FSSE
faculty survey of
student engagement

FSSE 2013
Frequencies

Lamar University

IPEDS: 226091

FSSE faculty survey of student engagement

FSSE 2013 Frequencies

Lamar University

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
1. How important is it to you that undergraduates at your institution do the following before they graduate?								
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	2	3	3	3	5	3
		Somewhat important	14	19	13	13	27	16
		Important	30	40	27	28	57	33
		Very important	29	39	54	56	83	48
		Total	75	100	97	100	172	100
b. Hold a formal leadership role in a student organization or group	fleader	Not important	15	20	7	7	22	13
		Somewhat important	29	38	36	37	65	38
		Important	29	38	45	46	74	43
		Very important	3	4	9	9	12	7
		Total	76	100	97	100	173	100
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	22	29	15	16	37	22
		Somewhat important	29	38	29	30	58	34
		Important	23	30	34	35	57	33
		Very important	2	3	18	19	20	12
		Total	76	100	96	100	172	100
d. Participate in a study abroad program	fabroad	Not important	23	31	29	30	52	30
		Somewhat important	39	52	34	35	73	42
		Important	9	12	22	23	31	18
		Very important	4	5	12	12	16	9
		Total	75	100	97	100	172	100
e. Work with a faculty member on a research project	fresearch	Not important	5	7	12	13	17	10
		Somewhat important	27	37	30	32	57	34
		Important	28	38	33	35	61	36
		Very important	13	18	20	21	33	20
		Total	73	100	95	100	168	100
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	Not important	3	4	3	3	6	4
		Somewhat important	9	12	10	10	19	11
		Important	26	35	26	27	52	30
		Very important	37	49	57	59	94	55
		Total	75	100	96	100	171	100
g. Participate in a community-based project (service-learning) as part of a course	fservice	Not important	9	12	11	11	20	12
		Somewhat important	25	33	24	25	49	28
		Important	31	41	38	39	69	40
		Very important	10	13	24	25	34	20
		Total	75	100	97	100	172	100
2. How important is it to you that your institution *increase* its emphasis on each of the following?								
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	0	0	0	0	0	0
		Somewhat important	6	8	9	9	15	9
		Important	16	21	24	25	40	23
		Very important	54	71	64	66	118	68
		Total	76	100	97	100	173	100
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0	0	0	0	0
		Somewhat important	8	11	15	15	23	13
		Important	26	35	29	30	55	32
		Very important	41	55	53	55	94	55
		Total	75	100	97	100	172	100
c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	0	0	0	0	0	0
		Somewhat important	11	14	21	22	32	18
		Important	28	37	31	32	59	34
		Very important	37	49	45	46	82	47
		Total	76	100	97	100	173	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	Not important	4	5	4	4	8	5
		Somewhat important	15	20	20	21	35	21
		Important	30	40	34	36	64	38
		Very important	26	35	37	39	63	37
		Total	75	100	95	100	170	100
e. Providing opportunities for students to be involved socially	fSEsocial	Not important	5	7	12	13	17	10
		Somewhat important	27	36	26	27	53	31
		Important	33	43	35	36	68	40
		Very important	11	14	23	24	34	20
		Total	76	100	96	100	172	100
f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	Not important	1	1	4	4	5	3
		Somewhat important	15	20	20	21	35	21
		Important	41	55	37	39	78	46
		Very important	17	23	35	36	52	31
		Total	74	100	96	100	170	100
g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	Not important	9	12	11	11	20	12
		Somewhat important	25	33	33	34	58	34
		Important	30	39	35	36	65	38
		Very important	12	16	18	19	30	17
		Total	76	100	97	100	173	100
h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	Not important	4	5	7	7	11	6
		Somewhat important	24	32	37	38	61	35
		Important	34	45	34	35	68	39
		Very important	14	18	19	20	33	19
		Total	76	100	97	100	173	100
i. Students attending events that address important social, economic, or political issues	fSEevents	Not important	6	8	7	7	13	8
		Somewhat important	24	32	24	25	48	28
		Important	32	43	36	37	68	40
		Very important	12	16	30	31	42	25
		Total	74	100	97	100	171	100
3. Indicate your perception of the quality of student interactions with the following people at your institution.								
a. Other students	fQIstudent	Poor	1	1	0	0	1	1
		2	4	5	4	4	8	5
		3	3	4	8	8	11	6
		4	25	33	23	24	48	28
		5	29	38	32	33	61	35
		6	10	13	16	16	26	15
		Excellent	4	5	14	14	18	10
		Total	76	100	97	100	173	100
b. Academic advisors	fQIadvisor	Poor	2	3	1	1	3	2
		2	4	5	9	9	13	8
		3	11	14	15	16	26	15
		4	32	42	19	20	51	30
		5	22	29	27	28	49	28
		6	4	5	18	19	22	13
		Excellent	1	1	7	7	8	5
		Total	76	100	96	100	172	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
c. Faculty	fQIfaculty	Poor	1	1	2	2	3	2
		2	4	5	5	5	9	5
		3	12	16	8	8	20	12
		4	23	31	16	16	39	23
		5	25	33	38	39	63	37
		6	8	11	13	13	21	12
		Excellent	2	3	15	15	17	10
		Total	75	100	97	100	172	100
d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	Poor	4	5	0	0	4	2
		2	6	8	10	10	16	9
		3	16	21	13	14	29	17
		4	31	41	33	34	64	37
		5	14	18	21	22	35	20
		6	4	5	16	17	20	12
		Excellent	1	1	3	3	4	2
		Total	76	100	96	100	172	100
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	Poor	7	9	4	4	11	6
		2	12	16	6	6	18	10
		3	15	20	20	21	35	20
		4	26	34	28	29	54	31
		5	9	12	24	25	33	19
		6	6	8	12	13	18	10
		Excellent	1	1	2	2	3	2
		Total	76	100	96	100	172	100
4. In a typical 7-day week, about how many hours do you spend on each of the following?								
a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	ftmteach	0	0	0	0	0	0	0
		1-4	2	3	2	2	4	2
		5-8	8	11	8	8	16	9
		9-12	11	15	12	12	23	13
		13-16	9	12	16	16	25	15
		17-20	9	12	20	21	29	17
		21-30	15	20	26	27	41	24
		More than 30 hours	20	27	13	13	33	19
		Total	74	100	97	100	171	100
b. Advising students	ftmadvise	0	18	24	5	5	23	13
		1-4	33	45	54	56	87	51
		5-8	13	18	25	26	38	22
		9-12	7	9	7	7	14	8
		13-16	2	3	5	5	7	4
		17-20	0	0	1	1	1	1
		21-30	1	1	0	0	1	1
		More than 30 hours	0	0	0	0	0	0
		Total	74	100	97	100	171	100
c. Research, creative, or scholarly activities	ftmresearch	0	3	4	3	3	6	4
		1-4	28	39	29	31	57	34
		5-8	16	22	25	26	41	25
		9-12	12	17	15	16	27	16
		13-16	9	13	8	8	17	10
		17-20	1	1	7	7	8	5
		21-30	0	0	5	5	5	3
		More than 30 hours	3	4	3	3	6	4
		Total	72	100	95	100	167	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
d. Service activities (committee work, administrative duties, etc.)	ftmserviceacts	0	9	12	4	4	13	8
		1-4	25	34	22	23	47	27
		5-8	16	22	32	33	48	28
		9-12	11	15	11	11	22	13
		13-16	4	5	8	8	12	7
		17-20	2	3	6	6	8	5
		21-30	6	8	9	9	15	9
		More than 30 hours	1	1	5	5	6	4
		Total	74	100	97	100	171	100
5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?								
a. Preparing class sessions	ftmprepclass	0	0	0	0	0	0	0
		1-4	24	33	28	29	52	31
		5-8	31	42	40	42	71	42
		9-12	10	14	23	24	33	20
		13-16	2	3	4	4	6	4
		17-20	5	7	1	1	6	4
		More than 20 hours	1	1	0	0	1	1
		Total	73	100	96	100	169	100
b. Teaching class sessions	ftmteachclass	0	0	0	2	2	2	1
		1-4	12	16	14	15	26	15
		5-8	20	27	32	34	52	31
		9-12	25	33	31	33	56	33
		13-16	16	21	11	12	27	16
		17-20	1	1	3	3	4	2
		More than 20 hours	1	1	2	2	3	2
		Total	75	100	95	100	170	100
c. Grading assignments and exams	ftmgrade	0	0	0	1	1	1	1
		1-4	31	41	45	47	76	45
		5-8	26	35	30	32	56	33
		9-12	10	13	15	16	25	15
		13-16	4	5	2	2	6	4
		17-20	4	5	2	2	6	4
		More than 20 hours	0	0	0	0	0	0
		Total	75	100	95	100	170	100
d. Meeting with students outside of class	ftmmeet	0	2	3	2	2	4	2
		1-4	48	65	57	60	105	62
		5-8	19	26	32	34	51	30
		9-12	3	4	3	3	6	4
		13-16	2	3	1	1	3	2
		17-20	0	0	0	0	0	0
		More than 20 hours	0	0	0	0	0	0
		Total	74	100	95	100	169	100
e. Course administration (emailing students, maintaining course Web site, etc.)	ftmadmin	0	1	1	2	2	3	2
		1-4	44	59	57	59	101	59
		5-8	22	29	27	28	49	29
		9-12	6	8	7	7	13	8
		13-16	1	1	1	1	2	1
		17-20	1	1	2	2	3	2
		More than 20 hours	0	0	0	0	0	0
		Total	75	100	96	100	171	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	ftmimprove	0	1	1	3	3	4	2
		1-4	46	61	61	63	107	62
		5-8	21	28	22	23	43	25
		9-12	5	7	7	7	12	7
		13-16	1	1	2	2	3	2
		17-20	1	1	1	1	2	1
		More than 20 hours	0	0	1	1	1	1
		Total	75	100	97	100	172	100
6. In a typical 7-day week, do you participate in the following activities?								
a. Working with undergraduates on research	fdresearch	No	50	68	54	56	104	62
		Yes	23	32	42	44	65	38
		Total	73	100	96	100	169	100
b. Supervising undergraduate internships or other field experiences	fdintern	No	62	87	60	63	122	73
		Yes	9	13	35	37	44	27
		Total	71	100	95	100	166	100
7. During the current school year, have you taught an undergraduate course? *If No, respondent answers #11 then skips to #31.*								
	ugradcrs	No	0	0	0	0	0	0
		Yes	76	100	97	100	173	100
		Total	76	100	97	100	173	100
8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?								
a. Talked about their career plans	fSFcareer	Never	4	5	0	0	4	2
		Sometimes	31	41	30	31	61	35
		Often	26	34	34	35	60	35
		Very often	15	20	33	34	48	28
		Total	76	100	97	100	173	100
b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	Never	21	28	7	7	28	17
		Sometimes	28	38	39	41	67	40
		Often	19	26	33	35	52	31
		Very often	6	8	15	16	21	13
		Total	74	100	94	100	168	100
c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	Never	4	5	2	2	6	3
		Sometimes	29	38	32	33	61	35
		Often	28	37	38	40	66	38
		Very often	15	20	24	25	39	23
		Total	76	100	96	100	172	100
d. Discussed their academic performance	fSFperform	Never	0	0	1	1	1	1
		Sometimes	23	30	33	34	56	33
		Often	38	50	39	41	77	45
		Very often	15	20	23	24	38	22
		Total	76	100	96	100	172	100
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?								
	fservcourse	None	45	59	36	38	81	47
		Some	21	28	39	41	60	35
		Most	7	9	17	18	24	14
		All	3	4	4	4	7	4
		Total	76	100	96	100	172	100
10. In your undergraduate courses, to what extent do you do the following?								
a. Clearly explain course goals and requirements	fetgoals	Very little	0	0	0	0	0	0
		Some	4	5	2	2	6	3
		Quite a bit	24	32	22	23	46	27
		Very much	48	63	73	75	121	70
		Total	76	100	97	100	173	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
b. Teach course sessions in an organized way	fetorganize	Very little	0	0	0	0	0	0
		Some	2	3	3	3	5	3
		Quite a bit	21	28	22	23	43	25
		Very much	52	69	70	74	122	72
		Total	75	100	95	100	170	100
c. Use examples or illustrations to explain difficult points	fetexample	Very little	0	0	0	0	0	0
		Some	4	5	0	0	4	2
		Quite a bit	14	18	17	18	31	18
		Very much	58	76	79	82	137	80
		Total	76	100	96	100	172	100
d. Provide feedback to students on a draft or work in progress	fetdraftfb	Very little	6	8	3	3	9	5
		Some	21	28	20	21	41	24
		Quite a bit	20	26	27	28	47	27
		Very much	29	38	46	48	75	44
		Total	76	100	96	100	172	100
e. Provide prompt and detailed feedback on tests or completed assignments	fetfeedback	Very little	0	0	1	1	1	1
		Some	8	11	8	8	16	9
		Quite a bit	18	24	23	24	41	24
		Very much	49	65	65	67	114	66
		Total	75	100	97	100	172	100
14. Estimate the total number of students in your selected course section.								
	crssize	20 or fewer	11	14	22	23	33	19
		21-30	31	41	29	30	60	35
		31-40	8	11	17	18	25	14
		41-50	9	12	12	12	21	12
		51-100	10	13	14	14	24	14
		More than 100	7	9	3	3	10	6
		Total	76	100	97	100	173	100
15. Does your selected course section fulfill a general education requirement on your campus?								
	gened	No	22	29	66	68	88	51
		Yes	53	71	31	32	84	49
		Total	75	100	97	100	172	100
16. In what format do you teach your selected course section?								
	format	Classroom instruction on-campus	60	80	78	80	138	80
		Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	2	3	1	1	3	2
		Distance education (Internet, live or pre-recorded video or audio, correspondence, etc.)	5	7	8	8	13	8
		Combination of classroom instruction and distance education	8	11	10	10	18	10
		Total	75	100	97	100	172	100

		Lower Division		Upper Division		Total	
Var. Name	*Response Options*	*Count*	*%*	*Count*	*%*	*Count*	*%*
17. In an average 7-day week, about how many hours do you *expect* the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?							
ftmprepexpect	0	0	0	0	0	0	0
	1	3	4	1	1	4	2
	2	11	14	1	1	12	7
	3	14	18	13	14	27	16
	4	11	14	16	17	27	16
	5	10	13	16	17	26	15
	6	12	16	17	18	29	17
	7	2	3	3	3	5	3
	8	6	8	5	5	11	6
	9	3	4	7	7	10	6
	10	4	5	6	6	10	6
	More than 10 hours	0	0	10	11	10	6
	Total	76	100	95	100	171	100
18. In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?							
ftmprepactual	0	7	9	2	2	9	5
	1	30	39	22	23	52	30
	2	23	30	28	29	51	30
	3	13	17	14	15	27	16
	4	1	1	5	5	6	4
	5	1	1	5	5	6	4
	6	0	0	10	11	10	6
	7	0	0	6	6	6	4
	8	0	0	2	2	2	1
	9	0	0	0	0	0	0
	10	1	1	1	1	2	1
	More than 10 hours	0	0	0	0	0	0
	Total	76	100	95	100	171	100
19a. In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect students to spend on assigned reading?							
ftmread	0	9	12	1	1	10	6
	1	22	29	14	15	36	21
	2	24	32	26	27	50	29
	3	8	11	27	28	35	20
	4	6	8	12	13	18	11
	5	2	3	6	6	8	5
	6	1	1	5	5	6	4
	7	0	0	1	1	1	1
	8	3	4	2	2	5	3
	9	0	0	0	0	0	0
	10	1	1	1	1	2	1
	More than 10 hours	0	0	0	0	0	0
	Total	76	100	95	100	171	100
19b. *If #19a is greater than 0:* **About how much of the assigned reading in your selected course section do you think the typical student completes?**							
freading	None	6	9	8	9	14	9
	Some	45	67	57	61	102	64
	Most	15	22	26	28	41	26
	All	1	1	2	2	3	2
	Total	67	100	93	100	160	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?								
a. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ftmcocurr	0	9	13	8	9	17	10
		1-5	50	69	68	75	118	72
		6-10	8	11	12	13	20	12
		11-15	4	6	2	2	6	4
		16-20	0	0	1	1	1	1
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
		More than 30 hours	1	1	0	0	1	1
		Total	72	100	91	100	163	100
b. Working for pay **on campus**	ftmworkon	0	18	25	24	27	42	26
		1-5	21	29	27	30	48	30
		6-10	15	21	15	17	30	19
		11-15	6	8	7	8	13	8
		16-20	10	14	15	17	25	15
		21-25	2	3	1	1	3	2
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	1	1	1	1
		Total	72	100	90	100	162	100
c. Working for pay **off campus**	ftmworkoff	0	1	1	4	4	5	3
		1-5	4	5	2	2	6	4
		6-10	7	9	6	7	13	8
		11-15	13	17	10	11	23	14
		16-20	27	36	31	34	58	35
		21-25	9	12	14	16	23	14
		26-30	9	12	15	17	24	15
		More than 30 hours	5	7	8	9	13	8
		Total	75	100	90	100	165	100
d. Doing community service or volunteer work	ftmservice	0	31	44	28	30	59	36
		1-5	38	54	54	59	92	56
		6-10	1	1	7	8	8	5
		11-15	1	1	2	2	3	2
		16-20	0	0	1	1	1	1
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	0	0	0	0
		Total	71	100	92	100	163	100
e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	0	0	0	1	1	1	1
		1-5	10	14	13	14	23	14
		6-10	11	15	25	27	36	22
		11-15	13	18	18	20	31	19
		16-20	20	27	15	16	35	21
		21-25	10	14	6	7	16	10
		26-30	5	7	6	7	11	7
		More than 30 hours	5	7	7	8	12	7
		Total	74	100	91	100	165	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
f. Providing care for dependents (children, parents, etc.)	ftmcare	0	10	14	4	4	14	9
		1-5	20	28	29	32	49	30
		6-10	12	17	24	27	36	22
		11-15	10	14	12	13	22	14
		16-20	11	15	8	9	19	12
		21-25	2	3	6	7	8	5
		26-30	6	8	1	1	7	4
		More than 30 hours	1	1	6	7	7	4
		Total	72	100	90	100	162	100
g. Commuting to campus (driving, walking, etc.)	ftmcommute	0	3	4	2	2	5	3
		1-5	44	61	57	62	101	62
		6-10	19	26	21	23	40	24
		11-15	3	4	10	11	13	8
		16-20	3	4	1	1	4	2
		21-25	0	0	1	1	1	1
		26-30	0	0	0	0	0	0
		More than 30 hours	0	0	0	0	0	0
		Total	72	100	92	100	164	100
21. In your selected course section, how much do students put forth their best work?								
	fchallenge	Very little	5	7	4	4	9	5
		Some	40	53	34	36	74	44
		Quite a bit	27	36	46	49	73	43
		Very much	3	4	10	11	13	8
		Total	75	100	94	100	169	100
22. In your selected course section, how important is it to you that the typical student do the following?								
a. Ask questions or contribute to course discussions in other ways	faskquest	Not important	0	0	1	1	1	1
		Somewhat important	6	8	2	2	8	5
		Important	18	24	23	25	41	25
		Very important	50	68	67	72	117	70
		Total	74	100	93	100	167	100
b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	23	32	18	19	41	25
		Somewhat important	21	29	25	27	46	28
		Important	16	22	31	33	47	28
		Very important	13	18	19	20	32	19
		Total	73	100	93	100	166	100
c. Come to class having completed readings or assignments	fprepared	Not important	0	0	0	0	0	0
		Somewhat important	7	9	4	4	11	7
		Important	20	27	27	30	47	28
		Very important	48	64	60	66	108	65
		Total	75	100	91	100	166	100
d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	Not important	15	21	14	15	29	18
		Somewhat important	15	21	16	18	31	19
		Important	27	37	27	30	54	33
		Very important	16	22	34	37	50	30
		Total	73	100	91	100	164	100
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	19	26	19	21	38	23
		Somewhat important	18	25	18	20	36	22
		Important	24	33	26	28	50	30
		Very important	12	16	29	32	41	25
		Total	73	100	92	100	165	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
f. Evaluate what others have concluded from numerical information	fQRevaluate	Not important	20	27	16	17	36	22
		Somewhat important	24	33	26	28	50	30
		Important	17	23	29	32	46	28
		Very important	12	16	21	23	33	20
		Total	73	100	92	100	165	100
23. In your selected course section, how important is it to you that the typical student do the following?								
a. Combine ideas from different courses when completing assignments	fRIintegrate	Not important	6	8	2	2	8	5
		Somewhat important	20	27	9	10	29	18
		Important	29	40	36	40	65	40
		Very important	18	25	44	48	62	38
		Total	73	100	91	100	164	100
b. Connect his or her learning to societal problems or issues	fRIsocietal	Not important	6	8	7	8	13	8
		Somewhat important	13	18	13	14	26	16
		Important	25	34	33	36	58	35
		Very important	29	40	38	42	67	41
		Total	73	100	91	100	164	100
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIdiverse	Not important	11	15	11	12	22	13
		Somewhat important	16	22	12	13	28	17
		Important	26	35	30	33	56	34
		Very important	21	28	39	42	60	36
		Total	74	100	92	100	166	100
d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	Not important	5	7	3	3	8	5
		Somewhat important	10	14	15	16	25	15
		Important	24	33	25	27	49	30
		Very important	33	46	48	53	81	50
		Total	72	100	91	100	163	100
e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	Not important	5	7	6	7	11	7
		Somewhat important	11	15	11	12	22	13
		Important	20	28	26	29	46	28
		Very important	36	50	48	53	84	52
		Total	72	100	91	100	163	100
f. Learn something that changes the way he or she understands an issue or concept	fRInewview	Not important	1	1	1	1	2	1
		Somewhat important	8	11	7	8	15	9
		Important	25	35	29	32	54	33
		Very important	38	53	54	59	92	56
		Total	72	100	91	100	163	100
g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	Not important	1	1	0	0	1	1
		Somewhat important	7	10	4	4	11	7
		Important	25	34	24	26	49	30
		Very important	40	55	64	70	104	63
		Total	73	100	92	100	165	100
24. In your selected course section, about what percent of class time is spent on the following?								
a. Lecture	flecture	0%	2	3	3	3	5	3
		1-9%	6	8	6	7	12	7
		10-19%	8	11	10	11	18	11
		20-29%	8	11	10	11	18	11
		30-39%	11	15	9	10	20	12
		40-49%	11	15	11	12	22	13
		50-74%	14	19	21	23	35	21
		75% or more	13	18	20	22	33	20
		Total	73	100	90	100	163	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
b. Discussion	fdiscuss	0%	1	1	0	0	1	1
		1-9%	17	24	19	23	36	23
		10-19%	19	26	26	31	45	29
		20-29%	20	28	26	31	46	29
		30-39%	11	15	9	11	20	13
		40-49%	2	3	2	2	4	3
		50-74%	2	3	1	1	3	2
		75% or more	0	0	1	1	1	1
		Total	72	100	84	100	156	100
c. Small-group activates	fsmgroup	0%	26	37	19	23	45	29
		1-9%	14	20	28	33	42	27
		10-19%	11	16	19	23	30	19
		20-29%	12	17	6	7	18	12
		30-39%	3	4	8	10	11	7
		40-49%	2	3	1	1	3	2
		50-74%	2	3	2	2	4	3
		75% or more	0	0	1	1	1	1
		Total	70	100	84	100	154	100
d. Student presentations or performances	fpresent	0%	25	36	23	27	48	31
		1-9%	21	30	28	33	49	32
		10-19%	11	16	17	20	28	18
		20-29%	6	9	6	7	12	8
		30-39%	1	1	5	6	6	4
		40-49%	1	1	5	6	6	4
		50-74%	4	6	0	0	4	3
		75% or more	1	1	0	0	1	1
		Total	70	100	84	100	154	100
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	33	47	25	28	58	37
		1-9%	21	30	24	27	45	28
		10-19%	9	13	17	19	26	16
		20-29%	3	4	7	8	10	6
		30-39%	2	3	5	6	7	4
		40-49%	0	0	3	3	3	2
		50-74%	2	3	3	3	5	3
		75% or more	0	0	4	5	4	3
		Total	70	100	88	100	158	100
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	31	44	41	47	72	46
		1-9%	25	35	34	39	59	37
		10-19%	9	13	7	8	16	10
		20-29%	2	3	4	5	6	4
		30-39%	2	3	1	1	3	2
		40-49%	2	3	0	0	2	1
		50-74%	0	0	0	0	0	0
		75% or more	0	0	0	0	0	0
		Total	71	100	87	100	158	100
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	5	7	4	5	9	6
		1-9%	28	38	41	47	69	43
		10-19%	30	41	25	29	55	34
		20-29%	7	10	8	9	15	9
		30-39%	3	4	4	5	7	4
		40-49%	0	0	3	3	3	2
		50-74%	0	0	2	2	2	1
		75% or more	0	0	0	0	0	0
		Total	73	100	87	100	160	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
h. Experiential activities (labs, field work, clinical or field placements, etc.)	factivity	0%	39	53	38	44	77	48
		1-9%	10	14	15	17	25	16
		10-19%	5	7	15	17	20	13
		20-29%	14	19	5	6	19	12
		30-39%	2	3	8	9	10	6
		40-49%	2	3	3	3	5	3
		50-74%	1	1	3	3	4	3
		75% or more	0	0	0	0	0	0
		Total	73	100	87	100	160	100
25. In your selected course section, how much do you encourage students to do the following?								
a. Ask other students for help understanding course material	fCLaskhelp	Very little	6	8	6	7	12	7
		Some	22	30	23	25	45	27
		Quite a bit	28	38	31	34	59	36
		Very much	17	23	31	34	48	29
		Total	73	100	91	100	164	100
b. Explain course material to other students	fCLexplain	Very little	10	14	5	5	15	9
		Some	19	26	31	34	50	30
		Quite a bit	30	41	24	26	54	33
		Very much	14	19	31	34	45	27
		Total	73	100	91	100	164	100
c. Prepare for exams by discussing or working through course material with other students	fCLstudy	Very little	8	11	3	3	11	7
		Some	18	25	22	24	40	24
		Quite a bit	28	38	29	32	57	35
		Very much	19	26	37	41	56	34
		Total	73	100	91	100	164	100
d. Work with other students on course projects or assignments	fCLproject	Very little	18	25	11	12	29	18
		Some	16	22	29	32	45	28
		Quite a bit	21	29	18	20	39	24
		Very much	18	25	32	36	50	31
		Total	73	100	90	100	163	100
e. Identify key information from reading assignments	fLSreading	Very little	7	10	4	4	11	7
		Some	11	15	15	17	26	16
		Quite a bit	33	45	28	31	61	37
		Very much	22	30	43	48	65	40
		Total	73	100	90	100	163	100
f. Review notes after class	fLSnotes	Very little	6	8	11	12	17	10
		Some	22	31	18	20	40	25
		Quite a bit	20	28	27	30	47	29
		Very much	24	33	34	38	58	36
		Total	72	100	90	100	162	100
g. Summarize what has been learned from class or from course materials	fLSsummary	Very little	4	6	4	4	8	5
		Some	16	22	25	27	41	25
		Quite a bit	32	44	27	30	59	36
		Very much	20	28	35	38	55	34
		Total	72	100	91	100	163	100
26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?								
a. People of a race or ethnicity other than their own	fDDrace	Very little	11	16	8	9	19	12
		Some	12	17	11	12	23	14
		Quite a bit	18	26	28	31	46	29
		Very much	29	41	42	47	71	45
		Total	70	100	89	100	159	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
b. People from an economic background other than their own	fDDeconomic	Very little	11	16	8	9	19	12
		Some	18	26	16	18	34	22
		Quite a bit	18	26	24	27	42	27
		Very much	23	33	40	45	63	40
		Total	70	100	88	100	158	100
c. People with religious beliefs other than their own	fDDreligion	Very little	15	21	14	16	29	18
		Some	21	30	24	27	45	28
		Quite a bit	14	20	18	20	32	20
		Very much	20	29	32	36	52	33
		Total	70	100	88	100	158	100
d. People with political views other than their own	fDDpolitical	Very little	13	19	13	15	26	16
		Some	20	29	21	24	41	26
		Quite a bit	16	23	21	24	37	23
		Very much	20	29	34	38	54	34
		Total	69	100	89	100	158	100
e. People with a sexual orientation other than their own	fddsexorient	Very little	23	33	23	27	46	30
		Some	24	35	22	26	46	30
		Quite a bit	9	13	14	17	23	15
		Very much	13	19	25	30	38	25
		Total	69	100	84	100	153	100
27. In your selected course section, how much does the coursework emphasize the following?								
a. Memorizing course material	fmemorize	Very little	12	16	19	21	31	19
		Some	35	48	39	44	74	46
		Quite a bit	18	25	25	28	43	27
		Very much	8	11	6	7	14	9
		Total	73	100	89	100	162	100
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	3	4	1	1	4	2
		Some	12	17	10	11	22	14
		Quite a bit	28	39	28	31	56	35
		Very much	29	40	51	57	80	49
		Total	72	100	90	100	162	100
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	Very little	6	8	4	4	10	6
		Some	13	18	11	12	24	15
		Quite a bit	21	29	27	30	48	29
		Very much	33	45	49	54	82	50
		Total	73	100	91	100	164	100
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	7	10	5	5	12	7
		Some	19	26	18	20	37	23
		Quite a bit	22	30	26	29	48	29
		Very much	25	34	42	46	67	41
		Total	73	100	91	100	164	100
e. Forming a new idea or understanding from various pieces of information	fHOform	Very little	2	3	3	3	5	3
		Some	20	27	11	12	31	19
		Quite a bit	26	36	36	40	62	38
		Very much	25	34	41	45	66	40
		Total	73	100	91	100	164	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
28a. Does your selected course section include assigned papers, reports, or other writing tasks?								
	fwrwriting	No	23	32	13	15	36	22
		Yes	50	68	75	85	125	78
		Total	73	100	88	100	161	100
If #28a is Yes: **About how many papers, reports, or other writing tasks of the following lengths do you assign?**								
b. Up to 5 pages	fwrshort	0	3	6	7	9	10	8
		1	10	21	16	21	26	21
		2	5	10	10	13	15	12
		3	9	19	9	12	18	14
		4	4	8	7	9	11	9
		5	3	6	5	6	8	6
		6	5	10	3	4	8	6
		7	2	4	1	1	3	2
		8	1	2	4	5	5	4
		9	0	0	2	3	2	2
		10	2	4	3	4	5	4
		More than 10 papers, etc.	4	8	10	13	14	11
		Total	48	100	77	100	125	100
c. From 6 to 10 pages	fwrmed	0	23	68	22	34	45	46
		1	8	24	29	45	37	38
		2	1	3	5	8	6	6
		3	0	0	1	2	1	1
		4	2	6	5	8	7	7
		5	0	0	2	3	2	2
		6	0	0	0	0	0	0
		7	0	0	0	0	0	0
		8	0	0	0	0	0	0
		9	0	0	0	0	0	0
		10	0	0	0	0	0	0
		More than 10 papers, etc.	0	0	0	0	0	0
		Total	34	100	64	100	98	100
d. 11 pages or more	fwrlong	0	28	85	35	66	63	73
		1	4	12	11	21	15	17
		2	0	0	5	9	5	6
		3	0	0	1	2	1	1
		4	0	0	0	0	0	0
		5	0	0	1	2	1	1
		6	0	0	0	0	0	0
		7	0	0	0	0	0	0
		8	0	0	0	0	0	0
		9	0	0	0	0	0	0
		10	0	0	0	0	0	0
		More than 10 papers, etc.	1	3	0	0	1	1
		Total	33	100	53	100	86	100
29. To what extent do you structure your selected course section so that students learn and develop in the following areas?								
a. Writing clearly and effectively	fcgwrite	Very little	14	19	6	7	20	13
		Some	19	26	20	23	39	24
		Quite a bit	17	23	23	26	40	25
		Very much	23	32	38	44	61	38
		Total	73	100	87	100	160	100

	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
b. Speaking clearly and effectively	fcgspeak	Very little	18	25	18	20	36	22
		Some	24	33	20	22	44	27
		Quite a bit	14	19	17	19	31	19
		Very much	17	23	36	40	53	32
		Total	73	100	91	100	164	100
c. Thinking critically and analytically	fcgthink	Very little	1	1	1	1	2	1
		Some	6	8	4	4	10	6
		Quite a bit	28	38	23	26	51	31
		Very much	38	52	62	69	100	61
		Total	73	100	90	100	163	100
d. Analyzing numerical and statistical information	fcganalyze	Very little	33	45	27	30	60	37
		Some	22	30	18	20	40	24
		Quite a bit	9	12	22	24	31	19
		Very much	9	12	24	26	33	20
		Total	73	100	91	100	164	100
e. Acquiring job- or work-related knowledge and skills	fcgwork	Very little	14	19	7	8	21	13
		Some	20	27	17	19	37	23
		Quite a bit	25	34	21	23	46	28
		Very much	14	19	46	51	60	37
		Total	73	100	91	100	164	100
f. Working effectively with others	fcgothers	Very little	8	11	10	11	18	11
		Some	22	30	20	22	42	26
		Quite a bit	24	33	24	26	48	29
		Very much	19	26	37	41	56	34
		Total	73	100	91	100	164	100
g. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	19	26	15	17	34	21
		Some	23	32	22	24	45	28
		Quite a bit	16	22	21	23	37	23
		Very much	15	21	32	36	47	29
		Total	73	100	90	100	163	100
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	17	23	15	17	32	20
		Some	16	22	19	21	35	21
		Quite a bit	20	27	27	30	47	29
		Very much	20	27	29	32	49	30
		Total	73	100	90	100	163	100
i. Solving complex real-world problems	fcgprobsolve	Very little	13	18	3	3	16	10
		Some	24	33	21	24	45	28
		Quite a bit	25	34	27	30	52	32
		Very much	11	15	38	43	49	30
		Total	73	100	89	100	162	100
j Being an informed and active citizen	fcgcitizen	Very little	9	12	11	13	20	13
		Some	22	30	22	26	44	28
		Quite a bit	23	32	26	30	49	31
		Very much	19	26	27	31	46	29
		Total	73	100	86	100	159	100
30. Prior to the current school year, about how many times have you taught your selected course?								
	crstimes	0	5	7	2	2	7	4
		1-2	6	8	13	14	19	12
		3-4	11	15	10	11	21	13
		5-9	5	7	27	30	32	20
		10 or more times	45	63	38	42	83	51
		Total	72	100	90	100	162	100

IPEDS: 226091

FSSE 2013 Frequencies

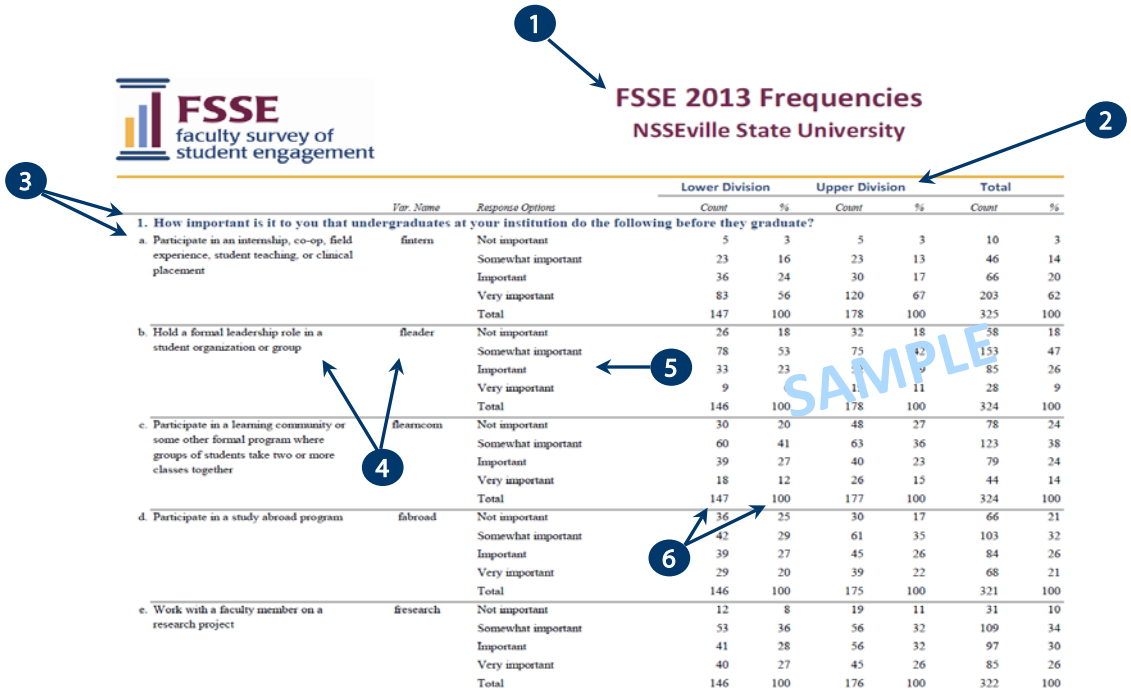
Interpreting Your Report

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

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

2. ***Class level:*** Frequency distributions are reported separately for faculty who teach lower-division and upper-division courses.

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



	Var. Name	Response Options	Lower Division Count	Lower Division %	Upper Division Count	Upper Division %	Total Count	Total %
1. How important is it to you that undergraduates at your institution do the following before they graduate?								
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	5	3	5	3	10	3
		Somewhat important	23	16	23	13	46	14
		Important	36	24	30	17	66	20
		Very important	83	56	120	67	203	62
		Total	147	100	178	100	325	100
b. Hold a formal leadership role in a student organization or group	fleader	Not important	26	18	32	18	58	18
		Somewhat important	78	53	75	42	153	47
		Important	33	23	[illegible]	[illegible]	85	26
		Very important	9	[illegible]	[illegible]	11	28	9
		Total	146	100	178	100	324	100
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	30	20	48	27	78	24
		Somewhat important	60	41	63	36	123	38
		Important	39	27	40	23	79	24
		Very important	18	12	26	15	44	14
		Total	147	100	177	100	324	100
d. Participate in a study abroad program	fabroad	Not important	36	25	30	17	66	21
		Somewhat important	42	29	61	35	103	32
		Important	39	27	45	26	84	26
		Very important	29	20	39	22	68	21
		Total	146	100	175	100	321	100
e. Work with a faculty member on a research project	fresearch	Not important	12	8	19	11	31	10
		Somewhat important	53	36	56	32	109	34
		Important	41	28	56	32	97	30
		Very important	40	27	45	26	85	26
		Total	146	100	176	100	322	100

4. ***Item wording and variable names:*** Survey items are in the same order and wording as they appear on the instrument. Variable names ar included for easy reference to your data file and codebook.

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

6. ***Count and column percentage (%):*** The Count column contains the number of faculty who selected the corresponding response option. The column percentage represents the percentage of faculty selecting the corresponding response option.

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