

Farmingdale State College, Office of Institutional Research

Results of the 2018 Faculty Survey of Student Engagement

Introduction

In the spring 2018 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 positive learning outcomes, personal development, student satisfaction, and graduation. It also collects information about how faculty members spend their time on professional activities. 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 first-year and senior students are asked similar questions), the FSSE provides a picture of how faculty perceptions and expectations compare to students' experiences. NSSE was administered to students at Farmingdale in spring 2017.

Methodology

Of Farmingdale's 218 full-time faculty members, 139 participated in FSSE for a response rate of 64%. They were asked to respond to questions about student engagement based on a course section they taught during the academic year.

Key Findings

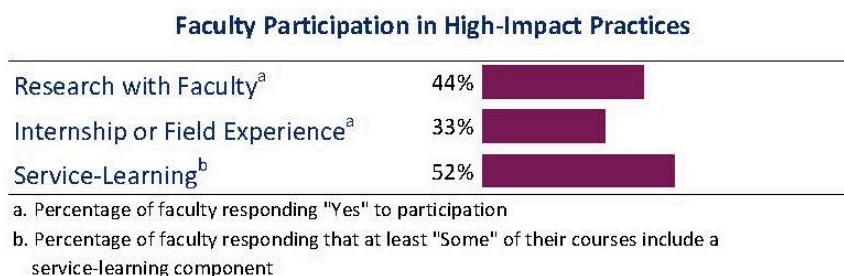
- There is a disconnect between the high importance that most faculty members place on internships, field experiences and culminating senior experiences and the overall level of student participation in them.
- In general, few faculty members believe that it is important for students to participate in study abroad before they graduate. Similarly, in NSSE, students reported low levels of participation study abroad.
- The majority of faculty members indicated that it is important to include diverse perspectives in their courses and most are providing at least some opportunities for their students to engage in discussions with diverse students. Similarly, students are reporting they often have had discussions with people from different backgrounds during the academic year. However, students reported lower levels of diverse perspectives in their coursework.
- The majority of faculty members judge students' relationships with faculty members to be positive, and students actually give their relationship with faculty higher ratings.
- Student/faculty interaction, including discussions about; career plans, course topics outside of class, and academic performance was reported to occur more frequently by faculty than students.
- Virtually all faculty members would like to see more emphasis on institutional support to help students succeed academically.

- On average, our faculty members spend 23 hours per week on teaching activities, and are spending more time on committee and administrative duties than they are on research, creative or scholarly activities.
- The majority of faculty members substantially encourage their students to reach out to other students for help in understanding course material or preparing for exams, yet students are not often collaborating with other students in such a way.
- Faculty and students were in agreement that coursework substantially emphasizes applying facts, theories or methods to practical problems, analyzing an idea in depth by examining its parts, evaluating a point of view or information source, and forming a new idea from various pieces of information.
- Almost all of our faculty members structure their courses at least quite a bit so that students learn critical and analytical thinking. Similarly, the learning outcome that most seniors stated their experience at Farmingdale contributed very much to is thinking critically and analytically.
- Students reported much higher levels of memorization than perceived by faculty.
- The learning strategies that faculty substantially encourage students to do, including reviewing notes after class, identifying key information from reading assignments, and summarizing what was learned in class, is often or very often followed by most students.
- Faculty members expect students to spend more time preparing for class than they actually are spending.
- Most faculty members indicated that they served as an academic advisor during the academic year. There is a disconnect between the high importance that advisors of upper division students place on discussions of career interests and post-graduation plans, help with academic difficulties, help with obtaining information on special opportunities and being informed about academic support options, and the extent to which senior students reported experiencing such support.
- Just over one-half of faculty members attended or presented at a professional conference focused on teaching during the academic year. The top three faculty responsibilities that faculty members stated it is important for their institution to assist them with are; creating a supportive environment, developing students' critical thinking or problem-solving skills, and incorporating active learning strategies.

Survey 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/field experiences and culminating senior experiences are called high-impact practices (Kuh, 2008). FSSE probes faculty members on the importance of high-impact practices.



In general, internships/field experiences are considered important or very important by our faculty, and about half feel that learning communities, service-learning and research with faculty is important or very important. Few of our faculty members highly regard the value of study abroad as evidenced by the fact that less than one-third responded that it is 'important' or 'very important' for students to participate in study abroad before they graduate.

More faculty members place great importance on research with students, student internships and field work than actually participate in or supervise them in a typical week. Service Learning, though, in which 59% placed great importance on it, was included in at least some of 52% of the faculty members' courses.

On NSSE, students reported low levels of participation in high impact practices. Only 5% of seniors reported having ever participated in study abroad, 15% of seniors did research with a faculty member, 16% of seniors participated in a learning community, 29% of seniors participated in a senior culminating experience, and 30% reported doing an internship or field experience. The highest level of reported participation was service-

learning, in which 43% of seniors indicated that at least some of their courses included a community-based project.

Farmingdale faculty reported on opportunities for their students to engage in diversity-promoting discussions. Most of Farmingdale faculty (83%) reported that their course provides opportunities at least some opportunities for their students to engage in discussions with other students of a different race, ethnicity, religious belief, political view or sexual orientation than their own. Most students reported on the NSSE survey that they have had discussions with people from these diverse backgrounds often during the year.

Approximately one-half of faculty indicated that it is important for undergraduates to hold a formal leadership role in a student organization or group, yet on NSSE, only 16% of seniors reported having ever done so.

Student-Faculty Interaction

The majority of our faculty members judge students' relationships with faculty members to be positive, even better than students' relationships with fellow students. In NSSE, the students actually give their relationship with faculty higher ratings than the faculty give. However, first-year students rank the quality of their interactions with their academic advisor higher than they do faculty.










A significant percentage of our faculty members often or very often spend time working with students on activities other than coursework (47%), talking to students about their career plans (69%), discussing course topics, concepts or ideas outside of class (66%), and discussing students' academic performance (71%). However, in the NSSE survey, students reported much less interaction with faculty members in these scenarios.

The vast majority of Farmingdale faculty members (96%) indicate that they provide at least quite a bit of prompt and detailed feedback to students on tests or completed assignments and provide feedback to students on drafts or works in progress quite a bit or very much. However, students do not have the same perception regarding 'prompt and detailed' feedback with 57% of first-year and 61% of seniors stating that they receive prompt and detailed feedback at least quite a bit on tests or completed assignments.

Institutional Emphasis

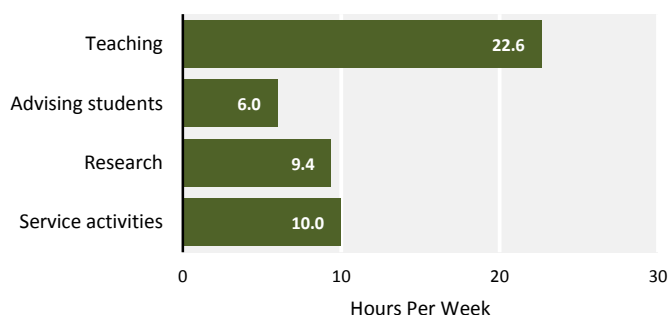
Faculty members were asked how important it is to them that their institution increases its emphasis on the list of items below. Virtually all of our faculty (98%) would like to see more emphasis on institutional support to help students succeed academically. The next two highest responses also deal with support for students in terms of learning and overall well-being.

Most of our students feel that Farmingdale emphasizes providing support to help students succeed academically and using the tutoring and writing centers quite a bit. Few students, particularly seniors, feel that Farmingdale emphasizes attending events or helping manage their non-academic responsibilities.

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"	
Providing support to help students succeed academically	98%	
Students using learning support services (tutoring services, writing center, etc.)	90%	
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	89%	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	86%	
Providing opportunities for students to be involved socially	85%	
Students spending significant amounts of time studying and on academic work	82%	
Students attending events that address important social, economic, or political issues	70%	
Helping students manage their non-academic responsibilities (work, family, etc.)	67%	
Students attending campus activities and events (performing arts, athletic events, etc.)	66%	

Time Allocation

Our faculty reported spending an average of 23 hours per week on teaching activities (preparing, teaching class sessions, grading, and meeting with students outside of class). On average, they are spending more time on service activities (committee work and administrative duties) than they are on research, creative or scholarly activities (10 vs. 9 hrs. per wk.). Faculty members spend an average of 6 hours per week advising students.



Course Structure and Collaborative Learning

Overall, there are differences in how faculty members structure their upper and lower division courses. Farmingdale faculty members teaching mainly lower division students spend more class time on lecturing while faculty members teaching mainly upper division students spend more class time on student presentations and discussion.

The majority of faculty reported that they encourage their students to collaborate with other students quite a bit or very much by; asking other students for help understanding the material, explaining the course material to other students, preparing for exams with other students, and working with other students on projects or assignments. However, first year and senior students indicated that they have actually collaborated with peers

to a lesser extent. Less than one-half of students asked another student for help with understanding course material or prepared for exams with other students. However, 57% of seniors and 42% of first-year students have often worked with other students on course projects or assignments during the academic year.

Emphasis on Cognitive Ability and Learning Goals

Faculty members were asked how much their coursework emphasizes various cognitive techniques. The techniques in which most faculty members stated they emphasize 'quite a bit' or 'very much' included; applying facts, theories, or methods to practical problems (89%), analyzing an idea, experience or line of reasoning by examining its parts (85%), evaluating a point of view, decision, or information source (74%), forming a new idea or understanding from various pieces of information (82%). Only one-third stated that they emphasize memorizing course material quite a bit or very much. The majority of students indicated that their coursework emphasizes the aforementioned higher-order learning principles albeit to a less extent than faculty indicated. The exception is memorization, with 80% of first-year and 64% of seniors indicating that their coursework has emphasized memorization quite a bit.

Approximately two-thirds of faculty members indicated that it is important to include diverse perspectives in course discussions or assignments yet just more than one-third of students reported on NSSE that their course assignments or discussions often included diverse perspectives.

Virtually all of our faculty members 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, working effectively with others and solving complex real-world problems. To a lesser extent faculty structure courses so that students develop a clarifying personal code of values and understanding of people from other racial and ethnic backgrounds. Students were asked how much their experience at this institution has contributed to their knowledge, skills, and personal development in various aspects. The two categories in which the highest percentage of senior students indicated it contributed at least quite a bit was critical thinking and writing clearly and effectively.

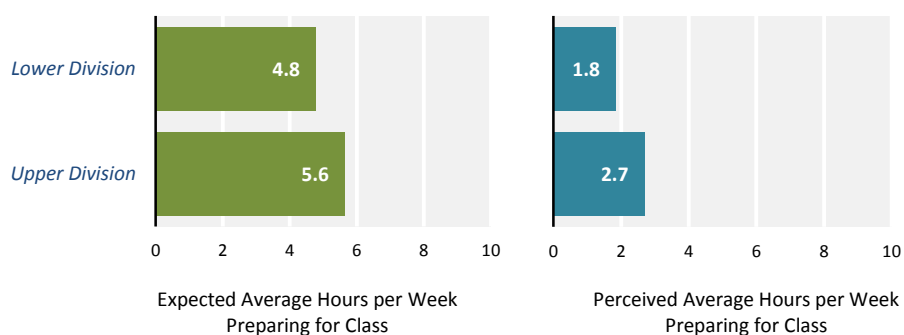
Faculty members were asked how important it is to them that their students do certain tasks. Our faculty placed the highest importance on the following student tasks; connect ideas from the course to their prior experience and knowledge, learn something that changes the way they understood an issue or concept, and examine the strengths and weaknesses of their views on a topic or issue. Approximately one-half of students indicated that they have done the tasks mentioned above at least often.

Learning Strategies

Most faculty members encourage their students at least quite a bit to identify key information from reading assignments, to review notes after class and to summarize what has been learned from class or course materials. Two-thirds to three-quarters of students are following these learning strategies at least often.

Academic Expectations

Faculty members perceive that their students are not putting as much effort into preparing for class as they expect them to. Our faculty members responding about a lower division course expect their students to be spending an average of 4.8 hours per week preparing for their class, but perceive that their students are actually spending an average of 1.8 hours per week preparing for class. For the upper division courses, faculty expect their students to be spending an average of 5.6 hours per week preparing for their class, but perceive them to be spending an average of 2.7 hours per week preparing.



However, on NSSE, 38% of first-year students and 34% of seniors indicated that they are spending at least 16 or more hours per week preparing for classes.

As expected, faculty members are giving longer writing assignments in the upper division courses than in the lower division courses during the semester (34 pages for upper division vs. 19 pages for lower division).

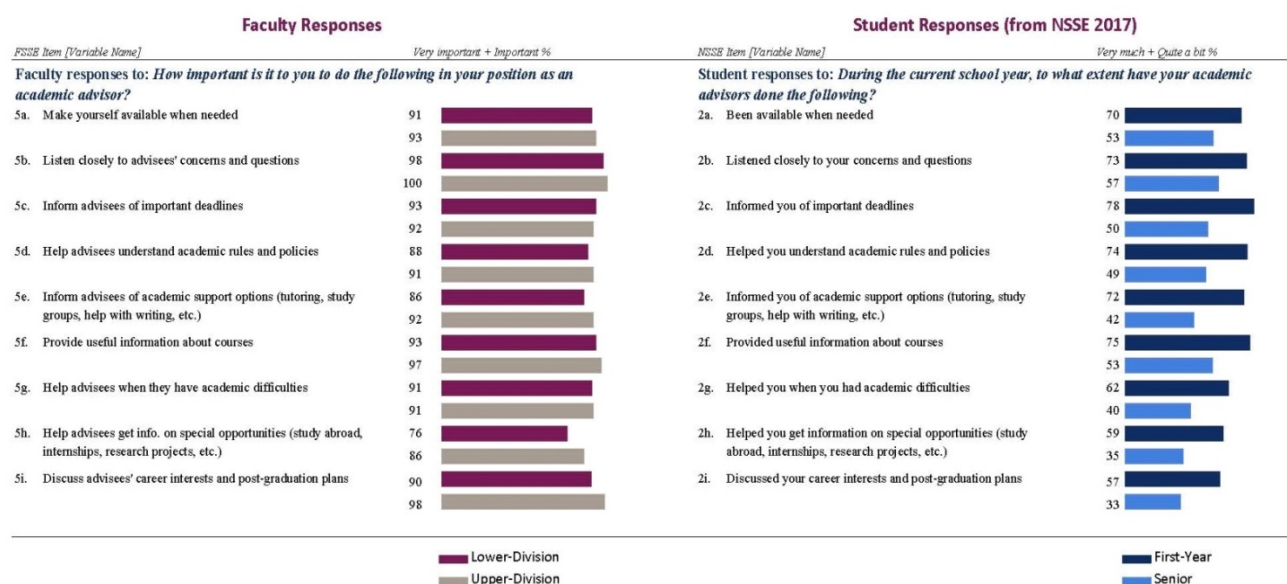
On average, most faculty members feel it is 'important' or 'very important' for students to ask questions or contribute to course discussions and come to class having completed readings or assignments, and to a slightly lesser extent feel it is important for students to prepare two or more drafts of a paper before turning it in, use numerical information to examine a real-world problem, or to evaluate what others have concluded from numerical information. Virtually all faculty members indicated that it is important for students to ask questions or contribute to discussions in class while 57% of first-year students and 70% of senior students reported on NSSE that they often ask questions in class or contribute to class discussions.

Academic Advising

Faculty members were asked a series of questions about their academic advising experiences. Most (88%) stated that they served as an academic advisor during the academic year with majority of those faculty (57%) stating they met with their typical advisee between 1 and 3 times during the academic year while a significant percentage (38%) indicated that they met six or more times. Approximately one-half (48%) indicated that they reached out to their advisees about their academic progress or performance often or very often while 18% stated that they never did.

Faculty were asked how important is it to them to do a certain things as an advisor, such as make themselves available when needed, listen closely to advisees' concerns and questions, etc. Students were similarly asked in the NSSE survey to what extent their academic advisors have done those things. There is a disconnect between the level of importance faculty place on certain aspects of advising and their students' reported extent of experiencing those aspects.

The greatest disconnect is between the importance that advisors of upper division students place on; discussions of career interests and post-graduation plans, help with academic difficulties, help with obtaining information on special opportunities and being informed about academic support options, and the extent to which senior students experienced support for them.



Faculty Professional Development

Our full-time faculty members were asked if they have done several activities during the academic year that relate to professional development. A majority (53%) attended or presented at a professional conference focused on teaching, and 56% mentored a faculty member with regard to teaching. However, less than one-half participated in the following; an institution-wide instructor orientation (32%), an instructor orientation specific to their discipline (26%), a faculty learning community devoted to teaching (44%), or been mentored by a faculty member with regard to teaching (31%).

When asked how important is it that their institution assists them with various faculty responsibilities, the top three responses that received the greatest percentage of faculty members stating 'important' or 'very

important' were; 'creating a supportive learning environment', 'developing students' critical thinking or problem-solving skills', 'incorporating active learning strategies'. The lowest ranked items were 'leading discussions' and 'designing assignments or exams' (57%).

How important is it that your institution assists you in the following areas?	% stating important or very important
Creating a supportive learning environment	93
Developing students' critical thinking or problem-solving skills	91
Incorporating active learning strategies	89
Using technology to improve student learning	88
Enhancing students' information literacy or fluency	84
Improving your interactions with students	83
Assessing student learning	81
Advising and/or mentoring students	80
Specifying learning outcomes	75
Facilitating experiences with diversity	74
Planning course content (i.e., learning objectives, course goals, syllabi)	73
Organization and time management	68
Leading discussions	59
Designing assignments or exams	57

FSSE 2018

Frequencies


Farmingdale State College

FSSE 2018 Frequencies

About This Report

The display below highlights details in the FSSE *Frequencies* report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our 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.



FSSE
faculty survey of
student engagement

FSSE Frequencies
NSSEville State University

		Lower Division		Upper Division		Total	
Var. Name	Response Options	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	Not important	1	3	1	2	2	2
	Somewhat important	6	18	10	18	16	18
	Important	12	36	17	31	29	33
	Very important	14	42	27	49	41	47
	Total	33	100	55	100	88	100
b. Hold a formal leadership role in a student organization or group	Not important	9	26	12	22	21	24
	Somewhat important	14	41	27	49	41	46
	Important	10	29	14	27	24	27
	Very important	1	3	2	4	3	3
	Total	34	100	55	100	89	100
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	Not important	5	15	11	20	16	18
	Somewhat important	14	41	21	38	35	39
	Important	11	32	19	35	30	34
	Very important	4	12	4	7	8	9
	Total	34	100	55	100	89	100
d. Participate in a study abroad program	Not important	2	6	2	4	4	4
	Somewhat important	8	24	16	29	24	27
	Important	12	35	23	42	35	39
	Very important	12	35	14	25	26	29
	Total	34	100	55	100	89	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.

FSSE 2018 Frequencies

Farmingdale State College

			Lower Division		Upper Division		Total	
	Var. Name	Response Options	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	2	4	0	0	2	2
		Somewhat important	4	8	4	5	8	6
		Important	8	16	16	22	24	19
		Very important	37	73	53	73	90	73
		Total	51	100	73	100	124	100
b. Hold a formal leadership role in a student organization or group	fleader	Not important	8	16	7	9	15	12
		Somewhat important	18	35	27	36	45	36
		Important	20	39	31	42	51	41
		Very important	5	10	9	12	14	11
		Total	51	100	74	100	125	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	4	8	13	18	17	14
		Somewhat important	20	39	23	32	43	35
		Important	14	27	23	32	37	30
		Very important	13	25	14	19	27	22
		Total	51	100	73	100	124	100
d. Participate in a study abroad program	fabroad	Not important	17	33	22	30	39	31
		Somewhat important	18	35	29	39	47	38
		Important	8	16	13	18	21	17
		Very important	8	16	10	14	18	14
		Total	51	100	74	100	125	100
e. Work with a faculty member on a research project	fresearch	Not important	3	6	6	8	9	7
		Somewhat important	15	29	30	41	45	36
		Important	18	35	22	30	40	32
		Very important	15	29	15	21	30	24
		Total	51	100	73	100	124	100
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	Not important	0	0	2	3	2	2
		Somewhat important	11	22	3	4	14	11
		Important	12	24	11	15	23	19
		Very important	28	55	57	78	85	69
		Total	51	100	73	100	124	100
g. Participate in a community-based project (service-learning) as part of a course	fservice	Not important	6	12	5	7	11	9
		Somewhat important	21	41	18	25	39	32
		Important	9	18	26	37	35	29
		Very important	15	29	22	31	37	30
		Total	51	100	71	100	122	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	4	8	1	1	5	4
		Somewhat important	5	10	12	16	17	14
		Important	19	37	22	30	41	33
		Very important	23	45	38	52	61	49
		Total	51	100	73	100	124	100
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0	1	1	1	1
		Somewhat important	0	0	2	3	2	2
		Important	16	31	14	19	30	24
		Very important	35	69	57	77	92	74
		Total	51	100	74	100	125	100
c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	0	0	2	3	2	2
		Somewhat important	6	12	4	5	10	8
		Important	15	29	28	38	43	34
		Very important	30	59	40	54	70	56
		Total	51	100	74	100	125	100

FSSE 2018 Frequencies

Farmingdale State College

	<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. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	Not important	0	0	3	4	3	2
		Somewhat important	9	18	5	7	14	11
		Important	14	27	26	36	40	32
		Very important	28	55	39	53	67	54
		Total	51	100	73	100	124	100
e. Providing opportunities for students to be involved socially	fSEsocial	Not important	0	0	3	4	3	2
		Somewhat important	7	14	9	12	16	13
		Important	21	41	29	39	50	40
		Very important	23	45	33	45	56	45
		Total	51	100	74	100	125	100
f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	Not important	0	0	1	1	1	1
		Somewhat important	4	8	9	13	13	11
		Important	21	41	19	26	40	33
		Very important	26	51	43	60	69	56
		Total	51	100	72	100	123	100
g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	Not important	2	4	4	5	6	5
		Somewhat important	14	28	21	29	35	28
		Important	19	38	26	36	45	37
		Very important	15	30	22	30	37	30
		Total	50	100	73	100	123	100
h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	Not important	2	4	5	7	7	6
		Somewhat important	18	35	18	24	36	29
		Important	18	35	33	45	51	41
		Very important	13	25	18	24	31	25
		Total	51	100	74	100	125	100
i. Students attending events that address important social, economic, or political issues	fSEevents	Not important	5	10	4	6	9	7
		Somewhat important	12	24	16	22	28	23
		Important	21	41	29	40	50	41
		Very important	13	25	23	32	36	29
		Total	51	100	72	100	123	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	5	10	4	5	9	7
		3	6	12	8	11	14	11
		4	14	29	18	24	32	26
		5	14	29	22	30	36	29
		6	5	10	16	22	21	17
		Excellent	5	10	6	8	11	9
		Total	49	100	74	100	123	100
b. Academic advisors	fQIadvisor	Poor	1	2	0	0	1	1
		2	4	8	7	9	11	9
		3	6	12	5	7	11	9
		4	13	25	22	30	35	28
		5	14	27	19	26	33	26
		6	9	18	13	18	22	18
		Excellent	4	8	8	11	12	10
		Total	51	100	74	100	125	100

FSSE 2018 Frequencies

Farmingdale State College

	<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>
c. Faculty	fQIfaculty	Poor	0	0	0	0	0	0
		2	1	2	1	1	2	2
		3	6	12	6	8	12	10
		4	7	14	13	18	20	16
		5	15	30	25	34	40	32
		6	13	26	23	31	36	29
		Excellent	8	16	6	8	14	11
		Total	50	100	74	100	124	100
d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	Poor	0	0	1	1	1	1
		2	4	8	6	8	10	8
		3	12	24	11	15	23	19
		4	18	37	28	39	46	38
		5	8	16	16	22	24	20
		6	6	12	8	11	14	12
		Excellent	1	2	2	3	3	2
		Total	49	100	72	100	121	100
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	Poor	1	2	1	1	2	2
		2	4	8	7	10	11	9
		3	9	19	8	11	17	14
		4	17	35	22	31	39	33
		5	9	19	17	24	26	22
		6	4	8	12	17	16	13
		Excellent	4	8	4	6	8	7
		Total	48	100	71	100	119	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	1	2	3	4	4	3
		5-8	4	8	2	3	6	5
		9-12	0	0	6	8	6	5
		13-16	7	14	5	7	12	10
		17-20	17	33	10	14	27	22
		21-30	9	18	20	28	29	24
		More than 30 hours	13	25	25	35	38	31
		Total	51	100	71	100	122	100
b. Advising students	ftmadvise	0	2	4	4	6	6	5
		1-4	30	59	33	46	63	51
		5-8	11	22	17	24	28	23
		9-12	5	10	7	10	12	10
		13-16	2	4	3	4	5	4
		17-20	0	0	6	8	6	5
		21-30	1	2	1	1	2	2
		More than 30 hours	0	0	1	1	1	1
		Total	51	100	72	100	123	100
c. Research, creative, or scholarly activities	ftmresearch	0	1	2	1	1	2	2
		1-4	20	39	21	29	41	33
		5-8	10	20	16	22	26	21
		9-12	7	14	9	13	16	13
		13-16	9	18	8	11	17	14
		17-20	3	6	10	14	13	11
		21-30	0	0	5	7	5	4
		More than 30 hours	1	2	2	3	3	2
		Total	51	100	72	100	123	100

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			Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%
d. Service activities (committee work, administrative duties, etc.)	ftmserviceacts	0	0	0	0	0	0	0
		1-4	15	29	10	14	25	20
		5-8	20	39	27	38	47	38
		9-12	3	6	10	14	13	11
		13-16	5	10	10	14	15	12
		17-20	7	14	9	13	16	13
		21-30	1	2	2	3	3	2
		More than 30 hours	0	0	4	6	4	3
		Total	51	100	72	100	123	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	14	28	15	21	29	24
		5-8	18	36	20	27	38	31
		9-12	10	20	16	22	26	21
		13-16	5	10	4	5	9	7
		17-20	2	4	12	16	14	11
		More than 20 hours	1	2	6	8	7	6
		Total	50	100	73	100	123	100
		b. Teaching class sessions	ftmteachclass	0	0	0	1	1
1-4	4			8	7	10	11	9
5-8	17			33	6	8	23	19
9-12	25			49	36	49	61	49
13-16	5			10	16	22	21	17
17-20	0			0	6	8	6	5
More than 20 hours	0			0	1	1	1	1
Total	51			100	73	100	124	100
c. Grading assignments and exams	ftmgrade			0	0	0	0	0
		1-4	17	33	22	31	39	32
		5-8	25	49	21	29	46	37
		9-12	5	10	12	17	17	14
		13-16	2	4	7	10	9	7
		17-20	0	0	6	8	6	5
		More than 20 hours	2	4	4	6	6	5
		Total	51	100	72	100	123	100
		d. Meeting with students outside of class	ftmmeet	0	1	2	1	1
1-4	30			59	34	47	64	52
5-8	18			35	21	29	39	32
9-12	2			4	8	11	10	8
13-16	0			0	5	7	5	4
17-20	0			0	1	1	1	1
More than 20 hours	0			0	2	3	2	2
Total	51			100	72	100	123	100
e. Course administration (emailing students, maintaining course website, etc.)	ftmadmin			0	0	0	0	0
		1-4	38	75	45	63	83	67
		5-8	11	22	11	15	22	18
		9-12	1	2	3	4	4	3
		13-16	0	0	3	4	3	2
		17-20	1	2	7	10	8	7
		More than 20 hours	0	0	3	4	3	2
		Total	51	100	72	100	123	100

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	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	3	6	3	4	6	5
		1-4	35	69	41	58	76	62
		5-8	9	18	10	14	19	16
		9-12	2	4	5	7	7	6
		13-16	0	0	4	6	4	3
		17-20	0	0	3	4	3	2
		More than 20 hours	2	4	5	7	7	6
		Total	51	100	71	100	122	100
6. In a typical 7-day week, do you participate in the following activities?								
a. Working with undergraduates on research	fdresearch	No	24	47	46	63	70	56
		Yes	27	53	27	37	54	44
		Total	51	100	73	100	124	100
b. Supervising undergraduate internships or other field experiences	fdintern	No	33	65	49	68	82	67
		Yes	18	35	23	32	41	33
		Total	51	100	72	100	123	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	51	100	73	100	124	100
		Total	51	100	73	100	124	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	19	37	19	26	38	31
		Often	16	31	23	32	39	31
		Very often	16	31	31	42	47	38
		Total	51	100	73	100	124	100
b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	Never	4	8	7	10	11	9
		Sometimes	25	49	29	40	54	44
		Often	11	22	14	19	25	20
		Very often	11	22	23	32	34	27
		Total	51	100	73	100	124	100
c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	Never	3	6	1	1	4	3
		Sometimes	14	27	25	34	39	31
		Often	24	47	29	40	53	43
		Very often	10	20	18	25	28	23
		Total	51	100	73	100	124	100
d. Discussed their academic performance	fSFperform	Never	1	2	0	0	1	1
		Sometimes	19	37	16	22	35	28
		Often	20	39	38	52	58	47
		Very often	11	22	19	26	30	24
		Total	51	100	73	100	124	100
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?								
	fservcourse	None	28	55	31	43	59	48
		Some	19	37	26	36	45	37
		Most	4	8	14	19	18	15
		All	0	0	1	1	1	1
		Total	51	100	72	100	123	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	2	0	0	1	1
		Quite a bit	15	29	16	22	31	25
		Very much	35	69	57	78	92	74
		Total	51	100	73	100	124	100

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	<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>
b. Teach course sessions in an organized way	fETorganize	Very little	0	0	0	0	0	0
		Some	1	2	3	4	4	3
		Quite a bit	12	24	11	15	23	19
		Very much	38	75	59	81	97	78
		Total	51	100	73	100	124	100
c. Use examples or illustrations to explain difficult points	fETexample	Very little	0	0	0	0	0	0
		Some	0	0	1	1	1	1
		Quite a bit	10	20	5	7	15	12
		Very much	41	80	67	92	108	87
		Total	51	100	73	100	124	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	7	14	8	11	15	12
		Quite a bit	16	31	16	22	32	26
		Very much	28	55	49	67	77	62
		Total	51	100	73	100	124	100
e. Review and summarize material for students	fETreview	Very little	1	2	0	0	1	1
		Some	3	6	3	4	6	5
		Quite a bit	16	31	25	34	41	33
		Very much	31	61	45	62	76	61
		Total	51	100	73	100	124	100
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fETstandards	Very little	1	2	0	0	1	1
		Some	6	12	5	7	11	9
		Quite a bit	22	43	18	25	40	33
		Very much	22	43	49	68	71	58
		Total	51	100	72	100	123	100
g. Provide feedback to students on drafts or works in progress	fETdraftfb	Very little	4	8	4	5	8	6
		Some	5	10	7	10	12	10
		Quite a bit	24	47	26	36	50	40
		Very much	18	35	36	49	54	44
		Total	51	100	73	100	124	100
h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	Very little	0	0	0	0	0	0
		Some	1	2	4	6	5	4
		Quite a bit	18	36	22	32	40	34
		Very much	31	62	42	62	73	62
		Total	50	100	68	100	118	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	8	16	13	18	21	17
	21-30	24	47	28	38	52	42
	31-40	11	22	22	30	33	26
	41-50	7	14	7	9	14	11
	51-100	0	0	3	4	3	2
	More than 100	1	2	1	1	2	2
	Total	51	100	74	100	125	100

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

gened	No	21	42	56	76	77	62
	Yes	29	58	18	24	47	38
	Total	50	100	74	100	124	100

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		Lower Division		Upper Division		Total	
Var. Name	Response Options	Count	%	Count	%	Count	%
16. In what format do you teach your selected course section?							
format	Classroom instruction on-campus	46	92	60	81	106	85
	Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	0	0	1	1	1	1
	Distance education (online, live or pre-recorded video or audio, correspondence, etc.)	0	0	3	4	3	2
	Combination of classroom instruction and distance education	4	8	10	14	14	11
	Total	50	100	74	100	124	100
17. In an average 7-day week, about how many hours do you <i>expect</i> 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	2	4	1	1	3	2
	2	7	14	1	1	8	6
	3	8	16	11	15	19	15
	4	10	20	14	19	24	19
	5	9	18	10	14	19	15
	6	4	8	16	22	20	16
	7	3	6	6	8	9	7
	8	4	8	6	8	10	8
	9	0	0	2	3	2	2
	10	2	4	5	7	7	6
	More than 10 hours	2	4	2	3	4	3
	Total	51	100	74	100	125	100
18. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?							
ftmprepactual	0	3	6	2	3	5	4
	1	21	41	18	24	39	31
	2	15	29	30	41	45	36
	3	7	14	6	8	13	10
	4	3	6	6	8	9	7
	5	2	4	5	7	7	6
	6	0	0	4	5	4	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	3	4	3	2
	More than 10 hours	0	0	0	0	0	0
	Total	51	100	74	100	125	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	1	2	2	3	3	2
	1	18	36	13	18	31	25
	2	14	28	24	33	38	31
	3	8	16	15	21	23	19
	4	6	12	6	8	12	10
	5	3	6	5	7	8	7
	6	0	0	4	6	4	3
	7	0	0	0	0	0	0
	8	0	0	2	3	2	2
	9	0	0	0	0	0	0
	10	0	0	1	1	1	1
	More than 10 hours	0	0	0	0	0	0
	Total	50	100	72	100	122	100

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			Lower Division		Upper Division		Total	
Var. Name	Response Options		Count	%	Count	%	Count	%
19b. If #19a is greater than 0: About how much of the assigned reading in your selected course section do you think the typical student completes?								
freading	None		4	8	4	6	8	7
	Some		33	67	48	69	81	68
	Most		9	18	17	24	26	22
	All		3	6	1	1	4	3
	Total		49	100	70	100	119	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	5	10	2	3	7	6
		1-5	41	80	55	76	96	78
		6-10	4	8	11	15	15	12
		11-15	1	2	2	3	3	2
		16-20	0	0	2	3	2	2
		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		51	100	72	100	123	100
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ftmcocurr	0	11	22	11	15	22	18
		1-5	38	75	57	79	95	77
		6-10	2	4	2	3	4	3
		11-15	0	0	2	3	2	2
		16-20	0	0	0	0	0	0
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
	Total		51	100	72	100	123	100
c. Working for pay on campus	ftmworkon	0	18	35	28	41	46	38
		1-5	25	49	30	43	55	46
		6-10	5	10	6	9	11	9
		11-15	2	4	0	0	2	2
		16-20	1	2	5	7	6	5
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
	Total		51	100	69	100	120	100
d. Working for pay off campus	ftmworkoff	0	0	0	0	0	0	0
		1-5	3	6	4	6	7	6
		6-10	4	8	2	3	6	5
		11-15	9	18	14	20	23	19
		16-20	13	25	13	18	26	21
		21-25	11	22	17	24	28	23
		26-30	6	12	12	17	18	15
	Total		51	100	71	100	122	100
e. Doing community service or volunteer work	ftmservice	0	24	48	25	35	49	40
		1-5	25	50	39	54	64	52
		6-10	1	2	6	8	7	6
		11-15	0	0	2	3	2	2
		16-20	0	0	0	0	0	0
		21-25	0	0	0	0	0	0
		26-30	0	0	0	0	0	0
	Total		50	100	72	100	122	100

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			Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	0	0	0	2	3	2	2
		1-5	11	22	13	19	24	20
		6-10	18	36	25	36	43	36
		11-15	7	14	17	24	24	20
		16-20	9	18	5	7	14	12
		21-25	1	2	5	7	6	5
		26-30	2	4	1	1	3	3
		More than 30 hours	2	4	2	3	4	3
		Total	50	100	70	100	120	100
g. Providing care for dependents (children, parents, etc.)	ftmcare	0	8	16	5	7	13	11
		1-5	26	52	25	37	51	43
		6-10	6	12	15	22	21	18
		11-15	4	8	7	10	11	9
		16-20	1	2	8	12	9	8
		21-25	1	2	5	7	6	5
		26-30	1	2	1	1	2	2
		More than 30 hours	3	6	2	3	5	4
		Total	50	100	68	100	118	100
h. Commuting to campus (driving, walking, etc.)	ftmcommute	0	0	0	3	4	3	2
		1-5	28	56	36	51	64	53
		6-10	17	34	22	31	39	32
		11-15	2	4	5	7	7	6
		16-20	2	4	1	1	3	2
		21-25	1	2	3	4	4	3
		26-30	0	0	1	1	1	1
		More than 30 hours	0	0	0	0	0	0
		Total	50	100	71	100	121	100
21. In your selected course section, to what extent do you think the typical student does their best work?								
	fchallenge	Very little	3	6	3	4	6	5
		Some	22	45	22	31	44	36
		Quite a bit	21	43	42	58	63	52
		Very much	3	6	5	7	8	7
		Total	49	100	72	100	121	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	2	0	0	1	1
		Important	14	28	10	14	24	20
		Very important	35	70	63	86	98	80
		Total	50	100	73	100	123	100
b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	11	22	11	15	22	18
		Somewhat important	15	30	21	29	36	29
		Important	13	26	21	29	34	28
		Very important	11	22	20	27	31	25
		Total	50	100	73	100	123	100
c. Come to class having completed readings or assignments	fprepared	Not important	0	0	0	0	0	0
		Somewhat important	2	4	4	5	6	5
		Important	16	32	16	22	32	26
		Very important	32	64	53	73	85	69
		Total	50	100	73	100	123	100
d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	Not important	4	8	6	8	10	8
		Somewhat important	10	20	5	7	15	12
		Important	18	36	23	32	41	34
		Very important	18	36	38	53	56	46
		Total	50	100	72	100	122	100

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	<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>
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	8	16	10	14	18	15
		Somewhat important	15	30	11	15	26	21
		Important	16	32	20	27	36	29
		Very important	11	22	32	44	43	35
		Total	50	100	73	100	123	100
f. Evaluate what others have concluded from numerical information	fQRevaluate	Not important	8	16	9	12	17	14
		Somewhat important	13	26	6	8	19	15
		Important	21	42	32	44	53	43
		Very important	8	16	26	36	34	28
		Total	50	100	73	100	123	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	1	2	1	1	2	2
		Somewhat important	13	26	11	15	24	20
		Important	20	40	24	33	44	36
		Very important	16	32	37	51	53	43
		Total	50	100	73	100	123	100
b. Connect their learning to societal problems or issues	fRIsocietal	Not important	5	10	4	6	9	7
		Somewhat important	5	10	16	22	21	17
		Important	16	32	25	35	41	34
		Very important	24	48	27	38	51	42
		Total	50	100	72	100	122	100
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIdiverse	Not important	11	22	8	11	19	15
		Somewhat important	9	18	16	22	25	20
		Important	7	14	24	33	31	25
		Very important	23	46	25	34	48	39
		Total	50	100	73	100	123	100
d. Examine the strengths and weaknesses of their own views on a topic or issue	fRIownview	Not important	2	4	3	4	5	4
		Somewhat important	7	14	10	14	17	14
		Important	13	26	26	36	39	32
		Very important	28	56	34	47	62	50
		Total	50	100	73	100	123	100
e. Try to better understand someone else's views by imagining how an issue looks from their perspective	fRIperspect	Not important	6	12	6	8	12	10
		Somewhat important	8	16	7	10	15	12
		Important	11	22	28	38	39	32
		Very important	24	49	32	44	56	46
		Total	49	100	73	100	122	100
f. Learn something that changes the way they understand an issue or concept	fRInewview	Not important	1	2	2	3	3	2
		Somewhat important	3	6	3	4	6	5
		Important	17	35	32	44	49	40
		Very important	28	57	36	49	64	52
		Total	49	100	73	100	122	100
g. Connect ideas from your course to their prior experiences and knowledge	fRIconnect	Not important	0	0	0	0	0	0
		Somewhat important	3	6	3	4	6	5
		Important	12	24	21	29	33	27
		Very important	34	69	49	67	83	68
		Total	49	100	73	100	122	100

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			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%	1	2	4	5	5	4
		1-9%	1	2	3	4	4	3
		10-19%	1	2	7	10	8	7
		20-29%	7	14	8	11	15	12
		30-39%	11	22	16	22	27	22
		40-49%	5	10	14	19	19	15
		50-74%	13	26	16	22	29	24
		75% or more	11	22	5	7	16	13
		Total	50	100	73	100	123	100
b. Discussion	fdiscuss	0%	1	2	2	3	3	2
		1-9%	5	10	13	18	18	15
		10-19%	13	27	17	23	30	25
		20-29%	19	39	19	26	38	31
		30-39%	4	8	10	14	14	11
		40-49%	3	6	3	4	6	5
		50-74%	2	4	7	10	9	7
		75% or more	2	4	2	3	4	3
		Total	49	100	73	100	122	100
c. Small-group activities	fsmgroup	0%	9	18	12	17	21	18
		1-9%	14	28	15	21	29	24
		10-19%	13	26	16	23	29	24
		20-29%	7	14	13	19	20	17
		30-39%	3	6	5	7	8	7
		40-49%	1	2	5	7	6	5
		50-74%	2	4	4	6	6	5
		75% or more	1	2	0	0	1	1
		Total	50	100	70	100	120	100
d. Student presentations or performances	fpresent	0%	22	45	19	27	41	34
		1-9%	13	27	22	31	35	29
		10-19%	8	16	12	17	20	17
		20-29%	3	6	9	13	12	10
		30-39%	2	4	3	4	5	4
		40-49%	1	2	3	4	4	3
		50-74%	0	0	1	1	1	1
		75% or more	0	0	1	1	1	1
		Total	49	100	70	100	119	100
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	17	35	25	36	42	35
		1-9%	14	29	14	20	28	24
		10-19%	7	14	13	19	20	17
		20-29%	2	4	4	6	6	5
		30-39%	3	6	2	3	5	4
		40-49%	3	6	5	7	8	7
		50-74%	1	2	6	9	7	6
		75% or more	2	4	1	1	3	3
		Total	49	100	70	100	119	100
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	23	48	28	39	51	43
		1-9%	18	38	26	37	44	37
		10-19%	6	13	9	13	15	13
		20-29%	1	2	1	1	2	2
		30-39%	0	0	5	7	5	4
		40-49%	0	0	1	1	1	1
		50-74%	0	0	1	1	1	1
		75% or more	0	0	0	0	0	0
		Total	48	100	71	100	119	100

FSSE 2018 Frequencies

Farmingdale State College

			Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	6	12	9	13	15	12
		1-9%	23	47	31	43	54	45
		10-19%	13	27	19	26	32	26
		20-29%	3	6	9	13	12	10
		30-39%	1	2	1	1	2	2
		40-49%	0	0	0	0	0	0
		50-74%	3	6	2	3	5	4
		75% or more	0	0	1	1	1	1
		Total	49	100	72	100	121	100
h. Experiential activities (labs, field work, clinical or field placements, etc.)	factivity	0%	16	33	28	41	44	38
		1-9%	11	23	7	10	18	15
		10-19%	5	10	10	14	15	13
		20-29%	5	10	5	7	10	9
		30-39%	1	2	4	6	5	4
		40-49%	6	13	6	9	12	10
		50-74%	3	6	8	12	11	9
		75% or more	1	2	1	1	2	2
		Total	48	100	69	100	117	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	7	14	9	13	16	14
		Some	19	38	17	25	36	31
		Quite a bit	15	30	19	28	34	29
		Very much	9	18	22	33	31	26
		Total	50	100	67	100	117	100
b. Explain course material to other students	fCLexplain	Very little	9	18	8	11	17	14
		Some	16	32	15	21	31	26
		Quite a bit	16	32	27	39	43	36
		Very much	9	18	20	29	29	24
		Total	50	100	70	100	120	100
c. Prepare for exams by discussing or working through course material with other students	fCLstudy	Very little	6	12	6	9	12	10
		Some	16	32	18	26	34	29
		Quite a bit	16	32	29	42	45	38
		Very much	12	24	16	23	28	24
		Total	50	100	69	100	119	100
d. Work with other students on course projects or assignments	fCLproject	Very little	9	18	9	13	18	15
		Some	16	32	11	16	27	23
		Quite a bit	14	28	31	44	45	38
		Very much	11	22	19	27	30	25
		Total	50	100	70	100	120	100
e. Identify key information from reading assignments	fLSreading	Very little	3	6	3	4	6	5
		Some	13	27	10	14	23	19
		Quite a bit	22	45	37	53	59	50
		Very much	11	22	20	29	31	26
		Total	49	100	70	100	119	100
f. Review notes after class	fLSnotes	Very little	6	12	6	9	12	10
		Some	16	32	11	16	27	23
		Quite a bit	14	28	25	36	39	33
		Very much	14	28	28	40	42	35
		Total	50	100	70	100	120	100
g. Summarize what has been learned from class or from course materials	fLSsummary	Very little	3	6	5	7	8	7
		Some	11	22	9	13	20	17
		Quite a bit	20	40	28	39	48	40
		Very much	16	32	29	41	45	37
		Total	50	100	71	100	121	100

FSSE 2018 Frequencies

Farmingdale State College

			Lower Division		Upper Division		Total	
	Var. Name	Response Options	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	10	20	9	13	19	16
		Some	16	33	15	22	31	26
		Quite a bit	14	29	25	37	39	33
		Very much	9	18	19	28	28	24
		Total	49	100	68	100	117	100
b. People from an economic background other than their own	fDDeconomic	Very little	12	24	7	10	19	16
		Some	17	35	23	33	40	34
		Quite a bit	12	24	21	30	33	28
		Very much	8	16	18	26	26	22
		Total	49	100	69	100	118	100
c. People with religious beliefs other than their own	fDDreligion	Very little	13	27	10	14	23	19
		Some	17	35	22	32	39	33
		Quite a bit	12	24	20	29	32	27
		Very much	7	14	17	25	24	20
		Total	49	100	69	100	118	100
d. People with political views other than their own	fDDpolitical	Very little	10	21	10	14	20	17
		Some	22	46	24	35	46	39
		Quite a bit	9	19	21	30	30	26
		Very much	7	15	14	20	21	18
		Total	48	100	69	100	117	100
e. People with a sexual orientation other than their own	fddsexorient	Very little	15	31	12	17	27	23
		Some	23	47	35	51	58	49
		Quite a bit	8	16	11	16	19	16
		Very much	3	6	11	16	14	12
		Total	49	100	69	100	118	100
27. In your selected course section, how much does the coursework emphasize the following?								
a. Memorizing course material	fmemorize	Very little	15	30	25	36	40	34
		Some	18	36	22	32	40	34
		Quite a bit	11	22	17	25	28	24
		Very much	6	12	5	7	11	9
		Total	50	100	69	100	119	100
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	1	2	0	0	1	1
		Some	7	14	5	7	12	10
		Quite a bit	19	38	22	31	41	34
		Very much	23	46	43	61	66	55
		Total	50	100	70	100	120	100
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	Very little	2	4	2	3	4	3
		Some	5	10	10	14	15	13
		Quite a bit	17	34	21	30	38	32
		Very much	26	52	37	53	63	53
		Total	50	100	70	100	120	100
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	4	8	3	4	7	6
		Some	12	24	12	17	24	20
		Quite a bit	16	33	27	39	43	36
		Very much	17	35	28	40	45	38
		Total	49	100	70	100	119	100
e. Forming a new idea or understanding from various pieces of information	fHOform	Very little	3	6	3	4	6	5
		Some	5	10	10	14	15	13
		Quite a bit	22	44	19	28	41	34
		Very much	20	40	37	54	57	48
		Total	50	100	69	100	119	100

FSSE 2018 Frequencies

Farmingdale State College

			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	9	18	16	23	25	21
		Yes	41	82	55	77	96	79
		Total	50	100	71	100	121	100
If #28a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?								
b. Up to 5 pages	fwrshort	0	2	5	2	4	4	4
		1	7	18	8	15	15	16
		2	7	18	9	17	16	17
		3	9	23	10	19	19	20
		4	2	5	6	11	8	9
		5	5	13	5	9	10	11
		6	1	3	1	2	2	2
		7	1	3	3	6	4	4
		8	1	3	2	4	3	3
		9	0	0	0	0	0	0
		10	3	8	3	6	6	6
		More than 10 papers, etc.	2	5	4	8	6	6
Total			40	100	53	100	93	100
c. From 6 to 10 pages	fwrmed	0	20	51	25	56	45	54
		1	13	33	7	16	20	24
		2	4	10	7	16	11	13
		3	0	0	1	2	1	1
		4	1	3	0	0	1	1
		5	1	3	0	0	1	1
		6	0	0	1	2	1	1
		7	0	0	3	7	3	4
		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	1	2	1	1
Total			39	100	45	100	84	100
d. 11 pages or more	fwrlong	0	32	86	30	63	62	73
		1	2	5	11	23	13	15
		2	2	5	4	8	6	7
		3	0	0	1	2	1	1
		4	1	3	0	0	1	1
		5	0	0	0	0	0	0
		6	0	0	0	0	0	0
		7	0	0	0	0	0	0
		8	0	0	1	2	1	1
		9	0	0	0	0	0	0
		10	0	0	0	0	0	0
		More than 10 papers, etc.	0	0	1	2	1	1
Total			37	100	48	100	85	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	8	16	6	9	14	12
		Some	13	27	19	28	32	27
		Quite a bit	13	27	17	25	30	25
		Very much	15	31	27	39	42	36
		Total	49	100	69	100	118	100

FSSE 2018 Frequencies

Farmingdale State College

	Var. Name	Response Options	Lower Division		Upper Division		Total	
			Count	%	Count	%	Count	%
b. Speaking clearly and effectively	fcgspeak	Very little	8	16	11	16	19	16
		Some	17	35	10	14	27	23
		Quite a bit	13	27	18	26	31	26
		Very much	11	22	31	44	42	35
		Total	49	100	70	100	119	100
c. Thinking critically and analytically	fcgthink	Very little	0	0	1	1	1	1
		Some	1	2	0	0	1	1
		Quite a bit	14	29	12	17	26	22
		Very much	34	69	58	82	92	77
		Total	49	100	71	100	120	100
d. Analyzing numerical and statistical information	fcganalyze	Very little	16	33	11	15	27	23
		Some	12	24	15	21	27	23
		Quite a bit	11	22	15	21	26	22
		Very much	10	20	30	42	40	33
		Total	49	100	71	100	120	100
e. Acquiring job- or work-related knowledge and skills	fcgwork	Very little	10	20	2	3	12	10
		Some	8	16	14	20	22	19
		Quite a bit	10	20	20	29	30	25
		Very much	21	43	33	48	54	46
		Total	49	100	69	100	118	100
f. Working effectively with others	fcgothers	Very little	7	14	3	4	10	8
		Some	12	24	9	13	21	18
		Quite a bit	13	27	25	36	38	32
		Very much	17	35	33	47	50	42
		Total	49	100	70	100	119	100
g. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	7	14	6	9	13	11
		Some	17	35	19	27	36	30
		Quite a bit	14	29	18	26	32	27
		Very much	11	22	27	39	38	32
		Total	49	100	70	100	119	100
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	11	22	9	13	20	17
		Some	11	22	18	26	29	24
		Quite a bit	10	20	21	30	31	26
		Very much	17	35	22	31	39	33
		Total	49	100	70	100	119	100
i. Solving complex real-world problems	fcgprobsolve	Very little	5	10	3	4	8	7
		Some	8	16	15	21	23	19
		Quite a bit	20	41	19	27	39	33
		Very much	16	33	34	48	50	42
		Total	49	100	71	100	120	100
j. Being an informed and active citizen	fcgcitizen	Very little	8	16	1	1	9	8
		Some	10	20	24	35	34	29
		Quite a bit	13	27	20	29	33	28
		Very much	18	37	24	35	42	36
		Total	49	100	69	100	118	100
30. Prior to the current school year, about how many times have you taught your selected course?								
	crstimes	0	4	8	5	7	9	7
		1-2	5	10	10	14	15	12
		3-4	5	10	17	24	22	18
		5-9	15	30	17	24	32	26
		10 or more times	21	42	22	31	43	36
		Total	50	100	71	100	121	100

IPEDS: 196042

FSSE 2018
Academic Advising Topical Module
Farmingdale State College

FSSE 2018 Academic Advising Topical Module Frequencies Farmingdale State College

			Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count	%	Count	%	Count	%
1. During the current school year, did you serve as an academic advisor for undergraduate students?								
<i>Respondents who answer "No" received no other Academic Advising topical module questions.</i>	fADV01	No	6	12	9	13	15	13
		Yes	44	88	61	87	105	88
		Total	50	100	70	100	120	100
2. What is the class level of most of your advisees?								
	fADV06_15	Lower division (mostly first-year students or sophomores)	23	53	11	19	34	33
		Upper division (mostly juniors or seniors)	13	30	35	59	48	47
		Other	7	16	13	22	20	20
		Total	43	100	59	100	102	100
3. During the current school year, which of the following has been your primary source of information regarding students' academic options?								
	fADV02	Faculty colleagues	10	23	21	36	31	30
		Other advising staff	10	23	4	7	14	14
		Website, catalog, or other published sources	18	41	23	40	41	40
		An advising center or advising training	2	5	3	5	5	5
		Other	4	9	7	12	11	11
		Total	44	100	58	100	102	100
4. During the current school year, about how many times has your typical advisee discussed with you their academic interests, course selections, or academic performance?								
	fADV03	0	0	0	0	0	0	0
		1	9	20	12	20	21	20
		2	14	32	11	19	25	24
		3	5	11	8	14	13	13
		4	1	2	1	2	2	2
		5	1	2	2	3	3	3
		6 or more	14	32	25	42	39	38
		Total	44	100	59	100	103	100
5. How important is it to you to do the following in your position as an academic advisor?								
a. Make yourself available when needed	fADV04a	Not important	0	0	1	2	1	1
		Somewhat important	4	9	3	5	7	7
		Important	11	26	18	30	29	28
		Very important	28	65	38	63	66	64
		Total	43	100	60	100	103	100
b. Listen closely to advisees' concerns and questions	fADV04b	Not important	0	0	0	0	0	0
		Somewhat important	1	2	0	0	1	1
		Important	5	12	6	10	11	11
		Very important	37	86	54	90	91	88
		Total	43	100	60	100	103	100
c. Inform advisees of important deadlines	fADV04c	Not important	0	0	1	2	1	1
		Somewhat important	3	7	4	7	7	7
		Important	14	33	15	25	29	28
		Very important	26	60	40	67	66	64
		Total	43	100	60	100	103	100
d. Help advisees understand academic rules and policies	fADV04d	Not important	1	2	0	0	1	1
		Somewhat important	4	9	5	9	9	9
		Important	8	19	15	26	23	23
		Very important	30	70	38	66	68	67
		Total	43	100	58	100	101	100

FSSE 2018 Academic Advising

Topical Module Frequencies

Farmingdale State College

			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>
e.	Inform advisees of academic support options (tutoring, study groups, help with writing, etc.)	fADV04e	Not important	0	0	0	0	0
			Somewhat important	6	14	5	8	11
			Important	10	23	19	32	28
			Very important	27	63	35	59	61
			Total	43	100	59	100	102
f.	Provide useful information about courses	fADV04f	Not important	0	0	0	0	0
			Somewhat important	3	7	2	3	5
			Important	11	26	18	31	29
			Very important	29	67	38	66	66
			Total	43	100	58	100	101
g.	Help advisees when they have academic difficulties	fADV04g	Not important	0	0	0	0	0
			Somewhat important	4	9	5	9	9
			Important	9	21	16	28	25
			Very important	30	70	37	64	66
			Total	43	100	58	100	101
h.	Help advisees get information on special opportunities (study abroad, internships, research projects, etc.)	fADV04h	Not important	1	2	0	0	1
			Somewhat important	9	22	8	14	17
			Important	13	32	28	49	42
			Very important	18	44	21	37	40
			Total	41	100	57	100	98
i.	Discuss advisees' career interests and post-graduation plans	fADV04i	Not important	0	0	0	0	0
			Somewhat important	4	10	1	2	5
			Important	16	38	11	20	28
			Very important	22	52	44	79	67
			Total	42	100	56	100	98
6. During the current school year, how often have you reached out to your advisees about their academic progress or performance?								
	fADV05_15	Never	9	21	9	15	18	18
		Sometimes	15	35	20	34	35	34
		Often	10	23	17	29	27	26
		Very often	9	21	13	22	22	22
		Total	43	100	59	100	102	100

FSSE 2018 Academic Advising

FSSE-NSSE Combined Responses

Farmingdale State College

Faculty Responses

FSSE Item [Variable Name]	Very important + Important %
Faculty responses to: How important is it to you to do the following in your position as an academic advisor?	
5a. Make yourself available when needed	91
	93
5b. Listen closely to advisees' concerns and questions	98
	100
5c. Inform advisees of important deadlines	93
	92
5d. Help advisees understand academic rules and policies	88
	91
5e. Inform advisees of academic support options (tutoring, study groups, help with writing, etc.)	86
	92
5f. Provide useful information about courses	93
	97
5g. Help advisees when they have academic difficulties	91
	91
5h. Help advisees get info. on special opportunities (study abroad, internships, research projects, etc.)	76
	86
5i. Discuss advisees' career interests and post-graduation plans	90
	98

Lower-Division
Upper-Division

Student Responses (from NSSE 2017)

NSSE Item [Variable Name]	Very much + Quite a bit %
Student responses to: During the current school year, to what extent have your academic advisors done the following?	
2a. Been available when needed	70
	53
2b. Listened closely to your concerns and questions	73
	57
2c. Informed you of important deadlines	78
	50
2d. Helped you understand academic rules and policies	74
	49
2e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	72
	42
2f. Provided useful information about courses	75
	53
2g. Helped you when you had academic difficulties	62
	40
2h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	59
	35
2i. Discussed your career interests and post-graduation plans	57
	33

First-Year
Senior

FSSE 2018
Teaching Professional Development
Topical Module
Farmingdale State College

FSSE 2018 Teaching Professional Development

Topical Module Frequencies

Farmingdale State College

			Lower Division		Upper Division		Total		
	Var. Name	Response Options	Count	%	Count	%	Count	%	
1. How important is it that your institution assists you in the following areas?									
a.	Incorporating active learning strategies	fTPD01a	Not important	3	6	2	3	5	4
		Somewhat important	6	13	2	3	8	7	
		Important	19	40	25	37	44	38	
		Very important	20	42	38	57	58	50	
		Total	48	100	67	100	115	100	
b.	Developing students' critical thinking or problem-solving skills	fTPD01b	Not important	2	4	2	3	4	3
		Somewhat important	5	10	2	3	7	6	
		Important	13	27	20	29	33	28	
		Very important	29	59	44	65	73	62	
		Total	49	100	68	100	117	100	
c.	Improving your interactions with students	fTPD01c	Not important	4	8	3	4	7	6
		Somewhat important	8	17	5	7	13	11	
		Important	21	44	29	43	50	43	
		Very important	15	31	31	46	46	40	
		Total	48	100	68	100	116	100	
d.	Facilitating experiences with diversity	fTPD01d	Not important	3	6	4	6	7	6
		Somewhat important	12	24	11	16	23	20	
		Important	18	37	25	37	43	37	
		Very important	16	33	28	41	44	38	
		Total	49	100	68	100	117	100	
e.	Using technology to improve student learning	fTPD01e	Not important	2	4	4	6	6	5
		Somewhat important	5	10	3	4	8	7	
		Important	17	35	20	29	37	32	
		Very important	25	51	41	60	66	56	
		Total	49	100	68	100	117	100	
f.	Creating a supportive learning environment	fTPD01f	Not important	2	4	1	1	3	3
		Somewhat important	2	4	3	4	5	4	
		Important	13	27	12	18	25	21	
		Very important	32	65	52	76	84	72	
		Total	49	100	68	100	117	100	
g.	Assessing student learning	fTPD01g	Not important	4	8	3	4	7	6
		Somewhat important	10	20	5	7	15	13	
		Important	13	27	20	29	33	28	
		Very important	22	45	40	59	62	53	
		Total	49	100	68	100	117	100	
h.	Planning course content (i.e., learning objectives, course goals, syllabi)	fTPD01h	Not important	9	18	7	10	16	14
		Somewhat important	9	18	7	10	16	14	
		Important	15	31	19	28	34	29	
		Very important	16	33	35	51	51	44	
		Total	49	100	68	100	117	100	
i.	Organization and time management	fTPD01i	Not important	7	14	7	10	14	12
		Somewhat important	13	27	11	16	24	21	
		Important	16	33	16	24	32	27	
		Very important	13	27	34	50	47	40	
		Total	49	100	68	100	117	100	
j.	Advising and/or mentoring students	fTPD01j	Not important	3	6	3	4	6	5
		Somewhat important	8	16	9	13	17	15	
		Important	24	49	21	31	45	39	
		Very important	14	29	34	51	48	41	
		Total	49	100	67	100	116	100	

FSSE 2018 Teaching Professional Development

Topical Module Frequencies

Farmingdale State College

			Lower Division		Upper Division		Total		
	Var. Name	Response Options	Count	%	Count	%	Count	%	
k.	Enhancing students' information literacy or fluency	fTPD01k	Not important	3	6	3	4	6	5
			Somewhat important	4	8	8	12	12	10
			Important	19	39	25	37	44	38
			Very important	23	47	31	46	54	47
			Total	49	100	67	100	116	100
l.	Specifying learning outcomes	fTPD01l	Not important	8	17	6	9	14	12
			Somewhat important	7	15	8	12	15	13
			Important	20	42	29	43	49	43
			Very important	13	27	24	36	37	32
			Total	48	100	67	100	115	100
m.	Designing assignments or exams	fTPD01m	Not important	18	37	10	15	28	24
			Somewhat important	7	14	15	22	22	19
			Important	14	29	13	19	27	23
			Very important	10	20	29	43	39	34
			Total	49	100	67	100	116	100
n.	Leading discussions	fTPD01n	Not important	15	31	9	13	24	21
			Somewhat important	11	22	13	19	24	21
			Important	12	24	18	27	30	26
			Very important	11	22	27	40	38	33
			Total	49	100	67	100	116	100
2. During the current school year, have you done the following?									
a.	Participated in an institution-wide instructor orientation	fTPD02a	No	30	61	49	72	79	68
			Yes	19	39	19	28	38	32
			Total	49	100	68	100	117	100
b.	Participated in an instructor orientation specific to your department or discipline	fTPD02b	No	32	65	54	79	86	74
			Yes	17	35	14	21	31	26
			Total	49	100	68	100	117	100
c.	Participated in a faculty learning community devoted to teaching	fTPD02c	No	29	59	37	54	66	56
			Yes	20	41	31	46	51	44
			Total	49	100	68	100	117	100
d.	Been mentored by a faculty member with regard to teaching	fTPD02d	No	33	69	46	69	79	69
			Yes	15	31	21	31	36	31
			Total	48	100	67	100	115	100
e.	Mentored a faculty member with regard to teaching	fTPD02e	No	21	43	30	45	51	44
			Yes	28	57	36	55	64	56
			Total	49	100	66	100	115	100
f.	Attended or presented at a professional conference focused on teaching	fTPD02f	No	23	47	31	46	54	47
			Yes	26	53	36	54	62	53
			Total	49	100	67	100	116	100

FSSE 2018 Teaching Professional Development

Topical Module Frequencies

Farmingdale State College

			Lower Division		Upper Division		Total		
	Var. Name	Response Options	Count	%	Count	%	Count	%	
3. During the current school year, about how often have you done the following?									
a.	Visited an office or center that supports faculty (Center for Teaching and Learning, Center for Teaching Excellence, etc.)	fTPD03a	Never	16	33	22	33	38	33
		Sometimes	20	42	28	42	48	42	
		Often	7	15	9	14	16	14	
		Very often	5	10	7	11	12	11	
		Total	48	100	66	100	114	100	
b.	Attended a workshop or training session to enhance your teaching	fTPD03b	Never	6	12	8	12	14	12
		Sometimes	26	53	29	43	55	47	
		Often	8	16	23	34	31	26	
		Very often	9	18	8	12	17	15	
		Total	49	100	68	100	117	100	
c.	Had a faculty or staff member observe your teaching and provide feedback	fTPD03c	Never	15	31	19	28	34	29
		Sometimes	12	24	19	28	31	26	
		Often	13	27	16	24	29	25	
		Very often	9	18	14	21	23	20	
		Total	49	100	68	100	117	100	
d.	Worked one-on-one with a faculty or staff member to help improve your teaching	fTPD03d	Never	20	42	34	52	54	47
		Sometimes	19	40	20	30	39	34	
		Often	6	13	7	11	13	11	
		Very often	3	6	5	8	8	7	
		Total	48	100	66	100	114	100	
e.	Worked with a group of faculty or staff to help improve your teaching	fTPD03e	Never	29	60	33	50	62	54
		Sometimes	14	29	26	39	40	35	
		Often	3	6	4	6	7	6	
		Very often	2	4	3	5	5	4	
		Total	48	100	66	100	114	100	
f.	Discussed teaching issues with other faculty or staff	fTPD03f	Never	1	2	1	1	2	2
		Sometimes	12	26	15	22	27	23	
		Often	17	36	32	47	49	43	
		Very often	17	36	20	29	37	32	
		Total	47	100	68	100	115	100	
g.	Consulted books, articles, or online resources to enhance your teaching	fTPD03g	Never	4	8	0	0	4	3
		Sometimes	16	33	16	24	32	28	
		Often	14	29	30	45	44	38	
		Very often	14	29	21	31	35	30	
		Total	48	100	67	100	115	100	
h.	Solicited feedback from students about your teaching beyond institution-provided end-of-course evaluations	fTPD03h	Never	7	14	5	7	12	10
		Sometimes	19	39	18	27	37	32	
		Often	15	31	25	37	40	34	
		Very often	8	16	19	28	27	23	
		Total	49	100	67	100	116	100	

FSSE-NSSE
Combined Report 2018
Farmingdale State College

FSSE-NSSE Combined Report 2018

About This Report

The display below highlights details in the *FSSE-NSSE Combined 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.

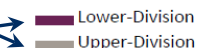
- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.

FSSE-NSSE Combined Report NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item [Variable Name]	Very much + Quite a bit %
Faculty responses to: In your selected course section, how much does the coursework emphasize the following?	
27b. Applying facts, theories, or methods to practical problems or new situations [HOapply]	71
	89
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]	69
	81
27d. Evaluating a point of view, decision, or information source [HOevaluate]	56
	64
27e. Forming a new idea or understanding from various pieces of information [HOform]	55
	70

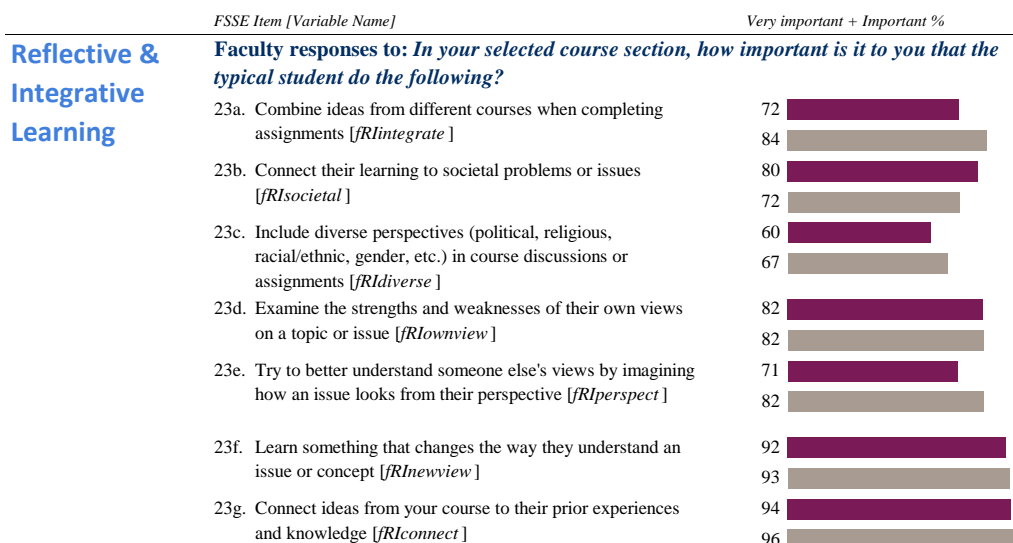
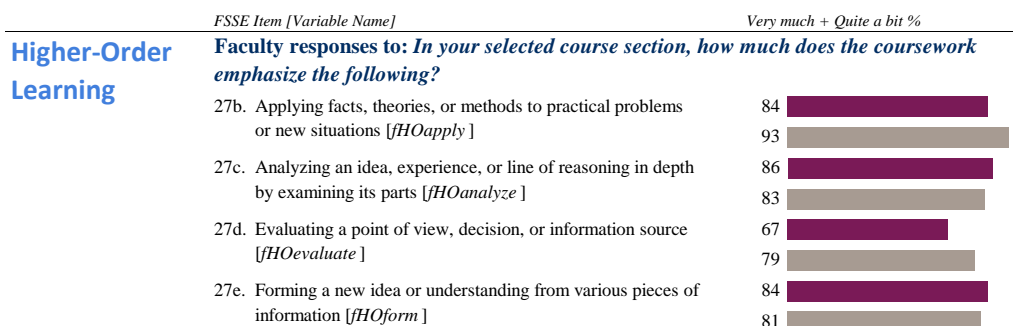
2 

NSSE Item [Variable Name]	Very much + Quite a bit %
Student responses to: During the current school year, how much has your coursework emphasized the following?	
4b. Applying facts, theories, or methods to practical problems or new situations [HOapply]	78
	84
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]	75
	79
4d. Evaluating a point of view, decision, or information source [HOevaluate]	68
	69
4e. Forming a new idea or understanding from various pieces of information [HOform]	72
	71

2 

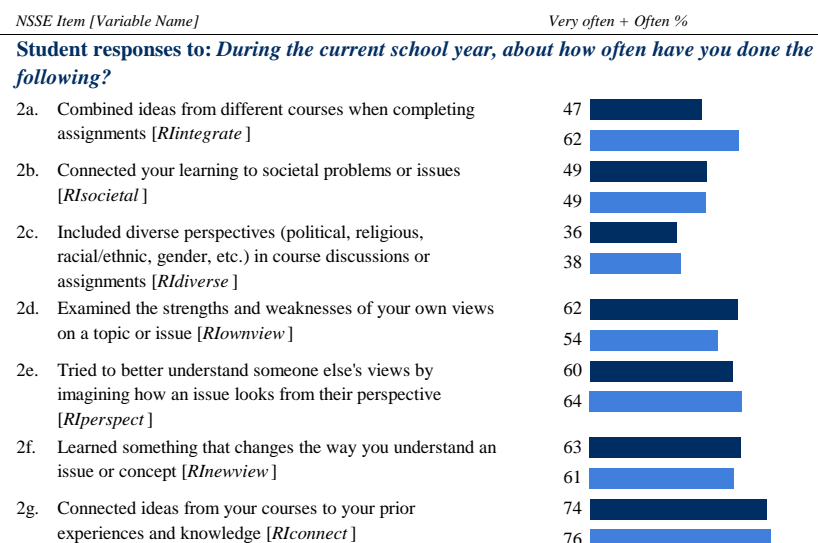
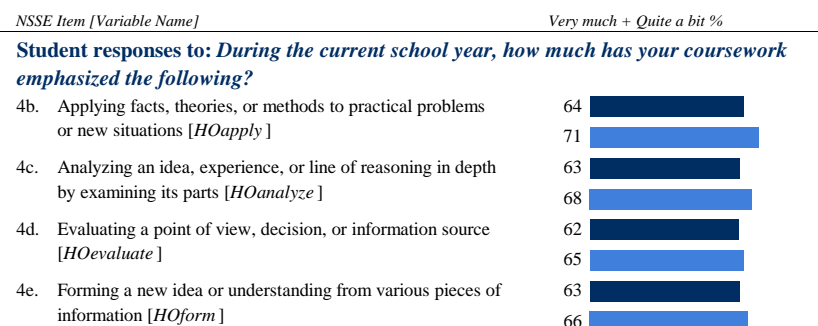
Academic Challenge

Faculty Responses



Lower-Division
Upper-Division

Student Responses (from NSSE 2017)



First-Year
Senior

Academic Challenge (continued)

Faculty Responses

FSSE Item [Variable Name]	Very much + Quite a bit %
Learning Strategies	
Faculty responses to: In your selected course section, how much do you encourage students to do the following?	
25e. Identify key information from reading assignments [fLSreading]	67
	81
25f. Review notes after class [fLSnotes]	56
	76
25g. Summarize what has been learned from class or from course materials [fLSsummary]	72
	80

Quantitative Reasoning

FSSE Item [Variable Name]	Very important + Important %
Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?	
22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	72
	85
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	54
	71
22f. Evaluate what others have concluded from numerical information [fQRevaluate]	58
	79

Additional Academic Challenge Items

FSSE Item [Variable Name]	Very important + Important %
Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?	
2a. Students spending significant amounts of time studying and on academic work [fempstudy]	82
	82
Faculty responses to: In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	
21.	49
	65

Student Responses (from NSSE 2017)

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
9a. Identified key information from reading assignments [LSreading]	73
	78
9b. Reviewed your notes after class [LSnotes]	61
	66
9c. Summarized what you learned in class or from course materials [LSsummary]	63
	65

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	52
	50
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	38
	37
6c. Evaluated what others have concluded from numerical information [QRevaluate]	37
	36

NSSE Item [Variable Name]	Very much + Quite a bit %
Student responses to: How much does your institution emphasize the following?	
14a. Spending significant amounts of time studying and on academic work [empstudy]	85
	74
Student responses to: During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	
10.	48
	55

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

Lower-Division
Upper-Division

First-Year
Senior

Learning with Peers

Faculty Responses

FSSE Item [Variable Name]	Very much + Quite a bit %
Collaborative Learning	
Faculty responses to: In your selected course section, how much do you encourage students to do the following?	
25a. Ask other students for help understanding course material [fCLaskhelp]	48
	61
25b. Explain course material to other students [fCLexplain]	50
	67
25c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	56
	65
25d. Work with other students on course projects or assignments [fCLproject]	50
	71
Discussions with Diverse Others	
Faculty responses to: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?	
26a. People of a race or ethnicity other than their own [fDDrace]	47
	65
26b. People from an economic background other than their own [fDDeconomic]	41
	57
26c. People with religious beliefs other than their own [fDDreligion]	39
	54
26d. People with political views other than their own [fDDpolitical]	33
	51

Lower-Division
Upper-Division

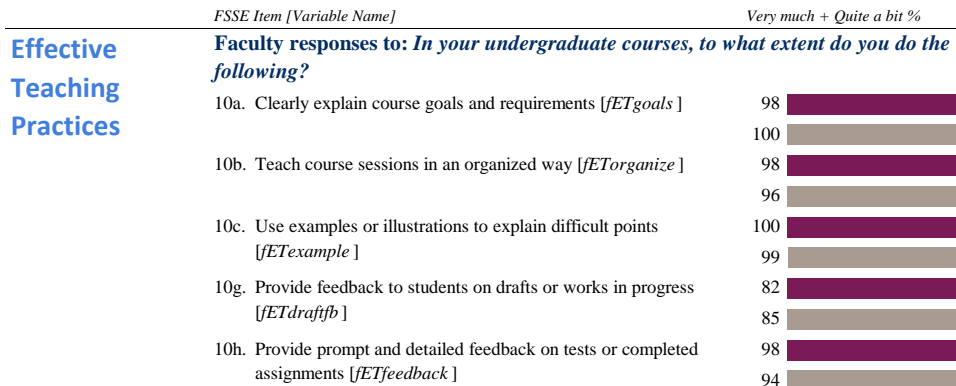
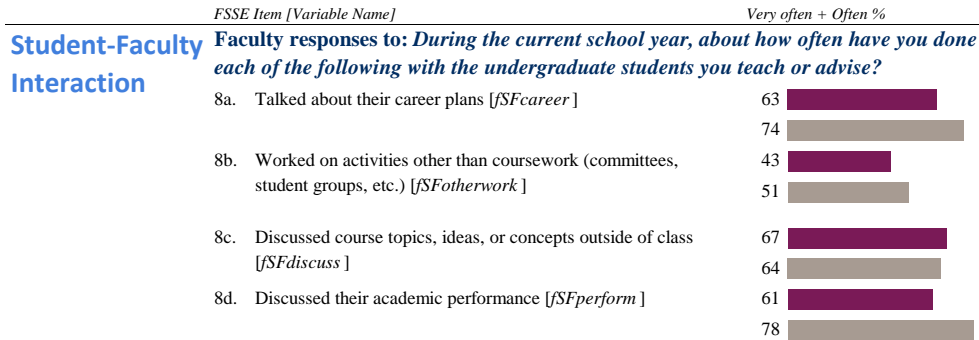
Student Responses (from NSSE 2017)

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
1e. Asked another student to help you understand course material [CLaskhelp]	42
	35
1f. Explained course material to one or more students [CLexplain]	46
	56
1g. Prepared for exams by discussing or working through course material with other students [CLstudy]	40
	41
1h. Worked with other students on course projects or assignments [CLproject]	42
	57
Student responses to: During the current school year, about how often have you had discussions with people from the following groups?	
8a. People of a race or ethnicity other than your own [DDrace]	70
	75
8b. People from an economic background other than your own [DDeconomic]	66
	71
8c. People with religious beliefs other than your own [DDreligion]	66
	70
8d. People with political views other than your own [DDpolitical]	69
	67

First-Year
Senior

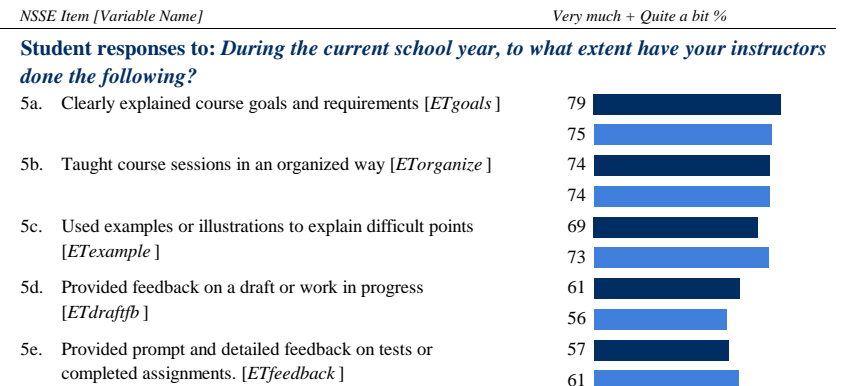
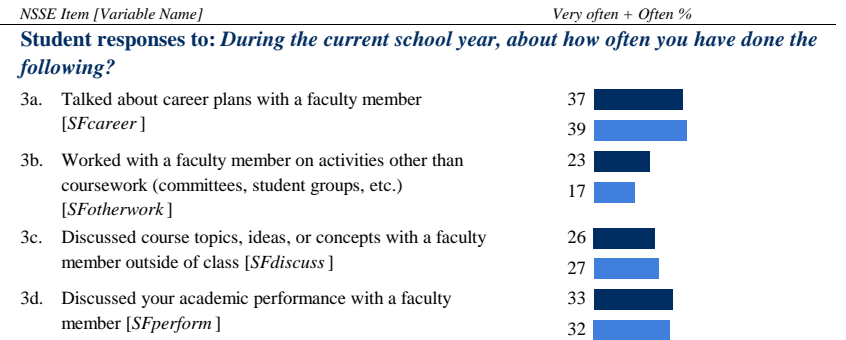
Experiences with Faculty

Faculty Responses



Lower-Division
Upper-Division

Student Responses (from NSSE 2017)



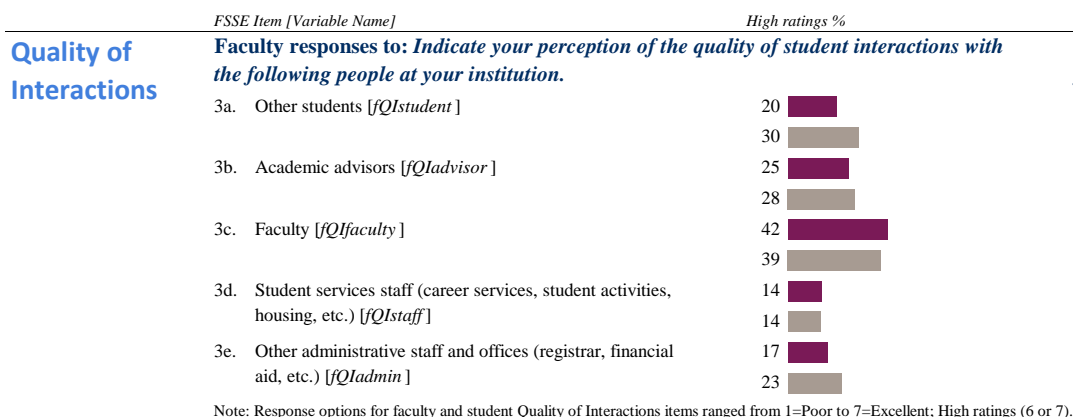
First-Year
Senior

FSSE-NSSE Combined Report 2018

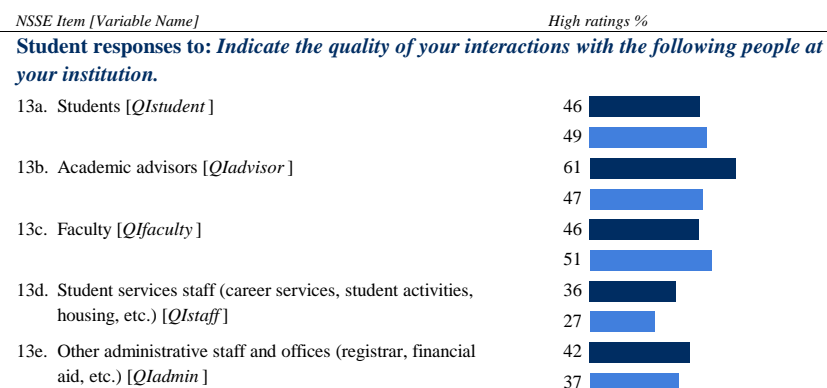
Farmingdale State College

Campus Environment

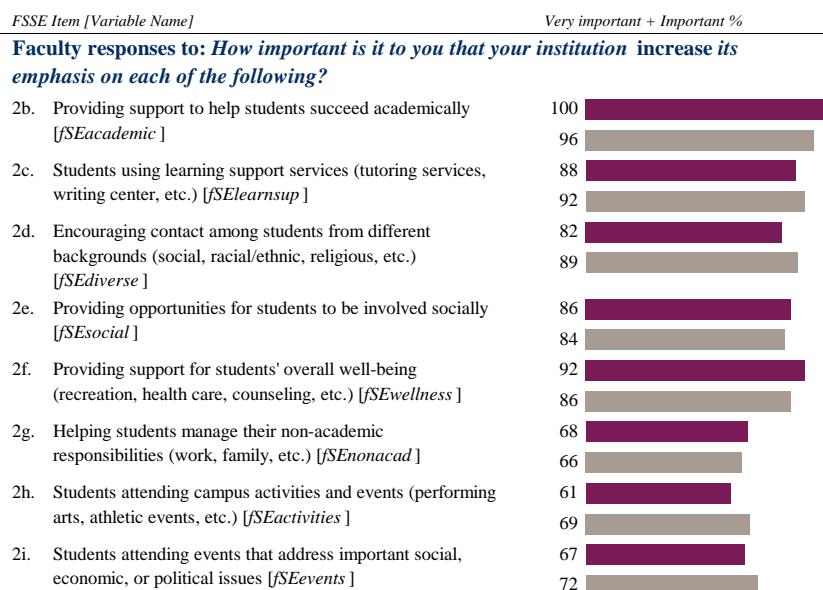
Faculty Responses



Student Responses (from NSSE 2017)



Supportive Environment

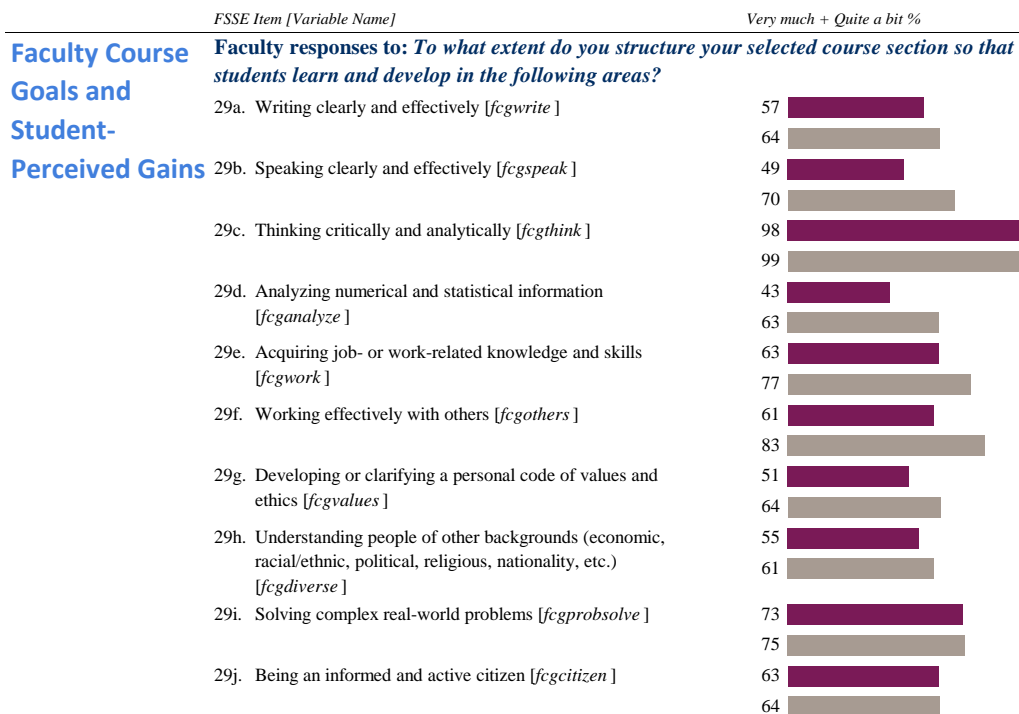


Lower-Division
Upper-Division

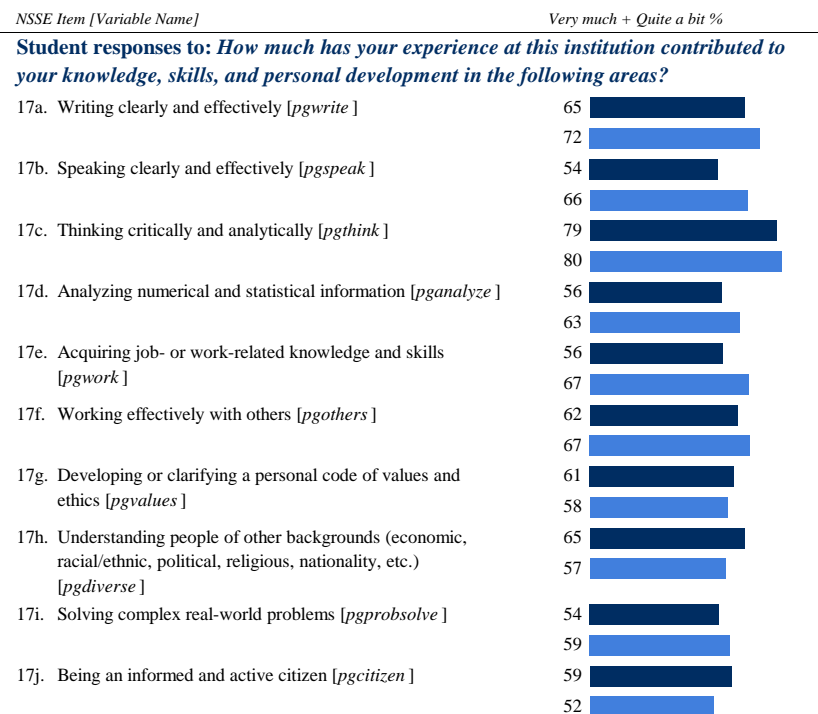
First-Year
Senior

Additional Engagement Items

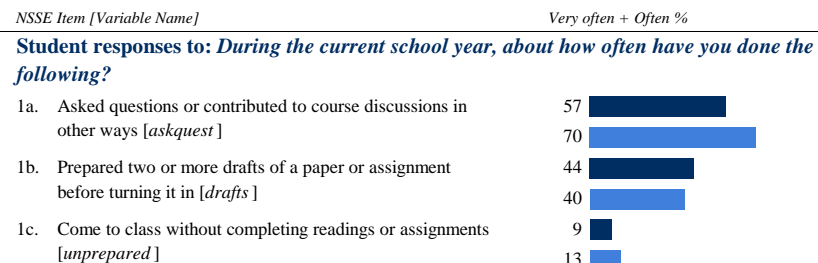
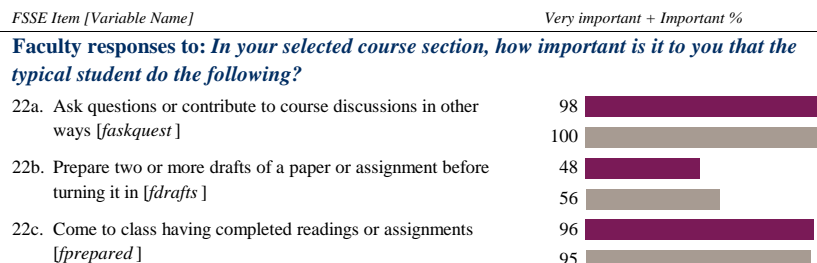
Faculty Responses



Student Responses (from NSSE 2017)



Course Engagement



Lower-Division
Upper-Division

First-Year
Senior

Additional Engagement Items (continued)

Faculty Responses

Student Responses (from NSSE 2017)

	FSSE Item [Variable Name]	Very important + Important %			NSSE Item [Variable Name]	Done or in progress %	
Student Leadership	Faculty responses to: <i>How important is it to you that undergraduates at your institution do the following before they graduate?</i>						
	1b. Hold a formal leadership role in a student organization or group [fleader]	49	<div><div></div></div>		11b. Hold a formal leadership role in a student organization or group [leader]	6	<div><div></div></div>
		54	<div><div></div></div>			16	<div><div></div></div>
Memorization	Faculty responses to: <i>In your selected course section, how much does the coursework emphasize the following?</i>						
	27a. Memorizing course material [fmemorize]	34	<div><div></div></div>		4a. Memorizing course material [memorize]	80	<div><div></div></div>
		32	<div><div></div></div>			64	<div><div></div></div>
Time Spent by Students	Faculty responses to: <i>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?</i>						
	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fmprep]	0	<div><div></div></div>		15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	38	<div><div></div></div>
		3	<div><div></div></div>			34	<div><div></div></div>
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [fmcocurr]	0	<div><div></div></div>		15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	5	<div><div></div></div>
		0	<div><div></div></div>			6	<div><div></div></div>
	20c. Working for pay on campus [fmworkon]	2	<div><div></div></div>		15c. Working for pay on campus [tmworkon]	6	<div><div></div></div>
		7	<div><div></div></div>			5	<div><div></div></div>
	20d. Working for pay off campus [fmworkoff]	69	<div><div></div></div>		15d. Working for pay off campus [tmworkoff]	41	<div><div></div></div>
		72	<div><div></div></div>			70	<div><div></div></div>
	20e. Doing community service or volunteer work [fmsservice]	0	<div><div></div></div>		15e. Doing community service or volunteer work [tmsservice]	5	<div><div></div></div>
		0	<div><div></div></div>			5	<div><div></div></div>
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [fmrelax]	28	<div><div></div></div>		15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	36	<div><div></div></div>
		19	<div><div></div></div>			19	<div><div></div></div>
	20g. Providing care for dependents (children, parents, etc.) [fmcare]	12	<div><div></div></div>		15g. Providing care for dependents (children, parents, etc.) [tmcare]	8	<div><div></div></div>
		24	<div><div></div></div>			20	<div><div></div></div>
	20h. Commuting to campus (driving, walking, etc.) [fmcommute]	6	<div><div></div></div>		15h. Commuting to campus (driving, walking, etc.) [tmcommute]	13	<div><div></div></div>
		7	<div><div></div></div>			8	<div><div></div></div>

Lower-Division
Upper-Division

First-Year
Senior

High-Impact Practices

Learning Community

FY Participation	8	<div></div>
SR Participation	16	<div></div>
Faculty Participation	N/A	
Faculty Importance	52	<div></div>

NSSE variable: 11c *learncom*; FSSE variable: 1c *flearncom*

Service-Learning

FY Participation	38	<div></div>
SR Participation	43	<div></div>
Faculty Participation	52	<div></div>
Faculty Importance	59	<div></div>

NSSE variable: 12 *servcourse*; FSSE variables: 9 *fservcourse*, 1g *fservice*

Research with Faculty

FY Participation	2	<div></div>
SR Participation	15	<div></div>
Faculty Participation	44	<div></div>
Faculty Importance	56	<div></div>

NSSE variable: 11e *research*; FSSE variables: 6a *fdresearch*, 1e *fresearch*

Internship or Field Experience

FY Participation	2	<div></div>
SR Participation	30	<div></div>
Faculty Participation	33	<div></div>
Faculty Importance	92	<div></div>

NSSE variable: 11a *intern*; FSSE variables: 6b *fdintern*, 1a *fintern*

Study Abroad

FY Participation	1	<div></div>
SR Participation	5	<div></div>
Faculty Participation	N/A	
Faculty Importance	31	<div></div>

NSSE variable: 11d *abroad*; FSSE variable: 1d *fabroad*

Senior Culminating Experience

FY Participation	1	<div></div>
SR Participation	29	<div></div>
Faculty Participation	N/A	
Faculty Importance	87	<div></div>

NSSE variable: 11f *capstone*; FSSE variable: 1f *fcapstone*

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.