



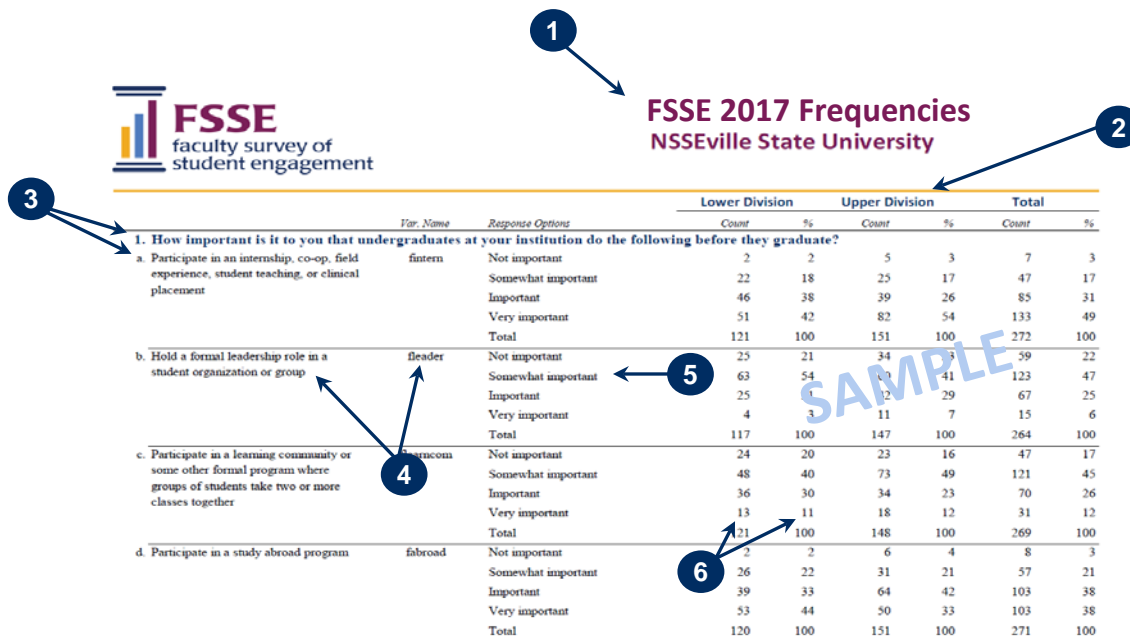
FSSE 2017

Frequencies

Lubbock Christian University

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 website (fsse.indiana.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 not 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 website.



| Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|--|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | Count | % | Count | % | Count | % |
| 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 | 2 | 2 | 5 | 3 | 7 | 3 |
| | Not important | | | | | | |
| | Somewhat important | 22 | 18 | 25 | 17 | 47 | 17 |
| | Important | 46 | 38 | 39 | 26 | 85 | 31 |
| | Very important | 51 | 42 | 82 | 54 | 133 | 49 |
| | Total | 121 | 100 | 151 | 100 | 272 | 100 |
| b. Hold a formal leadership role in a student organization or group | leader | 25 | 21 | 34 | 3 | 59 | 22 |
| | Not important | | | | | | |
| | Somewhat important | 63 | 54 | 31 | 41 | 123 | 47 |
| | Important | 25 | 12 | 29 | 67 | 25 | 25 |
| | Very important | 4 | 3 | 11 | 7 | 15 | 6 |
| | Total | 117 | 100 | 147 | 100 | 264 | 100 |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | learningcom | 24 | 20 | 23 | 16 | 47 | 17 |
| | Not important | | | | | | |
| | Somewhat important | 48 | 40 | 73 | 49 | 121 | 45 |
| | Important | 36 | 30 | 34 | 23 | 70 | 26 |
| | Very important | 13 | 11 | 18 | 12 | 31 | 12 |
| | Total | 121 | 100 | 148 | 100 | 269 | 100 |
| d. Participate in a study abroad program | fabroad | 2 | 2 | 6 | 4 | 8 | 3 |
| | Not important | | | | | | |
| | Somewhat important | 26 | 22 | 31 | 21 | 57 | 21 |
| | Important | 39 | 33 | 64 | 42 | 103 | 38 |
| | Very important | 53 | 44 | 50 | 33 | 103 | 38 |
| | Total | 120 | 100 | 151 | 100 | 271 | 100 |

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

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|--|-------------|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Important | 7 | 41 | 3 | 14 | 10 | 26 |
| | | Very important | 9 | 53 | 19 | 86 | 28 | 72 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| b. Hold a formal leadership role in a student organization or group | fleader | Not important | 2 | 12 | 3 | 14 | 5 | 13 |
| | | Somewhat important | 5 | 29 | 12 | 55 | 17 | 44 |
| | | Important | 9 | 53 | 6 | 27 | 15 | 38 |
| | | Very important | 1 | 6 | 1 | 5 | 2 | 5 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 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 | 2 | 12 | 3 | 14 | 5 | 13 |
| | | Somewhat important | 4 | 24 | 9 | 41 | 13 | 33 |
| | | Important | 5 | 29 | 4 | 18 | 9 | 23 |
| | | Very important | 6 | 35 | 6 | 27 | 12 | 31 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| d. Participate in a study abroad program | fabroad | Not important | 3 | 18 | 5 | 23 | 8 | 21 |
| | | Somewhat important | 7 | 41 | 13 | 59 | 20 | 51 |
| | | Important | 3 | 18 | 3 | 14 | 6 | 15 |
| | | Very important | 4 | 24 | 1 | 5 | 5 | 13 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| e. Work with a faculty member on a research project | fresearch | Not important | 0 | 0 | 3 | 14 | 3 | 8 |
| | | Somewhat important | 8 | 47 | 7 | 33 | 15 | 39 |
| | | Important | 4 | 24 | 7 | 33 | 11 | 29 |
| | | Very important | 5 | 29 | 4 | 19 | 9 | 24 |
| | | Total | 17 | 100 | 21 | 100 | 38 | 100 |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | fcapstone | Not important | 0 | 0 | 3 | 14 | 3 | 8 |
| | | Somewhat important | 1 | 6 | 2 | 9 | 3 | 8 |
| | | Important | 3 | 18 | 3 | 14 | 6 | 15 |
| | | Very important | 13 | 76 | 14 | 64 | 27 | 69 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| g. Participate in a community-based project (service-learning) as part of a course | fservice | Not important | 1 | 6 | 3 | 14 | 4 | 10 |
| | | Somewhat important | 5 | 29 | 4 | 18 | 9 | 23 |
| | | Important | 6 | 35 | 8 | 36 | 14 | 36 |
| | | Very important | 5 | 29 | 7 | 32 | 12 | 31 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| 2. How important is it to you that your institution <i>increase</i> 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 | 2 | 12 | 5 | 23 | 7 | 18 |
| | | Important | 11 | 65 | 13 | 59 | 24 | 62 |
| | | Very important | 4 | 24 | 4 | 18 | 8 | 21 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| b. Providing support to help students succeed academically | fSEacademic | Not important | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Somewhat important | 1 | 6 | 1 | 5 | 2 | 5 |
| | | Important | 9 | 53 | 7 | 32 | 16 | 41 |
| | | Very important | 7 | 41 | 13 | 59 | 20 | 51 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| c. Students using learning support services (tutoring services, writing center, etc.) | fSElearnsup | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 2 | 12 | 3 | 14 | 5 | 13 |
| | | Important | 9 | 53 | 9 | 41 | 18 | 46 |
| | | Very important | 6 | 35 | 10 | 45 | 16 | 41 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|--|---------------|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | fSEdiverse | Not important | 1 | 6 | 1 | 5 | 2 | 5 |
| | | Somewhat important | 3 | 18 | 0 | 0 | 3 | 8 |
| | | Important | 4 | 24 | 11 | 50 | 15 | 38 |
| | | Very important | 9 | 53 | 10 | 45 | 19 | 49 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| e. Providing opportunities for students to be involved socially | fSEsocial | Not important | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Somewhat important | 5 | 29 | 7 | 33 | 12 | 32 |
| | | Important | 7 | 41 | 9 | 43 | 16 | 42 |
| | | Very important | 4 | 24 | 5 | 24 | 9 | 24 |
| | | Total | 17 | 100 | 21 | 100 | 38 | 100 |
| f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) | fSEwellness | Not important | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Somewhat important | 4 | 24 | 4 | 18 | 8 | 21 |
| | | Important | 6 | 35 | 7 | 32 | 13 | 33 |
| | | Very important | 7 | 41 | 10 | 45 | 17 | 44 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| g. Helping students manage their non-academic responsibilities (work, family, etc.) | fSEnonacad | Not important | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Somewhat important | 5 | 29 | 7 | 32 | 12 | 31 |
| | | Important | 8 | 47 | 7 | 32 | 15 | 38 |
| | | Very important | 3 | 18 | 8 | 36 | 11 | 28 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| h. Students attending campus activities and events (performing arts, athletic events, etc.) | fSEactivities | Not important | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Somewhat important | 7 | 41 | 7 | 32 | 14 | 36 |
| | | Important | 5 | 29 | 11 | 50 | 16 | 41 |
| | | Very important | 5 | 29 | 3 | 14 | 8 | 21 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| i. Students attending events that address important social, economic, or political issues | fSEevents | Not important | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Somewhat important | 3 | 18 | 4 | 18 | 7 | 18 |
| | | Important | 10 | 59 | 14 | 64 | 24 | 62 |
| | | Very important | 4 | 24 | 3 | 14 | 7 | 18 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| 3. Indicate your perception of the quality of student interactions with the following people at your institution. | | | | | | | | |
| a. Other students | fQIstudent | Poor | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 4 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 5 | 6 | 35 | 9 | 41 | 15 | 38 |
| | | 6 | 10 | 59 | 10 | 45 | 20 | 51 |
| | | Excellent | 0 | 0 | 3 | 14 | 3 | 8 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| b. Academic advisors | fQIadvisor | Poor | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 3 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 4 | 3 | 18 | 0 | 0 | 3 | 8 |
| | | 5 | 8 | 47 | 4 | 18 | 12 | 31 |
| | | 6 | 4 | 24 | 11 | 50 | 15 | 38 |
| | | Excellent | 1 | 6 | 7 | 32 | 8 | 21 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|--|-------------|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| c. Faculty | fQIfaculty | Poor | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 3 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 5 | 7 | 41 | 1 | 5 | 8 | 21 |
| | | 6 | 7 | 41 | 11 | 50 | 18 | 46 |
| | | Excellent | 2 | 12 | 10 | 45 | 12 | 31 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| d. Student services staff (career services, student activities, housing, etc.) | fQIstaff | Poor | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 3 | 1 | 6 | 1 | 5 | 2 | 5 |
| | | 4 | 5 | 29 | 2 | 9 | 7 | 18 |
| | | 5 | 4 | 24 | 9 | 41 | 13 | 33 |
| | | 6 | 6 | 35 | 7 | 32 | 13 | 33 |
| | | Excellent | 1 | 6 | 3 | 14 | 4 | 10 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| e. Other administrative staff and offices (registrar, financial aid, etc.) | fQIadmin | Poor | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 3 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 4 | 4 | 25 | 6 | 29 | 10 | 27 |
| | | 5 | 8 | 50 | 6 | 29 | 14 | 38 |
| | | 6 | 3 | 19 | 7 | 33 | 10 | 27 |
| | | Excellent | 0 | 0 | 2 | 10 | 2 | 5 |
| | | Total | 16 | 100 | 21 | 100 | 37 | 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 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 5-8 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 9-12 | 1 | 6 | 4 | 18 | 5 | 13 |
| | | 13-16 | 3 | 18 | 5 | 23 | 8 | 21 |
| | | 17-20 | 4 | 24 | 4 | 18 | 8 | 21 |
| | | 21-30 | 4 | 24 | 5 | 23 | 9 | 23 |
| | | More than 30 hours | 4 | 24 | 4 | 18 | 8 | 21 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| b. Advising students | ftmadvise | 0 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 1-4 | 10 | 59 | 14 | 64 | 24 | 62 |
| | | 5-8 | 6 | 35 | 5 | 23 | 11 | 28 |
| | | 9-12 | 0 | 0 | 2 | 9 | 2 | 5 |
| | | 13-16 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 17-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 21-30 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 30 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| c. Research, creative, or scholarly activities | ftmresearch | 0 | 1 | 7 | 3 | 14 | 4 | 11 |
| | | 1-4 | 6 | 40 | 12 | 55 | 18 | 49 |
| | | 5-8 | 4 | 27 | 5 | 23 | 9 | 24 |
| | | 9-12 | 2 | 13 | 1 | 5 | 3 | 8 |
| | | 13-16 | 2 | 13 | 0 | 0 | 2 | 5 |
| | | 17-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 21-30 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 30 hours | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |

| | <i>Var. Name</i> | <i>Response Options</i> | Lower Division | | Upper Division | | Total | |
|--|------------------|----------------------------|-----------------------|------------|-----------------------|------------|--------------|------------|
| | | | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| d. Service activities (committee work, administrative duties, etc.) | ftmserviceacts | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 1-4 | 7 | 41 | 11 | 50 | 18 | 46 |
| | | 5-8 | 5 | 29 | 6 | 27 | 11 | 28 |
| | | 9-12 | 4 | 24 | 2 | 9 | 6 | 15 |
| | | 13-16 | 1 | 6 | 2 | 9 | 3 | 8 |
| | | 17-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 21-30 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | More than 30 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 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 | 7 | 41 | 9 | 41 | 16 | 41 |
| | | 5-8 | 4 | 24 | 10 | 45 | 14 | 36 |
| | | 9-12 | 4 | 24 | 1 | 5 | 5 | 13 |
| | | 13-16 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 17-20 | 2 | 12 | 1 | 5 | 3 | 8 |
| | | More than 20 hours | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| | | b. Teaching class sessions | ftmteachclass | 0 | 0 | 0 | 0 | 0 |
| 1-4 | 0 | | | 0 | 2 | 9 | 2 | 5 |
| 5-8 | 3 | | | 18 | 10 | 45 | 13 | 33 |
| 9-12 | 9 | | | 53 | 5 | 23 | 14 | 36 |
| 13-16 | 5 | | | 29 | 4 | 18 | 9 | 23 |
| 17-20 | 0 | | | 0 | 0 | 0 | 0 | 0 |
| More than 20 hours | 0 | | | 0 | 1 | 5 | 1 | 3 |
| Total | 17 | | | 100 | 22 | 100 | 39 | 100 |
| c. Grading assignments and exams | ftmgrade | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | 1-4 | 8 | 50 | 12 | 55 | 20 | 53 |
| | | 5-8 | 6 | 38 | 9 | 41 | 15 | 39 |
| | | 9-12 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 13-16 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 17-20 | 2 | 13 | 0 | 0 | 2 | 5 |
| | | More than 20 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| d. Meeting with students outside of class | ftmmeet | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | 1-4 | 10 | 59 | 20 | 91 | 30 | 77 |
| | | 5-8 | 4 | 24 | 2 | 9 | 6 | 15 |
| | | 9-12 | 3 | 18 | 0 | 0 | 3 | 8 |
| | | 13-16 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 17-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 20 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| e. Course administration (emailing students, maintaining course website, etc.) | ftmadmin | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | 1-4 | 9 | 56 | 13 | 59 | 22 | 58 |
| | | 5-8 | 6 | 38 | 8 | 36 | 14 | 37 |
| | | 9-12 | 1 | 6 | 1 | 5 | 2 | 5 |
| | | 13-16 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 17-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 20 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 16 | 100 | 22 | 100 | 38 | 100 | | |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|--------------|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| 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 | 6 | 2 | 10 | 3 | 8 |
| | | 1-4 | 12 | 71 | 14 | 67 | 26 | 68 |
| | | 5-8 | 2 | 12 | 5 | 24 | 7 | 18 |
| | | 9-12 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 13-16 | 1 | 6 | 0 | 0 | 1 | 3 |
| | | 17-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 20 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 17 | 100 | 21 | 100 | 38 | 100 |
| 6. In a typical 7-day week, do you participate in the following activities? | | | | | | | | |
| a. Working with undergraduates on research | fdresearch | No | 8 | 47 | 13 | 59 | 21 | 54 |
| | | Yes | 9 | 53 | 9 | 41 | 18 | 46 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| b. Supervising undergraduate internships or other field experiences | fdintern | No | 13 | 76 | 8 | 38 | 21 | 55 |
| | | Yes | 4 | 24 | 13 | 62 | 17 | 45 |
| | | Total | 17 | 100 | 21 | 100 | 38 | 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 | 17 | 100 | 22 | 100 | 39 | 100 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 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 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Sometimes | 3 | 18 | 5 | 23 | 8 | 21 |
| | | Often | 7 | 41 | 6 | 27 | 13 | 33 |
| | | Very often | 7 | 41 | 11 | 50 | 18 | 46 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| b. Worked on activities other than coursework (committees, student groups, etc.) | fSFotherwork | Never | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Sometimes | 6 | 35 | 10 | 45 | 16 | 41 |
| | | Often | 6 | 35 | 7 | 32 | 13 | 33 |
| | | Very often | 5 | 29 | 4 | 18 | 9 | 23 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| c. Discussed course topics, ideas, or concepts outside of class | fSFdiscuss | Never | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Sometimes | 6 | 35 | 7 | 32 | 13 | 33 |
| | | Often | 5 | 29 | 12 | 55 | 17 | 44 |
| | | Very often | 6 | 35 | 3 | 14 | 9 | 23 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| d. Discussed their academic performance | fSFperform | Never | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Sometimes | 3 | 18 | 6 | 27 | 9 | 23 |
| | | Often | 9 | 53 | 15 | 68 | 24 | 62 |
| | | Very often | 5 | 29 | 1 | 5 | 6 | 15 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| 9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)? | | | | | | | | |
| | fservcourse | None | 6 | 35 | 6 | 27 | 12 | 31 |
| | | Some | 9 | 53 | 14 | 64 | 23 | 59 |
| | | Most | 2 | 12 | 1 | 5 | 3 | 8 |
| | | All | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 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 | 1 | 6 | 3 | 14 | 4 | 10 |
| | | Quite a bit | 7 | 41 | 7 | 32 | 14 | 36 |
| | | Very much | 9 | 53 | 12 | 55 | 21 | 54 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|--|--------------|------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| b. Teach course sessions in an organized way | fETorganize | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Quite a bit | 6 | 35 | 6 | 27 | 12 | 31 |
| | | Very much | 10 | 59 | 16 | 73 | 26 | 67 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| c. Use examples or illustrations to explain difficult points | fETexample | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Quite a bit | 4 | 24 | 3 | 14 | 7 | 18 |
| | | Very much | 13 | 76 | 18 | 86 | 31 | 82 |
| | | Total | 17 | 100 | 21 | 100 | 38 | 100 |
| d. Use a variety of teaching techniques to accommodate diversity in student learning styles | fETvariety | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 5 | 29 | 5 | 23 | 10 | 26 |
| | | Quite a bit | 6 | 35 | 2 | 9 | 8 | 21 |
| | | Very much | 6 | 35 | 15 | 68 | 21 | 54 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| e. Review and summarize material for students | fETreview | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 2 | 12 | 4 | 18 | 6 | 15 |
| | | Quite a bit | 7 | 41 | 7 | 32 | 14 | 36 |
| | | Very much | 8 | 47 | 11 | 50 | 19 | 49 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.) | fETstandards | Very little | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Some | 4 | 24 | 1 | 5 | 5 | 13 |
| | | Quite a bit | 7 | 41 | 9 | 41 | 16 | 41 |
| | | Very much | 5 | 29 | 12 | 55 | 17 | 44 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| g. Provide feedback to students on drafts or works in progress | fETdraftfb | Very little | 1 | 6 | 2 | 9 | 3 | 8 |
| | | Some | 6 | 35 | 7 | 32 | 13 | 33 |
| | | Quite a bit | 6 | 35 | 6 | 27 | 12 | 31 |
| | | Very much | 4 | 24 | 7 | 32 | 11 | 28 |
| | | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| h. Provide prompt and detailed feedback on tests or completed assignments | fETfeedback | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 2 | 13 | 2 | 9 | 4 | 11 |
| | | Quite a bit | 6 | 38 | 6 | 27 | 12 | 32 |
| | | Very much | 8 | 50 | 14 | 64 | 22 | 58 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |

Responses to Questions #11-#13 can be found in the Respondent Profile.

14. Estimate the total number of students in your selected course section.

| | | | | | | | |
|---------|---------------|----|-----|----|-----|----|-----|
| crssize | 20 or fewer | 4 | 24 | 18 | 82 | 22 | 56 |
| | 21-30 | 8 | 47 | 3 | 14 | 11 | 28 |
| | 31-40 | 2 | 12 | 1 | 5 | 3 | 8 |
| | 41-50 | 1 | 6 | 0 | 0 | 1 | 3 |
| | 51-100 | 2 | 12 | 0 | 0 | 2 | 5 |
| | More than 100 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 17 | 100 | 22 | 100 | 39 | 100 |

15. Does your selected course section fulfill a general education requirement on your campus?

| | | | | | | | |
|-------|-------|----|-----|----|-----|----|-----|
| gened | No | 6 | 35 | 19 | 90 | 25 | 66 |
| | Yes | 11 | 65 | 2 | 10 | 13 | 34 |
| | Total | 17 | 100 | 21 | 100 | 38 | 100 |

| Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|--|--|----------------|-----|----------------|-----|-------|-----|
| | | Count | % | Count | % | Count | % |
| 16. In what format do you teach your selected course section? | | | | | | | |
| format | Classroom instruction on-campus | 15 | 88 | 20 | 91 | 35 | 90 |
| | Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.) | 0 | 0 | 0 | 0 | 0 | 0 |
| | Distance education (online, live or pre-recorded video or audio, correspondence, etc.) | 0 | 0 | 1 | 5 | 1 | 3 |
| | Combination of classroom instruction and distance education | 2 | 12 | 1 | 5 | 3 | 8 |
| | Total | 17 | 100 | 22 | 100 | 39 | 100 |
| 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)? | | | | | | | |
| ftmprepect | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 3 | 2 | 12 | 0 | 0 | 2 | 5 |
| | 4 | 3 | 18 | 7 | 32 | 10 | 26 |
| | 5 | 2 | 12 | 3 | 14 | 5 | 13 |
| | 6 | 4 | 24 | 3 | 14 | 7 | 18 |
| | 7 | 2 | 12 | 2 | 9 | 4 | 10 |
| | 8 | 0 | 0 | 4 | 18 | 4 | 10 |
| | 9 | 3 | 18 | 1 | 5 | 4 | 10 |
| | 10 | 0 | 0 | 2 | 9 | 2 | 5 |
| | More than 10 hours | 1 | 6 | 0 | 0 | 1 | 3 |
| | Total | 17 | 100 | 22 | 100 | 39 | 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)? | | | | | | | |
| ftmprepectual | 0 | 1 | 6 | 0 | 0 | 1 | 3 |
| | 1 | 5 | 29 | 2 | 9 | 7 | 18 |
| | 2 | 4 | 24 | 7 | 32 | 11 | 28 |
| | 3 | 5 | 29 | 5 | 23 | 10 | 26 |
| | 4 | 1 | 6 | 3 | 14 | 4 | 10 |
| | 5 | 1 | 6 | 1 | 5 | 2 | 5 |
| | 6 | 0 | 0 | 1 | 5 | 1 | 3 |
| | 7 | 0 | 0 | 1 | 5 | 1 | 3 |
| | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 9 | 0 | 0 | 1 | 5 | 1 | 3 |
| | 10 | 0 | 0 | 1 | 5 | 1 | 3 |
| | More than 10 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 17 | 100 | 22 | 100 | 39 | 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 the typical student to spend on assigned reading? | | | | | | | |
| ftmread | 0 | 3 | 18 | 1 | 5 | 4 | 10 |
| | 1 | 3 | 18 | 3 | 14 | 6 | 15 |
| | 2 | 4 | 24 | 8 | 36 | 12 | 31 |
| | 3 | 5 | 29 | 2 | 9 | 7 | 18 |
| | 4 | 1 | 6 | 7 | 32 | 8 | 21 |
| | 5 | 1 | 6 | 0 | 0 | 1 | 3 |
| | 6 | 0 | 0 | 1 | 5 | 1 | 3 |
| | 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 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 17 | 100 | 22 | 100 | 39 | 100 |

| | | | Lower Division | | Upper Division | | Total | |
|---|-------------------------|--------------------|----------------|----------|----------------|----------|--------------|----------|
| <i>Var. Name</i> | <i>Response Options</i> | | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> | <i>Count</i> | <i>%</i> |
| b. 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 | | 0 | 0 | 0 | 0 | 0 | 0 |
| | Some | | 12 | 86 | 11 | 52 | 23 | 66 |
| | Most | | 2 | 14 | 9 | 43 | 11 | 31 |
| | All | | 0 | 0 | 1 | 5 | 1 | 3 |
| | Total | | 14 | 100 | 21 | 100 | 35 | 100 |
| 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. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | ftmprep | 0 | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 1-5 | 10 | 67 | 16 | 76 | 26 | 72 |
| | | 6-10 | 4 | 27 | 4 | 19 | 8 | 22 |
| | | 11-15 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 16-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 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 | | 15 | 100 | 21 | 100 | 36 |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | ftmcocurr | 0 | 1 | 7 | 1 | 5 | 2 | 6 |
| | | 1-5 | 4 | 27 | 11 | 52 | 15 | 42 |
| | | 6-10 | 9 | 60 | 5 | 24 | 14 | 39 |
| | | 11-15 | 1 | 7 | 3 | 14 | 4 | 11 |
| | | 16-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 21-25 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 26-30 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 30 hours | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | | 15 | 100 | 21 | 100 | 36 |
| c. Working for pay on campus | ftmworkon | 0 | 1 | 7 | 4 | 19 | 5 | 14 |
| | | 1-5 | 10 | 67 | 5 | 24 | 15 | 42 |
| | | 6-10 | 2 | 13 | 9 | 43 | 11 | 31 |
| | | 11-15 | 2 | 13 | 2 | 10 | 4 | 11 |
| | | 16-20 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 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 | | 15 | 100 | 21 | 100 | 36 |
| d. Working for pay off campus | ftmworkoff | 0 | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 1-5 | 1 | 7 | 1 | 5 | 2 | 6 |
| | | 6-10 | 3 | 20 | 5 | 24 | 8 | 22 |
| | | 11-15 | 5 | 33 | 5 | 24 | 10 | 28 |
| | | 16-20 | 4 | 27 | 7 | 33 | 11 | 31 |
| | | 21-25 | 1 | 7 | 2 | 10 | 3 | 8 |
| | | 26-30 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | More than 30 hours | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Total | | 15 | 100 | 21 | 100 | 36 |
| e. Doing community service or volunteer work | ftmservice | 0 | 7 | 47 | 4 | 20 | 11 | 31 |
| | | 1-5 | 8 | 53 | 16 | 80 | 24 | 69 |
| | | 6-10 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 11-15 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 16-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 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 | | 15 | 100 | 20 | 100 | 35 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|-------------|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | ftmrelax | 0 | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 1-5 | 0 | 0 | 3 | 14 | 3 | 8 |
| | | 6-10 | 5 | 33 | 6 | 29 | 11 | 31 |
| | | 11-15 | 4 | 27 | 6 | 29 | 10 | 28 |
| | | 16-20 | 3 | 20 | 2 | 10 | 5 | 14 |
| | | 21-25 | 2 | 13 | 1 | 5 | 3 | 8 |
| | | 26-30 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | More than 30 hours | 0 | 0 | 2 | 10 | 2 | 6 |
| | | Total | 15 | 100 | 21 | 100 | 36 | 100 |
| g. Providing care for dependents (children, parents, etc.) | ftmcare | 0 | 6 | 40 | 4 | 19 | 10 | 28 |
| | | 1-5 | 7 | 47 | 10 | 48 | 17 | 47 |
| | | 6-10 | 1 | 7 | 1 | 5 | 2 | 6 |
| | | 11-15 | 1 | 7 | 1 | 5 | 2 | 6 |
| | | 16-20 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 21-25 | 0 | 0 | 2 | 10 | 2 | 6 |
| | | 26-30 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | More than 30 hours | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Total | 15 | 100 | 21 | 100 | 36 | 100 |
| h. Commuting to campus (driving, walking, etc.) | ftmcommute | 0 | 1 | 7 | 1 | 5 | 2 | 6 |
| | | 1-5 | 14 | 93 | 18 | 86 | 32 | 89 |
| | | 6-10 | 0 | 0 | 2 | 10 | 2 | 6 |
| | | 11-15 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 16-20 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 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 | 15 | 100 | 21 | 100 | 36 | 100 |
| 21. In your selected course section, to what extent do you think the typical student does their best work? | | | | | | | | |
| | fchallenge | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 10 | 63 | 4 | 19 | 14 | 38 |
| | | Quite a bit | 6 | 38 | 16 | 76 | 22 | 59 |
| | | Very much | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Total | 16 | 100 | 21 | 100 | 37 | 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 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 1 | 6 | 1 | 5 | 2 | 5 |
| | | Important | 8 | 50 | 6 | 27 | 14 | 37 |
| | | Very important | 7 | 44 | 15 | 68 | 22 | 58 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| b. Prepare two or more drafts of a paper or assignment before turning it in | fdrafts | Not important | 4 | 25 | 3 | 14 | 7 | 18 |
| | | Somewhat important | 3 | 19 | 10 | 45 | 13 | 34 |
| | | Important | 5 | 31 | 5 | 23 | 10 | 26 |
| | | Very important | 4 | 25 | 4 | 18 | 8 | 21 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| c. Come to class having completed readings or assignments | fprepared | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Important | 7 | 44 | 9 | 41 | 16 | 42 |
| | | Very important | 8 | 50 | 13 | 59 | 21 | 55 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) | fQRconclude | Not important | 3 | 19 | 2 | 9 | 5 | 13 |
| | | Somewhat important | 3 | 19 | 3 | 14 | 6 | 16 |
| | | Important | 6 | 38 | 8 | 36 | 14 | 37 |
| | | Very important | 4 | 25 | 9 | 41 | 13 | 34 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|--------------|--------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | fQRproblem | Not important | 3 | 20 | 2 | 9 | 5 | 14 |
| | | Somewhat important | 5 | 33 | 6 | 27 | 11 | 30 |
| | | Important | 5 | 33 | 10 | 45 | 15 | 41 |
| | | Very important | 2 | 13 | 4 | 18 | 6 | 16 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| f. Evaluate what others have concluded from numerical information | fQRevaluate | Not important | 4 | 25 | 2 | 9 | 6 | 16 |
| | | Somewhat important | 7 | 44 | 8 | 36 | 15 | 39 |
| | | Important | 4 | 25 | 8 | 36 | 12 | 32 |
| | | Very important | 1 | 6 | 4 | 18 | 5 | 13 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 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 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 5 | 31 | 1 | 5 | 6 | 16 |
| | | Important | 6 | 38 | 9 | 41 | 15 | 39 |
| | | Very important | 5 | 31 | 12 | 55 | 17 | 45 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| b. Connect their learning to societal problems or issues | fRIsocietal | Not important | 2 | 13 | 2 | 9 | 4 | 11 |
| | | Somewhat important | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Important | 8 | 50 | 10 | 45 | 18 | 47 |
| | | Very important | 6 | 38 | 9 | 41 | 15 | 39 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | fRIdiverse | Not important | 1 | 6 | 1 | 5 | 2 | 5 |
| | | Somewhat important | 6 | 38 | 3 | 14 | 9 | 24 |
| | | Important | 3 | 19 | 7 | 32 | 10 | 26 |
| | | Very important | 6 | 38 | 11 | 50 | 17 | 45 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| d. Examine the strengths and weaknesses of their own views on a topic or issue | fRIownview | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 4 | 25 | 3 | 14 | 7 | 18 |
| | | Important | 6 | 38 | 5 | 23 | 11 | 29 |
| | | Very important | 6 | 38 | 14 | 64 | 20 | 53 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| e. Try to better understand someone else's views by imagining how an issue looks from their perspective | fRIperspect | Not important | 2 | 13 | 1 | 5 | 3 | 8 |
| | | Somewhat important | 3 | 19 | 1 | 5 | 4 | 11 |
| | | Important | 3 | 19 | 7 | 32 | 10 | 26 |
| | | Very important | 8 | 50 | 13 | 59 | 21 | 55 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| f. Learn something that changes the way they understand an issue or concept | fRInewview | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 1 | 6 | 1 | 5 | 2 | 5 |
| | | Important | 7 | 44 | 7 | 32 | 14 | 37 |
| | | Very important | 8 | 50 | 14 | 64 | 22 | 58 |
| | | Total | 16 | 100 | 22 | 100 | 38 | 100 |
| g. Connect ideas from your course to their prior experiences and knowledge | fRIconnect | Not important | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Somewhat important | 1 | 6 | 0 | 0 | 1 | 3 |
| | | Important | 6 | 38 | 5 | 24 | 11 | 30 |
| | | Very important | 9 | 56 | 16 | 76 | 25 | 68 |
| | | Total | 16 | 100 | 21 | 100 | 37 | 100 |

| | | | Lower Division | | Upper Division | | Total | |
|---|-----------|------------------|----------------|-----|----------------|-----|-------|-----|
| | Var. Name | Response Options | Count | % | Count | % | Count | % |
| 24. In your selected course section, about what percent of class time is spent on the following? | | | | | | | | |
| a. Lecture | flecture | 0% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 1-9% | 2 | 13 | 2 | 9 | 4 | 11 |
| | | 10-19% | 2 | 13 | 3 | 14 | 5 | 14 |
| | | 20-29% | 0 | 0 | 2 | 9 | 2 | 5 |
| | | 30-39% | 3 | 20 | 4 | 18 | 7 | 19 |
| | | 40-49% | 1 | 7 | 6 | 27 | 7 | 19 |
| | | 50-74% | 5 | 33 | 4 | 18 | 9 | 24 |
| | | 75% or more | 2 | 13 | 1 | 5 | 3 | 8 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| b. Discussion | fdiscuss | 0% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 1-9% | 5 | 33 | 1 | 5 | 6 | 17 |
| | | 10-19% | 5 | 33 | 10 | 50 | 15 | 43 |
| | | 20-29% | 2 | 13 | 3 | 15 | 5 | 14 |
| | | 30-39% | 2 | 13 | 4 | 20 | 6 | 17 |
| | | 40-49% | 1 | 7 | 1 | 5 | 2 | 6 |
| | | 50-74% | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 75% or more | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 15 | 100 | 20 | 100 | 35 | 100 |
| c. Small-group activities | fsmgroup | 0% | 3 | 23 | 4 | 18 | 7 | 20 |
| | | 1-9% | 5 | 38 | 5 | 23 | 10 | 29 |
| | | 10-19% | 1 | 8 | 7 | 32 | 8 | 23 |
| | | 20-29% | 2 | 15 | 2 | 9 | 4 | 11 |
| | | 30-39% | 1 | 8 | 3 | 14 | 4 | 11 |
| | | 40-49% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 50-74% | 1 | 8 | 1 | 5 | 2 | 6 |
| | | 75% or more | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 13 | 100 | 22 | 100 | 35 | 100 |
| d. Student presentations or performances | fpresent | 0% | 7 | 47 | 4 | 18 | 11 | 30 |
| | | 1-9% | 5 | 33 | 6 | 27 | 11 | 30 |
| | | 10-19% | 0 | 0 | 7 | 32 | 7 | 19 |
| | | 20-29% | 0 | 0 | 4 | 18 | 4 | 11 |
| | | 30-39% | 2 | 13 | 1 | 5 | 3 | 8 |
| | | 40-49% | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 50-74% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 75% or more | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| e. Independent student work (writing, painting, designing, etc.) | findwork | 0% | 5 | 33 | 8 | 36 | 13 | 35 |
| | | 1-9% | 5 | 33 | 9 | 41 | 14 | 38 |
| | | 10-19% | 1 | 7 | 5 | 23 | 6 | 16 |
| | | 20-29% | 2 | 13 | 0 | 0 | 2 | 5 |
| | | 30-39% | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 40-49% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 50-74% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 75% or more | 1 | 7 | 0 | 0 | 1 | 3 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| f. Movies, videos, music, or other performances not involving or produced by students | fperform | 0% | 7 | 47 | 11 | 50 | 18 | 49 |
| | | 1-9% | 6 | 40 | 9 | 41 | 15 | 41 |
| | | 10-19% | 1 | 7 | 2 | 9 | 3 | 8 |
| | | 20-29% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 30-39% | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 40-49% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 50-74% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 75% or more | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|------------|------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| g. Assessing student learning (tests, evaluations, surveys, polls, etc.) | fassess | 0% | 0 | 0 | 2 | 9 | 2 | 5 |
| | | 1-9% | 7 | 47 | 9 | 41 | 16 | 43 |
| | | 10-19% | 7 | 47 | 9 | 41 | 16 | 43 |
| | | 20-29% | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 30-39% | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 40-49% | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 50-74% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 75% or more | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| h. Experiential activities (labs, field work, clinical or field placements, etc.) | factivity | 0% | 7 | 50 | 5 | 23 | 12 | 33 |
| | | 1-9% | 3 | 21 | 4 | 18 | 7 | 19 |
| | | 10-19% | 1 | 7 | 4 | 18 | 5 | 14 |
| | | 20-29% | 2 | 14 | 6 | 27 | 8 | 22 |
| | | 30-39% | 0 | 0 | 2 | 9 | 2 | 6 |
| | | 40-49% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 50-74% | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 75% or more | 1 | 7 | 1 | 5 | 2 | 6 |
| | | Total | 14 | 100 | 22 | 100 | 36 | 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 | 3 | 20 | 3 | 14 | 6 | 16 |
| | | Some | 4 | 27 | 7 | 32 | 11 | 30 |
| | | Quite a bit | 3 | 20 | 9 | 41 | 12 | 32 |
| | | Very much | 5 | 33 | 3 | 14 | 8 | 22 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| b. Explain course material to other students | fCLexplain | Very little | 1 | 7 | 3 | 14 | 4 | 11 |
| | | Some | 9 | 60 | 8 | 36 | 17 | 46 |
| | | Quite a bit | 2 | 13 | 8 | 36 | 10 | 27 |
| | | Very much | 3 | 20 | 3 | 14 | 6 | 16 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| c. Prepare for exams by discussing or working through course material with other students | fCLstudy | Very little | 4 | 27 | 4 | 18 | 8 | 22 |
| | | Some | 5 | 33 | 10 | 45 | 15 | 41 |
| | | Quite a bit | 3 | 20 | 7 | 32 | 10 | 27 |
| | | Very much | 3 | 20 | 1 | 5 | 4 | 11 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| d. Work with other students on course projects or assignments | fCLproject | Very little | 1 | 7 | 1 | 5 | 2 | 5 |
| | | Some | 5 | 33 | 7 | 32 | 12 | 32 |
| | | Quite a bit | 6 | 40 | 10 | 45 | 16 | 43 |
| | | Very much | 3 | 20 | 4 | 18 | 7 | 19 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| e. Identify key information from reading assignments | fLSreading | Very little | 2 | 13 | 2 | 9 | 4 | 11 |
| | | Some | 1 | 7 | 6 | 27 | 7 | 19 |
| | | Quite a bit | 5 | 33 | 11 | 50 | 16 | 43 |
| | | Very much | 7 | 47 | 3 | 14 | 10 | 27 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| f. Review notes after class | fLSnotes | Very little | 0 | 0 | 4 | 18 | 4 | 11 |
| | | Some | 6 | 40 | 10 | 45 | 16 | 43 |
| | | Quite a bit | 1 | 7 | 6 | 27 | 7 | 19 |
| | | Very much | 8 | 53 | 2 | 9 | 10 | 27 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| g. Summarize what has been learned from class or from course materials | fLSsummary | Very little | 2 | 13 | 2 | 9 | 4 | 11 |
| | | Some | 3 | 20 | 6 | 27 | 9 | 24 |
| | | Quite a bit | 5 | 33 | 9 | 41 | 14 | 38 |
| | | Very much | 5 | 33 | 5 | 23 | 10 | 27 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|--------------|------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| 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 | 1 | 7 | 1 | 5 | 2 | 6 |
| | | Some | 5 | 36 | 10 | 48 | 15 | 43 |
| | | Quite a bit | 4 | 29 | 8 | 38 | 12 | 34 |
| | | Very much | 4 | 29 | 2 | 10 | 6 | 17 |
| | | Total | 14 | 100 | 21 | 100 | 35 | 100 |
| b. People from an economic background other than their own | fDDeconomic | Very little | 1 | 7 | 1 | 5 | 2 | 6 |
| | | Some | 6 | 43 | 10 | 48 | 16 | 46 |
| | | Quite a bit | 4 | 29 | 8 | 38 | 12 | 34 |
| | | Very much | 3 | 21 | 2 | 10 | 5 | 14 |
| | | Total | 14 | 100 | 21 | 100 | 35 | 100 |
| c. People with religious beliefs other than their own | fDDreligion | Very little | 3 | 21 | 5 | 24 | 8 | 23 |
| | | Some | 7 | 50 | 12 | 57 | 19 | 54 |
| | | Quite a bit | 3 | 21 | 2 | 10 | 5 | 14 |
| | | Very much | 1 | 7 | 2 | 10 | 3 | 9 |
| | | Total | 14 | 100 | 21 | 100 | 35 | 100 |
| d. People with political views other than their own | fDDpolitical | Very little | 1 | 7 | 3 | 14 | 4 | 11 |
| | | Some | 8 | 57 | 13 | 62 | 21 | 60 |
| | | Quite a bit | 5 | 36 | 3 | 14 | 8 | 23 |
| | | Very much | 0 | 0 | 2 | 10 | 2 | 6 |
| | | Total | 14 | 100 | 21 | 100 | 35 | 100 |
| e. People with a sexual orientation other than their own | fddsexorient | Very little | 9 | 64 | 14 | 67 | 23 | 66 |
| | | Some | 4 | 29 | 7 | 33 | 11 | 31 |
| | | Quite a bit | 1 | 7 | 0 | 0 | 1 | 3 |
| | | Very much | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Total | 14 | 100 | 21 | 100 | 35 | 100 |
| 27. In your selected course section, how much does the coursework emphasize the following? | | | | | | | | |
| a. Memorizing course material | fmemorize | Very little | 3 | 21 | 5 | 23 | 8 | 22 |
| | | Some | 4 | 29 | 12 | 55 | 16 | 44 |
| | | Quite a bit | 4 | 29 | 3 | 14 | 7 | 19 |
| | | Very much | 3 | 21 | 2 | 9 | 5 | 14 |
| | | Total | 14 | 100 | 22 | 100 | 36 | 100 |
| b. Applying facts, theories, or methods to practical problems or new situations | fHOapply | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 4 | 27 | 2 | 9 | 6 | 16 |
| | | Quite a bit | 6 | 40 | 8 | 36 | 14 | 38 |
| | | Very much | 5 | 33 | 12 | 55 | 17 | 46 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | fHOanalyze | Very little | 1 | 7 | 0 | 0 | 1 | 3 |
| | | Some | 6 | 40 | 6 | 27 | 12 | 32 |
| | | Quite a bit | 3 | 20 | 6 | 27 | 9 | 24 |
| | | Very much | 5 | 33 | 10 | 45 | 15 | 41 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| d. Evaluating a point of view, decision, or information source | fHOevaluate | Very little | 2 | 15 | 1 | 5 | 3 | 9 |
| | | Some | 4 | 31 | 10 | 45 | 14 | 40 |
| | | Quite a bit | 2 | 15 | 6 | 27 | 8 | 23 |
| | | Very much | 5 | 38 | 5 | 23 | 10 | 29 |
| | | Total | 13 | 100 | 22 | 100 | 35 | 100 |
| e. Forming a new idea or understanding from various pieces of information | fHOform | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 4 | 27 | 6 | 27 | 10 | 27 |
| | | Quite a bit | 3 | 20 | 9 | 41 | 12 | 32 |
| | | Very much | 8 | 53 | 7 | 32 | 15 | 41 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |

| | | | Lower Division | | Upper Division | | Total | |
|--|------------------|---------------------------|----------------|-----|----------------|-----|-------|-----|
| Var. Name | Response Options | | Count | % | Count | % | Count | % |
| 28a. Does your selected course section include assigned papers, reports, or other writing tasks? | | | | | | | | |
| fwrwriting | No | | 5 | 33 | 1 | 5 | 6 | 17 |
| | Yes | | 10 | 67 | 20 | 95 | 30 | 83 |
| | Total | | 15 | 100 | 21 | 100 | 36 | 100 |
| <i>If #28a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?</i> | | | | | | | | |
| b. Up to 5 pages | fwrshort | 0 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 1 | 3 | 30 | 2 | 11 | 5 | 17 |
| | | 2 | 3 | 30 | 4 | 21 | 7 | 24 |
| | | 3 | 0 | 0 | 3 | 16 | 3 | 10 |
| | | 4 | 2 | 20 | 0 | 0 | 2 | 7 |
| | | 5 | 1 | 10 | 2 | 11 | 3 | 10 |
| | | 6 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 7 | 1 | 10 | 1 | 5 | 2 | 7 |
| | | 8 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 9 | 0 | 0 | 1 | 5 | 1 | 3 |
| | | 10 | 0 | 0 | 2 | 11 | 2 | 7 |
| | | More than 10 papers, etc. | 0 | 0 | 1 | 5 | 1 | 3 |
| Total | | 10 | 100 | 19 | 100 | 29 | 100 | |
| c. From 6 to 10 pages | fwrmed | 0 | 4 | 57 | 7 | 50 | 11 | 52 |
| | | 1 | 2 | 29 | 3 | 21 | 5 | 24 |
| | | 2 | 1 | 14 | 1 | 7 | 2 | 10 |
| | | 3 | 0 | 0 | 2 | 14 | 2 | 10 |
| | | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 5 | 0 | 0 | 1 | 7 | 1 | 5 |
| | | 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 | | 7 | 100 | 14 | 100 | 21 | 100 | |
| d. 11 pages or more | fwrlong | 0 | 6 | 86 | 12 | 80 | 18 | 82 |
| | | 1 | 1 | 14 | 2 | 13 | 3 | 14 |
| | | 2 | 0 | 0 | 1 | 7 | 1 | 5 |
| | | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | 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 | | 7 | 100 | 15 | 100 | 22 | 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 | 1 | 7 | 1 | 5 | 2 | 5 |
| | | Some | 8 | 53 | 7 | 32 | 15 | 41 |
| | | Quite a bit | 3 | 20 | 8 | 36 | 11 | 30 |
| | | Very much | 3 | 20 | 6 | 27 | 9 | 24 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |

| | Var. Name | Response Options | Lower Division | | Upper Division | | Total | |
|---|--------------|------------------|----------------|-----|----------------|-----|-------|-----|
| | | | Count | % | Count | % | Count | % |
| b. Speaking clearly and effectively | fcgspeak | Very little | 4 | 27 | 2 | 9 | 6 | 16 |
| | | Some | 5 | 33 | 5 | 23 | 10 | 27 |
| | | Quite a bit | 4 | 27 | 5 | 23 | 9 | 24 |
| | | Very much | 2 | 13 | 10 | 45 | 12 | 32 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| c. Thinking critically and analytically | fcgthink | Very little | 0 | 0 | 0 | 0 | 0 | 0 |
| | | Some | 0 | 0 | 1 | 5 | 1 | 3 |
| | | Quite a bit | 8 | 53 | 7 | 32 | 15 | 41 |
| | | Very much | 7 | 47 | 14 | 64 | 21 | 57 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| d. Analyzing numerical and statistical information | fcganalyze | Very little | 4 | 27 | 8 | 36 | 12 | 32 |
| | | Some | 6 | 40 | 8 | 36 | 14 | 38 |
| | | Quite a bit | 2 | 13 | 3 | 14 | 5 | 14 |
| | | Very much | 3 | 20 | 3 | 14 | 6 | 16 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| e. Acquiring job- or work-related knowledge and skills | fcgwork | Very little | 4 | 27 | 2 | 9 | 6 | 16 |
| | | Some | 3 | 20 | 2 | 9 | 5 | 14 |
| | | Quite a bit | 4 | 27 | 6 | 27 | 10 | 27 |
| | | Very much | 4 | 27 | 12 | 55 | 16 | 43 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| f. Working effectively with others | fcgothers | Very little | 3 | 20 | 1 | 5 | 4 | 11 |
| | | Some | 7 | 47 | 3 | 14 | 10 | 28 |
| | | Quite a bit | 2 | 13 | 9 | 43 | 11 | 31 |
| | | Very much | 3 | 20 | 8 | 38 | 11 | 31 |
| | | Total | 15 | 100 | 21 | 100 | 36 | 100 |
| g. Developing or clarifying a personal code of values and ethics | fcgvalues | Very little | 2 | 13 | 2 | 9 | 4 | 11 |
| | | Some | 5 | 33 | 5 | 23 | 10 | 27 |
| | | Quite a bit | 3 | 20 | 4 | 18 | 7 | 19 |
| | | Very much | 5 | 33 | 11 | 50 | 16 | 43 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | fcgdiverse | Very little | 2 | 13 | 3 | 14 | 5 | 14 |
| | | Some | 8 | 53 | 6 | 27 | 14 | 38 |
| | | Quite a bit | 2 | 13 | 7 | 32 | 9 | 24 |
| | | Very much | 3 | 20 | 6 | 27 | 9 | 24 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |
| i. Solving complex real-world problems | fcgprobsolve | Very little | 2 | 13 | 2 | 10 | 4 | 11 |
| | | Some | 5 | 33 | 4 | 19 | 9 | 25 |
| | | Quite a bit | 6 | 40 | 6 | 29 | 12 | 33 |
| | | Very much | 2 | 13 | 9 | 43 | 11 | 31 |
| | | Total | 15 | 100 | 21 | 100 | 36 | 100 |
| j. Being an informed and active citizen | fcgcitizen | Very little | 1 | 7 | 3 | 14 | 4 | 11 |
| | | Some | 7 | 50 | 8 | 36 | 15 | 42 |
| | | Quite a bit | 1 | 7 | 7 | 32 | 8 | 22 |
| | | Very much | 5 | 36 | 4 | 18 | 9 | 25 |
| | | Total | 14 | 100 | 22 | 100 | 36 | 100 |
| 30. Prior to the current school year, about how many times have you taught your selected course? | | | | | | | | |
| | crstimes | 0 | 1 | 7 | 0 | 0 | 1 | 3 |
| | | 1-2 | 0 | 0 | 2 | 9 | 2 | 5 |
| | | 3-4 | 2 | 13 | 5 | 23 | 7 | 19 |
| | | 5-9 | 2 | 13 | 5 | 23 | 7 | 19 |
| | | 10 or more times | 10 | 67 | 10 | 45 | 20 | 54 |
| | | Total | 15 | 100 | 22 | 100 | 37 | 100 |