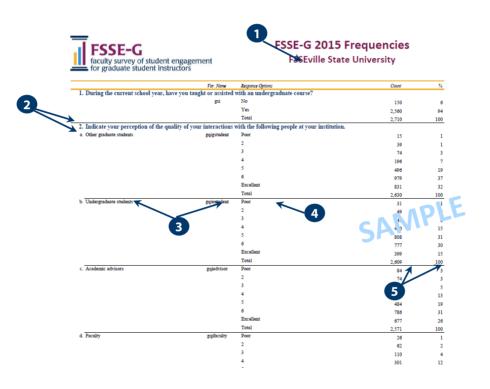




The display below highlights details in the *FSSE-G Frequencies* report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (**fsse.indiana.edu**) or contact a member of the FSSE team.

- 1. *Sample:* The *FSSE-G Frequencies* report is based on information from all graduate student instructors at your institution who responded to the survey.
- 2. Item numbers: Item numbering corresponds to the survey facsimile available on the FSSE-G website.



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



<ul> <li>I. During the current school year, have you haught or assisted with an undergraduate cours?         <ul> <li>pi</li> <li>No</li> <li>0</li> <li>Ves</li> <li>3</li> <li>Total</li> <li>3</li> </ul> </li> <li>2. Indices your perception of the quality of your interactions with the following people at your institution.</li> <li>0 ther graduate students</li> <li>gQuistaeu</li> <li>Pore</li> <li>3</li> <li>4</li> <li>5</li> <li>13</li> <li>4</li> <li>5</li> <li>13</li> <li>5</li> <li>5</li> <li>13</li> <li>6</li> <li>2</li> <li>14</li> <li>5</li> <li>13</li> <li>6</li> <li>2</li> <li>14</li> <li>6</li> <li>2</li> <li>14</li> <li>6</li> <li>2</li> <li>13</li> <li>14</li> <li>5</li> <li>14</li> <li>5</li> <li>14</li> <li>5</li> <li>14</li> <li>5</li> <li>14</li> <li>5</li> <li>6</li> <li>2</li> <li>14</li> <li>5</li> <li>6</li> <li>2</li> <li>14</li> <li>14</li> <li>14</li> <li>14</li> <li>14</li> <li>14</li> <li>14</li> <li16< li=""> <li>14</li></li16<></ul>		Var. Name	Response Options	Count	
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Very important     36       Total     76       Developing students' critical thinking or problem- solving skills     gIAcritical     Not important     2       Important     19			Somewhat important	6	
Very important     36       Total     76       Developing students' critical thinking or problem- solving skills     gIAcritical     Not important     2       Important     Somewhat important     4       Important     19			Important		
Total     76       Developing students' critical thinking or problem- solving skills     gIAcritical     Not important     2       Somewhat important     4       Important     19			Very important		
Developing students' critical thinking or problem- solving skills     gIAcritical     Not important     2       Somewhat important     4       Important     19					
solving skills Somewhat important 4 Important 19	Developing students' critical thinking or problem-	gIAcritical			
Important 19					
very important 51					
Total 76				51	

# FSSE-G 2015 Frequencies

	Var. Name	Response Options	Count	
c. Improving your interactions with students	gIAinteract	Not important	2	
		Somewhat important	13	
		Important	31	
		Very important	30	
		Total	76	
d. Facilitating experiences with diversity	gIAdiversity	Not important	3	
		Somewhat important	7	
		Important	31	
		Very important	33	
		Total	74	
e. Using technology to improve student learning	gIAtech	Not important	6	-
		Somewhat important	7	
		Important	29	
		Very important	34	
		Total	76	
f. Creating a supportive learning environment	gIAsupport	Not important	2	
		Somewhat important	5	
		Important	15	
		Very important	54	
		Total	76	
g. Assessing student learning	gIAassess	Not important	4	
5	8	Somewhat important		
		Important	6	
		Very important	31	
		Total	35	
. Specifying learning outcomes	gIAoutcomes	Not important	76	
. Speenying fearing outcomes	girioateonies	Somewhat important	1	
		Important	12	
		Very important	30	
		Total	33	
i. Designing assignments or exams	alAssian		76	
. Designing assignments of exams	gIAassign	Not important	11	
		Somewhat important	17	
		Important	22	
		Very important	26	
		Total	76	
. Leading discussions	gIAdiscuss	Not important	8	
		Somewhat important	13	
		Important	32	
		Very important	23	
		Total	76	
. During the current school year, have you dor				
a. Participated in an institution-wide graduate student	ginstorient	No	45	
instructor orientation		Yes	31	
		Total	76	
p. Participated in a graduate student instructor	gdiscorient	No	34	
orientation specific to your department or discipline		Yes	42	
		Total	76	
c. Enrolled in a for-credit course related to college-level	gcoursecred	No	57	
teaching		Yes	19	
			• • •	



	Var. Name	Response Options	Count	
5. In a typical 7-day week, about how many ho	urs do you spend	on each of the following?		
a. Teaching activities (preparing, teaching class	gtmteach	0	3	
sessions, grading, meeting with students outside of		1-4	15	
class, etc.)		5-8	9	
		9-12	14	
		13-16	13	
		17-20	8	
		21-30	9	
		More than 30 hours	3	
		Total	74	
. Research, creative, or scholarly activities	gtmresearch	0	3	
		1-4	10	
		5-8	16	
		9-12	10	
		13-16	6	
		17-20	8	
		21-30	7	
		More than 30 hours	14	
		Total	74	
. Your course work (studying, reading, writing, doing	gtmcoursework	0	5	
lab work, analyzing data, etc.)	0	1-4	3	
		5-8	8	
		9-12	8 14	
		13-16		
		17-20	18	
		21-30	9	
		More than 30 hours	7	
		Total	10	
. In a typical 7-day week, about how many ho	urs do vou spon		74	
. Preparing class sessions	gtmprepclass	0		
i repaing ends sessions	gunprepenuss	1-4	5	
		5-8	36	
		9-12	17	
		13-16	4	
		17-20	4	
		More than 20 hours	1	
		Total	1	
	aturtas abalass		68	
. Teaching class sessions	gtmteachclass	0	3	
. Teaching class sessions		1.4		
. Teaching class sessions		1-4	40	
. Teaching class sessions		5-8	40 23	
. Teaching class sessions		5-8 9-12	23 1	
. Teaching class sessions		5-8 9-12 13-16	23	
o. Teaching class sessions		5-8 9-12 13-16 17-20	23 1	
o. Teaching class sessions		5-8 9-12 13-16 17-20 More than 20 hours	23 1 0	
		5-8 9-12 13-16 17-20 More than 20 hours Total	23 1 0 1	
	gtmgrade	5-8 9-12 13-16 17-20 More than 20 hours Total 0	23 1 0 1 0	
		5-8 9-12 13-16 17-20 More than 20 hours Total 0 1-4	23 1 0 1 0 68	
		5-8 9-12 13-16 17-20 More than 20 hours Total 0 1-4 5-8	23 1 0 1 0 <u>68</u> 4	
		5-8 9-12 13-16 17-20 More than 20 hours Total 0 1-4	23 1 0 1 0 68 4 34	
		5-8 9-12 13-16 17-20 More than 20 hours Total 0 1-4 5-8	23 1 0 1 0 68 4 34 14	
		5-8 9-12 13-16 17-20 More than 20 hours Total 0 1-4 5-8 9-12	23 1 0 1 0 68 4 34 14 11	
<ul> <li>b. Teaching class sessions</li> <li>c. Grading assignments and exams</li> </ul>		5-8 9-12 13-16 17-20 More than 20 hours Total 0 1-4 5-8 9-12 13-16	23 1 0 1 0 68 4 34 14 11 2	



	Var. Name	Response Options	Count	
I. Meeting with students outside of class	gtmmeet	0	10	
		1-4	49	
		5-8	7	
		9-12	1	
		13-16	0	
		17-20	1	
		More than 20 hours	0	
<u> </u>		Total	68	
<ul> <li>Course administration (emailing students, maintaining course websites, etc.)</li> </ul>	gtmadmin	0	6	
maintaining course websites, etc.)		1-4	53	
		5-8	7	
		9-12	0	
		13-16	1	
		17-20	1	
		More than 20 hours	0	
		Total	68	
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching	gtmimprove	0	17	
workshops, conducting research on your own		1-4	41	
courses, etc.)		5-8	5	
		9-12	3	
		13-16	0	
		17-20	0	
		More than 20 hours	1	
		Total	67	
. During the current school year, about how of				
. Visited an office or center that supports graduate	gcenter	Never	43	
student instructors (Center for Teaching and Learning, Center for Teaching Excellence, etc.)		Sometimes	19	
		Often	3	
		Very often	3	
		Total	68	
Attended a workshop or training session to enhance	gworkshop	Never	32	
your teaching		Sometimes	28	
		Often	3	
		Very often	5	
		Total	68	
e. Had a faculty or staff member observe your teaching	gobserve	Never	20	
and provide feedback		Sometimes	32	
		Often	7	
		Very often	9	
		Total	68	
. Worked one-on-one with a faculty or staff member to	gmentor	Never	24	
help improve your teaching		Sometimes	24	
		Often	12	
		Very often	7	
		Total	67	
. Discussed teaching issues with other graduate	gdiscussteach	Never	6	
student instructors		Sometimes	14	
		Often	24	
		Very often	23	
		Total	67	
. Consulted books, articles, or online resources to	gresources	Never	10	
enhance your teaching		Sometimes	21	
		Often	22	
		Very often	14	

# FSSE-G 2015 Frequencies

		one each of the following with the undergraduate stu	acins you teach.	
<ul> <li>Talked about their career plans</li> </ul>	gsfcareer	Never	6	
		Sometimes	36	
		Often	15	
		Very often	10	
		Total	67	
b. Worked on activities other than coursework	gsfotherwork	Never	33	
(committees, student groups, etc.)	C	Sometimes	21	
		Often	7	
		Very often	6	
		Total	67	
c. Discussed course topics, ideas, or concepts outside	gsfdiscuss	Never	3	
of class	9	Sometimes	37	
		Often		
		Very often	15	
		Total	12	
d. Discussed their academic performance	gsfperform	Never	67	
. Discussed their academic performance	gsiperiorin	Sometimes	2	
		Often	25	
			29	
		Very often	11	
		Total	67	
<b>).</b> About how many of the undergraduate cour		_		
a. A community-based project (service-learning)	gservcrs	None	50	
		Some	8	
		Most	6	
		All	3	
		Total	67	
b. A living and learning component	glearncomcrs	None	44	
		Some	10	
		Most	8	
		All	5	
		Total	67	
c. Research (data collection, analysis, etc.)	gresearchcrs	None	23	
		Some	14	
		Most	14	
		All	16	
		Total	67	
An internship, co-op, clinical placement, or field	ginterners	None	51	
experience		Some	8	
		Most	5	
		All	3	
		Total	67	
. In the undergraduate courses you teach at the	his institution, to	what extent do you do the following?		
a. Clearly explain course goals and requirements	gETgoals	Very little	6	
	_	Some	2	
		Quite a bit	2	
		Very much	37	
		Total		
b. Teach course sessions in an organized way	gETorganize	Very little	66	-
b. Teach course sessions in an organized way	52. Orgunize	Some	2	
с .				
			6	
		Quite a bit Very much	20 38	

# FSSE-G 2015 Frequencies

	Var. Name	Response Options	Count	
. Use examples or illustrations to explain difficult	gETexample	Very little	2	
points		Some	1	
		Quite a bit	17	
		Very much	45	
		Total	65	
. Use a variety of teaching techniques to accommodate	gETvariety	Very little	6	
diversity in student learning styles		Some	10	
		Quite a bit	20	
		Very much	30	
		Total	66	
Review and summarize material for students	gETreview	Very little	1	
		Some	13	
		Quite a bit	24	
		Very much		
		Total	28	
Provide standards for satisfactory completion of	gETstandards	Very little	66	
assignments (rubrics, detailed outlines, etc.)	gETStandards	Some	5	
		Quite a bit	10	
		Very much	21	
		•	30	
		Total	66	
. Provide feedback to students on drafts or works in progress	gETdraftfb	Very little	9	
progress		Some	4	
		Quite a bit	15	
		Very much	38	
		Total	66	
Provide prompt and detailed feedback on tests or	gETfeedback	Very little	5	
completed assignments		Some	4	
		Quite a bit	22	
		Very much	35	
		Total	66	
. How much has your teaching experience at t	his institution co	ontributed to your ability to do the fol	lowing with undergraduate students	?
		Very little	2	
	gPGholearn	very nule	3	
Develop their higher-order learning skills (application, analysis, evaluation, synthesis)	gPGholearn	Some	3 16	
	gPGholearn	-	16	
. Develop their higher-order learning skills (application, analysis, evaluation, synthesis)	gPGholearn	Some	16 23	
	gPGholearn	Some Quite a bit	16 23 24	
(application, analysis, evaluation, synthesis)	gPGholearn gPGreflect	Some Quite a bit Very much	16 23 24 66	
(application, analysis, evaluation, synthesis)	-	Some Quite a bit Very much Total Very little	16 23 24 66 4	
	-	Some Quite a bit Very much Total Very little Some	16 23 24 66 4 12	
(application, analysis, evaluation, synthesis)	-	Some Quite a bit Very much Total Very little Some Quite a bit	16 23 24 66 4 12 27	
(application, analysis, evaluation, synthesis)	-	Some Quite a bit Very much Total Very little Some Quite a bit Very much	16 23 24 66 4 12 27 23	
(application, analysis, evaluation, synthesis) Promote reflection on their learning	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total	16 23 24 66 4 12 27 23 66	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from	-	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little	16 23 24 66 4 12 27 23 66 6	
(application, analysis, evaluation, synthesis) Promote reflection on their learning	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some	16 23 24 66 4 12 27 23 66 6 16	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit	16 23 24 66 4 12 27 23 66 6 16 22	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much	16 23 24 66 4 12 27 23 66 6 16 22 22	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from different courses or experiences	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total	16 23 24 66 4 12 27 23 66 6 16 22 22 66	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from different courses or experiences	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very much Total Very much Total	16 23 24 66 4 12 27 23 66 6 16 22 22	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from different courses or experiences	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very much Total Very much Total	16 23 24 66 4 12 27 23 66 6 16 22 22 66	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from different courses or experiences	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little	16 23 24 66 4 12 27 23 66 6 16 22 22 66 22	
(application, analysis, evaluation, synthesis) Promote reflection on their learning Promote their ability to integrate knowledge from different courses or experiences	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little Some Quite a bit Very little	16 23 24 66 4 12 27 23 66 6 16 22 22 66 22 18	
<ul> <li>(application, analysis, evaluation, synthesis)</li> <li>Promote reflection on their learning</li> <li>Promote their ability to integrate knowledge from different courses or experiences</li> <li>Develop their quantitative reasoning skills</li> </ul>	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little Some Quite a bit Very much Total	16 23 24 66 4 12 27 23 66 6 16 22 22 66 22 18 16	
(application, analysis, evaluation, synthesis)  Promote reflection on their learning  Promote their ability to integrate knowledge from different courses or experiences	gPGreflect	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little Some Quite a bit Very little	16 23 24 66 4 12 27 23 66 6 16 22 22 66 22 18 16 10	
<ul> <li>(application, analysis, evaluation, synthesis)</li> <li>Promote reflection on their learning</li> <li>Promote their ability to integrate knowledge from different courses or experiences</li> <li>Develop their quantitative reasoning skills</li> </ul>	gPGreflect gPGintegrate gPGquantreas	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little Some Quite a bit Very much Total	16         23         24         66         4         12         27         23         66         66         16         22         26         66         12         27         23         66         12         22         16         10         66	
<ul> <li>(application, analysis, evaluation, synthesis)</li> <li>Promote reflection on their learning</li> <li>Promote their ability to integrate knowledge from different courses or experiences</li> <li>Develop their quantitative reasoning skills</li> </ul>	gPGreflect gPGintegrate gPGquantreas	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little Some Quite a bit Very much Total Very little	16         23         24         66         4         12         27         23         66         66         16         22         26         66         16         22         66         16         22         18         16         10         66         66	
<ul> <li>(application, analysis, evaluation, synthesis)</li> <li>Promote reflection on their learning</li> <li>Promote their ability to integrate knowledge from different courses or experiences</li> <li>Develop their quantitative reasoning skills</li> </ul>	gPGreflect gPGintegrate gPGquantreas	Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very little Some Quite a bit Very little Some Quite a bit Very much Total Very little Some Quite a bit Very much Total Very much Total	16         23         24         66         4         12         27         23         66         66         66         16         22         23         66         16         22         23         66         16         22         18         16         10         66         17	



	Var. Name	Response Options	Count	
f. Facilitate collaborative learning experiences	gPGcollab	Very little	7	
		Some	14	
		Quite a bit	26	
		Very much	18	
		Total	65	
g. Facilitate discussions with diverse groups of students	gPGdiverse	Very little	10	
		Some	11	
		Quite a bit	26	
		Very much	19	
		Total	66	
n. Mentor or advise students	gPGmentor	Very little	9	
		Some	16	
		Quite a bit	20	
		Very much	20	
		Total	65	
i. Use effective teaching practices	gPGeffteach	Very little	4	
		Some	8	
		Quite a bit	27	
		Very much	27	
		Total	66	
2. What was your teaching role for this course?	(Select all that	t apply.)		
Course instructor	groleinstruct	Not Selected	33	
		Selected	35	
Lab instructor	grolelab	Not Selected	52	
		Selected	16	
Lecture or discussion instructor	grolelecture	Not Selected	54	
		Selected	14	
Reader or grader	grolereader	Not Selected	44	
		Selected	24	
Tutor	groletutor	Not Selected	60	
		Selected	8	
Other, please specify:	groleother	Not Selected	66	
		Selected	2	
. What is the class level of most students in you	ur selected cou	rse section?	2	
·	gdivision	Lower division (mostly first-year students or sophomores)	42	
	-	Upper division (mostly juniors or seniors)	23	
		Other, please describe:	23	
		Total	67	
. Estimate the total number of students in you	r selected cours	se section.	07	
	gcrssize	20 or fewer	15	
	5	21-30	25	
		31-40	25 10	
		41-50		
		51-100	7	
		More than 100	6	
		Total	4	
. Does your selected course section fulfill a ger	anal advection		67	
. Does your selected course section fulfill a ger	ggened	No	~	
	ggeneu	Yes	8	
			48	
		I don't know	11	
		Total	67	



	Var. Name	Response Options	Count	
8. In what format do you teach your selected c				
	gformat	Classroom instruction on-campus	65	
		Classroom instruction at an auxiliary location (satellite		
		campus, rented facility, etc.) Distance education (online, live or pre-recorded video or	0	
		audio, correspondence, etc.)	0	
		Combination of classroom instruction and distance	0	
		education	1	
		Total	66	
In your selected course section, how much o	lo you control tl	ne following?		
. Purpose and goals	gctgoals	Very little	26	
		Some	6	
		Quite a bit	15	
		Very much	20	
		Total	67	
. Content	gctcontent	Very little	21	
		Some	5	
		Quite a bit	12	
		Very much	29	
		Total	67	
. Instructional materials	getmaterials	Very little	19	
		Some	4	
		Quite a bit	15	
		Very much	29	
		Total	67	
. Instructional activities	gctactivities	Very little	13	
	0	Some	6	
		Quite a bit	14	
		Very much	34	
		Total	67	
Assessment (tests, evaluations, surveys, polls, etc.)	gctassess	Very little	16	
	U	Some	7	
		Quite a bit	12	
		Very much	31	
		Total	66	
In an average 7-day week, about how many	hours do vou er	<i>pect</i> the typical student to spend preparing for your se		n
		nalyzing data, rehearsing, and other academic activitie		,11
	gtmprepexpect	0	2	
	8	1		
		2	1 9	
		3		
		4	9	
		5	11	
		6	12	
		7	8	
		8	6	
		8 9	5	
			0	
		10 Mars they 10 hours	2	
		More than 10 hours	0	
		Total	65	



	Var. Name	Response Options	Count	9
21. In an average 7-day week, about how many he				section
(studying, reading, writing, doing homework	or lab work, a	nalyzing data, rehearsing, and other academic a	ctivities)?	
	gtmprepactual	0	8	12
		1	19	29
		2	12	1
		3	13	20
		4	3	:
		5	7	1
		6	2	
		7	0	
		8	1	
		9	0	(
		10	0	, (
		More than 10 hours	1	,
		Total		
2a. In an average 7-day week, about how many h	ours do vou ov		66 ding?	100
an in an average 7-uay week, about now many m	gtmread	0	-	
	gunicau	1	6	9
		2	21	32
			15	2
		3	9	1
		4	6	
		5	3	
		6	3	
		7	1	
		8	1	2
		9	0	(
		10	0	(
		More than 10 hours	0	(
		Total	65	10
<b>2b.</b> If #22a is greater than 0: <b>About how much of t</b>	the assigned re	ading in your selected course section do you thir	k the typical student com	pletes?
	greading	None	3	:
		Some	37	62
		Most	20	31
		All	0	(
		Total	60	100
23. In your selected course section, to what extent	t do vou think	the typical student does his or her best work?	00	100
	gchallenge	Very little	4	
	0	Some		(
		Quite a bit	26	40
		Very much	28	43
		Total	7	1
4. In your colocted course section have interested	t is it to 1		65	100
24. In your selected course section, how importan				
<ul> <li>Ask questions or contribute to course discussions in other ways</li> </ul>	gaskquest	Not important	1	2
Suce mayo		Somewhat important	3	:
		Important	17	2
		Very important	40	6
		Total	61	100
b. Prepare two or more drafts of a paper or assignment	gdrafts	Not important	16	2
before turning it in		Somewhat important	17	2
		Important	13	22
		Very important	14	23
		Total		

# FSSE-G 2015 Frequencies

0	Var. Name	Response Options	Count	
c. Come to class having completed readings or	gprepared	Not important	2	
assignments		Somewhat important	2	
		Important	13	
		Very important	44	
		Total	61	
I. Reach conclusions based on his or her analysis of		Not important	17	
numerical information (numbers, graphs, statistic	\$,	Somewhat important	9	
etc.)		Important	18	
		Very important	17	
		Total	61	
. Use numerical information to examine a real-wor	ld gQRproblem	Not important	21	
problem or issue (unemployment, climate change	,	Somewhat important	11	
public health, etc.)		Important	18	
		Very important	12	
		Total	62	
f. Evaluate what others have concluded from numer	rical gQRevaluate	Not important	20	
information		Somewhat important	13	
		Important	13	
		Very important	19	
		Total		
. In your selected course section, how im	portant is it to you th		62	
. Combine ideas from different courses when	gRIintegrate	Not important		
completing assignments	grunnegrate	Somewhat important	4	
r Build		-	17	
		Important	21	
		Very important	20	
		Total	62	
. Connect his or her learning to societal problems of	or gRIsocietal	Not important	5	
issues		Somewhat important	9	
		Important	20	
		Very important	28	
		Total	62	
e. Include diverse perspectives (political, religious,	gRIdiverse	Not important	12	
racial/ethnic, gender, etc.) in course discussions of	r	Somewhat important	7	
assignments		Important	15	
		Very important	28	
		Total	62	
. Examine the strengths and weaknesses of his or h	ner gRIownview	Not important	3	
own views on a topic or issue		Somewhat important	4	
		Important	19	
		Very important	35	
		Total		
. Try to better understand someone else's views by	gRIperspect	Not important	61	
imagining how an issue looks from his or her	gruperopoer	Somewhat important	8	
perspective		Important	7	
		Very important	15	
			32	
· · · · · · · · · · · ·		Total	62	
f. Learn something that changes the way he or she understands an issue or concept	gRInewview	Not important	0	
understands an issue or concept		Somewhat important	3	
		Important	19	
		Very important	39	
		Total	61	
. Connect ideas from your course to his or her prio	r gRIconnect	Not important	0	
		Somewhat important	4	
experiences and knowledge		bonne what important	4	
experiences and knowledge		Important	16	
experiences and knowledge				



6 In your selected course section shout what	Var. Name	Response Options	Count	
<ol> <li>In your selected course section, about what p a. Lecture</li> </ol>		0%		
a. Lecture	glecture	0% 1-9%	1	
		1-9%	7	
			13	
		20-29% 30-39%	11	
		40-49%	12	
		50-74%	8	
		75% or more	4	
		Total	5	
D. Discussion	gdiscuss	0%	61	-
	guiseuss	1-9%	3	
		10-19%	13	
		20-29%	18	
		30-39%	8	
		40-49%	13	
		50-74%	4	
		75% or more	2	
		Total	1	
. Small-group activities	asmaroup	0%	62	
. Sman-group activities	gsmgroup	1-9%	8	
		10-19%	12	
		20-29%	14	
		30-39%	11	
		40-49%	6	
		50-74%	5	
			1	
		75% or more Total	5	
I. Student presentations or performances	onnocont	0%	62	
. Student presentations of performances	gpresent	1-9%	26	
		10-19%	21	
		20-29%	9	
		30-39%	4	
		40-49%	1	
		50-74%	1	
		75% or more	0	
		Total	0	
Independent student work (writing pointing	aindwork	0.01	62	
e. Independent student work (writing, painting, designing, etc.)	gindwork	0% 1-9%	19	
		10-19%	19	
		20-29%	12	
		30-39%	3	
		40-49%	2	
		40-49% 50-74%	2	
		75% or more	0	
			2	
Marias videos musis or other performances not	anantana	Total	59	
f. Movies, videos, music, or other performances not involving or produced by students	gperform	0% 1-9%	25	
6 · r			25	
		10-19%	3	
		20-29%	5	
		30-39%	0	
		40-49%	1	
		50-74%	1	
		75% or more	0	
		Total	60	



	Var. Name	Response Options	Count	%
g. Assessing student learning (tests, evaluations,	gassess	0%	14	23
surveys, polls, etc.)		1-9%	27	44
		10-19%	10	16
		20-29%	8	13
		30-39%	0	0
		40-49%	1	2
		50-74%	1	2
		75% or more	0	0
		Total	61	100
h. Experiential activities (labs, field work, clinical or	gactivity	0%	37	61
field placements, etc.)		1-9%	8	13
		10-19%	5	8
		20-29%	3	5
		30-39%	1	2
		40-49%	3	5
		50-74%	2	3
		75% or more	2	3
		Total	61	100
27. In your selected course section, how much do	vou encourage	e students to do the following?	01	100
a. Ask other students for help understanding course	gCLaskhelp	Very little	5	8
material	0 1	Some	13	21
		Quite a bit	20	33
		Very much	20 23	38
		Total	61	100
b. Explain course material to other students	gCLexplain	Very little	6	100
	8F	Some		
		Quite a bit	19 19	31
		Very much		31
		Total	17	28
c. Prepare for exams by discussing or working through	gCLstudy	Very little	61	100
course material with other students	gellitudy	Some	13	21
		Quite a bit	13	21
		Very much	17	28
		Total	18	30
d. Work with other students on course projects or	gCLproject	Very little	61	100
assignments	genproject	Some	8	13
с С		Quite a bit	14	23
		Very much	19	31
		Total	20	33
e. Identify key information from reading assignments	gLSreading	Very little	61	100
c. Identify key information from reading assignments	gLateaung	Some	8	13
			5	8
		Quite a bit	21	34
		Very much	27	44
	X.C	Total	61	100
f. Review notes after class	gLSnotes	Very little	7	11
		Some	21	34
		Quite a bit	12	20
		Very much	21	34
	* *	Total	61	100
g. Summarize what has been learned from class or from	gLSsummary	Very little	4	7
course materials		Some	11	18
		Quite a bit	22	36
		Very much	24	39
		Total	61	100

# FSSE-G 2015 Frequencies

8. In your selected course section, how much op	portunity do st	udents have to engage in discussions with peo	ple from the following groups?	
a. People of a race or ethnicity other than their own	gDDrace	Very little	9	
		Some	16	
		Quite a bit	21	
		Very much	14	
		Total	60	
People from an economic background other than	gDDeconomic	Very little	8	
their own		Some	20	
		Quite a bit	21	
		Very much	10	
		Total	59	
People with religious beliefs other than their own	gDDreligion	Very little	11	
		Some	24	
		Quite a bit	14	
		Very much	9	
		Total	58	
. People with political views other than their own	gDDpolitical	Very little	8	
	0.	Some	22	
		Quite a bit	20	
		Very much	9	
		Total	59	
People with a sexual orientation other than their own	gddsexorient	Very little	13	
	8	Some	13	
		Quite a bit		
		Very much	15	
		Total	11	
. In your selected course section, how much do	os the coursew		58	
. Memorizing course material	gmemorize	Very little	14	
	8	Some	14	
		Quite a bit	20	
		Very much	16	
		Total	10	
Applying facts, theories, or methods to practical	gHOapply	Very little	60	
problems or new situations	griðappiy	Some	2	
		Quite a bit	11	
			17	
		Very much	28	
Analyzing on idea, averagionas, on line of reasoning in	allQanaluza	Total	58	
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	gHOanalyze	Very little	2	
deput by examining its parts		Some	7	
		Quite a bit	14	
		Very much	37	
		Total	60	
. Evaluating a point of view, decision, or information	gHOevaluate	Very little	6	
source		Some	12	
		Quite a bit	15	
		Very much	26	
	****	Total	59	
e. Forming a new idea or understanding from various	gHOform	Very little	3	
pieces of information		Some	11	
		Quite a bit	15	
		Very much	31	
		Total	51	



a. Does your selected course section inc	Var. Name	Response Options	Count	
a. Does your selected course section inc	gwrwriting	No	10	
	gwrwriting	Yes	15	
		Total	44 59	
If #30a is Yes: About how many pape	ers reports or other w	riting tasks of the following lengths do you assign?	59	
b. Up to 5 pages	gwrshort	0	4	
	8	1		
		2	6 13	
		3		
		4	8	
		5	3	
		6	4	
		7	1	
		8	0	
		9	0	
		10	1	
			1	
		More than 10 papers, etc. Total	3	
From 6 to 10 perces	A summer of	0	44	
c. From 6 to 10 pages	gwrmed		14	
		1	16	
		2	6	
		3	0	
		4	0	
		5	1	
		6	0	
		7	0	
		8	0	
		9	0	
		10	0	
		More than 10 papers, etc.	0	
		Total	37	
d. 11 pages or more	gwrlong	0	25	
		1	6	
		2	0	
		3	0	
		4	0	
		5	0	
		6	0	
		7	0	
		8	0	
		9	0	
		10	0	
		More than 10 papers, etc.	0	
		Total	31	
	much do your students	s learn and develop in the following areas?		
a. Writing clearly and effectively	gcgwrite	Very little	6	
		Some	15	
		Quite a bit	17	
		Very much	22	
		Total	60	
b. Speaking clearly and effectively	gcgspeak	Very little	9	
		Some	24	
		Quite a bit	15	
		Very much	11	
		Total	59	



	Var. Name	Response Options	Count	
c. Thinking critically and analytically	gcgthink	Very little	0	
		Some	12	
		Quite a bit	13	
		Very much	35	
		Total	60	
d. Analyzing numerical and statistical information	gcganalyze	Very little	24	
		Some	15	
		Quite a bit	11	
		Very much	9	
		Total	59	
e. Acquiring job- or work-related knowledge and skills	gcgwork	Very little	10	
	00	Some	10	
		Quite a bit	21	
		Very much	12	
		Total		
f. Working effectively with others	gcgothers	Very little	60	
	gegotiers	Some	4	
		Quite a bit	9	
		Very much	23	
		Total	24	
Developing and this are seen to the further	1	Very little	60	
<ul> <li>Beveloping or clarifying a personal code of values and ethics</li> </ul>	gcgvalues		12	
and ethics		Some	19	
		Quite a bit	16	
		Very much	13	
		Total	60	
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious,	gcgdiverse	Very little	16	
nationality, etc.)		Some	15	
individually, etc.)		Quite a bit	13	
		Very much	16	
		Total	60	
i. Solving complex real-world problems	gcgprobsolve	Very little	15	
		Some	13	
		Quite a bit	17	
		Very much	15	
		Total	60	
j Being an informed and active citizen	gcgcitizen	Very little	13	
		Some	17	
		Quite a bit	18	
		Very much	12	
		Total	60	
2. Prior to the current school year, about how	v many times have	e vou taught vour selected course?		
	gcrstimes		23	
		1-2	16	
		3-4	10	
		5		
		6 or more times	2	
		o or more times	8	