



University of Southern Indiana

Respondent Characteristics

August 2010

Response rate	48%
Number of invited faculty	650
Total number of respondents	309 (146 teach mostly first-year students, 114 teach mostly seniors, and 34 teach other students, and 15 missing class rank of students taught.)

	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Discipline of appointment				
Arts and humanities	42%	15%	10%	26%
Biological science	6%	3%	3%	4%
Business	1%	9%	6%	5%
Education	4%	15%	16%	10%
Engineering	2%	3%	0%	2%
Physical science	20%	4%	13%	12%
Professional	4%	23%	39%	17%
Social science	11%	15%	13%	13%
Other	11%	15%	0%	11%
Rank				
Professor	3%	18%	13%	10%
Associate Professor	15%	23%	19%	19%
Assistant Professor	25%	33%	26%	28%
Instructor	46%	19%	32%	34%
Lecturer	4%	1%	3%	3%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	7%	6%	6%	6%
Tenure status				
Tenured	19%	43%	32%	30%
On tenure track but not tenured	18%	28%	26%	23%
Not on tenure track	59%	29%	42%	45%
No tenure system	3%	0%	0%	2%
Highest degree earned				
First professional degree	2%	0%	3%	1%
Doctoral degree	39%	68%	55%	52%
Master's degree	54%	28%	39%	42%
Bachelor's degree	3%	1%	3%	2%
Associate's degree	0%	0%	0%	0%
Other	2%	3%	0%	2%
Full-time/Part Time				
Full-time	69%	81%	76%	75%
Part-time	31%	19%	24%	25%

	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Number of courses taught 09-10¹				
None	0%	0%	0%	0%
1-3	24%	18%	27%	22%
4-6	38%	45%	47%	42%
7 or more	37%	37%	27%	36%
Years of teaching experience				
4 or less	18%	5%	24%	14%
5-9	32%	33%	8%	29%
10-14	14%	10%	12%	12%
15 or more	36%	53%	56%	45%
Age				
34 or younger	16%	6%	4%	11%
35-44	26%	21%	21%	23%
45-54	31%	24%	18%	27%
Older than 54	27%	48%	57%	38%
Gender				
Male	44%	44%	28%	42%
Female	56%	56%	72%	58%
Race / Ethnicity				
American Indian/ Native Amer.	0%	2%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	5%	1%	3%	3%
Black or African American	2%	3%	0%	2%
White (non-Hispanic)	80%	82%	90%	82%
Mexican or Mexican American	3%	0%	0%	2%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	2%	1%	0%	1%
Multiracial	1%	2%	3%	2%
Other	1%	0%	3%	1%
Prefer not to respond	8%	10%	0%	8%
Citizenship status				
U.S. citizen, native	87%	94%	93%	91%
U.S. citizen, naturalized	5%	3%	3%	4%
Permanent resident of the U.S.	5%	2%	3%	3%
Temporary resident of the U.S.	3%	1%	0%	2%

1: Includes 2009-2010 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



University of Southern Indiana

Frequency Distributions

August 2010

Interpreting the Frequency Distributions Report

Typical-Student Survey Option

The typical-student option asks faculty members to respond to questions based on the typical first-year student or senior they have taught during the current academic year. This option is valuable for institutions that desire to have faculty estimate first-year or senior levels of engagement across all their courses, rather than one particular course.

Sample

The *Frequency Distributions* report is based on information from all faculty respondents at your institution who reported that they teach mostly first-year or senior students. Faculty who reported teaching mostly other types of students or who did not report the class level of students taught are not included in this report.

Survey Items

The items from the FSSE typical-student survey option appear in the left column in the same order and wording as they appear on the instrument.

Class Level

Frequency distributions are reported separately for faculty who teach mostly first-year students and those who teach mostly seniors.

Variable Names

The name of each variable appears in the first column for easy reference to your data file and the *FSSE-NSSE Combined Report*.



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

- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- b. Community service or volunteer work
- c. Participation in a learning community or some other formal program where groups of students take two or more classes together

Response Categories

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

**FSSE 2010 Frequency Distributions
NSSEville State University**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	2	4%	1	3%	3	4%
	Somewhat important	3	6%	2	7%	5	6%
	Important	13	27%	3	10%	16	21%
	Very important	30	63%	23	79%	53	69%
	Total		48	100%	29	100%	77
FVOLUNTR	Not important	5	10%	2	7%	7	9%
	Somewhat important	11	23%	4	14%	15	19%
	Important	16	33%	15	52%	31	40%
	Very important	16	33%	8	28%	24	31%
	Total		48	100%	29	100%	77
FLERNCOM	Not important	5	10%	1	3%	6	8%
	Somewhat important	6	13%	4	14%	10	13%
	Important	14	29%	10	34%	24	31%
	Very important	23	48%	14	48%	37	48%
	Total		48	100%	29	100%	77

Count

The 'Count' column represents the actual number of faculty who selected a particular response for each item.

Column Percentage (%)

This column represents the percentage of faculty responding to the particular option for each item.

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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	6	4%	1	1%	7	3%
		Somewhat important	26	18%	13	12%	39	15%
		Important	48	33%	26	23%	74	29%
		Very important	65	45%	73	65%	138	53%
		Total	145	100%	113	100%	258	100%
b. Community service or volunteer work	FVOLUNTR	Not important	14	10%	9	8%	23	9%
		Somewhat important	48	33%	24	21%	72	28%
		Important	56	39%	46	41%	102	40%
		Very important	27	19%	34	30%	61	24%
		Total	145	100%	113	100%	258	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	22	15%	22	20%	44	17%
		Somewhat important	61	42%	37	33%	98	38%
		Important	42	29%	36	32%	78	30%
		Very important	20	14%	16	14%	36	14%
		Total	145	100%	111	100%	256	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	21	14%	12	11%	33	13%
		Somewhat important	60	41%	52	46%	112	43%
		Important	47	32%	36	32%	83	32%
		Very important	18	12%	14	12%	32	12%
		Total	146	100%	114	100%	260	100%
e. Foreign language coursework	FFORLANG	Not important	19	13%	18	16%	37	14%
		Somewhat important	44	31%	36	32%	80	31%
		Important	37	26%	39	34%	76	29%
		Very important	44	31%	21	18%	65	25%
		Total	144	100%	114	100%	258	100%
f. Study abroad	FSTUDYAB	Not important	31	21%	23	20%	54	21%
		Somewhat important	59	40%	40	35%	99	38%
		Important	34	23%	36	32%	70	27%
		Very important	22	15%	15	13%	37	14%
		Total	146	100%	114	100%	260	100%

**FSSE 2010 Frequency Distributions
University of Southern Indiana**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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	37	26%	42	37%	79	31%
		Somewhat important	66	46%	44	39%	110	43%
		Important	35	24%	23	20%	58	22%
		Very important	6	4%	5	4%	11	4%
		Total	144	100%	114	100%	258	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	9	6%	8	7%	17	7%
		Somewhat important	21	15%	12	11%	33	13%
		Important	58	40%	38	33%	96	37%
		Very important	56	39%	56	49%	112	43%
		Total	144	100%	114	100%	258	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	1%	1	0%
		2	2	1%	0	0%	2	1%
		3	4	3%	1	1%	5	2%
		4	14	10%	16	14%	30	12%
		5	55	38%	33	29%	88	34%
		6	54	37%	42	37%	96	37%
		Friendly, Supportive, Sense of Belonging	16	11%	20	18%	36	14%
		Total	145	100%	113	100%	258	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (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>
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	1	1%	0	0%	1	0%
		3	7	5%	4	4%	11	4%
		4	22	15%	3	3%	25	10%
		5	46	32%	42	37%	88	34%
		6	55	38%	44	39%	99	38%
		Available, Helpful, Sympathetic	15	10%	20	18%	35	14%
		Total	146	100%	113	100%	259	100%
		Student relationships with administrative personnel and offices	FENVADM	Unhelpful, Inconsiderate, Rigid	1	1%	1	1%
2	4			3%	4	4%	8	3%
3	15			11%	10	9%	25	10%
4	41			29%	31	28%	72	28%
5	37			26%	29	26%	66	26%
6	37			26%	27	24%	64	25%
Helpful, Considerate, Flexible	7			5%	10	9%	17	7%
Total	142			100%	112	100%	254	100%

To what extent does your institution emphasize 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. Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	Very little	9	6%	8	7%	17	7%
		Some	50	34%	41	36%	91	35%
		Quite a bit	57	39%	40	35%	97	37%
		Very much	29	20%	25	22%	54	21%
		Total	145	100%	114	100%	259	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	0	0%	2	2%	2	1%
		Some	19	13%	16	14%	35	14%
		Quite a bit	70	48%	52	46%	122	47%
		Very much	56	39%	43	38%	99	38%
		Total	145	100%	113	100%	258	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	17	12%	21	18%	38	15%
		Some	72	50%	53	46%	125	48%
		Quite a bit	37	26%	34	30%	71	28%
		Very much	18	13%	6	5%	24	9%
		Total	144	100%	114	100%	258	100%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	28	20%	24	21%	52	20%
		Some	70	49%	50	44%	120	47%
		Quite a bit	37	26%	33	29%	70	27%
		Very much	7	5%	7	6%	14	5%
		Total	142	100%	114	100%	256	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	13	9%	11	10%	24	9%
		Some	70	49%	64	56%	134	52%
		Quite a bit	47	33%	32	28%	79	31%
		Very much	12	8%	7	6%	19	7%
		Total	142	100%	114	100%	256	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	7	5%	9	8%	16	6%
		Some	49	34%	49	43%	98	38%
		Quite a bit	64	44%	39	34%	103	40%
		Very much	24	17%	17	15%	41	16%
		Total	144	100%	114	100%	258	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	9	6%	9	8%	18	7%
		Some	43	30%	42	37%	85	33%
		Quite a bit	66	46%	41	36%	107	41%
		Very much	27	19%	22	19%	49	19%
		Total	145	100%	114	100%	259	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent does your institution emphasize each of the following? (continued)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Encouraging students to use computers in their academic work	FENVCOMP						
	Very little	4	3%	1	1%	5	2%
	Some	21	15%	14	12%	35	14%
	Quite a bit	54	38%	41	36%	95	37%
	Very much	65	45%	58	51%	123	48%
	Total	144	100%	114	100%	258	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH						
	0	0	0%	2	2%	2	1%
	1-4	25	17%	22	19%	47	18%
	5-8	25	17%	26	23%	51	20%
	9-12	62	42%	41	36%	103	40%
	13-16	27	18%	14	12%	41	16%
	17-20	4	3%	4	4%	8	3%
	21-30	3	2%	3	3%	6	2%
	More than 30	0	0%	1	1%	1	0%
		Total	146	100%	113	100%	259
b. Grading papers and exams	GRADEPAP						
	0	1	1%	1	1%	2	1%
	1-4	46	32%	41	36%	87	34%
	5-8	51	35%	34	30%	85	33%
	9-12	24	16%	20	18%	44	17%
	13-16	10	7%	13	12%	23	9%
	17-20	9	6%	4	4%	13	5%
	21-30	4	3%	0	0%	4	2%
	More than 30	1	1%	0	0%	1	0%
		Total	146	100%	113	100%	259

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	3	2%	2	2%	5	2%
		1-4	80	55%	45	39%	125	48%
		5-8	40	27%	42	37%	82	32%
		9-12	10	7%	17	15%	27	10%
		13-16	9	6%	7	6%	16	6%
		17-20	3	2%	0	0%	3	1%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
	Total	146	100%	114	100%	260	100%	
d. Preparing for class	CLASSPRP	0	1	1%	0	0%	1	0%
		1-4	36	25%	21	19%	57	22%
		5-8	42	29%	40	35%	82	32%
		9-12	34	23%	31	27%	65	25%
		13-16	16	11%	13	12%	29	11%
		17-20	5	3%	1	1%	6	2%
		21-30	9	6%	5	4%	14	5%
		More than 30	2	1%	2	2%	4	2%
	Total	145	100%	113	100%	258	100%	
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	2	2%	3	1%
		1-4	96	66%	80	71%	176	68%
		5-8	29	20%	22	19%	51	20%
		9-12	10	7%	6	5%	16	6%
		13-16	6	4%	0	0%	6	2%
		17-20	2	1%	2	2%	4	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	1	1%	2	1%
	Total	145	100%	113	100%	258	100%	

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
f. Research and scholarly activities	SCHOLAR	0	16	11%	4	4%	20	8%
		1-4	72	50%	51	45%	123	47%
		5-8	25	17%	38	33%	63	24%
		9-12	14	10%	10	9%	24	9%
		13-16	8	6%	6	5%	14	5%
		17-20	7	5%	3	3%	10	4%
		21-30	3	2%	1	1%	4	2%
		More than 30	0	0%	1	1%	1	0%
			Total	145	100%	114	100%	259
g. Working with undergraduates on research	FRESEARC	0	81	55%	53	47%	134	52%
		1-4	46	32%	49	44%	95	37%
		5-8	14	10%	6	5%	20	8%
		9-12	3	2%	3	3%	6	2%
		13-16	1	1%	1	1%	2	1%
		17-20	1	1%	0	0%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	146	100%	112	100%	258
h. Advising undergraduate students	ADVISE	0	54	37%	19	17%	73	28%
		1-4	61	42%	55	49%	116	45%
		5-8	19	13%	31	27%	50	19%
		9-12	4	3%	4	4%	8	3%
		13-16	3	2%	2	2%	5	2%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	1	1%	1	0%
		More than 30	4	3%	0	0%	4	2%
			Total	146	100%	113	100%	259

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
i. Supervising internships or other field experiences	FIELDEXP	0	114	79%	57	50%	171	66%
		1-4	23	16%	33	29%	56	22%
		5-8	3	2%	13	12%	16	6%
		9-12	5	3%	4	4%	9	3%
		13-16	0	0%	4	4%	4	2%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
			Total	145	100%	113	100%	258
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	67	46%	40	35%	107	41%
		1-4	59	41%	62	54%	121	47%
		5-8	12	8%	10	9%	22	8%
		9-12	2	1%	0	0%	2	1%
		13-16	2	1%	1	1%	3	1%
		17-20	2	1%	1	1%	3	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	0%
			Total	145	100%	114	100%	259
k. Other interactions with students outside of the classroom	FINTERAC	0	35	24%	15	13%	50	19%
		1-4	78	54%	74	66%	152	59%
		5-8	18	12%	19	17%	37	14%
		9-12	6	4%	1	1%	7	3%
		13-16	1	1%	1	1%	2	1%
		17-20	2	1%	1	1%	3	1%
		21-30	3	2%	0	0%	3	1%
		More than 30	2	1%	1	1%	3	1%
			Total	145	100%	112	100%	257

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
1. Conducting service activities	SERVICE	0	73	50%	34	30%	107	41%
		1-4	49	34%	51	45%	100	39%
		5-8	15	10%	16	14%	31	12%
		9-12	4	3%	10	9%	14	5%
		13-16	1	1%	2	2%	3	1%
		17-20	3	2%	0	0%	3	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
		Total		145	100%	114	100%	259
In what format do you most often teach?	TTEACFOR	Classroom, on-campus	142	97%	100	88%	242	93%
		Classroom, auxiliary location	3	2%	1	1%	4	2%
		Distance education	1	1%	13	11%	14	5%
		Total	146	100%	114	100%	260	100%

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

What is the general area of your selected course?

TCSDISCL	Arts and Humanities	55	42%	15	14%	70	29%
	Biological science	10	8%	3	3%	13	5%
	Business	1	1%	11	10%	12	5%
	Education	4	3%	20	18%	24	10%
	Engineering	3	2%	4	4%	7	3%
	Physical science	29	22%	5	5%	34	14%
	Professional	5	4%	24	22%	29	12%
	Social science	13	10%	15	14%	28	12%
	Other	11	8%	13	12%	24	10%
	Total	131	100%	110	100%	241	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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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%	2	1%	2	2%	4	2%
		1-9%	10	7%	14	12%	24	9%
		10-19%	18	12%	16	14%	34	13%
		20-29%	22	15%	21	19%	43	17%
		30-39%	12	8%	14	12%	26	10%
		40-49%	26	18%	14	12%	40	16%
		50-74%	32	22%	23	20%	55	21%
		75% or more	23	16%	9	8%	32	12%
		Total	145	100%	113	100%	258	100%
b. Teacher-led discussion	TEACHLED	0%	2	1%	7	6%	9	3%
		1-9%	28	19%	20	18%	48	19%
		10-19%	39	27%	36	32%	75	29%
		20-29%	39	27%	29	26%	68	26%
		30-39%	12	8%	6	5%	18	7%
		40-49%	13	9%	10	9%	23	9%
		50-74%	9	6%	4	4%	13	5%
		75% or more	4	3%	1	1%	5	2%
		Total	146	100%	113	100%	259	100%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	30	21%	14	13%	44	17%
		1-9%	39	27%	30	27%	69	27%
		10-19%	24	17%	33	29%	57	22%
		20-29%	23	16%	18	16%	41	16%
		30-39%	14	10%	6	5%	20	8%
		40-49%	7	5%	5	4%	12	5%
		50-74%	2	1%	4	4%	6	2%
		75% or more	5	3%	2	2%	7	3%
		Total	144	100%	112	100%	256	100%

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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>
d. Student computer use	COMPMED	0%	50	35%	36	33%	86	34%
		1-9%	48	34%	40	36%	88	35%
		10-19%	21	15%	17	15%	38	15%
		20-29%	13	9%	3	3%	16	6%
		30-39%	3	2%	3	3%	6	2%
		40-49%	4	3%	4	4%	8	3%
		50-74%	3	2%	4	4%	7	3%
		75% or more	1	1%	3	3%	4	2%
			Total	143	100%	110	100%	253
e. Small group activities	GROUPSML	0%	24	16%	15	13%	39	15%
		1-9%	39	27%	36	32%	75	29%
		10-19%	34	23%	26	23%	60	23%
		20-29%	24	16%	16	14%	40	16%
		30-39%	12	8%	9	8%	21	8%
		40-49%	7	5%	4	4%	11	4%
		50-74%	3	2%	4	4%	7	3%
		75% or more	3	2%	2	2%	5	2%
			Total	146	100%	112	100%	258
f. Student presentations	STUPRES	0%	47	32%	26	23%	73	28%
		1-9%	55	38%	40	35%	95	37%
		10-19%	21	14%	27	24%	48	19%
		20-29%	11	8%	7	6%	18	7%
		30-39%	3	2%	7	6%	10	4%
		40-49%	2	1%	5	4%	7	3%
		50-74%	4	3%	1	1%	5	2%
		75% or more	2	1%	0	0%	2	1%
			Total	145	100%	113	100%	258

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
g. In-class writing	CLSWRITE	0%	47	32%	38	34%	85	33%
		1-9%	51	35%	54	48%	105	41%
		10-19%	27	18%	9	8%	36	14%
		20-29%	15	10%	5	4%	20	8%
		30-39%	2	1%	4	4%	6	2%
		40-49%	1	1%	0	0%	1	0%
		50-74%	2	1%	0	0%	2	1%
		75% or more	1	1%	2	2%	3	1%
		Total	146	100%	112	100%	258	100%
h. Testing and evaluation	TESTEVAL	0%	9	6%	2	2%	11	4%
		1-9%	60	41%	57	50%	117	45%
		10-19%	51	35%	39	35%	90	35%
		20-29%	14	10%	9	8%	23	9%
		30-39%	4	3%	6	5%	10	4%
		40-49%	4	3%	0	0%	4	2%
		50-74%	2	1%	0	0%	2	1%
		75% or more	2	1%	0	0%	2	1%
		Total	146	100%	113	100%	259	100%
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	126	89%	98	90%	224	89%
		1-9%	8	6%	2	2%	10	4%
		10-19%	1	1%	3	3%	4	2%
		20-29%	1	1%	2	2%	3	1%
		30-39%	1	1%	0	0%	1	0%
		40-49%	2	1%	0	0%	2	1%
		50-74%	2	1%	2	2%	4	2%
		75% or more	1	1%	2	2%	3	1%
		Total	142	100%	109	100%	251	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	78	54%	45	41%	123	49%
		1-9%	28	19%	17	16%	45	18%
		10-19%	10	7%	15	14%	25	10%
		20-29%	12	8%	13	12%	25	10%
		30-39%	6	4%	6	6%	12	5%
		40-49%	6	4%	3	3%	9	4%
		50-74%	1	1%	5	5%	6	2%
		75% or more	3	2%	5	5%	8	3%
		Total	144	100%	109	100%	253	100%
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	3	2%	9	8%	12	5%
		10-19	6	4%	15	13%	21	8%
		20-29	14	10%	17	15%	31	12%
		30-49	21	15%	36	32%	57	22%
		50-99	49	35%	27	24%	76	30%
		100 or more	47	34%	10	9%	57	22%
		Total	140	100%	114	100%	254	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following questions based on the typical students you have taught during this academic year.

About how often has the typical student done 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. Asked questions in class or contributed to class discussions	TCLQUEST	Never	4	3%	0	0%	4	2%
		Sometimes	88	61%	29	25%	117	45%
		Often	39	27%	46	40%	85	33%
		Very Often	13	9%	39	34%	52	20%
		Total	144	100%	114	100%	258	100%
b. Made a class presentation	TCLPRSNT	Never	52	37%	18	16%	70	28%
		Sometimes	64	45%	35	31%	99	39%
		Often	17	12%	27	24%	44	17%
		Very Often	8	6%	33	29%	41	16%
		Total	141	100%	113	100%	254	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	65	46%	38	33%	103	40%
		Sometimes	47	33%	43	38%	90	35%
		Often	14	10%	13	11%	27	11%
		Very Often	15	11%	20	18%	35	14%
		Total	141	100%	114	100%	255	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	34	24%	7	6%	41	16%
		Sometimes	52	36%	18	16%	70	27%
		Often	36	25%	40	35%	76	30%
		Very Often	21	15%	48	42%	69	27%
		Total	143	100%	113	100%	256	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	45	32%	20	18%	65	26%
		Sometimes	59	42%	35	31%	94	37%
		Often	22	15%	35	31%	57	22%
		Very Often	16	11%	22	20%	38	15%
		Total	142	100%	112	100%	254	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done 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>
f. Come to class without completing readings or assignments	TCLUNPRE	Never	2	1%	10	9%	12	5%
		Sometimes	48	33%	61	54%	109	42%
		Often	48	33%	24	21%	72	28%
		Very Often	46	32%	18	16%	64	25%
		Total	144	100%	113	100%	257	100%
g. Worked with other students on projects during class	TCLASSGR	Never	25	18%	16	14%	41	16%
		Sometimes	58	41%	37	32%	95	37%
		Often	41	29%	32	28%	73	29%
		Very Often	18	13%	29	25%	47	18%
		Total	142	100%	114	100%	256	100%
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	25	17%	10	9%	35	14%
		Sometimes	81	57%	40	35%	121	47%
		Often	26	18%	36	32%	62	24%
		Very Often	11	8%	28	25%	39	15%
		Total	143	100%	114	100%	257	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	30	21%	7	6%	37	15%
		Sometimes	91	65%	38	35%	129	52%
		Often	14	10%	37	34%	51	20%
		Very Often	5	4%	28	25%	33	13%
		Total	140	100%	110	100%	250	100%
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	63	46%	34	31%	97	39%
		Sometimes	63	46%	62	56%	125	50%
		Often	9	7%	9	8%	18	7%
		Very Often	2	1%	6	5%	8	3%
		Total	137	100%	111	100%	248	100%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	83	61%	29	26%	112	46%
		Sometimes	44	33%	39	35%	83	34%
		Often	5	4%	17	15%	22	9%
		Very Often	3	2%	25	23%	28	11%
		Total	135	100%	110	100%	245	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done 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>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	31	22%	18	16%	49	20%
		Sometimes	53	38%	25	23%	78	31%
		Often	29	21%	29	26%	58	23%
		Very Often	26	19%	39	35%	65	26%
		Total	139	100%	111	100%	250	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	0	0%	1	1%	1	0%
		Sometimes	41	29%	11	10%	52	20%
		Often	60	42%	34	30%	94	37%
		Very Often	42	29%	67	59%	109	43%
		Total	143	100%	113	100%	256	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	1	1%	3	3%	4	2%
		Sometimes	79	56%	38	34%	117	46%
		Often	37	26%	43	38%	80	31%
		Very Often	25	18%	29	26%	54	21%
		Total	142	100%	113	100%	255	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	15	11%	2	2%	17	7%
		Sometimes	94	68%	42	37%	136	54%
		Often	20	14%	32	28%	52	21%
		Very Often	10	7%	37	33%	47	19%
		Total	139	100%	113	100%	252	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	29	21%	13	12%	42	17%
		Sometimes	93	68%	70	62%	163	65%
		Often	12	9%	23	20%	35	14%
		Very Often	2	1%	7	6%	9	4%
		Total	136	100%	113	100%	249	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	1	1%	1	0%
		Sometimes	20	14%	10	9%	30	12%
		Often	68	48%	45	41%	113	45%
		Very Often	53	38%	55	50%	108	43%
		Total	141	100%	111	100%	252	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done 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>
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	5	4%	4	4%	9	4%
		Sometimes	97	69%	60	54%	157	62%
		Often	29	21%	33	30%	62	25%
		Very Often	10	7%	14	13%	24	10%
		Total	141	100%	111	100%	252	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	58	43%	22	20%	80	33%
		Sometimes	69	51%	67	61%	136	56%
		Often	6	4%	17	16%	23	9%
		Very Often	2	1%	3	3%	5	2%
		Total	135	100%	109	100%	244	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	18	13%	12	12%	30	12%
		Sometimes	99	72%	68	65%	167	69%
		Often	17	12%	17	16%	34	14%
		Very Often	3	2%	7	7%	10	4%
		Total	137	100%	104	100%	241	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	29	21%	18	17%	47	20%
		Sometimes	82	61%	66	63%	148	62%
		Often	18	13%	15	14%	33	14%
		Very Often	6	4%	6	6%	12	5%
		Total	135	100%	105	100%	240	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	29	21%	15	15%	44	18%
		Sometimes	80	59%	70	68%	150	63%
		Often	20	15%	14	14%	34	14%
		Very Often	6	4%	4	4%	10	4%
		Total	135	100%	103	100%	238	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	20	15%	17	16%	37	15%
		Sometimes	81	60%	57	53%	138	57%
		Often	28	21%	25	23%	53	22%
		Very Often	5	4%	9	8%	14	6%
		Total	134	100%	108	100%	242	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done 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>
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHVW	Never	19	14%	11	10%	30	12%
		Sometimes	78	57%	52	50%	130	54%
		Often	32	24%	30	29%	62	26%
		Very Often	7	5%	12	11%	19	8%
		Total	136	100%	105	100%	241	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	5	4%	3	3%	8	3%
		Sometimes	71	53%	44	42%	115	48%
		Often	43	32%	44	42%	87	36%
		Very Often	16	12%	15	14%	31	13%
		Total	135	100%	106	100%	241	100%

During the current school year, about how much reading and writing do you estimate the typical student has done?

	<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	TREADASG	None	3	2%	4	4%	7	3%
		Between 1 and 4	68	50%	49	48%	117	49%
		Between 5 and 10	53	39%	37	36%	90	38%
		Between 11 and 20	9	7%	10	10%	19	8%
		More than 20	2	1%	3	3%	5	2%
		Total	135	100%	103	100%	238	100%
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	47	35%	19	19%	66	28%
		Between 1 and 4	84	63%	78	76%	162	69%
		Between 5 and 10	2	2%	4	4%	6	3%
		Between 11 and 20	0	0%	1	1%	1	0%
		More than 20	0	0%	0	0%	0	0%
		Total	133	100%	102	100%	235	100%
c. Number of written papers or reports of 20 pages or more	TWRTRM05	None	94	70%	37	35%	131	55%
		Between 1 and 4	37	28%	62	58%	99	41%
		Between 5 and 10	2	1%	5	5%	7	3%
		Between 11 and 20	0	0%	0	0%	0	0%
		More than 20	1	1%	2	2%	3	1%
		Total	134	100%	106	100%	240	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, about how much reading and writing do you estimate the typical student has done? (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. Number of written papers or reports between 5 and 19 pages	TWRMTMD05	None	26	20%	8	8%	34	14%
		Between 1 and 4	81	61%	62	58%	143	60%
		Between 5 and 10	24	18%	31	29%	55	23%
		Between 11 and 20	1	1%	4	4%	5	2%
		More than 20	1	1%	1	1%	2	1%
		Total		133	100%	106	100%	239
e. Number of written papers or reports of fewer than 5 pages	TWRITSML	None	6	4%	3	3%	9	4%
		Between 1 and 4	56	42%	39	38%	95	40%
		Between 5 and 10	51	38%	33	32%	84	35%
		Between 11 and 20	17	13%	22	21%	39	16%
		More than 20	4	3%	7	7%	11	5%
		Total		134	100%	104	100%	238

In a typical week, how many homework problem sets does the typical student 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 the typical student more than one hour to complete	TPROBSTA	None	19	15%	21	19%	40	17%
		1-2	45	34%	46	43%	91	38%
		3-4	38	29%	22	20%	60	25%
		5-6	14	11%	13	12%	27	11%
		More than 6	15	11%	6	6%	21	9%
		Total		131	100%	108	100%	239
b. Number of problem sets that take the typical student less than one hour to complete	TPROBSTB	None	13	10%	21	20%	34	14%
		1-2	43	33%	39	36%	82	34%
		3-4	36	27%	22	21%	58	24%
		5-6	16	12%	12	11%	28	12%
		More than 6	23	18%	13	12%	36	15%
		Total		131	100%	107	100%	238

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* 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. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	0	0%	0	0%
		1-5	13	10%	10	9%	23	9%
		6-10	29	21%	16	15%	45	18%
		11-15	20	15%	28	26%	48	20%
		16-20	29	21%	21	19%	50	20%
		21-25	23	17%	13	12%	36	15%
		26-30	13	10%	13	12%	26	11%
		More than 30	9	7%	7	6%	16	7%
		Total	136	100%	108	100%	244	100%
b. Working for pay on campus	TEXWRKON	0	6	4%	10	9%	16	7%
		1-5	24	18%	16	15%	40	17%
		6-10	49	37%	37	35%	86	36%
		11-15	35	26%	27	25%	62	26%
		16-20	18	13%	15	14%	33	14%
		21-25	2	1%	1	1%	3	1%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	134	100%	106	100%	240	100%
c. Working for pay off campus	TEXWRKOF	0	17	13%	8	8%	25	11%
		1-5	21	16%	10	9%	31	13%
		6-10	38	29%	27	25%	65	27%
		11-15	23	17%	33	31%	56	24%
		16-20	21	16%	23	22%	44	18%
		21-25	8	6%	3	3%	11	5%
		26-30	4	3%	1	1%	5	2%
		More than 30	0	0%	1	1%	1	0%
		Total	132	100%	106	100%	238	100%

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* 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. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	1	1%	0	0%	1	0%
		1-5	67	50%	57	53%	124	51%
		6-10	50	37%	39	36%	89	37%
		11-15	10	7%	7	7%	17	7%
		16-20	6	4%	4	4%	10	4%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	134	100%	107	100%	241	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	1	1%	0	0%	1	0%
		1-5	30	22%	22	21%	52	22%
		6-10	52	39%	44	42%	96	40%
		11-15	30	22%	18	17%	48	20%
		16-20	15	11%	15	14%	30	13%
		21-25	3	2%	1	1%	4	2%
		26-30	0	0%	2	2%	2	1%
		More than 30	3	2%	2	2%	5	2%
		Total	134	100%	104	100%	238	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	30	23%	10	10%	40	17%
		1-5	39	30%	33	32%	72	31%
		6-10	34	26%	20	20%	54	23%
		11-15	12	9%	18	18%	30	13%
		16-20	10	8%	12	12%	22	10%
		21-25	0	0%	6	6%	6	3%
		26-30	0	0%	2	2%	2	1%
		More than 30	4	3%	1	1%	5	2%
		Total	129	100%	102	100%	231	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends 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>
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	4	3%	6	6%	10	4%
		1-5	99	77%	76	72%	175	75%
		6-10	22	17%	21	20%	43	18%
		11-15	4	3%	1	1%	5	2%
		16-20	0	0%	1	1%	1	0%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		129	100%	105	100%	234
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	3	2%	0	0%	3	1%
		1-5	58	44%	42	39%	100	42%
		6-10	45	34%	30	28%	75	31%
		11-15	17	13%	29	27%	46	19%
		16-20	6	5%	4	4%	10	4%
		21-25	2	2%	0	0%	2	1%
		26-30	0	0%	1	1%	1	0%
		More than 30	1	1%	1	1%	2	1%
		Total		132	100%	107	100%	239
b. Working for pay on campus	TACTWKON	0	14	11%	13	12%	27	12%
		1-5	20	16%	23	22%	43	18%
		6-10	43	34%	22	21%	65	28%
		11-15	25	20%	22	21%	47	20%
		16-20	21	16%	19	18%	40	17%
		21-25	5	4%	6	6%	11	5%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		128	100%	105	100%	233

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Working for pay off campus	TACTWKOF	0	2	2%	1	1%	3	1%
		1-5	8	6%	4	4%	12	5%
		6-10	10	8%	5	5%	15	6%
		11-15	19	15%	12	11%	31	13%
		16-20	37	29%	33	31%	70	30%
		21-25	28	22%	22	21%	50	21%
		26-30	15	12%	19	18%	34	14%
		More than 30	10	8%	11	10%	21	9%
		Total		129	100%	107	100%	236
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	6	5%	8	8%	14	6%
		1-5	51	39%	54	52%	105	45%
		6-10	51	39%	22	21%	73	31%
		11-15	10	8%	13	13%	23	10%
		16-20	8	6%	5	5%	13	6%
		21-25	1	1%	1	1%	2	1%
		26-30	2	2%	1	1%	3	1%
		More than 30	1	1%	0	0%	1	0%
		Total		130	100%	104	100%	234
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCU	0	0	0%	0	0%	0	0%
		1-5	6	5%	6	6%	12	5%
		6-10	16	12%	17	16%	33	14%
		11-15	27	21%	21	20%	48	20%
		16-20	29	22%	31	29%	60	25%
		21-25	19	15%	14	13%	33	14%
		26-30	13	10%	8	8%	21	9%
		More than 30	21	16%	9	8%	30	13%
		Total		131	100%	106	100%	237

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends 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>
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE	0	14	11%	8	8%	22	9%
		1-5	44	34%	31	30%	75	32%
		6-10	35	27%	26	25%	61	26%
		11-15	14	11%	8	8%	22	9%
		16-20	12	9%	12	12%	24	10%
		21-25	3	2%	10	10%	13	6%
		26-30	3	2%	5	5%	8	3%
		More than 30	6	5%	4	4%	10	4%
		Total	131	100%	104	100%	235	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	0	0%	0	0%	0	0%
		1-5	76	58%	60	58%	136	58%
		6-10	39	30%	37	36%	76	32%
		11-15	13	10%	6	6%	19	8%
		16-20	1	1%	1	1%	2	1%
		21-25	0	0%	0	0%	0	0%
		26-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	130	100%	104	100%	234	100%
Select the response that represents the extent to which the typical student's <i>examinations</i> have challenged that student to do his or her best work.	TEXAMS	Very Little	1	1%	1	1%	2	1%
		2	4	3%	0	0%	4	2%
		3	11	8%	9	8%	20	8%
		4	31	23%	25	23%	56	23%
		5	52	39%	33	31%	85	35%
		6	27	20%	31	29%	58	24%
		Very much	7	5%	8	7%	15	6%
		Total	133	100%	107	100%	240	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, how much do you believe the typical student's coursework has emphasized the following 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 his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	10	8%	9	9%	19	8%
		Some	30	23%	42	40%	72	31%
		Quite a bit	61	47%	42	40%	103	44%
		Very much	30	23%	12	11%	42	18%
		Total	131	100%	105	100%	236	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	TANALYZE	Very little	3	2%	1	1%	4	2%
		Some	48	37%	25	24%	73	31%
		Quite a bit	67	51%	53	51%	120	51%
		Very much	13	10%	25	24%	38	16%
		Total	131	100%	104	100%	235	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	10	8%	5	5%	15	6%
		Some	56	43%	29	28%	85	36%
		Quite a bit	49	38%	39	37%	88	37%
		Very much	15	12%	32	30%	47	20%
		Total	130	100%	105	100%	235	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	TEVALUAT	Very little	13	10%	8	8%	21	9%
		Some	65	50%	30	29%	95	40%
		Quite a bit	39	30%	39	37%	78	33%
		Very much	14	11%	28	27%	42	18%
		Total	131	100%	105	100%	236	100%
e. Applying theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	19	15%	8	8%	27	11%
		Some	53	41%	24	23%	77	33%
		Quite a bit	40	31%	37	35%	77	33%
		Very much	18	14%	37	35%	55	23%
		Total	130	100%	106	100%	236	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development 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	TGNWRITE	Very little	7	5%	5	5%	12	5%
		Some	48	36%	36	35%	84	36%
		Quite a bit	59	45%	41	39%	100	42%
		Very much	18	14%	22	21%	40	17%
		Total	132	100%	104	100%	236	100%
b. Speaking clearly and effectively	TGNSPEAK	Very little	9	7%	5	5%	14	6%
		Some	58	44%	41	39%	99	42%
		Quite a bit	49	37%	40	38%	89	38%
		Very much	16	12%	18	17%	34	14%
		Total	132	100%	104	100%	236	100%
c. Thinking critically and analytically	TGNANALY	Very little	4	3%	4	4%	8	3%
		Some	60	45%	33	32%	93	39%
		Quite a bit	47	36%	38	37%	85	36%
		Very much	21	16%	29	28%	50	21%
		Total	132	100%	104	100%	236	100%
d. Analyzing quantitative problems	TGNQUANT	Very little	8	6%	7	7%	15	7%
		Some	59	46%	41	41%	100	44%
		Quite a bit	46	36%	42	42%	88	39%
		Very much	14	11%	11	11%	25	11%
		Total	127	100%	101	100%	228	100%
e. Using computing and information technology	TGNCMPTS	Very little	6	5%	2	2%	8	3%
		Some	34	26%	24	23%	58	25%
		Quite a bit	60	46%	44	42%	104	44%
		Very much	30	23%	35	33%	65	28%
		Total	130	100%	105	100%	235	100%
f. Working effectively with others	TGNOTHER	Very little	10	8%	4	4%	14	6%
		Some	54	41%	29	28%	83	35%
		Quite a bit	51	39%	45	43%	96	41%
		Very much	17	13%	26	25%	43	18%
		Total	132	100%	104	100%	236	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<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. Learning effectively on his or her own	TGNIHQ	Very little	15	11%	7	7%	22	9%
		Some	56	42%	33	32%	89	38%
		Quite a bit	50	38%	41	39%	91	39%
		Very much	11	8%	23	22%	34	14%
		Total	132	100%	104	100%	236	100%
h. Understanding himself or herself	TGNSSELF	Very little	7	5%	13	13%	20	9%
		Some	69	53%	37	36%	106	46%
		Quite a bit	41	32%	38	37%	79	34%
		Very much	12	9%	15	15%	27	12%
		Total	129	100%	103	100%	232	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	21	16%	20	19%	41	18%
		Some	73	56%	54	52%	127	54%
		Quite a bit	30	23%	18	17%	48	21%
		Very much	7	5%	11	11%	18	8%
		Total	131	100%	103	100%	234	100%
j. Solving complex real-world problems	TGNPROBS	Very little	26	20%	13	13%	39	17%
		Some	70	53%	45	44%	115	49%
		Quite a bit	27	21%	35	34%	62	26%
		Very much	8	6%	10	10%	18	8%
		Total	131	100%	103	100%	234	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	19	14%	15	15%	34	14%
		Some	71	54%	48	47%	119	51%
		Quite a bit	35	27%	29	28%	64	27%
		Very much	7	5%	11	11%	18	8%
		Total	132	100%	103	100%	235	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	67	52%	55	54%	122	53%
		Some	52	40%	40	40%	92	40%
		Quite a bit	9	7%	3	3%	12	5%
		Very much	1	1%	3	3%	4	2%
		Total	129	100%	101	100%	230	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<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>
m. Acquiring a broad general education	TGNGENLE	Very little	3	2%	6	6%	9	4%
		Some	48	37%	27	26%	75	32%
		Quite a bit	64	49%	49	48%	113	48%
		Very much	16	12%	21	20%	37	16%
		Total	131	100%	103	100%	234	100%
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	7	6%	2	2%	9	4%
		Some	62	49%	17	17%	79	35%
		Quite a bit	47	37%	53	52%	100	44%
		Very much	11	9%	29	29%	40	18%
		Total	127	100%	101	100%	228	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	51	40%	30	30%	81	36%
		Some	57	45%	55	55%	112	49%
		Quite a bit	15	12%	13	13%	28	12%
		Very much	5	4%	2	2%	7	3%
		Total	128	100%	100	100%	228	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	37	29%	17	17%	54	24%
		Some	68	54%	57	56%	125	55%
		Quite a bit	19	15%	22	22%	41	18%
		Very much	3	2%	6	6%	9	4%
		Total	127	100%	102	100%	229	100%

FSSE 2010 Frequency Distributions
University of Southern Indiana

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

<i>Variable</i>	<i>Response Options</i>	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
APDISCOL	Arts and humanities	47	42%	15	15%	62	29%
	Biological science	7	6%	3	3%	10	5%
	Business	1	1%	9	9%	10	5%
	Education	4	4%	15	15%	19	9%
	Engineering	2	2%	3	3%	5	2%
	Physical science	22	20%	4	4%	26	12%
	Professional	5	4%	24	23%	29	13%
	Social science	12	11%	15	15%	27	13%
	Other	12	11%	15	15%	27	13%
	Total	112	100%	103	100%	215	100%

IPEDS: 151306



University of Southern Indiana

FSSE-NSSE Combined Report

August 2010

Interpreting the FSSE-NSSE Combined Report

Typical-Student Survey Option

The typical-student option asks faculty members to respond to questions based on the typical first-year student or senior they have taught during the current academic year. This option is valuable for institutions that desire to have faculty estimate first-year or senior levels of engagement across all their courses, rather than one particular course.

Sample

The *FSSE-NSSE Combined Report* shows the responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who reported that they teach mostly first-year or senior students. Faculty who reported teaching mostly other types of students or who did not report a class rank of students taught are not included in this report.

Survey Items & Variable Names

In the results format above the bolded line, items from the FSSE survey appear in the first column with the corresponding FSSE and NSSE variables appearing in the second column. In the display below the bolded line, results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the first column contains survey item wording as it appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2010 Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
Asked questions in class or contributed to class discussions	TCLQUEST	Never	4%	0%	0%	1%
	CLQUEST	Sometimes	70%	27%	14%	15%
		Often	23%	41%	54%	32%
		Very often	2%	32%	32%	53%
Total			100%	100%	100%	100%

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	90%
		SR	90%

Student Responses

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

NSSE Item	Variable	Class	Response Categories			
			Done	Do not plan to do	Have not decided	
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	12%	79%	3%	5%
		SR	86%	10%	4%	0%

FSSE-NSSE Combined Report 2010 NSSEville State University

Response Categories
Where applicable, response categories are listed just as they appear on the FSSE and NSSE instruments. The distribution of responses match those in your *2009 Frequency Distributions*.

Class Level

In both results formats, frequency distributions are reported separately for faculty who teach mostly first-year students and those who teach mostly seniors. Student responses are also reported separately for first-year students and seniors. Institution-reported class levels are used for the student data. In the display below the bolded line, class level appears in the third column of both the faculty and student responses. The responses remain separated by those that pertain to first-year students (FY) and those that pertain to seniors (SR).

Note: The FSSE-NSSE Combined Report that accompanies the typical-student option contains two different report formats. The graphic above contains a sample of both formats. One is above the bolded line, and the other is below.

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	3%	3%	0%	2%
		Sometimes	61%	39%	25%	24%
		Often	27%	36%	40%	34%
		Very often	9%	22%	34%	39%
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	37%	13%	16%	9%
		Sometimes	45%	51%	31%	29%
		Often	12%	30%	24%	38%
		Very often	6%	7%	29%	24%
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	46%	9%	33%	17%
		Sometimes	33%	22%	38%	37%
		Often	10%	37%	11%	28%
		Very often	11%	31%	18%	18%
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	24%	2%	6%	2%
		Sometimes	36%	24%	16%	6%
		Often	25%	47%	35%	41%
		Very often	15%	27%	42%	51%
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	32%	7%	18%	7%
		Sometimes	42%	41%	31%	30%
		Often	15%	37%	31%	39%
		Very often	11%	14%	20%	23%
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	1%	21%	9%	22%
		Sometimes	33%	60%	54%	60%
		Often	33%	12%	21%	12%
		Very often	32%	6%	16%	6%
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	18%	8%	14%	13%
		Sometimes	41%	46%	32%	32%
		Often	29%	37%	28%	32%
		Very often	13%	9%	25%	24%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	17%	20%	9%	12%
		Sometimes	57%	48%	35%	32%
	Often	18%	23%	32%	27%	
	Very often	8%	9%	25%	28%	
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	21%	8%	6%	7%
		Sometimes	65%	47%	35%	27%
	Often	10%	34%	34%	42%	
	Very often	4%	11%	25%	24%	
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	46%	57%	31%	48%
		Sometimes	46%	30%	56%	32%
	Often	7%	8%	8%	13%	
	Very often	1%	5%	5%	7%	
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	61%	72%	26%	46%
		Sometimes	33%	18%	35%	32%
	Often	4%	8%	15%	13%	
	Very often	2%	3%	23%	9%	
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITCADE/ ITACADEM	Never	22%	18%	16%	8%
		Sometimes	38%	38%	23%	25%
	Often	21%	26%	26%	31%	
	Very often	19%	19%	35%	36%	
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	1%	1%	1%
		Sometimes	29%	29%	10%	14%
	Often	42%	43%	30%	32%	
	Very often	29%	27%	59%	54%	
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	1%	10%	3%	3%
		Sometimes	56%	45%	34%	36%
	Often	26%	32%	38%	34%	
	Very often	18%	13%	26%	27%	
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	11%	21%	2%	19%
		Sometimes	68%	46%	37%	39%
		Often	14%	23%	28%	26%
		Very often	7%	9%	33%	16%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	21%	48%	12%	30%
		Sometimes	68%	34%	62%	43%
		Often	9%	13%	20%	19%
		Very often	1%	4%	6%	8%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	12%	1%	6%
		Sometimes	14%	43%	9%	33%
		Often	48%	34%	41%	44%
		Very often	38%	11%	50%	18%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	4%	8%	4%	6%
		Sometimes	69%	42%	54%	39%
		Often	21%	36%	30%	36%
		Very often	7%	14%	13%	19%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	43%	61%	20%	44%
		Sometimes	51%	23%	61%	33%
		Often	4%	10%	16%	14%
		Very often	1%	5%	3%	9%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	13%	10%	12%	6%
		Sometimes	72%	39%	65%	33%
		Often	12%	34%	16%	33%
		Very often	2%	17%	7%	28%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	21%	22%	17%	18%
		Sometimes	61%	39%	63%	41%
		Often	13%	22%	14%	25%
		Very often	4%	16%	6%	15%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	21%	16%	15%	14%
		Sometimes	59%	36%	68%	41%
		Often	15%	29%	14%	25%
		Very often	4%	20%	4%	21%
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	15%	19%	16%	8%
		Sometimes	60%	40%	53%	36%
		Often	21%	28%	23%	34%
		Very often	4%	13%	8%	22%
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	14%	10%	10%	6%
		Sometimes	57%	39%	50%	29%
		Often	24%	33%	29%	41%
		Very often	5%	18%	11%	24%
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	4%	7%	3%	2%
		Sometimes	53%	38%	42%	35%
		Often	32%	36%	42%	37%
		Very often	12%	20%	14%	26%
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	2%	2%	4%	1%
		Between 1-4	50%	26%	48%	31%
		Between 5-10	39%	42%	36%	36%
		Between 11-20	7%	19%	10%	19%
		More than 20	1%	12%	3%	12%
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	35%	33%	19%	26%
		Between 1-4	63%	47%	76%	50%
		Between 5-10	2%	11%	4%	13%
		Between 11-20	0%	5%	1%	6%
		More than 20	0%	4%	0%	6%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of 20 pages or more	TWRM05/ WRITEMOR	None	70%	80%	35%	64%
		Between 1-4	28%	12%	58%	30%
		Between 5-10	1%	5%	5%	4%
		Between 11-20	0%	1%	0%	1%
		More than 20	1%	3%	2%	1%
		Total	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	TWRMD05/ WRITEMID	None	20%	14%	8%	10%
		Between 1-4	61%	57%	58%	45%
		Between 5-10	18%	24%	29%	35%
		Between 11-20	1%	3%	4%	9%
		More than 20	1%	3%	1%	1%
		Total	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	TWRITSM/ WRITESML	None	4%	2%	3%	5%
		Between 1-4	42%	31%	38%	30%
		Between 5-10	38%	37%	32%	28%
		Between 11-20	13%	22%	21%	23%
		More than 20	3%	8%	7%	14%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take more than one hour to complete	TPROBSTA/ PROBSETA	None	15%	11%	19%	19%
		1-2	34%	35%	43%	37%
		3-4	29%	33%	20%	24%
		5-6	11%	11%	12%	9%
		More than 6	11%	10%	6%	10%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take less than one hour to complete	TPROBSTB/ PROBSETB	None	10%	10%	20%	22%
		1-2	33%	32%	36%	37%
		3-4	27%	27%	21%	20%
		5-6	12%	15%	11%	10%
		More than 6	18%	16%	12%	11%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/ ACADPR01	0 hr/wk	2%	1%	0%	0%
		1-5 hr/wk	44%	16%	39%	18%
		6-10 hr/wk	34%	27%	28%	26%
		11-15 hr/wk	13%	21%	27%	15%
		16-20 hr/wk	5%	18%	4%	17%
		21-25 hr/wk	2%	10%	0%	10%
		26-30 hr/wk	0%	3%	1%	7%
		30+ hr/wk	1%	5%	1%	7%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/ WORKON01	0 hr/wk	11%	86%	12%	80%
		1-5 hr/wk	16%	4%	22%	3%
		6-10 hr/wk	34%	4%	21%	3%
		11-15 hr/wk	20%	1%	21%	6%
		16-20 hr/wk	16%	2%	18%	4%
		21-25 hr/wk	4%	0%	6%	1%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	2%	0%	3%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/ WORKOF01	0 hr/wk	2%	58%	1%	34%
		1-5 hr/wk	6%	5%	4%	3%
		6-10 hr/wk	8%	5%	5%	6%
		11-15 hr/wk	15%	8%	11%	8%
		16-20 hr/wk	29%	9%	31%	8%
		21-25 hr/wk	22%	5%	21%	8%
		26-30 hr/wk	12%	3%	18%	5%
		30+ hr/wk	8%	8%	10%	29%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	5%	45%	8%	49%
		1-5 hr/wk	39%	30%	52%	32%
		6-10 hr/wk	39%	12%	21%	8%
		11-15 hr/wk	8%	5%	13%	5%
		16-20 hr/wk	6%	4%	5%	2%
		21-25 hr/wk	1%	2%	1%	2%
		26-30 hr/wk	2%	1%	1%	1%
		30+ hr/wk	1%	2%	0%	1%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCU/ SOCIAL05	0 hr/wk	0%	1%	0%	2%
		1-5 hr/wk	5%	20%	6%	30%
		6-10 hr/wk	12%	28%	16%	29%
		11-15 hr/wk	21%	24%	20%	16%
		16-20 hr/wk	22%	14%	29%	12%
		21-25 hr/wk	15%	6%	13%	4%
		26-30 hr/wk	10%	1%	8%	3%
		30+ hr/wk	16%	6%	8%	3%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	11%	69%	8%	56%
		1-5 hr/wk	34%	14%	30%	12%
		6-10 hr/wk	27%	5%	25%	11%
		11-15 hr/wk	11%	2%	8%	3%
		16-20 hr/wk	9%	3%	12%	2%
		21-25 hr/wk	2%	1%	10%	0%
		26-30 hr/wk	2%	1%	5%	1%
		30+ hr/wk	5%	6%	4%	14%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	0%	9%	0%	7%
		1-5 hr/wk	58%	66%	58%	63%
		6-10 hr/wk	30%	14%	36%	23%
		11-15 hr/wk	10%	6%	6%	3%
		16-20 hr/wk	1%	2%	1%	2%
		21-25 hr/wk	0%	1%	0%	0%
		26-30 hr/wk	1%	1%	0%	1%
		30+ hr/wk	0%	1%	0%	2%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	1%	1%	1%	1%
		2	3%	0%	0%	2%
		3	8%	3%	8%	3%
		4	23%	18%	23%	11%
		5	39%	30%	31%	24%
		6	20%	32%	29%	34%
		Very much	5%	16%	7%	25%
		Total	100%	100%	100%	100%
Coursework emphasis: Memorizing facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	8%	5%	9%	9%
		Some	23%	26%	40%	28%
		Quite a bit	47%	43%	40%	36%
		Very much	23%	26%	11%	26%
		Total	100%	100%	100%	100%
Coursework emphasis: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	2%	3%	1%	2%
		Some	37%	23%	24%	12%
		Quite a bit	51%	47%	51%	41%
		Very much	10%	27%	24%	44%
		Total	100%	100%	100%	100%
Coursework emphasis: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	8%	4%	5%	5%
		Some	43%	33%	28%	19%
		Quite a bit	38%	42%	37%	42%
		Very much	12%	21%	30%	34%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Coursework emphasis: 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	TEVALUAT/ EVALUATE	Very little	10%	4%	8%	4%
		Some	50%	28%	29%	22%
		Quite a bit	30%	43%	37%	40%
		Very much	11%	24%	27%	34%
	Total		100%	100%	100%	100%
Coursework emphasis: Applying theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	15%	3%	8%	4%
		Some	41%	28%	23%	15%
		Quite a bit	31%	40%	35%	35%
		Very much	14%	28%	35%	46%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	5%	4%	5%	1%
		Some	36%	20%	35%	17%
		Quite a bit	45%	46%	39%	40%
		Very much	14%	30%	21%	41%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	7%	4%	5%	4%
		Some	44%	22%	39%	19%
		Quite a bit	37%	50%	38%	38%
		Very much	12%	23%	17%	39%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	3%	3%	4%	1%
		Some	45%	17%	32%	9%
		Quite a bit	36%	45%	37%	39%
		Very much	16%	34%	28%	51%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	6%	5%	7%	4%
		Some	46%	25%	41%	18%
		Quite a bit	36%	45%	42%	42%
		Very much	11%	25%	11%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	5%	5%	2%	2%
		Some	26%	22%	23%	17%
		Quite a bit	46%	41%	42%	40%
		Very much	23%	33%	33%	41%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	8%	7%	4%	3%
		Some	41%	21%	28%	17%
		Quite a bit	39%	44%	43%	36%
		Very much	13%	28%	25%	44%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	11%	7%	7%	5%
		Some	42%	26%	32%	17%
		Quite a bit	38%	46%	39%	43%
		Very much	8%	20%	22%	35%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSELF	Very little	5%	14%	13%	11%
		Some	53%	25%	36%	27%
		Quite a bit	32%	43%	37%	32%
		Very much	9%	18%	15%	30%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	16%	17%	19%	13%
		Some	56%	37%	52%	36%
		Quite a bit	23%	33%	17%	32%
		Very much	5%	14%	11%	19%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	20%	14%	13%	8%
		Some	53%	34%	44%	29%
		Quite a bit	21%	37%	34%	39%
		Very much	6%	15%	10%	24%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	14%	15%	15%	11%
		Some	54%	33%	47%	27%
		Quite a bit	27%	35%	28%	36%
		Very much	5%	17%	11%	25%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	52%	44%	54%	46%
		Some	40%	26%	40%	31%
		Quite a bit	7%	20%	3%	13%
		Very much	1%	10%	3%	10%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	2%	4%	6%	2%
		Some	37%	18%	26%	11%
	Quite a bit	49%	49%	48%	40%	
	Very much	12%	29%	20%	47%	
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	6%	8%	2%	4%
		Some	49%	32%	17%	17%
	Quite a bit	37%	38%	52%	37%	
	Very much	9%	22%	29%	42%	
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	40%	49%	30%	30%
		Some	45%	27%	55%	37%
	Quite a bit	12%	17%	13%	19%	
	Very much	4%	7%	2%	15%	
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	29%	25%	17%	15%
		Some	54%	39%	56%	34%
	Quite a bit	15%	26%	22%	33%	
	Very much	2%	9%	6%	18%	
	Total		100%	100%	100%	100%

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	78%
		SR	88%
Community service or volunteer work	FVOLUNTR	FY	57%
		SR	71%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	43%
		SR	47%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	45%
		SR	44%
Foreign language coursework	FFORLANG	FY	56%
		SR	53%
Study abroad	FSTUDYAB	FY	38%
		SR	45%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	79%
		SR	82%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	73%	5%	17%
		SR	52%	28%	13%	7%
Community service or volunteer work	VOLNTR04	FY	27%	42%	11%	21%
		SR	60%	16%	13%	11%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	20%	19%	30%	31%
		SR	28%	7%	50%	15%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	5%	28%	28%	39%
		SR	18%	15%	47%	20%
Foreign language coursework	FORLNG04	FY	14%	23%	41%	22%
		SR	23%	6%	63%	8%
Study abroad	STDABR04	FY	2%	25%	41%	32%
		SR	5%	5%	81%	10%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	37%	17%	44%
		SR	28%	44%	17%	10%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	FY	59%
		SR	57%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	87%
		SR	84%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	38%
		SR	35%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	31%
		SR	35%
Providing students the support they need to thrive socially	FENVSOCA	FY	42%
		SR	34%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	FY	64%
		SR	55%
Encouraging students to use computers in their academic work	FENVCOMP	FY	83%
		SR	87%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	28%	48%	21%	2%
		SR	39%	43%	16%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	27%	44%	26%	3%
		SR	33%	40%	22%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	17%	32%	34%	17%
		SR	20%	29%	33%	17%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	9%	24%	40%	27%
		SR	9%	18%	36%	38%
Providing the support you need to thrive socially	ENVSOCAL	FY	13%	37%	35%	16%
		SR	11%	25%	38%	26%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	21%	37%	34%	9%
		SR	16%	38%	28%	17%
Using computers in academic work	ENVCOMPT	FY	42%	39%	16%	3%
		SR	61%	27%	9%	3%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	86%
		SR	84%
With faculty members	FENVFAC	FY	79%
		SR	94%
With administrative personnel and offices	FENVADM	FY	57%
		SR	59%

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

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	76%	24%
		SR	81%	19%
With faculty members	ENVFAC	FY	70%	30%
		SR	86%	14%
With administrative personnel and offices	ENVADM	FY	61%	39%
		SR	62%	38%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4