

Results of the 2012 Faculty Survey of Student Engagement

Farmingdale State College, Office of Institutional Research

Introduction

In the spring 2012 semester Farmingdale full-time faculty participated in the administration of the Faculty Survey of Student Engagement (FSSE). The survey, administered by the Indiana Center for Postsecondary Research, measures the extent to which faculty encourage students to engage in practices understood to be effectively linked with learning outcomes, personal development, student satisfaction, and graduation. It also collects information about how faculty members spend their time on professional activities and the kinds of learning experiences that their institution emphasizes. The FSSE explores student engagement from the faculty perspective and results can be used to identify areas of strength, as well as aspects that may warrant attention. When paired with results from NSSE (the National Survey of Student Engagement in which students are asked similar questions), the FSSE provides a picture of how well faculty expectations are met by student perceptions. NSSE will be administered to students at Farmingdale in spring 2014 as mandated by SUNY.

Methodology

193 of our full-time, instructional faculty were sent a link to the web-based survey and 131 faculty members completed the survey for a response rate of 68%. Respondents represented the broader population of full-time faculty in terms of rank and tenure status. Faculty members were asked to respond to questions about student engagement based on a course section taught during the current academic year. The faculty members were not asked to identify the course, but only to respond to the questions as they relate to that course. Once the faculty member decided on a course section, they were then asked to identify the level of students (lower or upper division) mostly taught in the course. Of the 131 respondents, 55 chose lower divisions, 71 chose upper divisions and 3 chose other, and 2 were missing a course level. Survey findings broken out by upper and lower division are based on the level of student in the chosen response course.

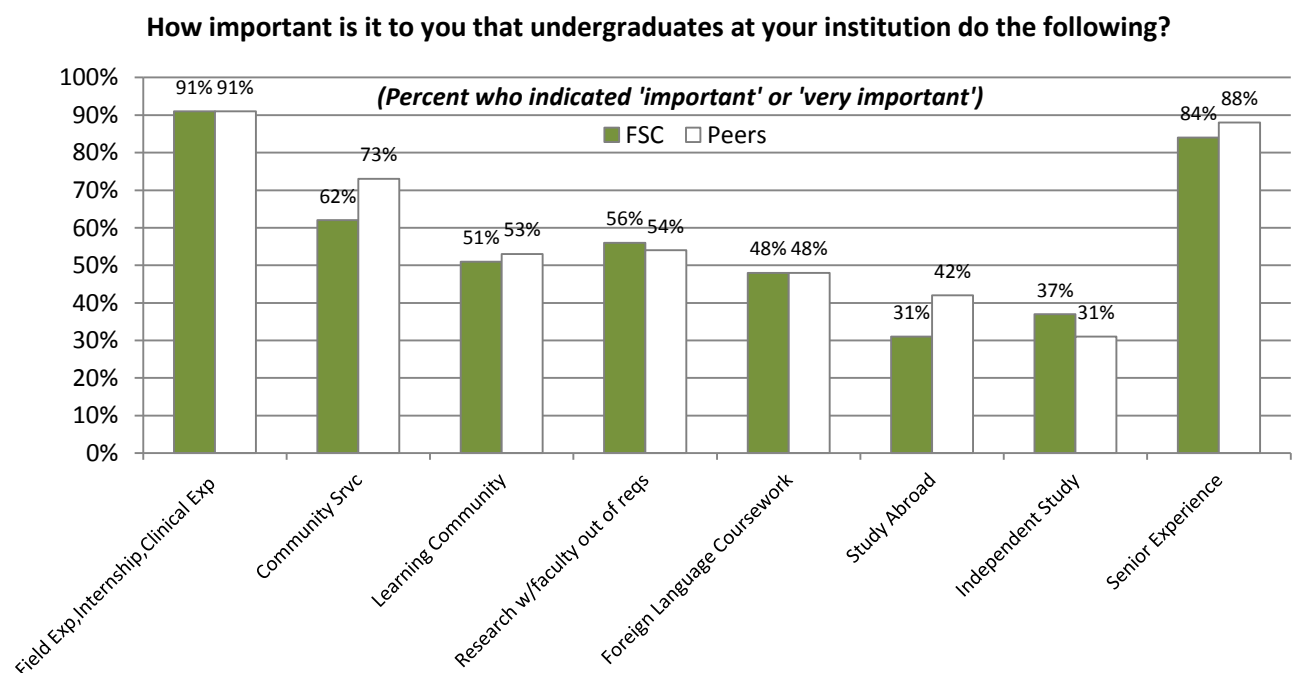
On the national level, 15,148 faculty members from 117 baccalaureate-granting institutions responded to FSSE. The distribution of institutions participating in FSSE is reflective of all U.S. baccalaureate-granting institutions with modest exceptions. Participating institutions mirror the national distribution of baccalaureate-granting institutions by Basic Carnegie Classification, as well as, location. However, public institutions are overrepresented and small institutions with enrollment less than 1,000 are underrepresented. In the following analysis, results for Farmingdale are compared to national results for institutions defined by the 2010 Basic Carnegie classification, Baccalaureate Colleges – Diverse Fields.

The following analysis prepared by the Office of Institutional Research was based on frequency distributions provided by the Indiana Center for Postsecondary Research, which are attached at the end of the analysis.

Summary of Findings

Enriching Educational Experiences

Because of their positive effects on student learning and retention, special undergraduate opportunities such as learning communities, service-learning, research with a faculty member, study abroad, internships and culminating senior experiences are called high-impact practices (Kuh, 2008). FSSE probes faculty members on the importance of eight high-impact practices: internship/clinical/field experience, community/volunteer service, learning communities, research project with faculty, foreign language coursework, study abroad, independent study, and senior experience.



In general, Farmingdale faculty members do not highly regard the value of educational experiences occurring primarily outside the class room as being very important. As displayed in the preceding chart, only two items ('practicum, internship, field experience, co-op experience, or clinical assignment' and 'culminating senior experience') were considered to be important or very important by more than two-thirds of our faculty respondents.

Our faculty members' hold comparable views to their national peers at institutions in our Carnegie classification in the six areas, except study abroad and community service, which our faculty tend to place significantly less importance on.

More of our faculty members who teach mainly lower division students feel that participation in a learning community is important or very important compared to their counterparts who teach mainly upper division students. Conversely, more faculty members who teach mainly upper division students

feel that working on a research project with a faculty member outside of course or program requirements, foreign language coursework, as well as, independent study are important or very important. These findings are reflective of the level of students that mainly participate in these activities at Farmingdale.

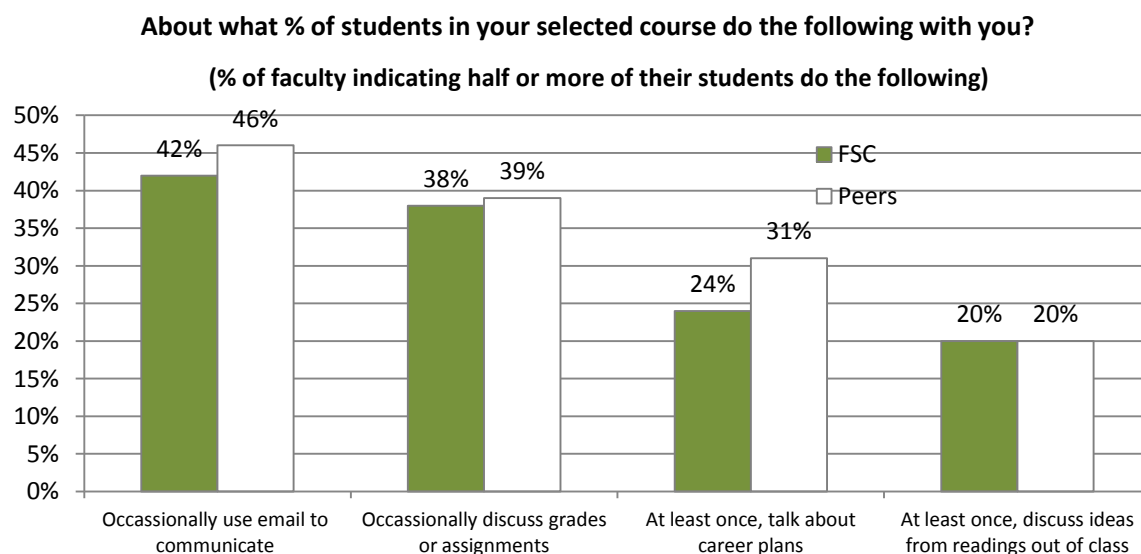
Farmingdale faculty reported substantially higher levels of student exposure to diversity-promoting experiences than their colleagues in the national comparison group. For example, Farmingdale faculty members were much more likely to engage their students in serious conversations with other students of a different race or ethnicity, and with students with very different religious, political or personal perspectives.

Student Interaction

Most of our faculty members judged students' relationships with faculty members to be positive, and more spend time working with students on activities other than coursework and other interactions outside of the classroom than their peers at other institutions in our Carnegie classification.

Similar to their peers nationwide and seen in the chart below, our faculty respondents generally reported low levels of communication with the majority of the students in their selected class, particularly in the courses with mainly lower level students, when it comes to using email to communicate with them; discussing grades or assignments with them; talking about career plans with them; and discussing ideas from readings or classes with them outside of class.

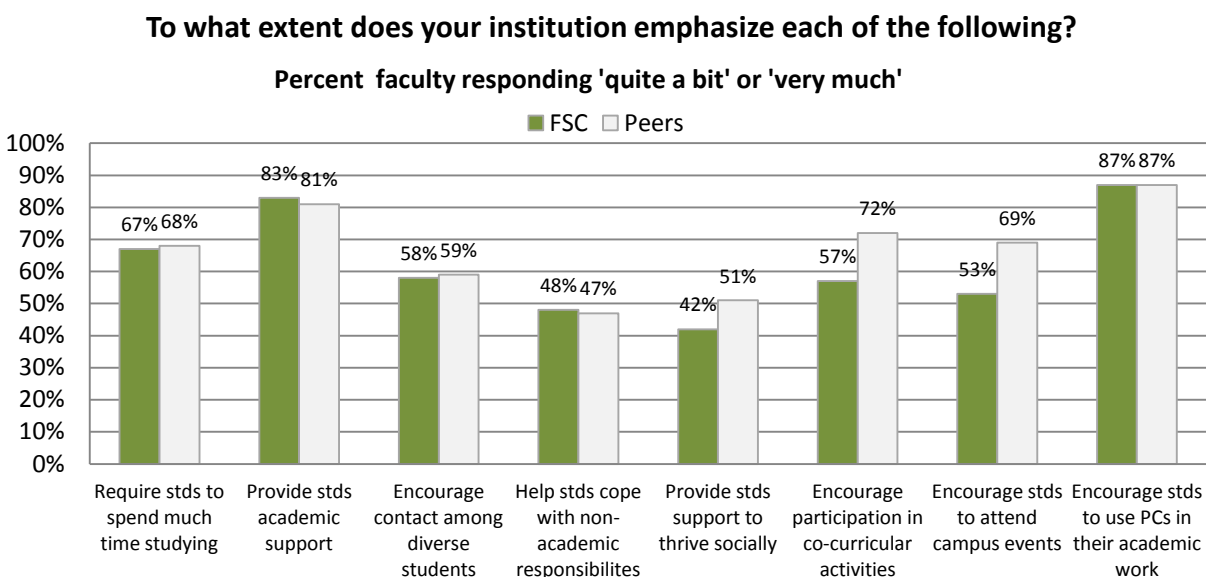
However, the vast majority of Farmingdale faculty members indicate that the students in their select course often or very often receive prompt written or oral feedback from them on their academic performance.



Institutional Emphasis/Environment

The chart below illustrates that our faculty reported high levels of institutional emphasis on providing students the support they need to succeed academically and encouraging students to use computers in their academic work. They reported lower levels of institutional emphasis on helping students cope with their non-academic responsibilities and on providing students support to thrive socially.

Compared to colleagues in the comparison group, our faculty reported lower levels of institutional emphasis on encouraging students to participate in co-curricular activities and to attend campus events.



Time Usage

Farmingdale's FSSE respondents reported spending approximately the same amount of time grading papers and exams as their colleagues at peer institutions, but less time in class and more time on non-class related activities, such as advising, research and scholarly activities, and conducting service activities.

Not surprisingly, faculty who teach mainly upper division students report greater amounts of time being spent on working with students on research, grading papers, working with students on activities other than coursework, and other interactions outside of the classroom. Faculty members teaching mainly lower division students report more time spent in class and preparing for class.

Course Structure and Activity

Overall, course structures were described similarly by Farmingdale faculty members and those in the national comparison group. Farmingdale faculty respondents teaching mainly lower division students spend more class time on lecturing and in-class writing while faculty respondents teaching mainly upper division students spend more class time in teacher-led discussions, student presentations and they allocate more class time to student computer use.

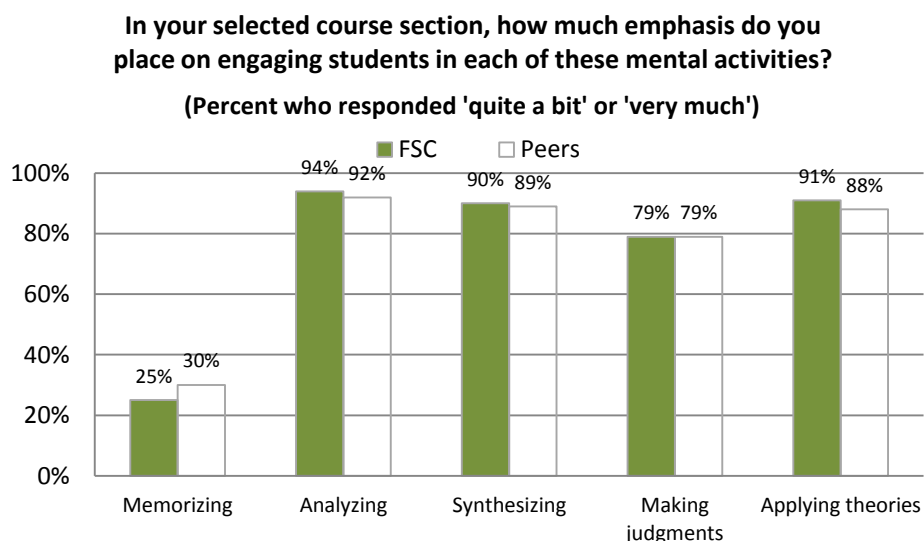
Farmingdale faculty reported similar levels of student engagement as their national peers in the following activities; work with other students on projects during class, participate in community service as part of the class, and use an electronic medium to discuss or complete an assignment. Respondents who teach mainly upper division students are more likely than those who teach mainly lower division students to report that their students use an electronic medium (listserv, chatgroup, internet, etc.) to discuss or complete an assignment.

Similar to institutions nationwide, Farmingdale faculty report that less than one-half of students frequently ask questions in class or contribute to class discussions. However, faculty that teach mainly upper division students report that their students are more likely to frequently ask questions in class or contribute to class discussions.

Emphasis on Cognitive Ability and Learning Goals

Similar to respondents nationally and displayed in the chart below, the vast majority of our respondents place 'quite a bit' or 'very much' emphasis on the following mental activities in their selected response course: analyzing the basic elements of an idea, experience or theory; synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships; applying theories or concepts to practical problems or in new situations; and making judgments about the value of information, arguments or methods.

Farmingdale faculty members place less emphasis on memorizing facts than on the higher order cognitive activities. Respondents who teach mainly lower division students in their selected course place more emphasis on memorization than their counterparts who teach mainly upper division students.



Virtually all of our faculty respondents organize their selected courses to the greatest extent so that students learn critical and analytical thinking. Other learning goals that our faculty members structure their selected courses around to a large extent include; acquiring job or work-related knowledge and

skills, and solving complex real-world problems. Courses are not generally structured so that students develop a deepened sense of spirituality or understanding of people from other racial and ethnic backgrounds.

Farmingdale respondents who teach mainly upper division students are more likely to structure their selected course so that students learn to write clearly and effectively, and work effectively with others.

Our faculty members organize their courses to a greater extent than their peers nationwide so that students learn and develop in the following areas; analyzing quantitative problems, using computing and information technology, solving complex real-world problems, and acquiring job or work-related knowledge and skills.

Faculty participants were asked how important it is to them that their students do select tasks. Our respondents placed the highest importance on the following student tasks; learn something that changes the way they understood an issue or concept, examine the strengths and weaknesses of their views on a topic or issue, work on a paper or project that requires integrating ideas or information from various sources, put together ideas or concepts from different courses when completing assignments or during class discussions, and try to better understand someone else's views by imagining how an issue looks from that person's perspective.

Overall, faculty placed little importance on preparing two or more drafts of a paper or assignment before turning it in and tutoring or teaching other students.

Academic Expectations

Faculty at Farmingdale and at institutions nationwide report relatively similar course assignments that include problem sets and written papers of any length. Farmingdale faculty who teach mainly upper division students are more likely to assign a written paper of any length than faculty who teach mainly lower division students. The vast majority of all faculty members do not assign any written papers of 20 pages or more.

Most of our faculty members expect the students in their selected class to be spending between 3 and 6 hours a week preparing for their class, but feel that their students are actually spending between 1 and 4 hours a week.

More than two-thirds of the faculty members feel that Farmingdale emphasizes spending significant amounts of time studying or on academic work while one-third report that the majority of their students frequently work harder than they usually do to meet their standards.

Approximately one-quarter of our faculty feel that the majority of their students frequently come to class without completing readings or assignments. Converse to findings at the national level, our respondents who teach mainly upper division students report that the students in their selected course sections are more likely to frequently come to class without completing readings or assignments than their colleagues who teach mainly lower division students.

Respondent Characteristics

Farmingdale FSSE Respondents identified the discipline in which they teach their courses. The distribution among the eight FSSE categories is as follows:

Arts & Humanities	15%
Biological Sciences	5%
Business	9%
Education	0%
Engineering	11%
Physical Sciences	9%
Professional (other)*	21%
Social Sciences**	11%
Other	19%

*includes Architecture, health technology, medicine, dentistry, nursing

** includes communications, computer science, criminal justice, sport mgmt, public admin, vocational.

	<u>lower division</u>	<u>upper division</u>	<u>Total</u>
<i>In what format do you teach your selected course?</i>			
Classroom, on-campus	98%	90%	94%
Classroom, auxiliary location	0%	1%	1%
Distance education	2%	8%	6%
<i>Does your selected course section fulfill a general education requirement on your campus?</i>			
No	58%	76%	69%
Yes	42%	24%	31%
<i>How many students are enrolled in your selected course section?</i>			
9 or less	0%	3%	2%
10 to 19	13%	18%	16%
20 to 29	29%	48%	40%
30 to 49	53%	27%	38%
50 to 99	4%	4%	4%
100 or more	2%	0%	1%
<i>Prior to this semester, how many times have you taught your selected course</i>			
0	12%	12%	12%
1 to 2	6%	20%	14%
3 to 9	31%	35%	33%
10 to 19	18%	14%	16%
20 or more	33%	19%	25%



Farmingdale State College of the State University of New York

Frequency Distributions

August 2012

FSSE 2012 Respondent Characteristics

Farmingdale State College of the State University of New York

Response rate	68%			
Number of invited faculty	193			
Total number of respondents	131 (55 Lower Division, 71 Upper Division, 3 Other, 2 Missing course level)			
	Lower Division	Upper Division	Other	Total
Rank				
Professor	35%	33%	33%	34%
Associate Professor	22%	18%	33%	20%
Assistant Professor	37%	42%	33%	40%
Instructor	0%	0%	0%	0%
Lecturer	6%	3%	0%	4%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	3%	0%	2%
Tenure status				
Tenured	54%	51%	67%	52%
On tenure track but not tenured	31%	40%	33%	36%
Not on tenure track	13%	9%	0%	10%
No tenure system	2%	0%	0%	1%
Highest degree earned				
First professional degree	5%	10%	0%	8%
Doctoral degree	49%	63%	100%	58%
Master's degree	36%	25%	0%	30%
Bachelor's degree	2%	1%	0%	2%
Associate's degree	0%	0%	0%	0%
Other	7%	0%	0%	3%
Full-time/Part Time				
Full-time	98%	94%	100%	96%
Part-time	2%	6%	0%	4%

FSSE 2012 Respondent Characteristics

Farmingdale State College of the State University of New York

	Lower Division	Upper Division	Other	Total
Number of courses taught 11-12¹				
None	0%	0%	0%	0%
1-3	13%	24%	33%	20%
4-6	48%	36%	33%	41%
7 or more	38%	39%	33%	39%
Years of teaching experience				
4 or less	12%	15%	33%	14%
5-9	20%	18%	0%	19%
10-14	16%	13%	0%	14%
15 or more	52%	53%	67%	53%
Age				
34 or younger	8%	5%	0%	6%
35-44	21%	14%	33%	18%
45-54	23%	28%	0%	25%
Older than 54	49%	53%	67%	52%
Gender				
Male	50%	55%	67%	53%
Female	50%	45%	33%	47%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	9%	6%	0%	7%
Black or African American	2%	3%	0%	2%
White (non-Hispanic)	65%	73%	100%	70%
Mexican or Mexican American	0%	1%	0%	1%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	7%	3%	0%	5%
Multiracial	4%	1%	0%	2%
Other	0%	0%	0%	0%
Prefer not to respond	13%	12%	0%	12%
Citizenship status				
U.S. citizen, native	83%	73%	67%	77%
U.S. citizen, naturalized	13%	21%	0%	17%
Permanent resident of the U.S.	2%	4%	33%	4%
Temporary resident of the U.S.	2%	1%	0%	2%

1: Includes 2011-2012 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	1	2%	0	0%	1	1%
		Somewhat important	6	11%	3	4%	9	7%
		Important	16	30%	23	33%	39	31%
		Very important	31	57%	44	63%	75	60%
		Total	54	100%	70	100%	124	100%
b. Community service or volunteer work	FVOLUNTR	Not important	3	6%	3	4%	6	5%
		Somewhat important	19	35%	22	31%	41	33%
		Important	16	30%	27	38%	43	34%
		Very important	16	30%	19	27%	35	28%
		Total	54	100%	71	100%	125	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	7	13%	10	14%	17	14%
		Somewhat important	15	27%	30	43%	45	36%
		Important	25	45%	17	24%	42	34%
		Very important	8	15%	13	19%	21	17%
		Total	55	100%	70	100%	125	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	7	13%	5	7%	12	10%
		Somewhat important	25	45%	18	25%	43	34%
		Important	14	25%	23	32%	37	29%
		Very important	9	16%	25	35%	34	27%
		Total	55	100%	71	100%	126	100%
e. Foreign language coursework	FFORLANG	Not important	7	13%	11	16%	18	15%
		Somewhat important	25	46%	21	30%	46	37%
		Important	12	22%	23	33%	35	28%
		Very important	10	19%	15	21%	25	20%
		Total	54	100%	70	100%	124	100%
f. Study abroad	FSTUDYAB	Not important	18	33%	21	30%	39	31%
		Somewhat important	20	36%	27	39%	47	38%
		Important	10	18%	14	20%	24	19%
		Very important	7	13%	8	11%	15	12%
		Total	55	100%	70	100%	125	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	10	19%	17	24%	27	22%
		Somewhat important	29	54%	23	32%	52	42%
		Important	14	26%	23	32%	37	30%
		Very important	1	2%	8	11%	9	7%
		Total	54	100%	71	100%	125	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	2%	1	1%	2	2%
		Somewhat important	8	15%	9	13%	17	13%
		Important	13	24%	14	20%	27	21%
		Very important	33	60%	47	66%	80	63%
		Total	55	100%	71	100%	126	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	1	2%	0	0%	1	1%
		3	2	4%	1	1%	3	2%
		4	5	9%	10	14%	15	12%
		5	16	30%	19	27%	35	28%
		6	16	30%	27	38%	43	34%
		Friendly, Supportive, Sense of Belonging	14	26%	14	20%	28	22%
		Total	54	100%	71	100%	125	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	2	4%	0	0%	2	2%
		3	1	2%	2	3%	3	2%
		4	3	6%	8	11%	11	9%
		5	11	20%	17	24%	28	22%
		6	22	41%	25	35%	47	38%
		Available, Helpful, Sympathetic	15	28%	19	27%	34	27%
		Total	54	100%	71	100%	125	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

Student relationships with administrative personnel and offices

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVADM	Unhelpful, Inconsiderate, Rigid	1	2%	1	1%	2	2%
	2	4	7%	6	9%	10	8%
	3	1	2%	6	9%	7	6%
	4	16	30%	21	30%	37	30%
	5	11	20%	14	20%	25	20%
	6	12	22%	13	19%	25	20%
	Helpful, Considerate, Flexible	9	17%	9	13%	18	15%
	Total	54	100%	70	100%	124	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVSCO	Very little	0	0%	3	4%	3	2%
	Some	16	30%	21	31%	37	30%
	Quite a bit	25	46%	24	35%	49	40%
	Very much	13	24%	20	29%	33	27%
	Total	54	100%	68	100%	122	100%

b. Providing students the support they need to help them succeed academically

FENVSUPR	Very little	1	2%	1	1%	2	2%
	Some	8	15%	11	16%	19	16%
	Quite a bit	22	42%	29	42%	51	42%
	Very much	22	42%	28	41%	50	41%
	Total	53	100%	69	100%	122	100%

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

FENVDIVR	Very little	5	9%	4	6%	9	7%
	Some	15	28%	28	41%	43	35%
	Quite a bit	22	41%	24	35%	46	38%
	Very much	12	22%	12	18%	24	20%
	Total	54	100%	68	100%	122	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	3	6%	6	9%	9	7%
		Some	21	39%	34	49%	55	45%
		Quite a bit	22	41%	21	30%	43	35%
		Very much	8	15%	8	12%	16	13%
		Total	54	100%	69	100%	123	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	6	11%	11	16%	17	14%
		Some	26	49%	28	41%	54	45%
		Quite a bit	17	32%	19	28%	36	30%
		Very much	4	8%	10	15%	14	12%
		Total	53	100%	68	100%	121	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	3	6%	4	6%	7	6%
		Some	19	36%	26	38%	45	37%
		Quite a bit	21	40%	24	35%	45	37%
		Very much	10	19%	15	22%	25	20%
		Total	53	100%	69	100%	122	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	5	9%	7	10%	12	10%
		Some	18	33%	27	40%	45	37%
		Quite a bit	20	37%	22	32%	42	34%
		Very much	11	20%	12	18%	23	19%
		Total	54	100%	68	100%	122	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	2%	1	1%	2	2%
		Some	6	11%	8	12%	14	11%
		Quite a bit	17	31%	23	33%	40	33%
		Very much	30	56%	37	54%	67	54%
		Total	54	100%	69	100%	123	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	1	2%	5	7%	6	5%
		5-8	8	15%	11	16%	19	15%
		9-12	27	49%	39	56%	66	53%
		13-16	11	20%	11	16%	22	18%
		17-20	2	4%	2	3%	4	3%
		21-30	4	7%	2	3%	6	5%
		More than 30	2	4%	0	0%	2	2%
		Total	55	100%	70	100%	125	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	19	35%	14	20%	33	26%
		5-8	21	38%	28	40%	49	39%
		9-12	7	13%	16	23%	23	18%
		13-16	4	7%	7	10%	11	9%
		17-20	1	2%	3	4%	4	3%
		21-30	2	4%	2	3%	4	3%
		More than 30	1	2%	0	0%	1	1%
		Total	55	100%	70	100%	125	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	24	44%	23	33%	47	38%
		5-8	16	29%	25	36%	41	33%
		9-12	10	18%	10	14%	20	16%
		13-16	1	2%	5	7%	6	5%
		17-20	2	4%	4	6%	6	5%
		21-30	2	4%	3	4%	5	4%
		More than 30	0	0%	0	0%	0	0%
		Total	55	100%	70	100%	125	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	10	18%	13	19%	23	18%
		5-8	16	29%	28	40%	44	35%
		9-12	16	29%	10	14%	26	21%
		13-16	5	9%	8	11%	13	10%
		17-20	6	11%	5	7%	11	9%
		21-30	1	2%	3	4%	4	3%
		More than 30	1	2%	3	4%	4	3%
		Total	55	100%	70	100%	125	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	1	1%	1	1%
		1-4	27	51%	39	57%	66	54%
		5-8	16	30%	18	26%	34	28%
		9-12	7	13%	6	9%	13	11%
		13-16	0	0%	2	3%	2	2%
		17-20	1	2%	1	1%	2	2%
		21-30	1	2%	0	0%	1	1%
		More than 30	1	2%	2	3%	3	2%
		Total	53	100%	69	100%	122	100%
f. Research and scholarly activities	SCHOLAR	0	1	2%	0	0%	1	1%
		1-4	16	30%	25	36%	41	33%
		5-8	20	37%	17	25%	37	30%
		9-12	9	17%	6	9%	15	12%
		13-16	4	7%	7	10%	11	9%
		17-20	1	2%	6	9%	7	6%
		21-30	2	4%	2	3%	4	3%
		More than 30	1	2%	6	9%	7	6%
		Total	54	100%	69	100%	123	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	24	44%	28	41%	52	42%
		1-4	25	46%	18	26%	43	35%
		5-8	1	2%	11	16%	12	10%
		9-12	2	4%	6	9%	8	7%
		13-16	1	2%	1	1%	2	2%
		17-20	0	0%	2	3%	2	2%
		21-30	1	2%	1	1%	2	2%
		More than 30	0	0%	2	3%	2	2%
	Total		54	100%	69	100%	123	100%
h. Advising undergraduate students	ADVISE	0	2	4%	2	3%	4	3%
		1-4	28	51%	31	45%	59	48%
		5-8	13	24%	19	28%	32	26%
		9-12	11	20%	7	10%	18	15%
		13-16	0	0%	3	4%	3	2%
		17-20	0	0%	3	4%	3	2%
		21-30	1	2%	1	1%	2	2%
		More than 30	0	0%	3	4%	3	2%
	Total		55	100%	69	100%	124	100%
i. Supervising internships or other field experiences	FIELDEXP	0	30	56%	33	48%	63	51%
		1-4	14	26%	17	25%	31	25%
		5-8	10	19%	9	13%	19	15%
		9-12	0	0%	4	6%	4	3%
		13-16	0	0%	3	4%	3	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	2	3%	2	2%
	Total		54	100%	69	100%	123	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	11	20%	14	20%	25	20%
		1-4	35	65%	40	56%	75	60%
		5-8	6	11%	8	11%	14	11%
		9-12	1	2%	3	4%	4	3%
		13-16	0	0%	4	6%	4	3%
		17-20	1	2%	1	1%	2	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
	Total		54	100%	71	100%	125	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	5	9%	5	7%	10	8%
		1-4	40	74%	48	69%	88	71%
		5-8	6	11%	9	13%	15	12%
		9-12	3	6%	5	7%	8	6%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	1	1%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	1%
	Total		54	100%	70	100%	124	100%
l. Conducting service activities	SERVICE	0	15	28%	10	14%	25	20%
		1-4	20	37%	34	48%	54	43%
		5-8	14	26%	11	15%	25	20%
		9-12	4	7%	10	14%	14	11%
		13-16	0	0%	3	4%	3	2%
		17-20	0	0%	2	3%	2	2%
		21-30	1	2%	0	0%	1	1%
		More than 30	0	0%	1	1%	1	1%
	Total		54	100%	71	100%	125	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.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	52	98%	64	90%	116	94%
		Classroom, auxiliary location	0	0%	1	1%	1	1%
		Distance education	1	2%	6	8%	7	6%
		Total	53	100%	71	100%	124	100%
	Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	31	58%	54	76%	85
Yes		22	42%	17	24%	39	31%	
Total		53	100%	71	100%	124	100%	
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	2	3%	2	2%
		10 to 19	7	13%	13	18%	20	16%
		20 to 29	16	29%	34	48%	50	40%
		30 to 49	29	53%	19	27%	48	38%
		50 to 99	2	4%	3	4%	5	4%
		100 or more	1	2%	0	0%	1	1%
		Total	55	100%	71	100%	126	100%
	Prior to this semester, how many times have you taught your selected course?	CT05	0	6	12%	8	12%	14
1 to 2			3	6%	14	20%	17	14%
3 to 9			16	31%	24	35%	40	33%
10 to 19			9	18%	10	14%	19	16%
20 or more			17	33%	13	19%	30	25%
Total		51	100%	69	100%	120	100%	

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	0	0%	0	0%
		1-24%	22	41%	16	23%	38	30%
		25-49%	16	30%	21	30%	37	30%
		50-74%	11	20%	14	20%	25	20%
		75% or higher	5	9%	20	28%	25	20%
		Total	54	100%	71	100%	125	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	3	6%	7	10%	10	8%
		1-24%	28	53%	33	47%	61	50%
		25-49%	12	23%	11	16%	23	19%
		50-74%	3	6%	16	23%	19	15%
		75% or higher	7	13%	3	4%	10	8%
		Total	53	100%	70	100%	123	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	2%	1	1%	2	2%
		1-24%	18	34%	20	29%	38	31%
		25-49%	16	30%	25	36%	41	34%
		50-74%	10	19%	15	22%	25	20%
		75% or higher	8	15%	8	12%	16	13%
		Total	53	100%	69	100%	122	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	20	37%	15	21%	35	28%
		25-49%	17	31%	20	29%	37	30%
		50-74%	10	19%	17	24%	27	22%
		75% or higher	7	13%	18	26%	25	20%
		Total	54	100%	70	100%	124	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	15	28%	21	30%	36	29%
		25-49%	22	42%	18	26%	40	33%
		50-74%	11	21%	21	30%	32	26%
		75% or higher	5	9%	10	14%	15	12%
		Total	53	100%	70	100%	123	100%

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About what *percent* of students in your selected course section do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	1	2%	1	1%	2	2%
		1-24%	23	43%	30	42%	53	43%
		25-49%	16	30%	23	32%	39	31%
		50-74%	8	15%	7	10%	15	12%
		75% or higher	5	9%	10	14%	15	12%
		Total	53	100%	71	100%	124	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	0	0%	6	9%	6	5%
		1-24%	30	58%	38	54%	68	56%
		25-49%	15	29%	9	13%	24	20%
		50-74%	4	8%	12	17%	16	13%
		75% or higher	3	6%	5	7%	8	7%
		Total	52	100%	70	100%	122	100%

How often do students in your selected course section engage in the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	14	26%	15	22%	29	24%
		Sometimes	12	23%	19	28%	31	26%
		Often	16	30%	20	29%	36	30%
		Very often	11	21%	14	21%	25	21%
		Total	53	100%	68	100%	121	100%
b. Work with other students on projects during class	FCLASSGR	Never	3	6%	6	9%	9	7%
		Sometimes	21	40%	25	36%	46	37%
		Often	18	34%	16	23%	34	28%
		Very often	11	21%	23	33%	34	28%
		Total	53	100%	70	100%	123	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	33	63%	38	54%	71	58%
		Sometimes	14	27%	20	29%	34	28%
		Often	4	8%	8	11%	12	10%
		Very often	1	2%	4	6%	5	4%
		Total	52	100%	70	100%	122	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	14	26%	11	16%	25	20%
		Sometimes	20	38%	20	29%	40	33%
		Often	8	15%	16	23%	24	20%
		Very often	11	21%	22	32%	33	27%
		Total	53	100%	69	100%	122	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	1	1%	1	1%
		Sometimes	5	9%	3	4%	8	7%
		Often	17	32%	25	36%	42	34%
		Very often	31	58%	41	59%	72	59%
		Total	53	100%	70	100%	123	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	7	13%	9	13%	16	13%
		Sometimes	16	30%	22	32%	38	31%
		Often	17	32%	23	34%	40	33%
		Very often	13	25%	14	21%	27	22%
		Total	53	100%	68	100%	121	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	7	13%	10	15%	17	14%
		Sometimes	16	30%	25	37%	41	34%
		Often	16	30%	21	31%	37	31%
		Very often	14	26%	12	18%	26	21%
		Total	53	100%	68	100%	121	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	2	4%	4	6%	6	5%
		1	24	48%	40	57%	64	53%
		2-3	20	40%	20	29%	40	33%
		4-6	1	2%	4	6%	5	4%
		More than 6	3	6%	2	3%	5	4%
		Total	50	100%	70	100%	120	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	50	93%	47	67%	97	78%
		1	3	6%	12	17%	15	12%
		2-3	1	2%	7	10%	8	6%
		4-6	0	0%	3	4%	3	2%
		More than 6	0	0%	1	1%	1	1%
		Total	54	100%	70	100%	124	100%
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	31	57%	24	36%	55	45%
		1	11	20%	23	34%	34	28%
		2-3	7	13%	13	19%	20	17%
		4-6	2	4%	4	6%	6	5%
		More than 6	3	6%	3	4%	6	5%
		Total	54	100%	67	100%	121	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	21	40%	18	25%	39	31%
		1	4	8%	14	20%	18	15%
		2-3	12	23%	15	21%	27	22%
		4-6	8	15%	14	20%	22	18%
		More than 6	8	15%	10	14%	18	15%
		Total	53	100%	71	100%	124	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	18	33%	25	36%	43	35%
		1-2	18	33%	22	31%	40	32%
		3-4	11	20%	13	19%	24	19%
		5-6	2	4%	3	4%	5	4%
		More than 6	5	9%	7	10%	12	10%
		Total	54	100%	70	100%	124	100%
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	29	55%	26	38%	55	45%
		1-2	14	26%	23	33%	37	30%
		3-4	6	11%	11	16%	17	14%
		5-6	3	6%	6	9%	9	7%
		More than 6	1	2%	3	4%	4	3%
		Total	53	100%	69	100%	122	100%

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Time students spend preparing for your selected course section:

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	4	8%	4	6%	8	7%
		3-4	20	38%	31	44%	51	41%
		5-6	18	34%	20	29%	38	31%
		7-8	7	13%	8	11%	15	12%
		9-10	2	4%	3	4%	5	4%
		11-12	1	2%	2	3%	3	2%
		More than 12	1	2%	2	3%	3	2%
	Total		53	100%	70	100%	123	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	1	2%	4	6%	5	4%
		1-2	32	60%	32	46%	64	52%
		3-4	10	19%	20	29%	30	24%
		5-6	5	9%	10	14%	15	12%
		7-8	5	9%	3	4%	8	7%
		9-10	0	0%	0	0%	0	0%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	1	1%	1	1%
	Total		53	100%	70	100%	123	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	15	28%	17	25%	32	26%
		Somewhat important	16	30%	20	29%	36	30%
		Important	12	22%	16	24%	28	23%
		Very important	11	20%	15	22%	26	21%
	Total		54	100%	68	100%	122	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	8	15%	9	13%	17	14%
		Somewhat important	7	13%	10	14%	17	14%
		Important	14	26%	22	31%	36	29%
		Very important	25	46%	29	41%	54	44%
		Total	54	100%	70	100%	124	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	10	19%	9	13%	19	15%
		Somewhat important	21	39%	14	20%	35	28%
		Important	12	22%	34	49%	46	37%
		Very important	11	20%	12	17%	23	19%
		Total	54	100%	69	100%	123	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	8	15%	2	3%	10	8%
		Somewhat important	10	19%	15	21%	25	20%
		Important	22	41%	27	39%	49	40%
		Very important	14	26%	26	37%	40	32%
		Total	54	100%	70	100%	124	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	8	15%	4	6%	12	10%
		Somewhat important	11	20%	16	23%	27	22%
		Important	20	37%	29	41%	49	40%
		Very important	15	28%	21	30%	36	29%
		Total	54	100%	70	100%	124	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	15	28%	16	23%	31	25%
		Somewhat important	19	35%	21	30%	40	32%
		Important	10	19%	25	36%	35	28%
		Very important	10	19%	8	11%	18	15%
		Total	54	100%	70	100%	124	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	6	11%	5	7%	11	9%
		Somewhat important	10	19%	9	13%	19	15%
		Important	19	35%	27	39%	46	37%
		Very important	19	35%	29	41%	48	39%
		Total	54	100%	70	100%	124	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	7	13%	7	10%	14	11%
		Somewhat important	8	15%	13	19%	21	17%
		Important	18	34%	26	37%	44	36%
		Very important	20	38%	24	34%	44	36%
		Total	53	100%	70	100%	123	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	2	4%	1	1%	3	2%
		Somewhat important	2	4%	6	9%	8	7%
		Important	14	26%	21	30%	35	29%
		Very important	35	66%	41	59%	76	62%
		Total	53	100%	69	100%	122	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	2%	1	1%	2	2%
		1-9%	4	7%	6	9%	10	8%
		10-19%	4	7%	8	12%	12	10%
		20-29%	10	19%	9	13%	19	15%
		30-39%	5	9%	11	16%	16	13%
		40-49%	10	19%	12	17%	22	18%
		50-74%	10	19%	13	19%	23	19%
		75% or more	10	19%	9	13%	19	15%
		Total	54	100%	69	100%	123	100%
b. Teacher-led discussion	TEACHLED	0%	4	7%	0	0%	4	3%
		1-9%	5	9%	8	12%	13	11%
		10-19%	14	26%	17	25%	31	25%
		20-29%	15	28%	12	17%	27	22%
		30-39%	5	9%	14	20%	19	15%
		40-49%	5	9%	9	13%	14	11%
		50-74%	4	7%	5	7%	9	7%
		75% or more	2	4%	4	6%	6	5%
		Total	54	100%	69	100%	123	100%

FSSE 2012 Frequency Distributions
Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	10	19%	10	14%	20	16%
		1-9%	14	26%	14	20%	28	23%
		10-19%	14	26%	12	17%	26	21%
		20-29%	7	13%	10	14%	17	14%
		30-39%	3	6%	7	10%	10	8%
		40-49%	3	6%	7	10%	10	8%
		50-74%	2	4%	5	7%	7	6%
		75% or more	0	0%	4	6%	4	3%
		Total	53	100%	69	100%	122	100%
d. Student computer use	COMPMED	0%	25	47%	25	36%	50	41%
		1-9%	8	15%	11	16%	19	16%
		10-19%	4	8%	7	10%	11	9%
		20-29%	4	8%	4	6%	8	7%
		30-39%	4	8%	2	3%	6	5%
		40-49%	2	4%	4	6%	6	5%
		50-74%	2	4%	7	10%	9	7%
		75% or more	4	8%	9	13%	13	11%
		Total	53	100%	69	100%	122	100%
e. Small group activities	GROUPSML	0%	12	23%	8	11%	20	16%
		1-9%	13	25%	25	36%	38	31%
		10-19%	10	19%	12	17%	22	18%
		20-29%	8	15%	8	11%	16	13%
		30-39%	3	6%	6	9%	9	7%
		40-49%	5	9%	1	1%	6	5%
		50-74%	1	2%	7	10%	8	7%
		75% or more	1	2%	3	4%	4	3%
		Total	53	100%	70	100%	123	100%

FSSE 2012 Frequency Distributions
Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	20	38%	14	20%	34	28%
		1-9%	11	21%	18	26%	29	24%
		10-19%	11	21%	16	23%	27	22%
		20-29%	4	8%	7	10%	11	9%
		30-39%	2	4%	8	12%	10	8%
		40-49%	1	2%	2	3%	3	2%
		50-74%	2	4%	4	6%	6	5%
		75% or more	2	4%	0	0%	2	2%
		Total	53	100%	69	100%	122	100%
g. In-class writing	CLSWRITE	0%	26	49%	28	40%	54	44%
		1-9%	10	19%	22	31%	32	26%
		10-19%	8	15%	6	9%	14	11%
		20-29%	6	11%	7	10%	13	11%
		30-39%	2	4%	2	3%	4	3%
		40-49%	1	2%	0	0%	1	1%
		50-74%	0	0%	2	3%	2	2%
		75% or more	0	0%	3	4%	3	2%
		Total	53	100%	70	100%	123	100%
h. Testing and evaluation	TESTEVAL	0%	3	6%	5	7%	8	7%
		1-9%	15	28%	21	30%	36	29%
		10-19%	18	34%	23	33%	41	33%
		20-29%	11	21%	8	11%	19	15%
		30-39%	3	6%	3	4%	6	5%
		40-49%	2	4%	5	7%	7	6%
		50-74%	0	0%	1	1%	1	1%
		75% or more	1	2%	4	6%	5	4%
		Total	53	100%	70	100%	123	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	46	87%	61	90%	107	88%
		1-9%	2	4%	2	3%	4	3%
		10-19%	0	0%	1	1%	1	1%
		20-29%	1	2%	0	0%	1	1%
		30-39%	1	2%	1	1%	2	2%
		40-49%	2	4%	0	0%	2	2%
		50-74%	0	0%	1	1%	1	1%
		75% or more	1	2%	2	3%	3	2%
		Total	53	100%	68	100%	121	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	26	50%	32	46%	58	48%
		1-9%	1	2%	4	6%	5	4%
		10-19%	4	8%	2	3%	6	5%
		20-29%	4	8%	6	9%	10	8%
		30-39%	6	12%	9	13%	15	12%
		40-49%	4	8%	4	6%	8	7%
		50-74%	4	8%	9	13%	13	11%
		75% or more	3	6%	4	6%	7	6%
		Total	52	100%	70	100%	122	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	2	4%	2	3%	4	3%
		4	2	4%	3	4%	5	4%
		5	10	19%	11	16%	21	17%
		6	23	44%	36	51%	59	48%
		Very much	15	29%	18	26%	33	27%
		Total	52	100%	70	100%	122	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	19	35%	17	25%	36	30%
		Some	19	35%	37	54%	56	46%
		Quite a bit	9	17%	9	13%	18	15%
		Very much	7	13%	5	7%	12	10%
		Total	54	100%	68	100%	122	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	1	2%	0	0%	1	1%
		Some	2	4%	5	7%	7	6%
		Quite a bit	17	32%	20	30%	37	31%
		Very much	33	62%	42	63%	75	63%
		Total	53	100%	67	100%	120	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	0	0%	0	0%
		Some	4	7%	8	12%	12	10%
		Quite a bit	21	39%	21	31%	42	34%
		Very much	29	54%	39	57%	68	56%
		Total	54	100%	68	100%	122	100%
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	4	7%	2	3%	6	5%
		Some	8	15%	12	18%	20	17%
		Quite a bit	20	37%	23	34%	43	36%
		Very much	22	41%	30	45%	52	43%
		Total	54	100%	67	100%	121	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	0	0%	1	1%	1	1%
		Some	4	7%	5	7%	9	7%
		Quite a bit	14	26%	23	34%	37	30%
		Very much	36	67%	39	57%	75	61%
		Total	54	100%	68	100%	122	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	5	9%	8	12%	13	11%
		Some	18	33%	12	18%	30	25%
		Quite a bit	13	24%	24	36%	37	31%
		Very much	18	33%	22	33%	40	33%
		Total	54	100%	66	100%	120	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	6	11%	4	6%	10	8%
		Some	15	28%	19	28%	34	28%
		Quite a bit	18	33%	21	31%	39	32%
		Very much	15	28%	24	35%	39	32%
		Total	54	100%	68	100%	122	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	1	2%	1	1%	2	2%
		Quite a bit	12	23%	19	28%	31	26%
		Very much	40	75%	48	71%	88	73%
		Total	53	100%	68	100%	121	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	14	27%	8	12%	22	18%
		Some	7	13%	16	24%	23	19%
		Quite a bit	9	17%	19	28%	28	23%
		Very much	22	42%	25	37%	47	39%
		Total	52	100%	68	100%	120	100%
e. Using computing and information technology	FGNCMPTS	Very little	9	17%	11	17%	20	17%
		Some	14	26%	13	20%	27	23%
		Quite a bit	16	30%	20	30%	36	30%
		Very much	15	28%	22	33%	37	31%
		Total	54	100%	66	100%	120	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	1	2%	4	6%	5	4%
		Some	17	31%	13	19%	30	25%
		Quite a bit	19	35%	26	38%	45	37%
		Very much	17	31%	25	37%	42	34%
		Total	54	100%	68	100%	122	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	1	1%	1	1%
		Some	7	13%	7	10%	14	12%
		Quite a bit	18	34%	25	37%	43	36%
		Very much	28	53%	35	51%	63	52%
		Total	53	100%	68	100%	121	100%
h. Understanding themselves	FGNSELF	Very little	7	13%	4	6%	11	9%
		Some	17	32%	21	33%	38	33%
		Quite a bit	14	26%	14	22%	28	24%
		Very much	15	28%	24	38%	39	34%
		Total	53	100%	63	100%	116	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	14	26%	13	20%	27	23%
		Some	11	21%	23	35%	34	29%
		Quite a bit	15	28%	19	29%	34	29%
		Very much	13	25%	11	17%	24	20%
		Total	53	100%	66	100%	119	100%
j. Solving complex real-world problems	FGNPROBS	Very little	2	4%	1	1%	3	2%
		Some	7	13%	14	21%	21	17%
		Quite a bit	23	43%	19	28%	42	35%
		Very much	22	41%	33	49%	55	45%
		Total	54	100%	67	100%	121	100%

FSSE 2012 Frequency Distributions

Farmingdale State College of the State University of New York

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	4	7%	7	10%	11	9%
		Some	18	33%	14	21%	32	26%
		Quite a bit	16	30%	20	30%	36	30%
		Very much	16	30%	26	39%	42	35%
		Total	54	100%	67	100%	121	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	32	59%	34	52%	66	55%
		Some	12	22%	21	32%	33	28%
		Quite a bit	6	11%	7	11%	13	11%
		Very much	4	7%	4	6%	8	7%
		Total	54	100%	66	100%	120	100%
m. Acquiring a broad general education	FGNGENLE	Very little	7	13%	7	10%	14	12%
		Some	16	30%	18	27%	34	28%
		Quite a bit	15	28%	26	39%	41	34%
		Very much	15	28%	16	24%	31	26%
		Total	53	100%	67	100%	120	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	1	2%	1	1%	2	2%
		Some	5	9%	10	15%	15	12%
		Quite a bit	17	31%	13	19%	30	25%
		Very much	31	57%	43	64%	74	61%
		Total	54	100%	67	100%	121	100%
Disciplinary Area: Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.	DISCAREA	Arts and Humanities	10	19%	8	12%	18	15%
		Biological Sciences	1	2%	5	7%	6	5%
		Business	4	7%	7	10%	11	9%
		Education	0	0%	0	0%	0	0%
		Engineering	5	9%	9	13%	14	11%
		Physical Sciences	5	9%	6	9%	11	9%
		Professional (other)	12	22%	14	21%	26	21%
		Social Sciences	8	15%	5	7%	13	11%
		Other	9	17%	14	21%	23	19%
		Total	54	100%	68	100%	122	100%

Baccalaureate Colleges Diverse Fields

Frequency Distributions

August 2012

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	4	1%	3	1%	7	1%
		Somewhat important	32	9%	27	7%	59	8%
		Important	103	29%	91	22%	194	25%
		Very important	213	61%	291	71%	504	66%
		Total	352	100%	412	100%	764	100%
b. Community service or volunteer work	FVOLUNTR	Not important	14	4%	17	4%	31	4%
		Somewhat important	86	24%	92	22%	178	23%
		Important	137	39%	164	40%	301	39%
		Very important	117	33%	140	34%	257	34%
		Total	354	100%	413	100%	767	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	53	15%	57	14%	110	14%
		Somewhat important	114	32%	138	34%	252	33%
		Important	118	33%	131	32%	249	33%
		Very important	69	19%	81	20%	150	20%
		Total	354	100%	407	100%	761	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	45	13%	51	12%	96	12%
		Somewhat important	123	35%	130	31%	253	33%
		Important	131	37%	132	32%	263	34%
		Very important	57	16%	100	24%	157	20%
		Total	356	100%	413	100%	769	100%
e. Foreign language coursework	FFORLANG	Not important	53	15%	60	15%	113	15%
		Somewhat important	134	38%	147	36%	281	37%
		Important	98	28%	124	30%	222	29%
		Very important	67	19%	79	19%	146	19%
		Total	352	100%	410	100%	762	100%
f. Study abroad	FSTUDYAB	Not important	72	20%	83	20%	155	20%
		Somewhat important	140	40%	149	36%	289	38%
		Important	83	23%	116	28%	199	26%
		Very important	59	17%	63	15%	122	16%
		Total	354	100%	411	100%	765	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	100	29%	118	29%	218	29%
		Somewhat important	148	42%	163	40%	311	41%
		Important	83	24%	95	23%	178	24%
		Very important	19	5%	31	8%	50	7%
		Total	350	100%	407	100%	757	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	12	3%	6	1%	18	2%
		Somewhat important	37	10%	37	9%	74	10%
		Important	90	25%	100	24%	190	25%
		Very important	216	61%	270	65%	486	63%
		Total	355	100%	413	100%	768	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	1	0%	1	0%
		2	3	1%	3	1%	6	1%
		3	9	3%	5	1%	14	2%
		4	38	11%	46	11%	84	11%
		5	88	25%	98	24%	186	24%
		6	162	46%	173	42%	335	44%
		Friendly, Supportive, Sense of Belonging	55	15%	87	21%	142	18%
		Total	355	100%	413	100%	768	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	4	1%	4	1%
		2	4	1%	3	1%	7	1%
		3	8	2%	8	2%	16	2%
		4	31	9%	36	9%	67	9%
		5	79	22%	85	20%	164	21%
		6	153	43%	169	41%	322	42%
		Available, Helpful, Sympathetic	80	23%	110	27%	190	25%
		Total	355	100%	415	100%	770	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

Student relationships with administrative personnel and offices	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVADM	Unhelpful, Inconsiderate, Rigid	8	2%	9	2%	17	2%
	2		19	5%	28	7%	47	6%
	3		37	10%	37	9%	74	10%
	4		75	21%	100	24%	175	23%
	5		102	29%	95	23%	197	26%
	6		80	23%	95	23%	175	23%
		Helpful, Considerate, Flexible	33	9%	47	11%	80	10%
		Total	354	100%	411	100%	765	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVSCO	Very little	21	6%	16	4%	37	5%
		Some	102	29%	105	26%	207	27%
		Quite a bit	143	41%	170	42%	313	41%
		Very much	87	25%	117	29%	204	27%
		Total	353	100%	408	100%	761	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	9	3%	8	2%	17	2%
		Some	57	16%	70	17%	127	17%
		Quite a bit	149	42%	163	40%	312	41%
		Very much	139	39%	169	41%	308	40%
		Total	354	100%	410	100%	764	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	30	8%	28	7%	58	8%
		Some	111	31%	144	35%	255	34%
		Quite a bit	137	39%	138	34%	275	36%
		Very much	75	21%	97	24%	172	23%
		Total	353	100%	407	100%	760	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	39	11%	44	11%	83	11%
		Some	148	42%	176	43%	324	42%
		Quite a bit	124	35%	132	32%	256	34%
		Very much	43	12%	58	14%	101	13%
		Total	354	100%	410	100%	764	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	21	6%	35	9%	56	7%
		Some	145	42%	170	42%	315	42%
		Quite a bit	137	39%	135	33%	272	36%
		Very much	46	13%	66	16%	112	15%
		Total	349	100%	406	100%	755	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	5	1%	15	4%	20	3%
		Some	89	25%	107	26%	196	26%
		Quite a bit	165	47%	172	42%	337	44%
		Very much	94	27%	117	28%	211	28%
		Total	353	100%	411	100%	764	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	21	6%	22	5%	43	6%
		Some	88	25%	105	26%	193	25%
		Quite a bit	152	43%	176	43%	328	43%
		Very much	94	26%	104	26%	198	26%
		Total	355	100%	407	100%	762	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	8	2%	6	1%	14	2%
		Some	43	12%	43	10%	86	11%
		Quite a bit	115	32%	130	31%	245	32%
		Very much	188	53%	234	57%	422	55%
		Total	354	100%	413	100%	767	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	4	1%	4	1%
		1-4	48	13%	58	14%	106	14%
		5-8	54	15%	65	16%	119	15%
		9-12	114	32%	163	40%	277	36%
		13-16	84	24%	79	19%	163	21%
		17-20	35	10%	18	4%	53	7%
		21-30	17	5%	16	4%	33	4%
		More than 30	4	1%	9	2%	13	2%
	Total		356	100%	412	100%	768	100%
b. Grading papers and exams	GRADEPAP	0	3	1%	2	0%	5	1%
		1-4	127	36%	135	33%	262	34%
		5-8	106	30%	145	35%	251	33%
		9-12	63	18%	60	15%	123	16%
		13-16	27	8%	38	9%	65	8%
		17-20	14	4%	19	5%	33	4%
		21-30	10	3%	8	2%	18	2%
		More than 30	6	2%	5	1%	11	1%
	Total		356	100%	412	100%	768	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	5	1%	0	0%	5	1%
		1-4	164	46%	185	45%	349	46%
		5-8	105	30%	142	34%	247	32%
		9-12	46	13%	44	11%	90	12%
		13-16	14	4%	20	5%	34	4%
		17-20	9	3%	10	2%	19	2%
		21-30	8	2%	8	2%	16	2%
		More than 30	4	1%	3	1%	7	1%
	Total		355	100%	412	100%	767	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	2	0%	2	0%
		1-4	70	20%	69	17%	139	18%
		5-8	108	30%	153	37%	261	34%
		9-12	97	27%	91	22%	188	24%
		13-16	39	11%	51	12%	90	12%
		17-20	21	6%	24	6%	45	6%
		21-30	12	3%	14	3%	26	3%
		More than 30	9	3%	9	2%	18	2%
		Total	356	100%	413	100%	769	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	4	1%	3	1%	7	1%
		1-4	194	55%	235	58%	429	56%
		5-8	105	30%	103	25%	208	27%
		9-12	22	6%	42	10%	64	8%
		13-16	10	3%	4	1%	14	2%
		17-20	5	1%	10	2%	15	2%
		21-30	3	1%	4	1%	7	1%
		More than 30	9	3%	7	2%	16	2%
		Total	352	100%	408	100%	760	100%
f. Research and scholarly activities	SCHOLAR	0	37	10%	21	5%	58	8%
		1-4	145	41%	175	43%	320	42%
		5-8	109	31%	114	28%	223	29%
		9-12	30	8%	38	9%	68	9%
		13-16	11	3%	21	5%	32	4%
		17-20	11	3%	19	5%	30	4%
		21-30	7	2%	8	2%	15	2%
		More than 30	4	1%	14	3%	18	2%
		Total	354	100%	410	100%	764	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	162	46%	148	36%	310	41%
		1-4	134	38%	165	40%	299	39%
		5-8	39	11%	59	14%	98	13%
		9-12	12	3%	19	5%	31	4%
		13-16	3	1%	6	1%	9	1%
		17-20	1	0%	5	1%	6	1%
		21-30	2	1%	4	1%	6	1%
		More than 30	0	0%	4	1%	4	1%
		Total	353	100%	410	100%	763	100%
h. Advising undergraduate students	ADVISE	0	64	18%	50	12%	114	15%
		1-4	183	52%	217	53%	400	52%
		5-8	56	16%	76	19%	132	17%
		9-12	28	8%	34	8%	62	8%
		13-16	11	3%	16	4%	27	4%
		17-20	5	1%	8	2%	13	2%
		21-30	6	2%	3	1%	9	1%
		More than 30	1	0%	6	1%	7	1%
		Total	354	100%	410	100%	764	100%
i. Supervising internships or other field experiences	FIELDEXP	0	239	68%	215	53%	454	60%
		1-4	72	20%	103	25%	175	23%
		5-8	29	8%	49	12%	78	10%
		9-12	8	2%	19	5%	27	4%
		13-16	2	1%	12	3%	14	2%
		17-20	2	1%	5	1%	7	1%
		21-30	0	0%	4	1%	4	1%
		More than 30	0	0%	2	0%	2	0%
		Total	352	100%	409	100%	761	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	110	31%	126	31%	236	31%
		1-4	194	55%	212	52%	406	53%
		5-8	26	7%	47	11%	73	10%
		9-12	10	3%	13	3%	23	3%
		13-16	8	2%	5	1%	13	2%
		17-20	4	1%	2	0%	6	1%
		21-30	0	0%	2	0%	2	0%
		More than 30	1	0%	3	1%	4	1%
		Total	353	100%	410	100%	763	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	44	12%	65	16%	109	14%
		1-4	219	62%	241	59%	460	60%
		5-8	46	13%	59	14%	105	14%
		9-12	24	7%	27	7%	51	7%
		13-16	11	3%	6	1%	17	2%
		17-20	5	1%	3	1%	8	1%
		21-30	2	1%	4	1%	6	1%
		More than 30	3	1%	4	1%	7	1%
		Total	354	100%	409	100%	763	100%
l. Conducting service activities	SERVICE	0	147	42%	141	34%	288	38%
		1-4	138	39%	179	44%	317	41%
		5-8	46	13%	56	14%	102	13%
		9-12	13	4%	22	5%	35	5%
		13-16	6	2%	4	1%	10	1%
		17-20	2	1%	5	1%	7	1%
		21-30	1	0%	1	0%	2	0%
		More than 30	1	0%	3	1%	4	1%
		Total	354	100%	411	100%	765	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	340	97%	375	91%	715	94%
		Classroom, auxiliary location	6	2%	16	4%	22	3%
		Distance education	5	1%	22	5%	27	4%
		Total	351	100%	413	100%	764	100%
	GENEDREQ	No	111	32%	283	68%	394	51%
Does your selected course section fulfill a general education requirement on your campus?		Yes	241	68%	131	32%	372	49%
		Total	352	100%	414	100%	766	100%
How many students are enrolled in your selected course section?	CS05	9 or less	27	8%	56	14%	83	11%
		10 to 19	96	27%	148	36%	244	32%
		20 to 29	121	34%	121	29%	242	32%
		30 to 49	81	23%	66	16%	147	19%
		50 to 99	21	6%	15	4%	36	5%
		100 or more	9	3%	5	1%	14	2%
		Total	355	100%	411	100%	766	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	27	8%	46	11%	73	10%
		1 to 2	34	10%	71	17%	105	14%
		3 to 9	126	37%	153	38%	279	37%
		10 to 19	65	19%	65	16%	130	17%
		20 or more	89	26%	72	18%	161	22%
		Total	341	100%	407	100%	748	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	0%	1	0%	2	0%
		1-24%	138	39%	106	26%	244	32%
		25-49%	92	26%	97	24%	189	25%
		50-74%	82	23%	94	23%	176	23%
		75% or higher	39	11%	109	27%	148	19%
		Total	352	100%	407	100%	759	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	9	3%	22	5%	31	4%
		1-24%	125	36%	196	48%	321	42%
		25-49%	107	30%	84	20%	191	25%
		50-74%	61	17%	74	18%	135	18%
		75% or higher	49	14%	34	8%	83	11%
		Total	351	100%	410	100%	761	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	12	3%	8	2%	20	3%
		1-24%	155	44%	129	32%	284	38%
		25-49%	96	27%	116	29%	212	28%
		50-74%	59	17%	108	27%	167	22%
		75% or higher	28	8%	41	10%	69	9%
		Total	350	100%	402	100%	752	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	0%	1	0%	2	0%
		1-24%	130	37%	102	25%	232	30%
		25-49%	87	25%	94	23%	181	24%
		50-74%	83	23%	98	24%	181	24%
		75% or higher	53	15%	115	28%	168	22%
		Total	354	100%	410	100%	764	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	3	1%	3	1%	6	1%
		1-24%	132	38%	118	29%	250	33%
		25-49%	105	30%	102	25%	207	27%
		50-74%	78	22%	104	25%	182	24%
		75% or higher	34	10%	82	20%	116	15%
		Total	352	100%	409	100%	761	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	29	8%	11	3%	40	5%
		1-24%	180	51%	153	37%	333	44%
		25-49%	58	16%	98	24%	156	20%
		50-74%	42	12%	66	16%	108	14%
		75% or higher	44	12%	82	20%	126	17%
		Total	353	100%	410	100%	763	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	31	9%	22	5%	53	7%
		1-24%	194	55%	192	47%	386	51%
		25-49%	76	22%	87	21%	163	21%
		50-74%	35	10%	66	16%	101	13%
		75% or higher	16	5%	40	10%	56	7%
		Total	352	100%	407	100%	759	100%

How often do students in your selected course section engage in the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	77	22%	72	18%	149	20%
		Sometimes	92	26%	111	28%	203	27%
		Often	88	25%	103	26%	191	25%
		Very often	94	27%	117	29%	211	28%
		Total	351	100%	403	100%	754	100%
b. Work with other students on projects during class	FCLASSGR	Never	44	13%	40	10%	84	11%
		Sometimes	126	36%	112	28%	238	32%
		Often	101	29%	119	30%	220	29%
		Very often	81	23%	131	33%	212	28%
		Total	352	100%	402	100%	754	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	221	64%	224	56%	445	59%
		Sometimes	80	23%	101	25%	181	24%
		Often	22	6%	44	11%	66	9%
		Very often	24	7%	33	8%	57	8%
		Total	347	100%	402	100%	749	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	86	24%	76	19%	162	21%
		Sometimes	109	31%	100	25%	209	28%
		Often	74	21%	91	22%	165	22%
		Very often	83	24%	140	34%	223	29%
		Total	352	100%	407	100%	759	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	5	1%	2	0%	7	1%
		Sometimes	37	11%	24	6%	61	8%
		Often	128	37%	151	37%	279	37%
		Very often	179	51%	232	57%	411	54%
		Total	349	100%	409	100%	758	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	60	17%	81	20%	141	19%
		Sometimes	146	42%	146	36%	292	39%
		Often	85	24%	91	23%	176	23%
		Very often	57	16%	86	21%	143	19%
		Total	348	100%	404	100%	752	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	56	16%	70	17%	126	17%
		Sometimes	147	42%	155	39%	302	40%
		Often	82	24%	99	25%	181	24%
		Very often	63	18%	77	19%	140	19%
		Total	348	100%	401	100%	749	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	17	5%	15	4%	32	4%
		1	194	57%	208	54%	402	56%
		2-3	106	31%	124	32%	230	32%
		4-6	13	4%	22	6%	35	5%
		More than 6	9	3%	14	4%	23	3%
		Total	339	100%	383	100%	722	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	316	91%	288	71%	604	80%
		1	23	7%	75	19%	98	13%
		2-3	7	2%	28	7%	35	5%
		4-6	1	0%	10	2%	11	1%
		More than 6	2	1%	3	1%	5	1%
		Total	349	100%	404	100%	753	100%
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	176	51%	130	33%	306	41%
		1	85	24%	121	30%	206	28%
		2-3	59	17%	101	25%	160	21%
		4-6	16	5%	34	9%	50	7%
		More than 6	12	3%	11	3%	23	3%
		Total	348	100%	397	100%	745	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSM1	None	89	25%	95	23%	184	24%
		1	38	11%	67	17%	105	14%
		2-3	99	28%	92	23%	191	25%
		4-6	59	17%	71	18%	130	17%
		More than 6	65	19%	80	20%	145	19%
		Total	350	100%	405	100%	755	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	119	34%	125	31%	244	32%
		1-2	137	39%	162	41%	299	40%
		3-4	59	17%	66	17%	125	17%
		5-6	9	3%	15	4%	24	3%
		More than 6	28	8%	32	8%	60	8%
		Total	352	100%	400	100%	752	100%
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	141	41%	185	47%	326	44%
		1-2	125	36%	124	31%	249	34%
		3-4	50	15%	44	11%	94	13%
		5-6	11	3%	19	5%	30	4%
		More than 6	17	5%	23	6%	40	5%
		Total	344	100%	395	100%	739	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	1	0%	1	0%
		1-2	33	9%	26	6%	59	8%
		3-4	112	32%	149	37%	261	35%
		5-6	115	33%	120	30%	235	31%
		7-8	52	15%	64	16%	116	15%
		9-10	23	7%	22	5%	45	6%
		11-12	6	2%	13	3%	19	3%
		More than 12	9	3%	11	3%	20	3%
	Total		350	100%	406	100%	756	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	15	4%	12	3%	27	4%
		1-2	200	57%	197	49%	397	53%
		3-4	99	28%	119	29%	218	29%
		5-6	19	5%	46	11%	65	9%
		7-8	15	4%	21	5%	36	5%
		9-10	0	0%	4	1%	4	1%
		11-12	0	0%	1	0%	1	0%
		More than 12	1	0%	6	1%	7	1%
	Total		349	100%	406	100%	755	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	103	30%	87	22%	190	26%
		Somewhat important	80	23%	93	23%	173	23%
		Important	71	21%	116	29%	187	25%
		Very important	90	26%	104	26%	194	26%
	Total		344	100%	400	100%	744	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	60	17%	28	7%	88	12%
		Somewhat important	45	13%	38	9%	83	11%
		Important	86	25%	109	27%	195	26%
		Very important	157	45%	228	57%	385	51%
		Total	348	100%	403	100%	751	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	78	22%	57	14%	135	18%
		Somewhat important	101	29%	108	27%	209	28%
		Important	96	28%	137	34%	233	31%
		Very important	73	21%	99	25%	172	23%
		Total	348	100%	401	100%	749	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	54	16%	20	5%	74	10%
		Somewhat important	79	23%	78	19%	157	21%
		Important	126	37%	160	40%	286	38%
		Very important	86	25%	145	36%	231	31%
		Total	345	100%	403	100%	748	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	46	13%	42	11%	88	12%
		Somewhat important	92	27%	103	26%	195	26%
		Important	127	37%	147	37%	274	37%
		Very important	82	24%	108	27%	190	25%
		Total	347	100%	400	100%	747	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	107	31%	108	27%	215	29%
		Somewhat important	113	32%	137	34%	250	33%
		Important	79	23%	106	27%	185	25%
		Very important	50	14%	49	12%	99	13%
		Total	349	100%	400	100%	749	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	30	9%	29	7%	59	8%
		Somewhat important	53	15%	61	15%	114	15%
		Important	111	32%	122	30%	233	31%
		Very important	153	44%	189	47%	342	46%
		Total	347	100%	401	100%	748	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	36	10%	39	10%	75	10%
		Somewhat important	56	16%	53	13%	109	15%
		Important	89	26%	116	29%	205	28%
		Very important	162	47%	193	48%	355	48%
		Total	343	100%	401	100%	744	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	1%	7	2%	10	1%
		Somewhat important	30	9%	26	7%	56	8%
		Important	99	29%	107	27%	206	28%
		Very important	214	62%	258	65%	472	63%
		Total	346	100%	398	100%	744	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	10	3%	6	1%	16	2%
		1-9%	30	9%	37	9%	67	9%
		10-19%	43	12%	52	13%	95	13%
		20-29%	45	13%	63	16%	108	14%
		30-39%	33	9%	49	12%	82	11%
		40-49%	47	14%	68	17%	115	15%
		50-74%	89	26%	81	20%	170	23%
		75% or more	51	15%	47	12%	98	13%
		Total	348	100%	403	100%	751	100%
b. Teacher-led discussion	TEACHLED	0%	8	2%	7	2%	15	2%
		1-9%	58	17%	42	11%	100	13%
		10-19%	75	22%	102	26%	177	24%
		20-29%	75	22%	82	21%	157	21%
		30-39%	45	13%	60	15%	105	14%
		40-49%	35	10%	43	11%	78	10%
		50-74%	34	10%	35	9%	69	9%
		75% or more	17	5%	29	7%	46	6%
		Total	347	100%	400	100%	747	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	66	19%	48	12%	114	15%
		1-9%	91	27%	81	20%	172	23%
		10-19%	71	21%	75	19%	146	20%
		20-29%	55	16%	63	16%	118	16%
		30-39%	27	8%	46	12%	73	10%
		40-49%	14	4%	38	10%	52	7%
		50-74%	12	4%	31	8%	43	6%
		75% or more	6	2%	17	4%	23	3%
	Total		342	100%	399	100%	741	100%
d. Student computer use	COMPMED	0%	145	42%	147	37%	292	39%
		1-9%	87	25%	91	23%	178	24%
		10-19%	40	12%	47	12%	87	12%
		20-29%	19	6%	29	7%	48	6%
		30-39%	13	4%	14	4%	27	4%
		40-49%	8	2%	22	6%	30	4%
		50-74%	10	3%	20	5%	30	4%
		75% or more	22	6%	30	8%	52	7%
	Total		344	100%	400	100%	744	100%
e. Small group activities	GROUPSML	0%	68	20%	75	19%	143	19%
		1-9%	88	25%	82	20%	170	23%
		10-19%	75	22%	79	20%	154	21%
		20-29%	46	13%	67	17%	113	15%
		30-39%	26	8%	45	11%	71	9%
		40-49%	18	5%	19	5%	37	5%
		50-74%	13	4%	21	5%	34	5%
		75% or more	12	3%	14	3%	26	3%
	Total		346	100%	402	100%	748	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	123	36%	81	20%	204	27%
		1-9%	84	24%	85	21%	169	23%
		10-19%	70	20%	107	27%	177	24%
		20-29%	34	10%	62	16%	96	13%
		30-39%	15	4%	33	8%	48	6%
		40-49%	8	2%	15	4%	23	3%
		50-74%	8	2%	12	3%	20	3%
		75% or more	4	1%	3	1%	7	1%
	Total		346	100%	398	100%	744	100%
g. In-class writing	CLSWRITE	0%	137	40%	163	41%	300	40%
		1-9%	104	30%	110	28%	214	29%
		10-19%	53	15%	65	16%	118	16%
		20-29%	25	7%	29	7%	54	7%
		30-39%	15	4%	12	3%	27	4%
		40-49%	9	3%	4	1%	13	2%
		50-74%	1	0%	9	2%	10	1%
		75% or more	1	0%	8	2%	9	1%
	Total		345	100%	400	100%	745	100%
h. Testing and evaluation	TESTEVAL	0%	28	8%	38	9%	66	9%
		1-9%	113	33%	110	27%	223	30%
		10-19%	109	32%	126	31%	235	31%
		20-29%	63	18%	63	16%	126	17%
		30-39%	10	3%	21	5%	31	4%
		40-49%	10	3%	18	4%	28	4%
		50-74%	6	2%	14	3%	20	3%
		75% or more	7	2%	12	3%	19	3%
	Total		346	100%	402	100%	748	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	273	82%	345	87%	618	85%
		1-9%	22	7%	20	5%	42	6%
		10-19%	11	3%	9	2%	20	3%
		20-29%	7	2%	6	2%	13	2%
		30-39%	4	1%	7	2%	11	2%
		40-49%	5	2%	0	0%	5	1%
		50-74%	1	0%	1	0%	2	0%
		75% or more	10	3%	8	2%	18	2%
	Total		333	100%	396	100%	729	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	175	51%	191	48%	366	49%
		1-9%	37	11%	39	10%	76	10%
		10-19%	37	11%	29	7%	66	9%
		20-29%	27	8%	43	11%	70	9%
		30-39%	18	5%	29	7%	47	6%
		40-49%	15	4%	25	6%	40	5%
		50-74%	20	6%	28	7%	48	6%
		75% or more	12	4%	17	4%	29	4%
	Total		341	100%	401	100%	742	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	2	1%	1	0%	3	0%
		2	3	1%	2	1%	5	1%
		3	2	1%	5	1%	7	1%
		4	36	10%	27	7%	63	8%
		5	74	21%	82	21%	156	21%
		6	150	43%	174	44%	324	44%
		Very much	78	23%	107	27%	185	25%
	Total		345	100%	398	100%	743	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	90	26%	142	36%	232	31%
		Some	126	37%	161	41%	287	39%
		Quite a bit	88	26%	75	19%	163	22%
		Very much	40	12%	18	5%	58	8%
		Total	344	100%	396	100%	740	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	6	2%	1	0%	7	1%
		Some	27	8%	26	7%	53	7%
		Quite a bit	135	40%	143	36%	278	38%
		Very much	173	51%	227	57%	400	54%
		Total	341	100%	397	100%	738	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	10	3%	5	1%	15	2%
		Some	38	11%	32	8%	70	9%
		Quite a bit	135	39%	138	35%	273	37%
		Very much	159	46%	224	56%	383	52%
		Total	342	100%	399	100%	741	100%
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	22	6%	14	4%	36	5%
		Some	67	20%	58	15%	125	17%
		Quite a bit	119	35%	122	31%	241	33%
		Very much	134	39%	202	51%	336	46%
		Total	342	100%	396	100%	738	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	8	2%	7	2%	15	2%
		Some	44	13%	25	6%	69	9%
		Quite a bit	109	32%	106	27%	215	29%
		Very much	180	53%	258	65%	438	59%
		Total	341	100%	396	100%	737	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	42	12%	36	9%	78	11%
		Some	87	25%	65	17%	152	21%
		Quite a bit	85	25%	127	32%	212	29%
		Very much	130	38%	163	42%	293	40%
		Total	344	100%	391	100%	735	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	57	17%	33	8%	90	12%
		Some	95	28%	98	25%	193	26%
		Quite a bit	96	28%	131	33%	227	31%
		Very much	94	27%	131	33%	225	31%
		Total	342	100%	393	100%	735	100%
c. Thinking critically and analytically	FGNANALY	Very little	2	1%	2	1%	4	1%
		Some	17	5%	5	1%	22	3%
		Quite a bit	97	29%	94	24%	191	26%
		Very much	224	66%	291	74%	515	70%
		Total	340	100%	392	100%	732	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	104	30%	93	24%	197	27%
		Some	76	22%	86	22%	162	22%
		Quite a bit	58	17%	88	22%	146	20%
		Very much	105	31%	127	32%	232	31%
		Total	343	100%	394	100%	737	100%
e. Using computing and information technology	FGNCMPTS	Very little	62	18%	58	15%	120	16%
		Some	126	37%	123	31%	249	34%
		Quite a bit	74	22%	108	28%	182	25%
		Very much	78	23%	102	26%	180	25%
		Total	340	100%	391	100%	731	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	32	9%	30	8%	62	8%
		Some	104	30%	81	21%	185	25%
		Quite a bit	110	32%	123	31%	233	32%
		Very much	98	28%	161	41%	259	35%
		Total	344	100%	395	100%	739	100%
g. Learning effectively on their own	FGNINQ	Very little	3	1%	3	1%	6	1%
		Some	41	12%	57	14%	98	13%
		Quite a bit	138	40%	156	39%	294	40%
		Very much	161	47%	179	45%	340	46%
		Total	343	100%	395	100%	738	100%
h. Understanding themselves	FGNSELF	Very little	38	11%	45	12%	83	11%
		Some	98	29%	100	26%	198	27%
		Quite a bit	94	28%	108	28%	202	28%
		Very much	108	32%	132	34%	240	33%
		Total	338	100%	385	100%	723	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	77	23%	87	22%	164	22%
		Some	89	26%	94	24%	183	25%
		Quite a bit	75	22%	96	25%	171	23%
		Very much	99	29%	114	29%	213	29%
		Total	340	100%	391	100%	731	100%
j. Solving complex real-world problems	FGNPROBS	Very little	26	8%	16	4%	42	6%
		Some	77	23%	80	20%	157	21%
		Quite a bit	123	36%	122	31%	245	33%
		Very much	115	34%	174	44%	289	39%
		Total	341	100%	392	100%	733	100%

FSSE 2012 Frequency Distributions Baccalaureate Colleges Diverse Fields

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	40	12%	44	11%	84	11%
		Some	89	26%	78	20%	167	23%
		Quite a bit	95	28%	113	29%	208	28%
		Very much	117	34%	157	40%	274	37%
		Total	341	100%	392	100%	733	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	149	44%	179	46%	328	45%
		Some	88	26%	106	27%	194	26%
		Quite a bit	43	13%	56	14%	99	13%
		Very much	62	18%	51	13%	113	15%
		Total	342	100%	392	100%	734	100%
m. Acquiring a broad general education	FGNGENLE	Very little	27	8%	46	12%	73	10%
		Some	76	22%	100	26%	176	24%
		Quite a bit	127	38%	128	33%	255	35%
		Very much	108	32%	117	30%	225	31%
		Total	338	100%	391	100%	729	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	22	6%	14	4%	36	5%
		Some	68	20%	60	15%	128	17%
		Quite a bit	102	30%	105	27%	207	28%
		Very much	149	44%	214	54%	363	49%
		Total	341	100%	393	100%	734	100%