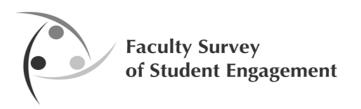


Lower Division Upper Division Total	Lower Division
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How important is it to you that undergraduates at your institution do the following?

- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- b. Community service or volunteer work
- Participation in a learning community or some other formal program where groups of students take two or more classes together
- d. Work on a research project with a faculty member outside of course or program requirements
- e. Study a foreign language

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	9	8%	6	3%	15	5%
	Somewhat important	21	19%	20	11%	41	14%
	Important	30	27%	54	30%	84	29%
	Very important	50	45%	100	56%	150	52%
	Total	110	100%	180	100%	290	100%
FVOLUNTR	Not important	11	10%	15	8%	26	9%
	Somewhat important	41	37%	60	34%	101	35%
	Important	38	35%	67	37%	105	36%
	Very important	20	18%	37	21%	57	20%
	Total	110	100%	179	100%	289	100%
FLERNCOM	Not important	29	27%	46	26%	75	26%
	Somewhat important	39	36%	64	36%	103	36%
	Important	27	25%	45	25%	72	25%
	Very important	14	13%	23	13%	37	13%
	Total	109	100%	178	100%	287	100%
FIMPR05	Not important	14	13%	23	13%	37	13%
	Somewhat important	34	31%	62	34%	96	33%
	Important	37	34%	71	39%	108	37%
	Very important	25	23%	24	13%	49	17%
	Total	110	100%	180	100%	290	100%
FFORLANG	Not important	7	6%	5	3%	12	4%
	Somewhat important	26	24%	53	29%	79	27%
	Important	30	27%	70	39%	100	34%
	Very important	47	43%	52	29%	99	34%
	Total	110	100%	180	100%	290	100%



Lower Division Upper Division Total

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

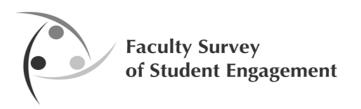
f.	Study	abroad
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g. Independent study

h. Self-designed major

i. Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FSTUDYAB	Not important	14	13%	18	10%	32	11%
	Somewhat important	33	30%	56	31%	89	31%
	Important	30	27%	61	34%	91	31%
	Very important	33	30%	45	25%	78	27%
	Total	110	100%	180	100%	290	100%
FINDSTUD	Not important	20	18%	46	26%	66	23%
	Somewhat important	37	34%	67	37%	104	36%
	Important	30	27%	47	26%	77	27%
	Very important	23	21%	20	11%	43	15%
	Total	110	100%	180	100%	290	100%
FSDMAJOR	Not important	47	43%	85	48%	132	46%
	Somewhat important	39	35%	65	37%	104	36%
	Important	19	17%	24	13%	43	15%
	Very important	5	5%	4	2%	9	3%
	Total	110	100%	178	100%	288	100%
FSENIOR	Not important	2	2%	3	2%	5	2%
	Somewhat important	11	10%	19	11%	30	10%
	Important	30	27%	61	34%	91	31%
	Very important	67	61%	97	54%	164	57%
	Total	110	100%	180	100%	290	100%



Lower Division	Upper Division	Total
LUWEI DIVISION	Opper Division	1 Otal

Select the response that you believe best represents the quality of student relationships.

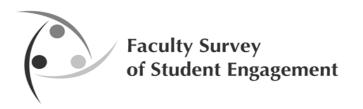
With other students

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSTU	Unfriendly, Unsupportive, Sense of						
	Alienation	0	0%	0	0%	0	0%
	2	1	1%	2	1%	3	1%
	3	6	5%	9	5%	15	5%
	4	25	23%	37	21%	62	22%
	5	36	33%	53	30%	89	31%
	6	37	34%	67	38%	104	36%
	Friendly, Supportive, Sense of Belonging	5	5%	10	6%	15	5%
	Total	110	100%	178	100%	288	100%

Select the response that you believe best represents the quality of student relationships.

With faculty members

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVFAC							
	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
	2	0	0%	4	2%	4	1%
	3	5	5%	8	4%	13	5%
	4	13	12%	27	15%	40	14%
	5	43	39%	54	30%	97	34%
	6	40	36%	68	38%	108	38%
	Available, Helpful, Sympathetic	9	8%	17	10%	26	9%
	Total	110	100%	178	100%	288	100%



Lower Division Upper Division Total

Select the response that you believe best represents the quality of student relationships.

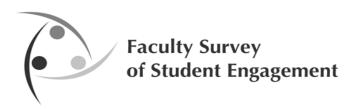
With administrative personnel

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVADM	Unhelpful, Inconsiderate,						
	Rigid	1	1%	3	2%	4	1%
	2	4	4%	12	7%	16	6%
	3	15	14%	25	14%	40	14%
	4	45	42%	71	41%	116	42%
	5	25	24%	36	21%	61	22%
	6	10	9%	19	11%	29	10%
	Helpful, Considerate, Flexible	6	6%	7	4%	13	5%
	Total	106	100%	173	100%	279	100%

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

- a. Requiring student to spend significant amounts of time studying and on academic work
- b. Providing students the support they need to help them succeed academically
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

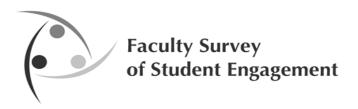
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSCHO	Very little	13	12%	24	13%	37	13%
	Some	44	40%	77	43%	121	42%
	Quite a bit	38	35%	56	31%	94	33%
	Very much	15	14%	21	12%	36	13%
	Total	110	100%	178	100%	288	100%
FENVSUPR	Very little	1	1%	2	1%	3	1%
	Some	25	23%	31	17%	56	19%
	Quite a bit	52	47%	97	54%	149	52%
	Very much	32	29%	49	27%	81	28%
	Total	110	100%	179	100%	289	100%
, FENVDIVR	Very little	21	19%	43	24%	64	22%
	Some	58	53%	86	49%	144	50%
	Quite a bit	21	19%	37	21%	58	20%
	Very much	9	8%	11	6%	20	7%
	Total	109	100%	177	100%	286	100%



Lower Division Upper Division Total

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

	Variable	Response Options		Count	Col %	Count	Col %	Count	Col %
d. Helping students cope with their non-academic responsibilities	FENVNACA	Very little		23	21%	38	21%	61	21%
(work, family, etc.)		Some		60	55%	100	56%	160	56%
		Ouite a bit		20	18%	33	19%	53	19%
		Very much		6	6%	6	3%	12	4%
			Γotal	109	100%	177	100%	286	100%
e. Providing students the support they need	FENVSOCA	Very little		12	11%	20	11%	32	11%
to thrive socially		Some		64	59%	105	60%	169	60%
		Quite a bit		25	23%	40	23%	65	23%
		Very much		7	6%	9	5%	16	6%
		Т	Γotal	108	100%	174	100%	282	100%
f. Encouraging students to participate in co-curricular activities	FENVACT	Very little		10	9%	9	5%	19	7%
(organizations, campus publications, student government,		Some		44	41%	96	54%	140	49%
social fraternity or sorority, intercollegiate or intramural sports, etc.)		Quite a bit		43	40%	56	31%	99	35%
etc.)		Very much		11	10%	17	10%	28	10%
		7	Γotal	108	100%	178	100%	286	100%
g. Encouraging students to attend campus events and activities	FENVEVEN	Very little		11	10%	13	7%	24	8%
(special speakers, cultural performances, athletic events, etc.)		Some		39	35%	73	42%	112	39%
		Quite a bit		44	40%	68	39%	112	39%
		Very much		16	15%	21	12%	37	13%
		7	Γotal	110	100%	175	100%	285	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little		0	0%	0	0%	0	0%
		Some		12	11%	9	5%	21	7%
		Quite a bit		33	30%	60	34%	93	32%
		Very much		65	59%	108	61%	173	60%
		7	Γotal	110	100%	177	100%	287	100%



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

a.	Teaching	undergraduate	students	in class
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b. Grading papers and exams

c. Giving other forms of written and oral feedback to students

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
UGTEACH	0	1	1%	1	1%	2	1%
	1-4	9	8%	13	7%	22	8%
	5-8	15	14%	36	20%	51	18%
	9-12	62	57%	101	56%	163	56%
	13-16	20	18%	17	9%	37	13%
	17-20	1	1%	10	6%	11	4%
	21-30	0	0%	2	1%	2	1%
	More than 30	1	1%	0	0%	1	0%
	Total	109	100%	180	100%	289	100%
GRADEPAP	0	2	2%	1	1%	3	1%
	1-4	24	22%	48	27%	72	25%
	5-8	41	38%	67	37%	108	37%
	9-12	26	24%	35	19%	61	21%
	13-16	10	9%	15	8%	25	9%
	17-20	5	5%	10	6%	15	5%
	21-30	0	0%	3	2%	3	1%
	More than 30	1	1%	1	1%	2	1%
	Total	109	100%	180	100%	289	100%
GRADEBCK	0	1	1%	2	1%	3	1%
	1-4	67	61%	96	53%	163	56%
	5-8	28	26%	56	31%	84	29%
	9-12	6	6%	18	10%	24	8%
	13-16	3	3%	2	1%	5	2%
	17-20	3	3%	4	2%	7	2%
	21-30	1	1%	1	1%	2	1%
	More than 30	0	0%	1	1%	1	0%
	Total	109	100%	180	100%	289	100%



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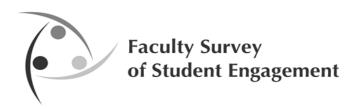
About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

d. Preparing for cl	lass
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e. Reflecting on ways to improve my teaching

f. Research and scholarly activities

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
CLASSPRP	0	1	1%	0	0%	1	0%
	1-4	12	11%	27	15%	39	13%
	5-8	45	41%	75	42%	120	42%
	9-12	29	27%	41	23%	70	24%
	13-16	10	9%	24	13%	34	12%
	17-20	7	6%	7	4%	14	5%
	21-30	3	3%	4	2%	7	2%
	More than 30	2	2%	2	1%	4	1%
	Total	109	100%	180	100%	289	100%
REFLECT	0	1	1%	3	2%	4	1%
	1-4	81	75%	127	71%	208	72%
	5-8	20	19%	36	20%	56	20%
	9-12	3	3%	7	4%	10	3%
	13-16	3	3%	1	1%	4	1%
	17-20	0	0%	2	1%	2	1%
	21-30	0	0%	0	0%	0	0%
	More than 30	0	0%	3	2%	3	1%
	Total	108	100%	179	100%	287	100%
SCHOLAR	0	5	5%	3	2%	8	3%
	1-4	43	39%	70	39%	113	39%
	5-8	34	31%	50	28%	84	29%
	9-12	14	13%	31	17%	45	16%
	13-16	5	5%	12	7%	17	6%
	17-20	6	6%	12	7%	18	6%
	21-30	2	2%	0	0%	2	1%
	More than 30	0	0%	2	1%	2	1%
	Total	109	100%	180	100%	289	100%



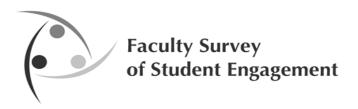
Lower Division Upper Division Total

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

h. Advising undergraduate students

i. Supervising internships or other field experiences

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FRESEARC	0	43	41%	67	37%	110	39%
	1-4	45	43%	89	49%	134	47%
	5-8	12	12%	17	9%	29	10%
	9-12	2	2%	4	2%	6	2%
	13-16	0	0%	1	1%	1	0%
	17-20	0	0%	1	1%	1	0%
	21-30	1	1%	0	0%	1	0%
	More than 30	1	1%	1	1%	2	1%
	Total	104	100%	180	100%	284	100%
ADVISE	0	9	8%	12	7%	21	7%
	1-4	81	75%	119	66%	200	69%
	5-8	12	11%	36	20%	48	17%
	9-12	3	3%	11	6%	14	5%
	13-16	1	1%	1	1%	2	1%
	17-20	1	1%	0	0%	1	0%
	21-30	1	1%	0	0%	1	0%
	More than 30	0	0%	1	1%	1	0%
	Total	108	100%	180	100%	288	100%
FIELDEXP	0	74	69%	112	63%	186	65%
	1-4	29	27%	45	25%	74	26%
	5-8	4	4%	10	6%	14	5%
	9-12	1	1%	5	3%	6	2%
	13-16	0	0%	4	2%	4	1%
	17-20	0	0%	1	1%	1	0%
	21-30	0	0%	1	1%	1	0%
	More than 30	0	0%	1	1%	1	0%
	Total	108	100%	179	100%	287	100%



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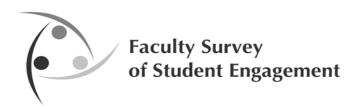
About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)

k. Other interactions with students outside of the classroom

1. Conducting service activities

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FFACOTHR	0	41	38%	72	40%	113	39%
	1-4	60	56%	95	53%	155	54%
	5-8	6	6%	10	6%	16	6%
	9-12	1	1%	2	1%	3	1%
	13-16	0	0%	0	0%	0	0%
	17-20	0	0%	0	0%	0	0%
	21-30	0	0%	0	0%	0	0%
	More than 30	0	0%	1	1%	1	0%
	Total	108	100%	180	100%	288	100%
FINTERAC	0	13	12%	24	13%	37	13%
	1-4	84	78%	133	74%	217	75%
	5-8	9	8%	16	9%	25	9%
	9-12	1	1%	6	3%	7	2%
	13-16	0	0%	0	0%	0	0%
	17-20	0	0%	0	0%	0	0%
	21-30	0	0%	0	0%	0	0%
	More than 30	1	1%	1	1%	2	1%
	Total	108	100%	180	100%	288	100%
SERVICE	0	24	22%	51	29%	75	26%
	1-4	59	55%	75	42%	134	47%
	5-8	19	18%	27	15%	46	16%
	9-12	1	1%	15	8%	16	6%
	13-16	2	2%	5	3%	7	2%
	17-20	2	2%	1	1%	3	1%
	21-30	0	0%	2	1%	2	1%
	More than 30	1	1%	2	1%	3	1%
	Total	108	100%	178	100%	286	100%



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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.

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	106	96%	175	98%	281	97%
		Classroom, auxiliary location	3	3%	3	2%	6	2%
		Distance education	1	1%	1	1%	2	1%
		Total	110	100%	179	100%	289	100%
Does your selected course section fulfill a general	GENEDREQ	No	41	37%	133	74%	174	60%
education requirement on your campus?		Yes	69	63%	47	26%	116	40%
		Total	110	100%	180	100%	290	100%
How many students are enrolled in your selected course	CS05	9 or less	1	1%	4	2%	5	2%
section?		10 to 19	7	6%	25	14%	32	11%
		20 to 29	32	29%	52	29%	84	29%
		30 to 49	33	30%	70	39%	103	36%
		50 to 99	26	24%	22	12%	48	17%
		100 or more	11	10%	6	3%	17	6%
		Total	110	100%	179	100%	289	100%
Prior to this semester, how many times have you taught	CT05	0	10	9%	14	8%	24	9%
your selected course?		1 to 2	17	16%	28	16%	45	16%
		3 to 9	43	40%	71	42%	114	41%
		10 to 19	22	20%	26	15%	48	17%
		20 or more	16	15%	32	19%	48	17%
		Total	108	100%	171	100%	279	100%



Total

Upper Division

What is the general area of your selected course?

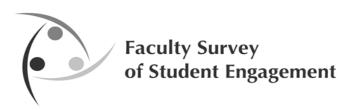
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
CSDISCOL	Arts and Humanities	31	29%	37	21%	68	24%
	Biological science	8	7%	17	10%	25	9%
	Business	2	2%	15	9%	17	6%
	Education	2	2%	12	7%	14	5%
	Engineering	7	6%	2	1%	9	3%
	Physical science	24	22%	22	13%	46	16%
	Professional	3	3%	16	9%	19	7%
	Social science	21	19%	36	20%	57	20%
	Other	10	9%	19	11%	29	10%
	Total	108	100%	176	100%	284	100%

Lower Division

About what percent of students in your selected course section do the following?

- a. Frequently ask questions in class or contribute to class discussions
- Frequently come to class without completing readings or assignments
- Frequently work harder than they usually do to meet your standards

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FCLQUEST	None	1	1%	0	0%	1	0%
	1-24%	56	51%	70	39%	126	44%
	25-49%	29	27%	53	29%	82	28%
	50-74%	13	12%	33	18%	46	16%
	75% or higher	10	9%	24	13%	34	12%
	Total	109	100%	180	100%	289	100%
FCLUNPRE	None	2	2%	8	4%	10	3%
	1-24%	49	45%	88	49%	137	48%
	25-49%	32	29%	38	21%	70	24%
	50-74%	18	17%	34	19%	52	18%
	75% or higher	8	7%	11	6%	19	7%
	Total	109	100%	179	100%	288	100%
FWORKHRD	None	5	5%	4	2%	9	3%
	1-24%	44	43%	59	34%	103	37%
	25-49%	31	30%	53	31%	84	30%
	50-74%	14	14%	31	18%	45	16%
	75% or higher	9	9%	26	15%	35	13%
	Total	103	100%	173	100%	276	100%

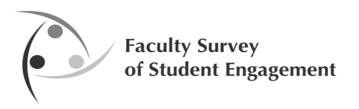


Lower Division Upper Division	Total
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About what percent of students in your selected course section do the following? (continued)

- d. Occasionally use e-mail to communicate with you
- e. Occasionally discuss grades or assignments with you
- f. At least once, talk about career plans with you
- g. At least once, discuss ideas from readings or classes with you outside of class

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FEMAIL	None	1	1%	1	1%	2	1%
		1-24%	44	40%	53	29%	97	34%
		25-49%	32	29%	51	28%	83	29%
		50-74%	20	18%	44	24%	64	22%
		75% or higher	12	11%	31	17%	43	15%
		Total	109	100%	180	100%	289	100%
	FGRADE	None	0	0%	2	1%	2	1%
		1-24%	52	48%	79	44%	131	45%
		25-49%	41	38%	48	27%	89	31%
		50-74%	11	10%	33	18%	44	15%
		75% or higher	5	5%	18	10%	23	8%
		Total	109	100%	180	100%	289	100%
	FPLANS	None	5	5%	7	4%	12	4%
		1-24%	86	79%	109	61%	195	67%
		25-49%	14	13%	29	16%	43	15%
		50-74%	2	2%	21	12%	23	8%
		75% or higher	2	2%	14	8%	16	6%
		Total	109	100%	180	100%	289	100%
1	FIDEAS	None	11	10%	13	7%	24	8%
		1-24%	69	63%	109	61%	178	62%
		25-49%	20	18%	34	19%	54	19%
		50-74%	8	7%	10	6%	18	6%
		75% or higher	1	1%	14	8%	15	5%
		Total	109	100%	180	100%	289	100%

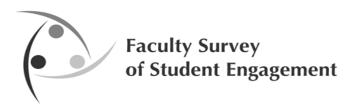


	Lower Division	Upper Division	Total
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How often do students in your selected course section engage in the following?

- Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)
- b. Work with other students on projects during class
- c. Participate in a community-based project (e.g., service learning) as part of your course
- d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- e. Receive prompt feedback (written or oral) from you on their academic performance

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FDIVCLAS	Never	35	32%	34	19%	69	24%
	Sometimes	29	27%	58	32%	87	30%
	Often	21	19%	43	24%	64	22%
	Very often	24	22%	45	25%	69	24%
	Total	109	100%	180	100%	289	100%
FCLASSGR	Never	13	12%	20	11%	33	11%
	Sometimes	33	30%	47	26%	80	28%
	Often	30	27%	55	31%	85	29%
	Very often	34	31%	57	32%	91	31%
	Total	110	100%	179	100%	289	100%
FCOMMPRO	Never	85	78%	120	67%	205	71%
	Sometimes	13	12%	38	21%	51	18%
	Often	8	7%	7	4%	15	5%
	Very often	3	3%	14	8%	17	6%
	Total	109	100%	179	100%	288	100%
FITICADE	Never	26	24%	50	28%	76	26%
	Sometimes	39	35%	53	30%	92	32%
	Often	17	15%	37	21%	54	19%
	Very often	28	25%	39	22%	67	23%
	Total	110	100%	179	100%	289	100%
FFEED	Never	1	1%	0	0%	1	0%
	Sometimes	14	13%	15	8%	29	10%
	Often	38	35%	60	33%	98	34%
	Very often	56	51%	105	58%	161	56%
	Total	109	100%	180	100%	289	100%



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

f. Have serious conversations in your course with students of a different race or ethnicity than their own

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

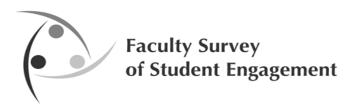
	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FDIVRSTU	Never	29	26%	60	34%	89	31%
		Sometimes	58	53%	83	46%	141	49%
		Often	17	15%	25	14%	42	15%
		Very often	6	5%	11	6%	17	6%
		Total	110	100%	179	100%	289	100%
	FDIFFSTU	Never	23	21%	42	24%	65	23%
8,		Sometimes	66	60%	81	46%	147	51%
		Often	15	14%	38	21%	53	18%
		Very often	6	5%	17	10%	23	8%
L		Total	110	100%	178	100%	288	100%

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

 Number of assigned textbooks, books, and/or book length packs of course readings

b. Number of written papers or reports of 20 pages or more

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FREADASG	None	3	3%	6	3%	9	3%
	1	56	52%	69	40%	125	45%
	2-3	36	33%	72	42%	108	39%
	4-6	7	6%	16	9%	23	8%
	More than 6	6	6%	9	5%	15	5%
	Total	108	100%	172	100%	280	100%
FWRTMR05	None	93	91%	129	76%	222	82%
	1	6	6%	31	18%	37	14%
	2-3	2	2%	5	3%	7	3%
	4-6	0	0%	2	1%	2	1%
	More than 6	1	1%	3	2%	4	1%
	Total	102	100%	170	100%	272	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)

c. Number of written papers or reports between 5 and 19 pages

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
es	FWRTMD05	None	40	38%	38	23%	78	28%
		1	29	27%	57	34%	86	31%
		2-3	26	25%	42	25%	68	25%
		4-6	6	6%	20	12%	26	9%
		More than 6	5	5%	11	7%	16	6%
		Total	106	100%	168	100%	274	100%
	FWRITSML	None	24	22%	30	18%	54	19%
		1	12	11%	23	14%	35	13%
		2-3	27	25%	46	27%	73	26%
		4-6	17	16%	39	23%	56	20%
		More than 6	27	25%	32	19%	59	21%
		Total	107	100%	170	100%	277	100%

d. Number of written papers or reports of fewer than 5 pages

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

a. Number of problem sets that take your students **more than** one hour to complete

b. Number of problem sets that take your students **less than** one hour to complete

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
one	FPROBSTA	None	37	36%	62	37%	99	37%
		1-2	45	44%	67	40%	112	41%
		3-4	11	11%	16	10%	27	10%
		5-6	0	0%	6	4%	6	2%
		More than 6	10	10%	16	10%	26	10%
		Total	103	100%	167	100%	270	100%
e	FPROBSTB	None	43	43%	99	61%	142	54%
		1-2	37	37%	34	21%	71	27%
		3-4	9	9%	18	11%	27	10%
		5-6	7	7%	6	4%	13	5%
		More than 6	5	5%	5	3%	10	4%
		Total	101	100%	162	100%	263	100%



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

 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)

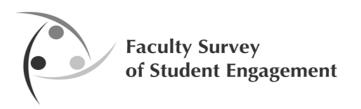
b. In a typical 7-day week, about how many hours do you think your students **actually** spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FEXPREP	0	1	1%	0	0%	1	0%
	1-2	3	3%	4	2%	7	2%
	3-4	15	14%	42	23%	57	20%
	5-6	43	39%	61	34%	104	36%
	7-8	26	24%	34	19%	60	21%
	9-10	10	9%	28	16%	38	13%
	11-12	10	9%	5	3%	15	5%
	More than 12	2	2%	5	3%	7	2%
	Total	110	100%	179	100%	289	100%
FACTPREP	0	2	2%	3	2%	5	2%
	1-2	45	41%	74	41%	119	41%
	3-4	38	35%	68	38%	106	37%
	5-6	19	17%	21	12%	40	14%
	7-8	1	1%	8	4%	9	3%
	9-10	1	1%	2	1%	3	1%
	11-12	3	3%	1	1%	4	1%
	More than 12	0	0%	2	1%	2	1%
	Total	109	100%	179	100%	288	100%

In your selected course section, how important to you is it that your students do the following?

a. Prepare two or more drafts of a paper or assignment before turning it in

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FREWROPA	Not important	27	25%	33	19%	60	21%
	Somewhat important	30	28%	36	20%	66	23%
	Important	31	28%	56	32%	87	30%
	Very important	21	19%	52	29%	73	26%
	Total	109	100%	177	100%	286	100%

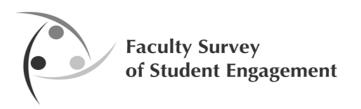


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In your selected course section, how important to you is it that your students do the following? (continued)

- b. Work on a paper or project that requires integrating ideas or information from various sources
- Work with classmates outside of class to prepare class assignments
- d. Put together ideas or concepts from different courses when completing assignments or during class discussions
- e. Discuss ideas or readings from class with others outside of class (other students, family members, co-workers, etc.)
- f. Tutor or teach other students (paid or voluntary)
- g. Examine the strengths and weaknesses of their views on a topic or issue

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTEGRA	Not important	16	15%	12	7%	28	10%
	Somewhat important	20	18%	12	7%	32	11%
	Important	30	27%	44	25%	74	26%
	Very important	44	40%	108	61%	152	53%
	Total	110	100%	176	100%	286	100%
FOCCGRP	Not important	30	27%	34	19%	64	22%
	Somewhat important	35	32%	50	28%	85	30%
	Important	33	30%	54	31%	87	30%
	Very important	12	11%	39	22%	51	18%
	Total	110	100%	177	100%	287	100%
FINTIDEA	Not important	23	21%	10	6%	33	11%
	Somewhat important	31	28%	52	29%	83	29%
	Important	39	35%	59	33%	98	34%
	Very important	17	15%	56	32%	73	25%
	Total	110	100%	177	100%	287	100%
FOOCID05	Not important	27	25%	26	15%	53	19%
	Somewhat important	41	38%	60	34%	101	35%
	Important	33	30%	63	36%	96	34%
	Very important	8	7%	28	16%	36	13%
	Total	109	100%	177	100%	286	100%
FTUTOR	Not important	49	45%	71	40%	120	42%
	Somewhat important	33	30%	58	33%	91	32%
	Important	18	17%	28	16%	46	16%
	Very important	9	8%	20	11%	29	10%
	Total	109	100%	177	100%	286	100%
FOWNVIEW	Not important	16	15%	11	6%	27	9%
	Somewhat important	23	21%	29	16%	52	18%
	Important	26	24%	52	29%	78	27%
	Very important	43	40%	85	48%	128	45%
	Total	108	100%	177	100%	285	100%



Count

Col%

Lower Division U _l	per Division Total
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Count

Col %

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

Variable

Response Options

h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective

	FOTHRVW	Not important	22	20%	21	12%	43	15%
		Somewhat important	22	20%	24	14%	46	16%
		Important	25	23%	54	31%	79	28%
		Very important	40	37%	78	44%	118	41%
		Total	109	100%	177	100%	286	100%
ue	FCHNGVW	Not important	4	4%	2	1%	6	2%
		Somewhat important	11	10%	8	5%	19	7%
		Important	29	27%	43	24%	72	25%
		Very important	65	60%	124	70%	189	66%
		Total	109	100%	177	100%	286	100%

Col %

Count

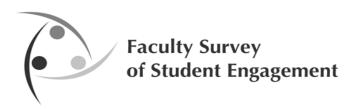
 Learn something that changes the way they understand an issue or concept

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

a. Lecture

b. Teacher-led discussion

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
LECTURE	0	2	2%	11	6%	13	5%
	1-9	12	11%	26	15%	38	14%
	10-19	19	18%	24	14%	43	15%
	20-29	8	7%	21	12%	29	10%
	30-39	13	12%	15	9%	28	10%
	40-49	17	16%	22	13%	39	14%
	50-74	29	27%	41	24%	70	25%
	75 or more	7	7%	14	8%	21	7%
	Total	107	100%	174	100%	281	100%
TEACHLED	0	4	4%	3	2%	7	3%
	1-9	20	19%	44	26%	64	23%
	10-19	27	26%	44	26%	71	26%
	20-29	20	19%	30	17%	50	18%
	30-39	12	12%	18	10%	30	11%
	40-49	16	15%	17	10%	33	12%
	50-74	5	5%	12	7%	17	6%
	75 or more	0	0%	4	2%	4	1%
	Total	104	100%	172	100%	276	100%



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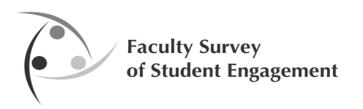
In your selected course section, on average, what percent of class time is spent on the following? (continued)

c. Teacher-student shared responsibility (seminar, discussion, etc.)

d. Student computer use

e. Small group activities

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
TEACHSTU	0	41	41%	48	29%	89	33%
	1-9	17	17%	39	23%	56	21%
	10-19	14	14%	34	20%	48	18%
	20-29	8	8%	22	13%	30	11%
	30-39	7	7%	8	5%	15	6%
	40-49	7	7%	3	2%	10	4%
	50-74	2	2%	10	6%	12	5%
	75 or more	3	3%	3	2%	6	2%
	Total	99	100%	167	100%	266	100%
COMPMED	0	65	63%	108	63%	173	63%
	1-9	15	14%	36	21%	51	18%
	10-19	10	10%	15	9%	25	9%
	20-29	4	4%	4	2%	8	3%
	30-39	5	5%	6	3%	11	4%
	40-49	0	0%	2	1%	2	1%
	50-74	1	1%	0	0%	1	0%
	75 or more	4	4%	1	1%	5	2%
	Total	104	100%	172	100%	276	100%
GROUPSML	0	15	14%	33	19%	48	17%
	1-9	21	20%	50	28%	71	25%
	10-19	30	28%	50	28%	80	28%
	20-29	20	19%	17	10%	37	13%
	30-39	8	7%	10	6%	18	6%
	40-49	3	3%	6	3%	9	3%
	50-74	6	6%	8	5%	14	5%
	75 or more	4	4%	3	2%	7	2%
	Total	107	100%	177	100%	284	100%



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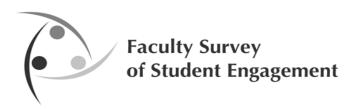
In your selected course section, on average, what percent of class time is spent on the following? (continued)

f. Student presentations

g. In-class writing

h. Testing and evaluation

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
STUPRES	0	51	48%	57	33%	108	39%
	1-9	36	34%	49	28%	85	30%
	10-19	8	7%	38	22%	46	16%
	20-29	5	5%	16	9%	21	8%
	30-39	2	2%	5	3%	7	3%
	40-49	0	0%	4	2%	4	1%
	50-74	2	2%	3	2%	5	2%
	75 or more	3	3%	0	0%	3	1%
	Total	107	100%	172	100%	279	100%
CLSWRITE	0	52	49%	97	56%	149	53%
	1-9	39	37%	58	33%	97	35%
	10-19	8	8%	16	9%	24	9%
	20-29	2	2%	2	1%	4	1%
	30-39	2	2%	1	1%	3	1%
	40-49	0	0%	0	0%	0	0%
	50-74	0	0%	0	0%	0	0%
	75 or more	3	3%	0	0%	3	1%
	Total	106	100%	174	100%	280	100%
TESTEVAL	0	6	6%	27	15%	33	12%
	1-9	70	65%	93	53%	163	58%
	10-19	27	25%	41	23%	68	24%
	20-29	1	1%	8	5%	9	3%
	30-39	1	1%	2	1%	3	1%
	40-49	0	0%	2	1%	2	1%
	50-74	1	1%	1	1%	2	1%
	75 or more	2	2%	1	1%	3	1%
	Total	108	100%	175	100%	283	100%



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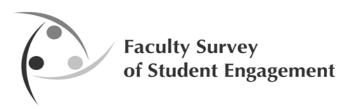
In your selected course section, on average, what percent of class time is spent on the following? (continued)

i.	Performances in applied and fine arts
	(e.g., dance, drama, music)

j. Experiential (labs, field work, art exhibits, etc.)

Select the box 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?

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
PERFORM	0	94	90%	156	90%	250	90%
	1-9	4	4%	4	2%	8	3%
	10-19	2	2%	2	1%	4	1%
	20-29	1	1%	3	2%	4	1%
	30-39	0	0%	0	0%	0	0%
	40-49	1	1%	1	1%	2	1%
	50-74	1	1%	1	1%	2	1%
	75 or more	1	1%	7	4%	8	3%
	Total	104	100%	174	100%	278	100%
EXPERIEN	0	56	54%	105	61%	161	58%
	1-9	13	13%	20	12%	33	12%
	10-19	12	12%	18	10%	30	11%
	20-29	10	10%	7	4%	17	6%
	30-39	7	7%	9	5%	16	6%
	40-49	2	2%	6	3%	8	3%
	50-74	3	3%	3	2%	6	2%
	75 or more	1	1%	4	2%	5	2%
	Total	104	100%	172	100%	276	100%
FEXAMS	Very Little	0	0%	0	0%	0	0%
	2	1	1%	1	1%	2	1%
	3	1	1%	1	1%	2	1%
	4	14	13%	13	7%	27	9%
	5	31	28%	45	26%	76	27%
	6	49	45%	74	42%	123	43%
	Very much	13	12%	42	24%	55	19%
	Total	109	100%	176	100%	285	100%

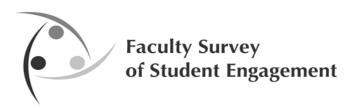


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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

- a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form
- Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- 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
- Applying theories or concepts to practical problems or in new situations

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FMEMORIZ	Very little	35	32%	79	45%	114	40%
	Some	50	45%	64	36%	114	40%
	Quite a bit	19	17%	27	15%	46	16%
	Very much	6	5%	6	3%	12	4%
	Total	110	100%	176	100%	286	100%
FANALYZE	Very little	4	4%	0	0%	4	1%
	Some	8	7%	22	12%	30	10%
	Quite a bit	50	45%	61	34%	111	39%
	Very much	48	44%	94	53%	142	49%
	Total	110	100%	177	100%	287	100%
FSYNTHES	Very little	2	2%	4	2%	6	2%
	Some	12	11%	14	8%	26	9%
	Quite a bit	49	45%	61	35%	110	38%
	Very much	47	43%	97	55%	144	50%
	Total	110	100%	176	100%	286	100%
FEVALUAT	Very little	10	9%	13	7%	23	8%
	Some	28	25%	32	18%	60	21%
	Quite a bit	41	37%	52	29%	93	32%
	Very much	31	28%	80	45%	111	39%
	Total	110	100%	177	100%	287	100%
FAPPLYIN	Very little	7	6%	2	1%	9	3%
	Some	18	17%	19	11%	37	13%
	Quite a bit	35	32%	55	31%	90	31%
	Very much	49	45%	101	57%	150	52%
	Total	109	100%	177	100%	286	100%



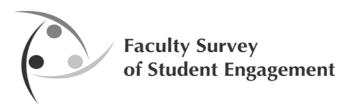
	Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas?

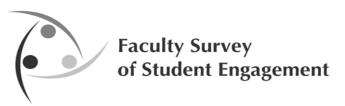
a.	Writing	clearly	and	effectively	

- b. Speaking clearly and effectively
- c. Thinking critically and analytically
- d. Analyzing quantitative problems
- e. Using computing and information technology

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FGNWRITE	Very little	11	10%	14	8%	25	9%
	Some	33	30%	31	18%	64	22%
	Quite a bit	25	23%	52	30%	77	27%
	Very much	40	37%	79	45%	119	42%
	Total	109	100%	176	100%	285	100%
FGNSPEAK	Very little	31	29%	29	16%	60	21%
	Some	39	36%	53	30%	92	32%
	Quite a bit	21	19%	54	31%	75	26%
	Very much	17	16%	40	23%	57	20%
	Total	108	100%	176	100%	284	100%
FGNANALY	Very little	1	1%	0	0%	1	0%
	Some	8	8%	10	6%	18	6%
	Quite a bit	35	33%	37	21%	72	26%
	Very much	62	58%	128	73%	190	68%
	Total	106	100%	175	100%	281	100%
FGNQUANT	Very little	36	33%	66	38%	102	36%
	Some	24	22%	33	19%	57	20%
	Quite a bit	23	21%	28	16%	51	18%
	Very much	26	24%	48	27%	74	26%
	Total	109	100%	175	100%	284	100%
FGNCMPTS	Very little	32	29%	57	32%	89	31%
	Some	36	33%	58	33%	94	33%
	Quite a bit	23	21%	43	24%	66	23%
	Very much	18	17%	18	10%	36	13%
	Total	109	100%	176	100%	285	100%



			I	Lowe	r Division	Upper	Division	T	otal
To what extent do you structure your selected course section so	that students learn	and develop in the following areas	? (continue	d)					
	Variable	Response Options	Coi	unt	Col %	Count	Col %	Count	Col %
f. Working effectively with others	FGNOTHER	Very little		17	16%	25	14%	42	15%
		Some		38	35%	53	30%	91	32%
		Quite a bit		36	33%	49	28%	85	30%
		Very much		18	17%	48	27%	66	23%
		To	tal 1	109	100%	175	100%	284	100%
g. Learning effectively on their own	FGNINQ	Very little		2	2%	3	2%	5	2%
		Some		22	20%	28	16%	50	18%
		Quite a bit		41	38%	83	47%	124	44%
		Very much		44	40%	62	35%	106	37%
		To	tal 1	109	100%	176	100%	285	100%
h. Understanding themselves	FGNSELF	Very little		31	29%	39	22%	70	25%
		Some		36	33%	49	28%	85	30%
		Quite a bit		18	17%	43	25%	61	22%
		Very much		23	21%	43	25%	66	23%
		To	tal 1	108	100%	174	100%	282	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little		44	41%	54	31%	98	35%
		Some		26	24%	55	31%	81	29%
		Quite a bit		16	15%	27	15%	43	15%
		Very much		21	20%	40	23%	61	22%
		To	tal 1	107	100%	176	100%	283	100%
j. Solving complex real-world problems	FGNPROBS	Very little		17	16%	19	11%	36	13%
		Some		31	29%	51	29%	82	29%
		Quite a bit		34	32%	51	29%	85	30%
		Very much		25	23%	55	31%	80	28%
		To	tal	107	100%	176	100%	283	100%



				Lower	r Division	Upper	Division	Т	otal
To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)									
	Variable	Response Options	C	Count	Col %	Count	Col %	Count	Col %
k. Developing a personal code of values and ethics	FVALUES	Very little		39	36%	41	23%	80	28%
		Some		34	32%	59	34%	93	33%
		Quite a bit		25	23%	34	19%	59	21%
		Very much		9	8%	41	23%	50	18%
		Tot	al	107	100%	175	100%	282	100%
1. Developing a deepened sense of spirituality	FSPIRIT	Very little		82	77%	123	70%	205	72%
		Some		16	15%	31	18%	47	17%
		Quite a bit		7	7%	11	6%	18	6%
		Very much		2	2%	11	6%	13	5%
		Tot	al	107	100%	176	100%	283	100%
m. Acquiring a broad general education	FGNGENLE	Very little		12	11%	24	14%	36	13%
		Some		29	27%	54	31%	83	29%
		Quite a bit		31	29%	62	35%	93	33%
		Very much		35	33%	36	20%	71	25%
		Tot	al	107	100%	176	100%	283	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little		13	12%	13	7%	26	9%
		Some		43	40%	50	29%	93	33%
		Quite a bit		26	24%	57	33%	83	30%
		Very much		25	23%	54	31%	79	28%
		Tot	al	107	100%	174	100%	281	100%



Total

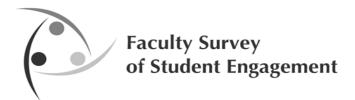
Upper Division

Total number of courses (undergraduate and graduate) you have taught or are scheduled to teach during the *current* academic year:

What is the general discipline of your academic appointment? (Please specify an academic discipline)

		10110	Division	Сррс	Division		otai
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
NC05	0	1	1%	0	0%	1	0%
	1	3	3%	3	2%	6	2%
	2	6	6%	4	2%	10	4%
	3	13	12%	18	10%	31	11%
	4	11	10%	15	9%	26	9%
	5	14	13%	15	9%	29	10%
	6	38	35%	65	37%	103	36%
	7	14	13%	29	17%	43	15%
	8	5	5%	12	7%	17	6%
	9 or more	4	4%	14	8%	18	6%
	Total	109	100%	175	100%	284	100%
APDISCOL	Arts and humanities	31	29%	38	22%	69	25%
	Biological science	8	7%	16	9%	24	9%
	Business	2	2%	19	11%	21	8%
	Education	2	2%	11	6%	13	5%
	Engineering	7	7%	2	1%	9	3%
	Physical science	22	21%	25	14%	47	17%
	Professional	4	4%	14	8%	18	6%
	Social science	19	18%	27	16%	46	16%
	Other	12	11%	21	12%	33	12%
	Total	107	100%	173	100%	280	100%

Lower Division



Faculty Responses

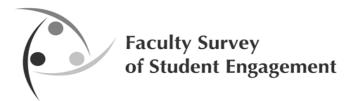
Percentage of faculty who reported that more than half of students from their courses do the following

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or	FCLQUEST	LD	21%
contribute to class discussions	reliquest	UD	32%
Frequently come to class without	FCLUNPRE	LD	24%
completing readings or assignments	FCLUNPRE	UD	25%
Frequently work harder than they usually	FWORKHRD	LD	22%
do to meet your standards	FWORKHRD	UD	33%
Occasionally use e-mail to communicate	FEMAN	LD	29%
with you	FEMAIL	UD	42%
Occasionally discuss grades or assignments	EGD L DE	LD	15%
with you	FGRADE	UD	28%
At least once, talk about career plans with		LD	4%
you	FPLANS	UD	19%
At least once, discuss ideas from readings		LD	8%
or classes with you outside of class	FIDEAS	UD	13%

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	CLOUEST	FY	17%	37%	43%	3%
class discussions	CLQUEST	SR	34%	37%	27%	2%
Come to class without completing	CLIMPPED	FY	6%	16%	62%	16%
assignments	CLUNPREP	SR	7%	15%	62%	16%
Worked harder than you thought you could	WORKHARD	FY	10%	39%	43%	7%
to meet an instructor's standards or expectations		SR	16%	36%	41%	7%
Used e-mail to communicate with an	EMAIL	FY	33%	38%	27%	2%
instructor		SR	50%	33%	17%	1%
Discussed grades or assignments with an		FY	15%	29%	46%	10%
instructor	FACGRADE	SR	25%	33%	36%	6%
Talked about career plans with a faculty	EACH ANG	FY	6%	16%	45%	33%
member or advisor	FACPLANS	SR	14%	24%	47%	15%
Discussed ideas from your readings or	E. CIDE. C	FY	3%	11%	39%	47%
classes with faculty members outside of class	FACIDEAS	SR	9%	17%	43%	31%



Faculty Responses

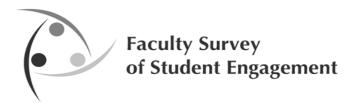
Percentage of faculty who reported that students from their courses do the following often or very often

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse	FDIVCLAS	LD	41%
perspectives (different races, religions, genders, political beliefs, etc.)		UD	49%
Work with other students on projects	FCLASSGR	LD	58%
during class		UD	63%
Participate in a community-based project (e.g., service learning) as part	FCOMMPRO	LD	10%
of your course		UD	12%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	FITICADE	LD	41%
to discuss or complete an assignment		UD	42%
Receive prompt feedback (written or oral)	feedback (written or oral)		86%
from you on their academic performance		UD	92%
Have serious conversations in your course with students of a different race	FDIVRSTU	LD	21%
or ethnicity than their own		UD	20%
Have serious conversations in your course with students who are very different from	FDIFFSTU	LD	19%
them in terms of their religious beliefs, political opinions, or personal values	FDIFF51U		31%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs,	DIVCLASS	FY	15%	38%	40%	8%
etc.) in class discussions or writing assignments		SR	24%	36%	34%	7%
Worked with other students on projects	CLASSGRP	FY	14%	38%	39%	9%
during class		SR	14%	37%	41%	8%
Participated in a community-based project (e.g., service learning) as	COMMPROJ	FY	1%	5%	19%	74%
part of a regular course		SR	5%	9%	30%	55%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.)	ITACADEM	FY	24%	29%	35%	11%
to discuss or complete an assignment		SR	26%	30%	30%	14%
Received prompt feedback from faculty on your academic performance	FACFEED	FY	14%	44%	37%	4%
(written or oral)		SR	19%	55%	24%	2%
Had serious conversations with students of	DIVRSTUD	FY	20%	26%	36%	19%
a different race or ethnicity than your own		SR	18%	28%	38%	16%
Had serious conversations with students who are very different from you in terms of	DIFFSTU2	FY	28%	29%	34%	9%
their religious beliefs, political opinions, or personal values	DIFFS1U2	SR	24%	30%	37%	9%



Faculty Responses

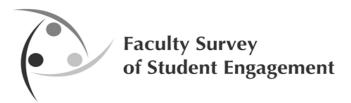
Percentage of faculty who reported that it is important or very important that their students do the following

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or	FREWROPA	LD	48%
assignment before turning it in	TREWROTA	UD	61%
Work on a paper or project that requires integrating ideas or information from	FINTEGRA	LD	67%
various sources	FINTEGRA	UD	86%
Work with classmates outside of class to	FOCCGRP	LD	41%
prepare class assignments	FOCCORP	UD	53%
Put together ideas or concepts from	ENTER	LD	51%
different courses when completing assignments or during class discussions	FINTIDEA	UD	65%
Discuss ideas or readings from class with		LD	38%
others outside of class (other students, family members, coworkers, etc.)	FOOCID05	UD	51%
Tutor or teach other students (paid or	ETHEOD	LD	25%
voluntary)	FTUTOR	UD	27%
Examine the strengths and weaknesses of	FONDUMENT	LD	64%
their views on a topic or issue	FOWNVIEW	UD	77%
Try to better understand someone else's	EOTHDAN	LD	60%
views by imagining how an issue looks from that person's perspective	FOTHRVW	UD	75%
Learn something that changes the way they	FCHNGVW	LD	86%
understand an issue or concept	remidy w	UD	94%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or		FY	25%	36%	27%	11%
assignment before turning it in	REWROPAP	SR	21%	27%	38%	15%
Worked on a paper or project that required		FY	33%	47%	18%	1%
integrating ideas or information from various sources	INTEGRAT	SR	43%	44%	13%	0%
Worked with classmates outside of class to	OCCGRP	FY	8%	28%	50%	14%
prepare class assignments	оссом	SR	18%	37%	39%	6%
Put together ideas or concepts from	D. 1990-1-1-0	FY	10%	37%	48%	5%
different courses when completing assignments or during class discussions	INTIDEAS	SR	25%	43%	29%	3%
Discussed ideas from your readings or		FY	14%	37%	44%	5%
classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	SR	25%	40%	30%	5%
Tutored or taught other students (paid or	TUTOR	FY	3%	9%	33%	56%
voluntary)	TUTOR	SR	11%	11%	31%	47%
Examined the strengths and weaknesses of	OWNVIEW	FY	11%	35%	45%	9%
your own views on a topic or issue	OWNVIEW	SR	22%	37%	36%	5%
Tried to better understand someone else's	OTHERWISH	FY	20%	36%	40%	5%
views by imagining how an issue looks from his or her perspective	OTHRVIEW	SR	26%	38%	32%	4%
Learned something that changed the way	CIDICUTON	FY	17%	42%	37%	4%
you understand an issue or concept	CHNGVIEW	SR	26%	38%	34%	1%



Faculty Responses

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

			Quite	
FSSE Item	Variable	Class	Challenging	
Select the box that represents the extent to				
which your evaluations of student		LD	85%	
performance (e.g., examinations, portfolio)	FEXAMS			
challenge students in your selected course		UD	91%	
section to do their best work				

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

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from	FMEMORIZ	LD	23%
your course and readings	PWEWORIZ	UD	19%
Analyzing the basic elements of an idea,	FANALYZE	LD	89%
experience or theory	FANALIZE	UD	88%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	87%
	FSINIFIES	UD	90%
Making judgments about the value of	FEVALUAT	LD	65%
information, arguments or methods	FEVALUAT	UD	75%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	77%
	FAFFLIIN	UD	88%

Student Responses

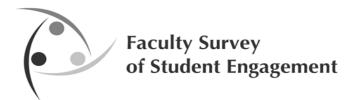
Distribution of student responses to how much their examininations during the current schol year challenged them to do their best work

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the	EXAMS	FY	84%	16%
urrent school year challenged you to do our best work		SR	78%	22%

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

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from	MEMORIZE	FY	28%	42%	25%	5%
your course and readings	MEMORIZE	SR	17%	34%	38%	11%
Analyzing the basic elements of an idea,	ANALYZE	FY	25%	49%	24%	2%
experience or theory	ANALYZE	SR	33%	48%	17%	2%
Synthesizing and organizing ideas,	SYNTHESZ	FY	17%	46%	33%	4%
information, or experiences		SR	25%	43%	28%	3%
Making judgments about the value of	EVALUATE	FY	17%	42%	35%	6%
information, arguments, or methods		SR	25%	41%	28%	6%
Applying theories or concepts to practical	APPLYING	FY	27%	45%	25%	3%
problems or in new situations		SR	38%	38%	21%	3%



Faculty Responses

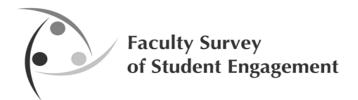
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
Writing algority and affectively	FGNWRITE	LD	60%
Writing clearly and effectively	FORWRITE	UD	74%
Speaking clearly and effectively	ECNODE A V	LD	35%
	FGNSPEAK	UD	53%
Thinking critically and analytically		LD	92%
	FGNANALY	UD	94%
		LD	45%
Analyzing quantitative problems	FGNQUANT	UD	43%
Using computing and information		LD	38%
technology	FGNCMPTS	UD	35%
		LD	50%
Working effectively with others	FGNOTHER	UD	55%
		LD	78%
Learning effectively on their own	FGNINQ		82%

Student Responses

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Wiking along and effectively	GNWIRTE	FY	25%	47%	24%	5%
Writing clearly and effectively	GNWIRTE	SR	36%	41%	20%	4%
Speaking clearly and effectively	GNSPEAK	FY	15%	37%	33%	15%
Speaking clearly and effectively	UNSFEAR	SR	25%	38%	29%	8%
Thinking critically and analytically	GNANALY	FY	29%	48%	21%	2%
Thinking critically and analytically	GNANALI	SR	45%	40%	13%	2%
Analyzina avantitatiya mahlama	GNQUANT	FY	21%	44%	30%	5%
Analyzing quantitative problems	GNQUANT	SR	30%	39%	25%	5%
Using computing and information	GNCMPTS	FY	28%	41%	25%	6%
technology	GNCMP13	SR	40%	40%	16%	4%
Westing off the least of the state of	GNOTHERS	FY	25%	45%	26%	4%
Working effectively with others	GNOTHERS	SR	36%	40%	19%	5%
Learning effectively on your over	CNINO	FY	22%	43%	29%	6%
Learning effectively on your own	GNINQ	SR	26%	41%	25%	8%



Faculty Responses

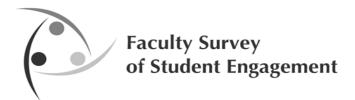
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

FSSE Item	Variable	Class	Very Much or Quite a Bit
I Indonestanding the manalyses	FGNSELF	LD	38%
Understanding themselves	FONSELF	UD	49%
Understanding people of other racial and	FGNDIVER	LD	35%
ethnic backgrounds	FGNDIVER	UD	38%
Colving complete and record machines			55%
Solving complex real-world problems	FGNPROBS	UD	60%
Developing a personal code of values and ethics	FVALUES	LD	32%
	FVALUES	UD	43%
Developing a deepened sense of	FSPIRIT	LD	8%
spirituality	FSPIKII	UD	13%
A i	ECNICENII E	LD	62%
Acquiring a broad general education	FGNGENLE	UD	56%
Acquiring job or work-related knowledge	ECHWORY	LD	48%
and skills	FGNWORK	UD	64%

Student Responses

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Understanding yourself	GNSELF	FY	20%	37%	30%	13%
Onderstanding yoursen	GNSELI	SR	21%	34%	30%	14%
Understanding people of other racial and	GNDIVERS	FY	15%	34%	36%	16%
ethnic backgrounds	GNDIVERS	SR	16%	29%	37%	19%
Calcing a secondary and small and	CNDDODGV	FY	14%	31%	42%	13%
Solving complex real-world problems	GNPROBSV	SR	17%	34%	33%	16%
Developing a personal code of values and	GNETHICS	FY	14%	30%	37%	19%
ethics	GNETHICS	SR	17%	25%	36%	22%
Developing a deepened sense of	GNSPIRIT	FY	8%	18%	32%	42%
spirituality	GNSPIRII	SR	6%	13%	22%	59%
A	GNGENLED	FY	33%	49%	16%	2%
Acquiring a broad general education	GNGENLED	SR	40%	42%	15%	4%
Acquiring job or work-related knowledge	Chilloph	FY	18%	35%	35%	12%
and skills	GNWORK	SR	31%	38%	23%	7%



Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-		LD	73%
op experience, or clinical assignment	FINTERN	UD	86%
Community service or volunteer work	FVOLUNTR	LD	53%
Community service of volunteer work	TVOLOTTR	UD	58%
Participation in a learning community or		LD	38%
some other formal program where groups of students take two or more classes together	FLERNCOM	UD	38%
Work on a research project with a faculty	FIMPR05	LD	56%
member outside of course or program requirements	FIMPRUS	UD	53%
C. 1 . C	FEORI ANG	LD	70%
Study a foreign language	FFORLANG	UD	68%
Can de alors ed	EGELIDAVA	LD	57%
Study abroad	FSTUDYAB	UD	59%
Culminating senior experience (capstone	EGELVOR	LD	88%
course, thesis, project, comprehensive exam, etc.)	FSENIOR	UD	88%

Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-	INTERN04	FY	5%	78%	4%	12%
op experience, or clinical assignment	INTERINO4	SR	45%	33%	16%	6%
Community service or volunteer work	VOLNTR04	FY	33%	45%	7%	15%
Community service of volunteer work	VOLNTR04	SR	61%	16%	16%	7%
Participate in a learning community or some		FY	7%	21%	32%	41%
other formal program where groups of students take two or more classes together	LRNCOM04	SR	22%	9%	55%	13%
Work on a research project with a faculty	RESRCH04	FY	2%	23%	30%	45%
member outside of course or program requirements	RESRCH04	SR	14%	11%	57%	18%
Foreign language coursework	FORLNG04	FY	21%	25%	34%	20%
Foreign language coursework	FORLING04	SR	36%	8%	50%	6%
Study abroad	CTD A DD 04	FY	2%	40%	26%	32%
Study abroad	STDABR04	SR	11%	9%	66%	14%
Culminating senior experience (capstone	SNRX04	FY	1%	49%	11%	39%
course, thesis, project, comprehensive exam, etc.)	SINKAU4	SR	52%	42%	4%	3%



Faculty Responses

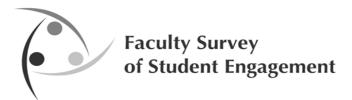
Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

FSSE Item	Variable	Class	Very Much or Quite a Bit
Requiring students to spend significant		LD	48%
amounts of time studying and on academic work	FENVSCHO	UD	43%
Providing students the support they	FEL WALLED	LD	76%
need to help them succeed academically	FENVSUPR	UD	82%
Encouraging contact among students from different economic, social and	FENVDIVR	LD	28%
racial or ethnic backgrounds	TENVETVR	UD	27%
Helping students cope with their non-academic responsibilities (work, family,	FENVNACA	LD	24%
etc.)		UD	22%
Providing students the support they	FENVSOCA	LD	30%
need to thrive socially		UD	28%
Encouraging students to attend campus events and activities (special speakers,	FENVEVEN	LD	55%
cultural performances, athletic events, etc.)		UD	51%
Encouraging students to use computers in	FENVCOMP	LD	89%
their academic work		UD	95%

Student Responses

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Spending significant amounts of time	ENVSCHOL	FY	31%	50%	17%	1%
studying and on academic work	ENVSCHOL	SR	32%	47%	19%	2%
Providing the support you need to	ENVSUPRT	FY	29%	49%	21%	2%
help you succeed academically	ENVSOIRI	SR	21%	48%	28%	3%
Encouraging contact among students		FY	19%	32%	33%	15%
from different economic, social and racial or ethnic backgrounds	ENVDIVRS	SR	11%	24%	39%	26%
Helping you cope with your non-academic	ENVNACAD	FY	6%	21%	41%	33%
responsibilities (work, family, etc.)	ENVNACAD	SR	3%	14%	35%	48%
Providing the support you need	ENVSOCAL	FY	8%	28%	47%	17%
to thrive socially	ENVSOCAL	SR	5%	21%	43%	31%
Attending campus events and activities	ENVEVENT	FY	22%	39%	32%	7%
(special speakers, cultural performances, athletic events, etc.)	ENVEVENT	SR	11%	37%	36%	16%
Heine commutate in condemic west-	ENVCOMPT	FY	47%	41%	11%	2%
Using computers in academic work	ENVCOMPI	SR	59%	32%	8%	2%



Faculty Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

FSSE Item	Variable	Class	Positive Quality
With other students	FENVSTU	LD	71%
with other students	TENVSTO	UD	73%
With familian manulant	FENVFAC	LD	84%
With faculty members	FENVEAC	UD	78%
Wish administration and	FENVADM	LD	39%
With administrative personnel	FENVADM	UD	36%

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

Student Responses

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

NSSE Item	Variable	Class	Positive Quality	Neutral or Negative
With other students	ENVSTU	FY	79%	21%
With other students	ENVSTO	SR	75%	25%
With faculty mambage	ENVFAC	FY	68%	32%
With faculty members		SR	81%	19%
With administrative personnal and offices	ENVADM	FY	51%	49%
With administrative personnel and office	ENVADM	SR	47%	53%

Note: Students reponded 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 are coded as neutral or negative.

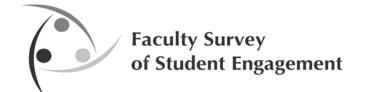


FSSE 2005 Respondent Characteristics Grand Valley State University

Participation rate	53% (48% Full completions, 5% Partial completions)*
Number of invited faculty members	690
Total number of respondents	363
Number of full completions*	330 (110 Lower Division, 180 Upper Division, 35 Other, 5 Missing course level)
Number of partial completions*	33

	Lower Division	Upper Division	Other	Total
	Division	Division	Other	Total
Discipline of appointment				
Arts and humanities	29%	22%	19%	24%
Biological science	7%	9%	0%	8%
Business	2%	11%	3%	7%
Education	2%	6%	26%	7%
Engineering	7%	1%	3%	3%
Physical science	21%	14%	6%	16%
Professional	4%	8%	26%	8%
Social science	18%	16%	16%	16%
Other	11%	12%	0%	11%
Rank				
Professor	16%	21%	16%	19%
Associate Professor	33%	35%	35%	34%
Assistant Professor	46%	41%	42%	43%
Instructor	3%	2%	0%	2%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	2%	1%	6%	2%
Tenure status				
Tenured	46%	55%	52%	52%
On tenure track but not tenured	54%	45%	45%	48%
Not on tenure track	0%	0%	3%	0%
No tenure system	0%	0%	0%	0%
Highest degree earned				
First professional degree	1%	3%	3%	3%
Doctoral degree	90%	84%	71%	85%
Master's degree	5%	10%	19%	9%
Bachelor's degree	0%	1%	3%	1%
Associate's degree	0%	0%	0%	0%
Other	4%	2%	3%	3%

^{*} A "full completion" is a respondent who completed the survey through the FGNWORK item or beyond. A "partial completion" is a respondent who initiated the survey but ended submission prior to FGNWORK. All percentages are based on full completions only.



FSSE 2005 Respondent Characteristics Grand Valley State University

	Lower	Upper	Odl	T-4-1
-	Division	Division	Other	Total
Full-time/Part Time				
Full-time	99%	97%	97%	98%
Part-time	1%	3%	3%	3%
Years teaching				
4 or less	13%	14%	20%	14%
5-9	33%	16%	30%	24%
10-14	16%	22%	7%	18%
15 or more	37%	48%	43%	44%
Age				
34 or younger	11%	12%	10%	12%
35-44	47%	27%	34%	35%
45-54	23%	40%	24%	33%
Older than 54	19%	21%	31%	21%
Gender				
Male	62%	51%	42%	54%
Female	38%	49%	58%	46%
Race / Ethnicity				
American Indian / Native Amer.	0%	0%	0%	0%
Asian Amer. / Pacific Islander	7%	3%	0%	4%
Black or African American	2%	3%	6%	3%
White (non-Hispanic)	75%	77%	77%	76%
Mexican or Mexican American	0%	1%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	4%	2%	0%	2%
Multiracial	1%	2%	0%	1%
Other	2%	3%	0%	3%
Prefer not to respond	9%	10%	16%	10%
Citizenship status				
U.S. citizen, native	79%	89%	94%	86%
U.S. citizen, naturalized	8%	3%	3%	5%
Permanent resident of the U.S.	9%	6%	3%	7%
Temporary resident of the U.S.	3%	2%	0%	2%