16%	47	18%
		Very often	29	31%	49	31%	78	31%
	Total		95	100%	160	100%	255	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	1	1%	1	0%
		Sometimes	10	10%	9	6%	19	7%
		Often	31	32%	50	31%	81	31%
		Very often	56	58%	101	63%	157	61%
	Total		97	100%	161	100%	258	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	20	21%	22	14%	42	16%
		Sometimes	33	34%	80	50%	113	44%
		Often	20	21%	34	21%	54	21%
		Very often	23	24%	25	16%	48	19%
	Total		96	100%	161	100%	257	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	26	27%	24	15%	50	20%
		Sometimes	32	33%	73	46%	105	41%
		Often	16	17%	34	21%	50	20%
		Very often	22	23%	28	18%	50	20%
	Total		96	100%	159	100%	255	100%

In your selected course section, about how much reading and writing do you assign students?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	8	8%	10	7%	18	7%
		1	53	56%	75	49%	128	52%
		2-3	28	29%	50	33%	78	31%
		4-6	2	2%	13	8%	15	6%
		More than 6	4	4%	5	3%	9	4%
	Total		95	100%	153	100%	248	100%

Lower Division	Upper Division	Total
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In your selected course section, about how much reading and writing do you assign students? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Number of written papers or reports of 20 pages or more	FWRTRM05	None	85	89%	123	78%	208	82%
		1	6	6%	24	15%	30	12%
		2-3	0	0%	9	6%	9	4%
		4-6	3	3%	0	0%	3	1%
		More than 6	2	2%	1	1%	3	1%
		Total	96	100%	157	100%	253	100%
c. Number of written papers or reports between 5 and 19 pages	FWRTRM05	None	58	60%	45	29%	103	41%
		1	19	20%	53	34%	72	28%
		2-3	11	11%	48	31%	59	23%
		4-6	8	8%	7	4%	15	6%
		More than 6	1	1%	4	3%	5	2%
		Total	97	100%	157	100%	254	100%
d. Number of written papers or reports of fewer than 5 pages	FWRTRM05	None	28	29%	44	28%	72	28%
		1	14	15%	24	15%	38	15%
		2-3	22	23%	32	20%	54	21%
		4-6	15	16%	28	18%	43	17%
		More than 6	17	18%	32	20%	49	19%
		Total	96	100%	160	100%	256	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	33	35%	65	41%	98	39%
		1-2	40	43%	59	37%	99	39%
		3-4	9	10%	17	11%	26	10%
		5-6	2	2%	5	3%	7	3%
		More than 6	9	10%	13	8%	22	9%
		Total	93	100%	159	100%	252	100%
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	49	54%	92	58%	141	57%
		1-2	29	32%	41	26%	70	28%
		3-4	5	6%	13	8%	18	7%
		5-6	2	2%	6	4%	8	3%
		More than 6	5	6%	6	4%	11	4%
		Total	90	100%	158	100%	248	100%

Lower Division	Upper Division	Total
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Time students spend preparing for your selected course section:

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	4	4%	12	7%	16	6%
		3-4	37	38%	51	32%	88	34%
		5-6	27	28%	51	32%	78	30%
		7-8	16	16%	24	15%	40	16%
		9-10	6	6%	20	12%	26	10%
		11-12	6	6%	2	1%	8	3%
		More than 12	1	1%	1	1%	2	1%
		Total	97	100%	161	100%	258	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	2	2%	4	2%	6	2%
		1-2	50	52%	75	47%	125	48%
		3-4	29	30%	53	33%	82	32%
		5-6	10	10%	20	12%	30	12%
		7-8	4	4%	5	3%	9	3%
		9-10	2	2%	3	2%	5	2%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	1	1%	1	0%
		Total	97	100%	161	100%	258	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	35	37%	41	26%	76	30%
		Somewhat important	22	23%	37	24%	59	24%
		Important	19	20%	43	27%	62	25%
		Very important	18	19%	36	23%	54	22%
		Total	94	100%	157	100%	251	100%

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	20	21%	16	10%	36	14%
		Somewhat important	8	9%	12	8%	20	8%
		Important	27	29%	34	22%	61	24%
		Very important	39	41%	96	61%	135	54%
		Total	94	100%	158	100%	252	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	33	34%	49	31%	82	32%
		Somewhat important	30	31%	44	28%	74	29%
		Important	20	21%	34	22%	54	21%
		Very important	14	14%	31	20%	45	18%
		Total	97	100%	158	100%	255	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	17	18%	8	5%	25	10%
		Somewhat important	29	30%	32	20%	61	24%
		Important	31	32%	59	38%	90	36%
		Very important	19	20%	58	37%	77	30%
		Total	96	100%	157	100%	253	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	16%	18	11%	33	13%
		Somewhat important	26	27%	36	23%	62	25%
		Important	34	35%	60	38%	94	37%
		Very important	21	22%	43	27%	64	25%
		Total	96	100%	157	100%	253	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	47	48%	65	41%	112	44%
		Somewhat important	27	28%	37	24%	64	25%
		Important	13	13%	42	27%	55	22%
		Very important	10	10%	13	8%	23	9%
		Total	97	100%	157	100%	254	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	15	16%	8	5%	23	9%
		Somewhat important	10	11%	21	13%	31	12%
		Important	23	24%	49	31%	72	29%
		Very important	47	49%	78	50%	125	50%
		Total	95	100%	156	100%	251	100%

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	18	19%	14	9%	32	13%
		Somewhat important	9	9%	24	15%	33	13%
		Important	22	23%	44	28%	66	26%
		Very important	46	48%	74	47%	120	48%
		Total	95	100%	156	100%	251	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	1	1%	3	2%	4	2%
		Somewhat important	11	11%	3	2%	14	5%
		Important	19	20%	40	25%	59	23%
		Very important	66	68%	112	71%	178	70%
		Total	97	100%	158	100%	255	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	1%	8	5%	9	4%
		1-9%	12	12%	19	12%	31	12%
		10-19%	7	7%	23	14%	30	12%
		20-29%	14	14%	18	11%	32	13%
		30-39%	9	9%	11	7%	20	8%
		40-49%	5	5%	26	16%	31	12%
		50-74%	23	24%	27	17%	50	20%
		75% or more	26	27%	27	17%	53	21%
		Total	97	100%	159	100%	256	100%
b. Teacher-led discussion	TEACHLED	0%	8	8%	7	4%	15	6%
		1-9%	20	21%	29	18%	49	19%
		10-19%	22	23%	37	23%	59	23%
		20-29%	19	20%	36	23%	55	22%
		30-39%	10	11%	14	9%	24	9%
		40-49%	6	6%	12	8%	18	7%
		50-74%	4	4%	14	9%	18	7%
		75% or more	6	6%	10	6%	16	6%
		Total	95	100%	159	100%	254	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	36	37%	38	25%	74	29%
		1-9%	17	18%	29	19%	46	18%
		10-19%	12	12%	33	21%	45	18%
		20-29%	19	20%	18	12%	37	15%
		30-39%	5	5%	14	9%	19	8%
		40-49%	3	3%	8	5%	11	4%
		50-74%	3	3%	8	5%	11	4%
		75% or more	2	2%	7	5%	9	4%
		Total	97	100%	155	100%	252	100%
d. Student computer use	COMP MED	0%	59	61%	84	54%	143	57%
		1-9%	13	13%	36	23%	49	19%
		10-19%	9	9%	12	8%	21	8%
		20-29%	2	2%	10	6%	12	5%
		30-39%	3	3%	1	1%	4	2%
		40-49%	2	2%	3	2%	5	2%
		50-74%	2	2%	3	2%	5	2%
		75% or more	7	7%	6	4%	13	5%
		Total	97	100%	155	100%	252	100%
e. Small group activities	GROUPSML	0%	29	30%	42	26%	71	28%
		1-9%	26	27%	44	28%	70	27%
		10-19%	16	16%	24	15%	40	16%
		20-29%	5	5%	17	11%	22	9%
		30-39%	10	10%	12	8%	22	9%
		40-49%	5	5%	7	4%	12	5%
		50-74%	5	5%	7	4%	12	5%
		75% or more	1	1%	6	4%	7	3%
		Total	97	100%	159	100%	256	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	47	49%	66	43%	113	45%
		1-9%	23	24%	35	23%	58	23%
		10-19%	12	13%	28	18%	40	16%
		20-29%	5	5%	14	9%	19	8%
		30-39%	3	3%	4	3%	7	3%
		40-49%	1	1%	3	2%	4	2%
		50-74%	3	3%	3	2%	6	2%
		75% or more	2	2%	2	1%	4	2%
			Total	96	100%	155	100%	251
g. In-class writing	CLSWRITE	0%	45	47%	81	53%	126	51%
		1-9%	27	28%	45	29%	72	29%
		10-19%	13	14%	17	11%	30	12%
		20-29%	3	3%	4	3%	7	3%
		30-39%	4	4%	2	1%	6	2%
		40-49%	2	2%	3	2%	5	2%
		50-74%	1	1%	2	1%	3	1%
		75% or more	0	0%	0	0%	0	0%
			Total	95	100%	154	100%	249
h. Testing and evaluation	TESTEVAL	0%	10	10%	28	18%	38	15%
		1-9%	36	38%	58	38%	94	38%
		10-19%	28	29%	39	25%	67	27%
		20-29%	12	13%	21	14%	33	13%
		30-39%	6	6%	2	1%	8	3%
		40-49%	2	2%	1	1%	3	1%
		50-74%	1	1%	2	1%	3	1%
		75% or more	1	1%	3	2%	4	2%
			Total	96	100%	154	100%	250

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	78	84%	134	91%	212	88%
		1-9%	4	4%	4	3%	8	3%
		10-19%	2	2%	5	3%	7	3%
		20-29%	3	3%	1	1%	4	2%
		30-39%	2	2%	1	1%	3	1%
		40-49%	1	1%	0	0%	1	0%
		50-74%	0	0%	1	1%	1	0%
		75% or more	3	3%	2	1%	5	2%
		Total	93	100%	148	100%	241	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	66	72%	99	64%	165	67%
		1-9%	8	9%	15	10%	23	9%
		10-19%	5	5%	14	9%	19	8%
		20-29%	2	2%	8	5%	10	4%
		30-39%	3	3%	5	3%	8	3%
		40-49%	6	7%	3	2%	9	4%
		50-74%	2	2%	5	3%	7	3%
		75% or more	0	0%	5	3%	5	2%
		Total	92	100%	154	100%	246	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%	1	1%	1	0%
		2	0	0%	0	0%	0	0%
		3	2	2%	0	0%	2	1%
		4	3	3%	11	7%	14	6%
		5	36	38%	30	19%	66	26%
		6	32	33%	80	51%	112	44%
		Very much	23	24%	35	22%	58	23%
				Total	96	100%	157	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?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	27	28%	69	44%	96	38%
		Some	30	31%	66	42%	96	38%
		Quite a bit	24	25%	16	10%	40	16%
		Very much	15	16%	6	4%	21	8%
	Total		96	100%	157	100%	253	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	2	2%	3	2%	5	2%
		Some	7	7%	6	4%	13	5%
		Quite a bit	32	34%	52	33%	84	33%
		Very much	54	57%	96	61%	150	60%
	Total		95	100%	157	100%	252	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	5	5%	2	1%	7	3%
		Some	11	12%	7	4%	18	7%
		Quite a bit	30	32%	40	26%	70	28%
		Very much	48	51%	107	69%	155	62%
	Total		94	100%	156	100%	250	100%
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	7	7%	6	4%	13	5%
		Some	22	23%	33	21%	55	22%
		Quite a bit	32	33%	28	18%	60	24%
		Very much	35	36%	90	57%	125	49%
	Total		96	100%	157	100%	253	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	5	5%	5	3%	10	4%
		Some	16	17%	17	11%	33	13%
		Quite a bit	23	24%	39	25%	62	25%
		Very much	51	54%	95	61%	146	58%
	Total		95	100%	156	100%	251	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	17	18%	17	11%	34	13%
		Some	23	24%	35	22%	58	23%
		Quite a bit	19	20%	46	29%	65	26%
		Very much	38	39%	58	37%	96	38%
		Total	97	100%	156	100%	253	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	23	24%	30	19%	53	21%
		Some	33	34%	45	29%	78	31%
		Quite a bit	17	18%	41	26%	58	23%
		Very much	24	25%	40	26%	64	25%
		Total	97	100%	156	100%	253	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	1	1%	2	1%
		Some	4	4%	3	2%	7	3%
		Quite a bit	34	35%	36	23%	70	28%
		Very much	58	60%	114	74%	172	69%
		Total	97	100%	154	100%	251	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	35	36%	59	38%	94	37%
		Some	19	20%	35	23%	54	21%
		Quite a bit	12	12%	25	16%	37	15%
		Very much	31	32%	36	23%	67	27%
		Total	97	100%	155	100%	252	100%
e. Using computing and information technology	FGNCMPTS	Very little	32	34%	45	29%	77	31%
		Some	29	31%	52	33%	81	32%
		Quite a bit	13	14%	29	19%	42	17%
		Very much	21	22%	30	19%	51	20%
		Total	95	100%	156	100%	251	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	23	24%	26	17%	49	19%
		Some	24	25%	48	31%	72	29%
		Quite a bit	21	22%	35	22%	56	22%
		Very much	28	29%	47	30%	75	30%
		Total	96	100%	156	100%	252	100%
g. Learning effectively on their own	FGNINQ	Very little	3	3%	4	3%	7	3%
		Some	10	10%	21	13%	31	12%
		Quite a bit	41	42%	63	40%	104	41%
		Very much	43	44%	69	44%	112	44%
		Total	97	100%	157	100%	254	100%
h. Understanding themselves	FGNSELF	Very little	21	23%	23	15%	44	18%
		Some	14	16%	47	31%	61	25%
		Quite a bit	22	24%	37	24%	59	24%
		Very much	33	37%	46	30%	79	33%
		Total	90	100%	153	100%	243	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	24	27%	38	25%	62	26%
		Some	22	24%	48	31%	70	29%
		Quite a bit	11	12%	30	20%	41	17%
		Very much	33	37%	37	24%	70	29%
		Total	90	100%	153	100%	243	100%
j. Solving complex real-world problems	FGNPROBS	Very little	10	11%	11	7%	21	9%
		Some	23	26%	35	23%	58	24%
		Quite a bit	30	33%	43	28%	73	30%
		Very much	27	30%	66	43%	93	38%
		Total	90	100%	155	100%	245	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	18	20%	26	17%	44	18%	
		Some	24	26%	50	32%	74	30%	
		Quite a bit	29	32%	43	28%	72	29%	
		Very much	20	22%	36	23%	56	23%	
		Total		91	100%	155	100%	246	100%
l. Developing a deepened sense of spirituality	FSPRIT	Very little	68	76%	112	73%	180	74%	
		Some	11	12%	27	18%	38	16%	
		Quite a bit	6	7%	7	5%	13	5%	
		Very much	5	6%	8	5%	13	5%	
		Total		90	100%	154	100%	244	100%
m. Acquiring a broad general education	FGNGENLE	Very little	8	9%	29	19%	37	15%	
		Some	18	20%	40	26%	58	24%	
		Quite a bit	30	33%	44	28%	74	30%	
		Very much	34	38%	42	27%	76	31%	
		Total		90	100%	155	100%	245	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	9	10%	12	8%	21	9%	
		Some	28	31%	42	27%	70	28%	
		Quite a bit	22	24%	36	23%	58	24%	
		Very much	32	35%	65	42%	97	39%	
		Total		91	100%	155	100%	246	100%
Disciplinary Area: Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.	DISCAREA	Arts and Humanities	40	42%	38	24%	78	31%	
		Biological Sciences	3	3%	7	4%	10	4%	
		Business	1	1%	12	8%	13	5%	
		Education	2	2%	14	9%	16	6%	
		Engineering	6	6%	14	9%	20	8%	
		Physical Sciences	15	16%	9	6%	24	9%	
		Other Professions	5	5%	15	9%	20	8%	
		Social Sciences	14	15%	26	16%	40	16%	
		Other	9	9%	23	15%	32	13%	
		Total		95	100%	158	100%	253	100%



University of Louisville

FSSE-NSSE Combined Report

August 2011



Interpreting the FSSE-NSSE Combined Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2011 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 *2011 Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



Faculty classroom practices and student responses:

Faculty Responses			
Percentage of faculty who reported that more than half of students from their courses do the following			
FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	26%
		UD	44%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	22%
		UD	22%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	24%
		UD	40%

FSSE-NSSE Combined Report 2011 NSSEville State University

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						
NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	29%	37%	32%	2%
		SR	49%	32%	19%	1%
Come to class without completing assignments	CLUNPRE	FY	5%	11%	60%	24%
		SR	7%	15%	60%	18%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	16%	44%	34%	6%
		SR	22%	40%	33%	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 2011 Frequency Distributions*.

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that more than half of students from their courses do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	27%
		UD	39%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	38%
		UD	26%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	26%
		UD	37%
Occasionally use e-mail to communicate with you	FEMAIL	LD	41%
		UD	45%
Occasionally discuss grades or assignments with you	FGRADE	LD	30%
		UD	27%
At least once, talk about career plans with you	FPLANS	LD	10%
		UD	19%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	9%
		UD	16%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	21%	35%	42%	3%
		SR	38%	32%	28%	2%
Come to class without completing assignments	CLUNPREP	FY	6%	12%	63%	20%
		SR	8%	20%	58%	15%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	16%	40%	36%	8%
		SR	18%	38%	35%	8%
Used e-mail to communicate with an instructor	EMAIL	FY	40%	35%	24%	2%
		SR	50%	34%	15%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	18%	29%	46%	8%
		SR	24%	36%	36%	5%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	8%	23%	53%	16%
		SR	14%	24%	44%	18%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	4%	9%	40%	46%
		SR	8%	16%	43%	33%

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that students from their courses do the following often or very often

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	51%
		UD	51%
Work with other students on projects during class	FCLASSGR	LD	42%
		UD	51%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	9%
		UD	15%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	53%
		UD	47%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	90%
		UD	94%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	45%
		UD	37%
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	40%
		UD	39%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	23%	40%	33%	4%
		SR	27%	35%	27%	10%
Worked with other students on projects during class	CLASSGRP	FY	10%	32%	48%	10%
		SR	16%	33%	40%	11%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	2%	5%	18%	75%
		SR	5%	10%	28%	57%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	26%	30%	34%	10%
		SR	33%	29%	28%	10%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	18%	41%	36%	5%
		SR	20%	47%	29%	4%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	24%	29%	36%	11%
		SR	23%	34%	34%	10%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	27%	32%	33%	8%
		SR	24%	33%	36%	7%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	39%
		UD	50%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	70%
		UD	82%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	35%
		UD	41%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	52%
		UD	75%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	57%
		UD	66%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	24%
		UD	35%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	74%
		UD	81%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	72%
		UD	76%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	88%
		UD	96%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	26%	35%	27%	12%
		SR	16%	29%	39%	15%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	48%	23%	2%
		SR	45%	38%	16%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	7%	24%	49%	20%
		SR	20%	31%	39%	9%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	15%	34%	45%	5%
		SR	28%	43%	27%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	38%	36%	6%
		SR	27%	39%	31%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	2%	7%	35%	56%
		SR	9%	9%	36%	46%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	39%	37%	8%
		SR	21%	36%	35%	7%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	23%	40%	34%	3%
		SR	27%	38%	32%	3%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	22%	41%	33%	3%
		SR	24%	43%	30%	3%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	95%
		UD	92%

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	41%
		UD	14%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	91%
		UD	94%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	83%
		UD	94%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	70%
		UD	75%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	78%
		UD	86%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	86%	14%
		SR	84%	16%

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Distribution of student responses to how much their coursework during the current school year emphasized the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	33%	42%	20%	5%
		SR	26%	39%	28%	7%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	39%	46%	14%	1%
		SR	47%	40%	12%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	29%	40%	26%	5%
		SR	34%	41%	22%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	29%	41%	28%	3%
		SR	31%	41%	24%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	39%	39%	20%	2%
		SR	44%	37%	17%	3%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	59%
		UD	67%
Speaking clearly and effectively	FGNSPEAK	LD	42%
		UD	52%
Thinking critically and analytically	FGNANALY	LD	95%
		UD	97%
Analyzing quantitative problems	FGNQUANT	LD	44%
		UD	39%
Using computing and information technology	FGNCMPTS	LD	36%
		UD	38%
Working effectively with others	FGNOTHER	LD	51%
		UD	53%
Learning effectively on their own	FGNINQ	LD	87%
		UD	84%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	32%	41%	22%	5%
		SR	30%	41%	22%	6%
Speaking clearly and effectively	GNSPEAK	FY	27%	37%	28%	8%
		SR	27%	37%	29%	7%
Thinking critically and analytically	GNANALY	FY	46%	40%	13%	2%
		SR	50%	34%	14%	2%
Analyzing quantitative problems	GNQUANT	FY	33%	40%	22%	4%
		SR	39%	38%	18%	5%
Using computing and information technology	GNCMPTS	FY	38%	35%	22%	5%
		SR	44%	34%	18%	5%
Working effectively with others	GNOTHERS	FY	32%	42%	22%	4%
		SR	35%	41%	21%	4%
Learning effectively on your own	GNINQ	FY	30%	44%	21%	5%
		SR	31%	43%	20%	6%

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	61%
		UD	54%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	49%
		UD	44%
Solving complex real-world problems	FGNPROBS	LD	63%
		UD	70%
Developing a personal code of values and ethics	FVALUES	LD	54%
		UD	51%
Developing a deepened sense of spirituality	FSPIRIT	LD	12%
		UD	10%
Acquiring a broad general education	FGNGENLE	LD	71%
		UD	55%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	59%
		UD	65%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	24%	37%	28%	11%
		SR	24%	33%	28%	14%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	24%	39%	27%	10%
		SR	23%	34%	31%	11%
Solving complex real-world problems	GNPROBSV	FY	22%	36%	33%	9%
		SR	27%	36%	26%	10%
Developing a personal code of values and ethics	GNETHICS	FY	19%	36%	32%	13%
		SR	20%	32%	31%	17%
Developing a deepened sense of spirituality	GNSPIRIT	FY	11%	18%	31%	40%
		SR	9%	12%	26%	53%
Acquiring a broad general education	GNGENLED	FY	36%	47%	15%	2%
		SR	40%	39%	17%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	24%	39%	30%	7%
		SR	37%	35%	21%	7%

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	75%
		UD	80%
Community service or volunteer work	FVOLUNTR	LD	58%
		UD	58%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	45%
		UD	50%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	53%
		UD	54%
Foreign language coursework	FFORLANG	LD	61%
		UD	58%
Study abroad	FSTUDYAB	LD	46%
		UD	41%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	83%
		UD	88%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	7%	76%	3%	14%
		SR	53%	21%	17%	9%
Community service or volunteer work	VOLNTR04	FY	42%	38%	7%	14%
		SR	61%	14%	16%	9%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	11%	23%	24%	42%
		SR	22%	11%	53%	14%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	4%	27%	27%	42%
		SR	16%	17%	47%	20%
Foreign language coursework	FORLNG04	FY	14%	38%	28%	20%
		SR	40%	10%	41%	9%
Study abroad	STDABR04	FY	1%	34%	34%	30%
		SR	12%	9%	65%	14%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	40%	14%	45%
		SR	25%	38%	26%	11%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	57%
		UD	59%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	75%
		UD	75%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	56%
		UD	54%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	32%
		UD	39%
Providing students the support they need to thrive socially	FENVSOCA	LD	39%
		UD	31%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	59%
		UD	53%
Encouraging students to use computers in their academic work	FENVCOMP	LD	83%
		UD	90%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	38%	45%	16%	0%
		SR	33%	47%	17%	4%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	42%	42%	14%	2%
		SR	26%	43%	25%	6%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	31%	38%	25%	6%
		SR	21%	32%	32%	14%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	13%	27%	41%	19%
		SR	5%	16%	40%	39%
Providing the support you need to thrive socially	ENVSOCAL	FY	15%	37%	36%	12%
		SR	8%	25%	42%	25%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	31%	36%	29%	4%
		SR	15%	32%	36%	17%
Using computers in academic work	ENVCOMPT	FY	49%	37%	13%	1%
		SR	56%	30%	11%	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	75%
		UD	80%
With faculty members	FENVFAC	LD	71%
		UD	70%
With administrative personnel and offices	FENVADM	LD	43%
		UD	42%

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

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	78%	22%
		SR	82%	18%
With faculty members	ENVFAC	FY	71%	29%
		SR	78%	22%
With administrative personnel and offices	ENVADM	FY	60%	40%
		SR	56%	44%

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