



| | | | | |
|--|---|---------------------------|--------------|--------------|
| Response rate | 29% | | | |
| Number of invited faculty members | 397 | | | |
| Total number of respondents | 117 (38 Lower Division, 44 Upper Division, 13 Other, 22 Missing course level) | | | |
| | Lower Division | Upper Division | Other | Total |
| Discipline of appointment | | | | |
| Arts and humanities | 28% | 12% | 0% | 16% |
| Biological science | 3% | 2% | 0% | 2% |
| Business | 3% | 12% | 0% | 7% |
| Education | 8% | 7% | 15% | 9% |
| Engineering | 8% | 7% | 0% | 7% |
| Physical science | 22% | 7% | 0% | 12% |
| Professional | 6% | 24% | 15% | 15% |
| Social science | 6% | 12% | 38% | 13% |
| Other | 17% | 17% | 31% | 19% |
| Rank | | | | |
| Professor | 11% | 14% | 8% | 12% |
| Associate Professor | 5% | 23% | 25% | 16% |
| Assistant Professor | 39% | 45% | 42% | 43% |
| Instructor | 37% | 9% | 17% | 21% |
| Lecturer | 3% | 5% | 0% | 3% |
| Graduate Teaching Assistant | 0% | 0% | 0% | 0% |
| Other | 5% | 5% | 8% | 5% |
| Tenure status | | | | |
| Tenured | 18% | 26% | 8% | 20% |
| On tenure track but not tenured | 34% | 42% | 38% | 38% |
| Not on tenure track | 47% | 33% | 54% | 41% |
| No tenure system | 0% | 0% | 0% | 0% |
| Highest degree earned | | | | |
| First professional degree | 8% | 2% | 0% | 4% |
| Doctoral degree | 47% | 72% | 85% | 64% |
| Master's degree | 37% | 23% | 15% | 28% |
| Bachelor's degree | 0% | 0% | 0% | 0% |
| Associate's degree | 0% | 0% | 0% | 0% |
| Other | 8% | 2% | 0% | 4% |
| Full-time/Part Time | | | | |
| Full-time | 87% | 93% | 77% | 88% |
| Part-time | 13% | 7% | 23% | 12% |



| | Lower Division | Upper Division | Other | Total |
|---|---------------------------|---------------------------|--------------|--------------|
| Number of courses taught 06-07¹ | | | | |
| None | 0% | 0% | 0% | 0% |
| 1-3 | 21% | 22% | 33% | 23% |
| 4-6 | 47% | 46% | 42% | 46% |
| 7 or more | 32% | 32% | 25% | 31% |
| Years of teaching experience | | | | |
| 4 or less | 25% | 19% | 36% | 23% |
| 5-9 | 31% | 16% | 27% | 23% |
| 10-14 | 9% | 9% | 9% | 9% |
| 15 or more | 34% | 56% | 27% | 44% |
| Age | | | | |
| 34 or younger | 25% | 2% | 0% | 11% |
| 35-44 | 31% | 17% | 8% | 21% |
| 45-54 | 11% | 39% | 42% | 28% |
| Older than 54 | 33% | 41% | 50% | 39% |
| Gender | | | | |
| Male | 63% | 49% | 67% | 57% |
| Female | 37% | 51% | 33% | 43% |
| Race / Ethnicity | | | | |
| American Indian/ Native Amer. | 0% | 0% | 0% | 0% |
| Asian/ Asian Amer./ Pacific Isl. | 16% | 7% | 17% | 12% |
| Black or African American | 55% | 63% | 25% | 55% |
| White (non-Hispanic) | 18% | 14% | 42% | 19% |
| Mexican or Mexican American | 0% | 0% | 17% | 2% |
| Puerto Rican | 0% | 0% | 0% | 0% |
| Other Hispanic or Latino | 0% | 0% | 0% | 0% |
| Multiracial | 5% | 2% | 0% | 3% |
| Other | 0% | 2% | 0% | 1% |
| Prefer not to respond | 5% | 12% | 0% | 8% |
| Citizenship status | | | | |
| U.S. citizen, native | 76% | 72% | 83% | 75% |
| U.S. citizen, naturalized | 11% | 19% | 17% | 15% |
| Permanent resident of the U.S. | 5% | 5% | 0% | 4% |
| Temporary resident of the U.S. | 8% | 5% | 0% | 5% |

1: Includes 2006-2007 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Practicum, internship, field experience, co-op experience, or clinical assignment | FINTERN | Not important | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Somewhat important | 3 | 8% | 1 | 2% | 4 | 5% |
| | | Important | 7 | 18% | 6 | 14% | 13 | 16% |
| | | Very important | 27 | 71% | 35 | 80% | 62 | 76% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| b. Community service or volunteer work | FVOLUNTR | Not important | 3 | 8% | 2 | 5% | 5 | 6% |
| | | Somewhat important | 9 | 24% | 10 | 23% | 19 | 23% |
| | | Important | 12 | 32% | 15 | 35% | 27 | 33% |
| | | Very important | 14 | 37% | 16 | 37% | 30 | 37% |
| | | Total | 38 | 100% | 43 | 100% | 81 | 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 | 4 | 11% | 4 | 9% | 8 | 10% |
| | | Somewhat important | 12 | 32% | 11 | 25% | 23 | 28% |
| | | Important | 10 | 26% | 15 | 34% | 25 | 30% |
| | | Very important | 12 | 32% | 14 | 32% | 26 | 32% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| d. Work on a research project with a faculty member outside of course or program requirements | FIMPR05 | Not important | 2 | 5% | 5 | 11% | 7 | 9% |
| | | Somewhat important | 6 | 16% | 10 | 23% | 16 | 20% |
| | | Important | 15 | 39% | 18 | 41% | 33 | 40% |
| | | Very important | 15 | 39% | 11 | 25% | 26 | 32% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| e. Foreign language coursework | FFORLANG | Not important | 2 | 5% | 2 | 5% | 4 | 5% |
| | | Somewhat important | 11 | 29% | 18 | 41% | 29 | 35% |
| | | Important | 19 | 50% | 14 | 32% | 33 | 40% |
| | | Very important | 6 | 16% | 10 | 23% | 16 | 20% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| f. Study abroad | FSTUDYAB | Not important | 5 | 13% | 11 | 25% | 16 | 20% |
| | | Somewhat important | 17 | 45% | 19 | 43% | 36 | 44% |
| | | Important | 12 | 32% | 7 | 16% | 19 | 23% |
| | | Very important | 4 | 11% | 7 | 16% | 11 | 13% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Lower Division | | Upper Division | | Total | |
|--|----------|--------------------|----------------|-------|----------------|-------|-------|-------|
| | | | Count | Col % | Count | Col % | Count | Col % |
| g. Independent study or self-designed major | FINDST06 | Not important | 9 | 24% | 12 | 27% | 21 | 26% |
| | | Somewhat important | 14 | 38% | 14 | 32% | 28 | 35% |
| | | Important | 10 | 27% | 16 | 36% | 26 | 32% |
| | | Very important | 4 | 11% | 2 | 5% | 6 | 7% |
| | | Total | 37 | 100% | 44 | 100% | 81 | 100% |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FSENIOR | Not important | 1 | 3% | 1 | 2% | 2 | 2% |
| | | Somewhat important | 3 | 8% | 3 | 7% | 6 | 7% |
| | | Important | 11 | 29% | 11 | 25% | 22 | 27% |
| | | Very important | 23 | 61% | 29 | 66% | 52 | 63% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |

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

| | Variable | Response Options | Lower Division | | Upper Division | | Total | |
|--|----------|---|----------------|-------|----------------|-------|-------|-------|
| | | | Count | Col % | Count | Col % | Count | Col % |
| Student relationships with other students | FENVSTU | Unfriendly, Unsupportive, Sense of Alienation | 1 | 3% | 0 | 0% | 1 | 1% |
| | | 2 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 3 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 4 | 4 | 11% | 3 | 7% | 7 | 9% |
| | | 5 | 13 | 34% | 10 | 23% | 23 | 28% |
| | | 6 | 11 | 29% | 16 | 36% | 27 | 33% |
| | | Friendly, Supportive, Sense of Belonging | 8 | 21% | 13 | 30% | 21 | 26% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| Student relationships with faculty members | FENVFAC | Unavailable, Unhelpful, Unsympathetic | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 2 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 3 | 4 | 11% | 4 | 9% | 8 | 10% |
| | | 4 | 8 | 21% | 5 | 11% | 13 | 16% |
| | | 5 | 9 | 24% | 14 | 32% | 23 | 28% |
| | | 6 | 10 | 26% | 10 | 23% | 20 | 24% |
| | | Available, Helpful, Sympathetic | 7 | 18% | 11 | 25% | 18 | 22% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| Student relationships with administrative personnel and offices | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|--------------------------------|---------------------------------|-------|-------|-------|-------|-------|-------|
| | FENVADM | Unhelpful, Inconsiderate, Rigid | | 2 | 5% | 2 | 5% | 4 |
| | 2 | | 8 | 21% | 6 | 14% | 14 | 17% |
| | 3 | | 6 | 16% | 7 | 16% | 13 | 16% |
| | 4 | | 5 | 13% | 9 | 21% | 14 | 17% |
| | 5 | | 7 | 18% | 9 | 21% | 16 | 20% |
| | 6 | | 6 | 16% | 6 | 14% | 12 | 15% |
| | Helpful, Considerate, Flexible | | 4 | 11% | 4 | 9% | 8 | 10% |
| | Total | | 38 | 100% | 43 | 100% | 81 | 100% |

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

| a. Requiring students to spend significant amounts of time studying and on academic work | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|-------------|------------------|-------|-------|-------|-------|-------|-------|
| | FENVSCO | Very little | | 3 | 8% | 4 | 9% | 7 |
| | Some | | 14 | 37% | 9 | 20% | 23 | 28% |
| | Quite a bit | | 14 | 37% | 19 | 43% | 33 | 40% |
| | Very much | | 7 | 18% | 12 | 27% | 19 | 23% |
| | Total | | 38 | 100% | 44 | 100% | 82 | 100% |
| b. Providing students the support they need to help them succeed academically | FENVSUPR | Very little | 1 | 3% | 1 | 2% | 2 | 2% |
| | | Some | 8 | 21% | 11 | 25% | 19 | 23% |
| | Quite a bit | | 20 | 53% | 14 | 32% | 34 | 41% |
| | Very much | | 9 | 24% | 18 | 41% | 27 | 33% |
| | Total | | 38 | 100% | 44 | 100% | 82 | 100% |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | FENVDIVR | Very little | 6 | 16% | 5 | 11% | 11 | 13% |
| | | Some | 10 | 26% | 14 | 32% | 24 | 29% |
| | Quite a bit | | 14 | 37% | 10 | 23% | 24 | 29% |
| | Very much | | 8 | 21% | 15 | 34% | 23 | 28% |
| | Total | | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| d. Helping students cope with their non-academic responsibilities (work, family, etc.) | FENVNACA | Very little | 4 | 11% | 8 | 19% | 12 | 15% |
| | | Some | 17 | 45% | 14 | 33% | 31 | 39% |
| | | Quite a bit | 14 | 37% | 15 | 36% | 29 | 36% |
| | | Very much | 3 | 8% | 5 | 12% | 8 | 10% |
| | | Total | 38 | 100% | 42 | 100% | 80 | 100% |
| e. Providing students the support they need to thrive socially | FENVSOCA | Very little | 3 | 8% | 6 | 14% | 9 | 11% |
| | | Some | 12 | 32% | 10 | 23% | 22 | 27% |
| | | Quite a bit | 17 | 45% | 23 | 52% | 40 | 49% |
| | | Very much | 6 | 16% | 5 | 11% | 11 | 13% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 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 | 1 | 3% | 1 | 2% | 2 | 2% |
| | | Some | 4 | 11% | 6 | 14% | 10 | 12% |
| | | Quite a bit | 11 | 29% | 15 | 34% | 26 | 32% |
| | | Very much | 22 | 58% | 22 | 50% | 44 | 54% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | FENVEVEN | Very little | 2 | 5% | 2 | 5% | 4 | 5% |
| | | Some | 4 | 11% | 10 | 23% | 14 | 17% |
| | | Quite a bit | 16 | 42% | 16 | 36% | 32 | 39% |
| | | Very much | 16 | 42% | 16 | 36% | 32 | 39% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| h. Encouraging students to use computers in their academic work | FENVCOMP | Very little | 2 | 5% | 1 | 2% | 3 | 4% |
| | | Some | 4 | 11% | 4 | 9% | 8 | 10% |
| | | Quite a bit | 15 | 39% | 12 | 27% | 27 | 33% |
| | | Very much | 17 | 45% | 27 | 61% | 44 | 54% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



**Faculty Survey
of Student Engagement**

**FSSE 2007 Frequency Distributions
Prairie View A&M University**

| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Teaching undergraduate students in class | UGTEACH | 0 | 1 | 3% | 3 | 7% | 4 | 5% |
| | | 1-4 | 3 | 8% | 3 | 7% | 6 | 7% |
| | | 5-8 | 7 | 18% | 10 | 23% | 17 | 21% |
| | | 9-12 | 12 | 32% | 18 | 41% | 30 | 37% |
| | | 13-16 | 6 | 16% | 4 | 9% | 10 | 12% |
| | | 17-20 | 6 | 16% | 4 | 9% | 10 | 12% |
| | | 21-30 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | More than 30 | 3 | 8% | 0 | 0% | 3 | 4% |
| | | | Total | 38 | 100% | 44 | 100% | 82 |
| b. Grading papers and exams | GRADEPAP | 0 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 1-4 | 14 | 37% | 11 | 25% | 25 | 30% |
| | | 5-8 | 7 | 18% | 16 | 36% | 23 | 28% |
| | | 9-12 | 7 | 18% | 11 | 25% | 18 | 22% |
| | | 13-16 | 8 | 21% | 1 | 2% | 9 | 11% |
| | | 17-20 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 21-30 | 2 | 5% | 0 | 0% | 2 | 2% |
| | | More than 30 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | | Total | 38 | 100% | 44 | 100% | 82 |
| c. Giving other forms of written and oral feedback to students | GRADEBCK | 0 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 1-4 | 17 | 45% | 15 | 34% | 32 | 39% |
| | | 5-8 | 12 | 32% | 19 | 43% | 31 | 38% |
| | | 9-12 | 4 | 11% | 3 | 7% | 7 | 9% |
| | | 13-16 | 2 | 5% | 2 | 5% | 4 | 5% |
| | | 17-20 | 1 | 3% | 1 | 2% | 2 | 2% |
| | | 21-30 | 2 | 5% | 1 | 2% | 3 | 4% |
| | | More than 30 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | | Total | 38 | 100% | 44 | 100% | 82 |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|--|----------|------------------|-------|-------|-------|-------|-------|-------|
| d. Preparing for class | CLASSPRP | 0 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 1-4 | 9 | 24% | 10 | 23% | 19 | 23% |
| | | 5-8 | 13 | 34% | 19 | 43% | 32 | 39% |
| | | 9-12 | 9 | 24% | 7 | 16% | 16 | 20% |
| | | 13-16 | 4 | 11% | 3 | 7% | 7 | 9% |
| | | 17-20 | 3 | 8% | 1 | 2% | 4 | 5% |
| | | 21-30 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | More than 30 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | Total | | 38 | 100% | 44 | 100% | 82 |
| e. Reflecting on ways to improve my teaching | REFLECT | 0 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 1-4 | 18 | 47% | 19 | 43% | 37 | 45% |
| | | 5-8 | 8 | 21% | 14 | 32% | 22 | 27% |
| | | 9-12 | 9 | 24% | 4 | 9% | 13 | 16% |
| | | 13-16 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 17-20 | 1 | 3% | 1 | 2% | 2 | 2% |
| | | 21-30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | More than 30 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Total | | 38 | 100% | 44 | 100% | 82 |
| f. Research and scholarly activities | SCHOLAR | 0 | 3 | 8% | 2 | 5% | 5 | 6% |
| | | 1-4 | 13 | 35% | 11 | 25% | 24 | 30% |
| | | 5-8 | 7 | 19% | 9 | 20% | 16 | 20% |
| | | 9-12 | 6 | 16% | 11 | 25% | 17 | 21% |
| | | 13-16 | 6 | 16% | 4 | 9% | 10 | 12% |
| | | 17-20 | 0 | 0% | 4 | 9% | 4 | 5% |
| | | 21-30 | 1 | 3% | 1 | 2% | 2 | 2% |
| | | More than 30 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Total | | 37 | 100% | 44 | 100% | 81 |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|------------------|-------|-------|-------|-------|-------|-------|
| g. Working with undergraduates on research | FRESEARC | 0 | 16 | 43% | 17 | 40% | 33 | 41% |
| | | 1-4 | 14 | 38% | 14 | 33% | 28 | 35% |
| | | 5-8 | 3 | 8% | 4 | 9% | 7 | 9% |
| | | 9-12 | 3 | 8% | 3 | 7% | 6 | 8% |
| | | 13-16 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 17-20 | 0 | 0% | 2 | 5% | 2 | 3% |
| | | 21-30 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | More than 30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | | 37 | 100% | 43 | 100% | 80 |
| h. Advising undergraduate students | ADVISE | 0 | 5 | 14% | 5 | 11% | 10 | 12% |
| | | 1-4 | 15 | 41% | 16 | 36% | 31 | 38% |
| | | 5-8 | 9 | 24% | 10 | 23% | 19 | 23% |
| | | 9-12 | 6 | 16% | 5 | 11% | 11 | 14% |
| | | 13-16 | 1 | 3% | 3 | 7% | 4 | 5% |
| | | 17-20 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 21-30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | More than 30 | 1 | 3% | 3 | 7% | 4 | 5% |
| | | Total | | 37 | 100% | 44 | 100% | 81 |
| i. Supervising internships or other field experiences | FIELDEXP | 0 | 20 | 54% | 25 | 57% | 45 | 56% |
| | | 1-4 | 13 | 35% | 13 | 30% | 26 | 32% |
| | | 5-8 | 3 | 8% | 4 | 9% | 7 | 9% |
| | | 9-12 | 1 | 3% | 1 | 2% | 2 | 2% |
| | | 13-16 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 17-20 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 21-30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | More than 30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | | 37 | 100% | 44 | 100% | 81 |

| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|------------------|-------|-------|-------|-------|-------|-------|
| j. Working with students on activities other than course work (committees, orientation, student life activities, etc.) | FFACOTHR | 0 | 9 | 24% | 8 | 18% | 17 | 21% |
| | | 1-4 | 17 | 46% | 19 | 43% | 36 | 44% |
| | | 5-8 | 8 | 22% | 11 | 25% | 19 | 23% |
| | | 9-12 | 2 | 5% | 2 | 5% | 4 | 5% |
| | | 13-16 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 17-20 | 1 | 3% | 1 | 2% | 2 | 2% |
| | | 21-30 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | More than 30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | | 37 | 100% | 44 | 100% | 81 |
| k. Other interactions with students outside of the classroom | FINTERAC | 0 | 3 | 8% | 5 | 12% | 8 | 10% |
| | | 1-4 | 17 | 45% | 22 | 51% | 39 | 48% |
| | | 5-8 | 11 | 29% | 8 | 19% | 19 | 23% |
| | | 9-12 | 5 | 13% | 4 | 9% | 9 | 11% |
| | | 13-16 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | 17-20 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 21-30 | 2 | 5% | 0 | 0% | 2 | 2% |
| | | More than 30 | 0 | 0% | 2 | 5% | 2 | 2% |
| | | Total | | 38 | 100% | 43 | 100% | 81 |
| l. Conducting service activities | SERVICE | 0 | 10 | 27% | 11 | 25% | 21 | 26% |
| | | 1-4 | 17 | 46% | 17 | 39% | 34 | 42% |
| | | 5-8 | 6 | 16% | 12 | 27% | 18 | 22% |
| | | 9-12 | 2 | 5% | 1 | 2% | 3 | 4% |
| | | 13-16 | 2 | 5% | 2 | 5% | 4 | 5% |
| | | 17-20 | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 21-30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | More than 30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | | 37 | 100% | 44 | 100% | 81 |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| In what format do you teach your selected course section? | TEACFORM | Classroom, on-campus | 35 | 95% | 42 | 95% | 77 | 95% |
| | | Classroom, auxiliary location | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Distance education | 2 | 5% | 2 | 5% | 4 | 5% |
| | | Total | 37 | 100% | 44 | 100% | 81 | 100% |
| Does your selected course section fulfill a general education requirement on your campus? | GENEDREQ | No | 6 | 16% | 24 | 55% | 30 | 37% |
| | | Yes | 32 | 84% | 20 | 45% | 52 | 63% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| How many students are enrolled in your selected course section? | CS05 | 9 or less | 1 | 3% | 1 | 2% | 2 | 3% |
| | | 10 to 19 | 4 | 11% | 11 | 26% | 15 | 19% |
| | | 20 to 29 | 14 | 38% | 9 | 21% | 23 | 29% |
| | | 30 to 49 | 13 | 35% | 15 | 36% | 28 | 35% |
| | | 50 to 99 | 5 | 14% | 5 | 12% | 10 | 13% |
| | | 100 or more | 0 | 0% | 1 | 2% | 1 | 1% |
| | | Total | 37 | 100% | 42 | 100% | 79 | 100% |
| Prior to this semester, how many times have you taught your selected course? | CT05 | 0 | 1 | 3% | 1 | 3% | 2 | 3% |
| | | 1 to 2 | 6 | 20% | 8 | 22% | 14 | 21% |
| | | 3 to 9 | 11 | 37% | 16 | 44% | 27 | 41% |
| | | 10 to 19 | 6 | 20% | 7 | 19% | 13 | 20% |
| | | 20 or more | 6 | 20% | 4 | 11% | 10 | 15% |
| | | Total | 30 | 100% | 36 | 100% | 66 | 100% |
| What is the general area of your selected course? | CSDISCOL | Arts and Humanities | 12 | 32% | 4 | 10% | 16 | 20% |
| | | Biological science | 2 | 5% | 1 | 2% | 3 | 4% |
| | | Business | 1 | 3% | 6 | 14% | 7 | 9% |
| | | Education | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Engineering | 4 | 11% | 3 | 7% | 7 | 9% |
| | | Physical science | 9 | 24% | 3 | 7% | 12 | 15% |
| | | Professional | 2 | 5% | 11 | 26% | 13 | 16% |
| | | Social science | 2 | 5% | 6 | 14% | 8 | 10% |
| | | Other | 4 | 11% | 6 | 14% | 10 | 13% |
| | | Total | 37 | 100% | 42 | 100% | 79 | 100% |



**Faculty Survey
of Student Engagement**

**FSSE 2007 Frequency Distributions
Prairie View A&M University**

| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Frequently ask questions in class or contribute to class discussions | FCLQUEST | None | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-24% | 18 | 47% | 16 | 36% | 34 | 41% |
| | | 25-49% | 9 | 24% | 7 | 16% | 16 | 20% |
| | | 50-74% | 6 | 16% | 12 | 27% | 18 | 22% |
| | | 75% or higher | 5 | 13% | 9 | 20% | 14 | 17% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| b. Frequently come to class without completing readings or assignments | FCLUNPRE | None | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-24% | 15 | 39% | 17 | 39% | 32 | 39% |
| | | 25-49% | 9 | 24% | 11 | 25% | 20 | 24% |
| | | 50-74% | 7 | 18% | 11 | 25% | 18 | 22% |
| | | 75% or higher | 7 | 18% | 5 | 11% | 12 | 15% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| c. Frequently work harder than they usually do to meet your standards | FWORKHRD | None | 2 | 5% | 0 | 0% | 2 | 2% |
| | | 1-24% | 17 | 45% | 15 | 34% | 32 | 39% |
| | | 25-49% | 11 | 29% | 12 | 27% | 23 | 28% |
| | | 50-74% | 5 | 13% | 11 | 25% | 16 | 20% |
| | | 75% or higher | 3 | 8% | 6 | 14% | 9 | 11% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| d. Occasionally use e-mail to communicate with you | FEMAIL | None | 1 | 3% | 1 | 2% | 2 | 2% |
| | | 1-24% | 23 | 61% | 19 | 43% | 42 | 51% |
| | | 25-49% | 6 | 16% | 5 | 11% | 11 | 13% |
| | | 50-74% | 6 | 16% | 7 | 16% | 13 | 16% |
| | | 75% or higher | 2 | 5% | 12 | 27% | 14 | 17% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| e. Occasionally discuss grades or assignments with you | FGRADE | None | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-24% | 16 | 42% | 11 | 25% | 27 | 33% |
| | | 25-49% | 10 | 26% | 16 | 36% | 26 | 32% |
| | | 50-74% | 8 | 21% | 11 | 25% | 19 | 23% |
| | | 75% or higher | 4 | 11% | 6 | 14% | 10 | 12% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| f. At least once, talk about career plans with you | FPLANS | None | 4 | 11% | 0 | 0% | 4 | 5% |
| | | 1-24% | 20 | 53% | 22 | 50% | 42 | 51% |
| | | 25-49% | 6 | 16% | 12 | 27% | 18 | 22% |
| | | 50-74% | 3 | 8% | 5 | 11% | 8 | 10% |
| | | 75% or higher | 5 | 13% | 5 | 11% | 10 | 12% |
| | Total | | 38 | 100% | 44 | 100% | 82 | 100% |
| g. At least once, discuss ideas from readings or classes with you outside of class | FIDEAS | None | 4 | 11% | 0 | 0% | 4 | 5% |
| | | 1-24% | 21 | 55% | 24 | 55% | 45 | 55% |
| | | 25-49% | 6 | 16% | 13 | 30% | 19 | 23% |
| | | 50-74% | 5 | 13% | 6 | 14% | 11 | 13% |
| | | 75% or higher | 2 | 5% | 1 | 2% | 3 | 4% |
| | Total | | 38 | 100% | 44 | 100% | 82 | 100% |

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.) | FDIVCLAS | Never | 9 | 24% | 6 | 14% | 15 | 19% |
| | | Sometimes | 12 | 32% | 12 | 28% | 24 | 30% |
| | | Often | 8 | 21% | 8 | 19% | 16 | 20% |
| | | Very often | 9 | 24% | 17 | 40% | 26 | 32% |
| | Total | | 38 | 100% | 43 | 100% | 81 | 100% |
| b. Work with other students on projects during class | FCLASSGR | Never | 4 | 11% | 3 | 7% | 7 | 9% |
| | | Sometimes | 14 | 37% | 10 | 23% | 24 | 29% |
| | | Often | 13 | 34% | 12 | 27% | 25 | 30% |
| | | Very often | 7 | 18% | 19 | 43% | 26 | 32% |
| | Total | | 38 | 100% | 44 | 100% | 82 | 100% |
| c. Participate in a community-based project (e.g., service learning) as part of your course | FCOMMPRO | Never | 18 | 49% | 21 | 48% | 39 | 48% |
| | | Sometimes | 12 | 32% | 11 | 25% | 23 | 28% |
| | | Often | 5 | 14% | 7 | 16% | 12 | 15% |
| | | Very often | 2 | 5% | 5 | 11% | 7 | 9% |
| | Total | | 37 | 100% | 44 | 100% | 81 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|------------------|-------|-------|-------|-------|-------|-------|
| d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | FITICADE | Never | 3 | 8% | 5 | 11% | 8 | 10% |
| | | Sometimes | 16 | 42% | 12 | 27% | 28 | 34% |
| | | Often | 11 | 29% | 13 | 30% | 24 | 29% |
| | | Very often | 8 | 21% | 14 | 32% | 22 | 27% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| e. Receive prompt written or oral feedback from you on their academic performance | FFEED | Never | 0 | 0% | 1 | 2% | 1 | 1% |
| | | Sometimes | 3 | 8% | 2 | 5% | 5 | 6% |
| | | Often | 17 | 45% | 16 | 36% | 33 | 40% |
| | | Very often | 18 | 47% | 25 | 57% | 43 | 52% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| f. Have serious conversations in your course with students of a different race or ethnicity than their own | FDIVRSTU | Never | 13 | 35% | 8 | 18% | 21 | 26% |
| | | Sometimes | 14 | 38% | 18 | 41% | 32 | 40% |
| | | Often | 7 | 19% | 9 | 20% | 16 | 20% |
| | | Very often | 3 | 8% | 9 | 20% | 12 | 15% |
| | | Total | 37 | 100% | 44 | 100% | 81 | 100% |
| g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values | FDIFFSTU | Never | 15 | 41% | 9 | 21% | 24 | 30% |
| | | Sometimes | 12 | 32% | 22 | 52% | 34 | 43% |
| | | Often | 7 | 19% | 4 | 10% | 11 | 14% |
| | | Very often | 3 | 8% | 7 | 17% | 10 | 13% |
| | | Total | 37 | 100% | 42 | 100% | 79 | 100% |

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|------------------|-------|-------|-------|-------|-------|-------|
| a. Number of assigned textbooks, books, or book length packs of course readings | FREADASG | None | 2 | 5% | 0 | 0% | 2 | 2% |
| | | 1 | 21 | 55% | 20 | 45% | 41 | 50% |
| | | 2-3 | 11 | 29% | 15 | 34% | 26 | 32% |
| | | 4-6 | 4 | 11% | 4 | 9% | 8 | 10% |
| | | More than 6 | 0 | 0% | 5 | 11% | 5 | 6% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|--|----------|------------------|-------|-------|-------|-------|-------|-------|
| b. Number of written papers or reports of 20 pages or more | FWRTMR05 | None | 31 | 84% | 22 | 54% | 53 | 68% |
| | | 1 | 2 | 5% | 10 | 24% | 12 | 15% |
| | | 2-3 | 3 | 8% | 8 | 20% | 11 | 14% |
| | | 4-6 | 1 | 3% | 1 | 2% | 2 | 3% |
| | | More than 6 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | | 37 | 100% | 41 | 100% | 78 |
| c. Number of written papers or reports between 5 and 19 pages | FWRTMD05 | None | 25 | 68% | 11 | 25% | 36 | 44% |
| | | 1 | 7 | 19% | 15 | 34% | 22 | 27% |
| | | 2-3 | 4 | 11% | 13 | 30% | 17 | 21% |
| | | 4-6 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | More than 6 | 0 | 0% | 3 | 7% | 3 | 4% |
| | | Total | | 37 | 100% | 44 | 100% | 81 |
| d. Number of written papers or reports of fewer than 5 pages | FWRITSML | None | 10 | 27% | 10 | 23% | 20 | 25% |
| | | 1 | 7 | 19% | 6 | 14% | 13 | 16% |
| | | 2-3 | 9 | 24% | 11 | 26% | 20 | 25% |
| | | 4-6 | 4 | 11% | 7 | 16% | 11 | 14% |
| | | More than 6 | 7 | 19% | 9 | 21% | 16 | 20% |
| | | Total | | 37 | 100% | 43 | 100% | 80 |

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|------------------|-------|-------|-------|-------|-------|-------|
| a. Number of problem sets that take your students more than one hour to complete | FPROBSTA | None | 13 | 34% | 11 | 26% | 24 | 30% |
| | | 1-2 | 15 | 39% | 20 | 47% | 35 | 43% |
| | | 3-4 | 5 | 13% | 9 | 21% | 14 | 17% |
| | | 5-6 | 2 | 5% | 1 | 2% | 3 | 4% |
| | | More than 6 | 3 | 8% | 2 | 5% | 5 | 6% |
| | | Total | | 38 | 100% | 43 | 100% | 81 |
| b. Number of problem sets that take your students less than one hour to complete | FPROBSTB | None | 7 | 19% | 19 | 44% | 26 | 33% |
| | | 1-2 | 17 | 46% | 15 | 35% | 32 | 40% |
| | | 3-4 | 9 | 24% | 5 | 12% | 14 | 18% |
| | | 5-6 | 1 | 3% | 3 | 7% | 4 | 5% |
| | | More than 6 | 3 | 8% | 1 | 2% | 4 | 5% |
| | | Total | | 37 | 100% | 43 | 100% | 80 |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

Time students spend preparing for your selected course section:

a. In a typical 7-day week, about how many hours do you **expect** your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

| Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|----------|------------------|-------|-------|-------|-------|-------|-------|
| FEXPREP | 0 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 1-2 | 0 | 0% | 3 | 7% | 3 | 4% |
| | 3-4 | 13 | 34% | 14 | 32% | 27 | 33% |
| | 5-6 | 16 | 42% | 16 | 36% | 32 | 39% |
| | 7-8 | 7 | 18% | 6 | 14% | 13 | 16% |
| | 9-10 | 1 | 3% | 3 | 7% | 4 | 5% |
| | 11-12 | 0 | 0% | 1 | 2% | 1 | 1% |
| | More than 12 | 1 | 3% | 1 | 2% | 2 | 2% |
| | Total | 38 | 100% | 44 | 100% | 82 | 100% |

b. In a typical 7-day week, about how many hours do you think your students **actually** spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

| | | | | | | | |
|----------|--------------|----|------|----|------|----|------|
| FACTPREP | 0 | 2 | 5% | 1 | 2% | 3 | 4% |
| | 1-2 | 22 | 59% | 20 | 45% | 42 | 52% |
| | 3-4 | 9 | 24% | 15 | 34% | 24 | 30% |
| | 5-6 | 4 | 11% | 8 | 18% | 12 | 15% |
| | 7-8 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 9-10 | 0 | 0% | 0 | 0% | 0 | 0% |
| | 11-12 | 0 | 0% | 0 | 0% | 0 | 0% |
| | More than 12 | 0 | 0% | 0 | 0% | 0 | 0% |
| | Total | 37 | 100% | 44 | 100% | 81 | 100% |

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

a. Prepare two or more drafts of a paper or assignment before turning it in

| Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|----------|--------------------|-------|-------|-------|-------|-------|-------|
| FREWROPA | Not important | 12 | 32% | 6 | 14% | 18 | 23% |
| | Somewhat important | 8 | 22% | 10 | 23% | 18 | 23% |
| | Important | 9 | 24% | 18 | 42% | 27 | 34% |
| | Very important | 8 | 22% | 9 | 21% | 17 | 21% |
| | Total | 37 | 100% | 43 | 100% | 80 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| b. Work on a paper or project that requires integrating ideas or information from various sources | FINTEGRA | Not important | 7 | 18% | 3 | 7% | 10 | 12% |
| | | Somewhat important | 7 | 18% | 1 | 2% | 8 | 10% |
| | | Important | 11 | 29% | 10 | 23% | 21 | 26% |
| | | Very important | 13 | 34% | 30 | 68% | 43 | 52% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| c. Work with classmates outside of class to prepare class assignments | FOCCGRP | Not important | 1 | 3% | 5 | 11% | 6 | 7% |
| | | Somewhat important | 13 | 34% | 6 | 14% | 19 | 23% |
| | | Important | 11 | 29% | 14 | 32% | 25 | 30% |
| | | Very important | 13 | 34% | 19 | 43% | 32 | 39% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| d. Put together ideas or concepts from different courses when completing assignments or during class discussions | FINTIDEA | Not important | 8 | 22% | 4 | 9% | 12 | 15% |
| | | Somewhat important | 6 | 16% | 10 | 23% | 16 | 20% |
| | | Important | 11 | 30% | 13 | 30% | 24 | 30% |
| | | Very important | 12 | 32% | 17 | 39% | 29 | 36% |
| | | Total | 37 | 100% | 44 | 100% | 81 | 100% |
| e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.) | FOOCID05 | Not important | 4 | 11% | 6 | 14% | 10 | 12% |
| | | Somewhat important | 12 | 32% | 8 | 19% | 20 | 25% |
| | | Important | 9 | 24% | 14 | 33% | 23 | 28% |
| | | Very important | 13 | 34% | 15 | 35% | 28 | 35% |
| | | Total | 38 | 100% | 43 | 100% | 81 | 100% |
| f. Tutor or teach other students (paid or voluntary) | FTUTOR | Not important | 10 | 26% | 11 | 26% | 21 | 26% |
| | | Somewhat important | 8 | 21% | 15 | 35% | 23 | 28% |
| | | Important | 11 | 29% | 12 | 28% | 23 | 28% |
| | | Very important | 9 | 24% | 5 | 12% | 14 | 17% |
| | | Total | 38 | 100% | 43 | 100% | 81 | 100% |
| g. Examine the strengths and weaknesses of their views on a topic or issue | FOWNVIEW | Not important | 3 | 8% | 5 | 12% | 8 | 10% |
| | | Somewhat important | 6 | 16% | 5 | 12% | 11 | 14% |
| | | Important | 11 | 30% | 10 | 23% | 21 | 26% |
| | | Very important | 17 | 46% | 23 | 53% | 40 | 50% |
| | | Total | 37 | 100% | 43 | 100% | 80 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|--------------------|-------|-------|-------|-------|-------|-------|
| h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective | FOTHRVW | Not important | 3 | 8% | 3 | 7% | 6 | 7% |
| | | Somewhat important | 12 | 32% | 5 | 12% | 17 | 21% |
| | | Important | 8 | 21% | 15 | 35% | 23 | 28% |
| | | Very important | 15 | 39% | 20 | 47% | 35 | 43% |
| | | Total | 38 | 100% | 43 | 100% | 81 | 100% |
| i. Learn something that changes the way they understand an issue or concept | FCHNGVW | Not important | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Somewhat important | 3 | 8% | 2 | 5% | 5 | 6% |
| | | Important | 12 | 32% | 10 | 23% | 22 | 27% |
| | | Very important | 22 | 58% | 30 | 68% | 52 | 63% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---------------------------|----------|------------------|-------|-------|-------|-------|-------|-------|
| a. Lecture | LECTURE | 0% | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 1-9% | 2 | 5% | 2 | 5% | 4 | 5% |
| | | 10-19% | 4 | 11% | 4 | 9% | 8 | 10% |
| | | 20-29% | 5 | 13% | 5 | 12% | 10 | 12% |
| | | 30-39% | 5 | 13% | 7 | 16% | 12 | 15% |
| | | 40-49% | 6 | 16% | 9 | 21% | 15 | 19% |
| | | 50-74% | 10 | 26% | 9 | 21% | 19 | 23% |
| | | 75% or more | 6 | 16% | 6 | 14% | 12 | 15% |
| | | Total | 38 | 100% | 43 | 100% | 81 | 100% |
| b. Teacher-led discussion | TEACHLED | 0% | 2 | 6% | 2 | 5% | 4 | 5% |
| | | 1-9% | 2 | 6% | 6 | 14% | 8 | 10% |
| | | 10-19% | 5 | 14% | 3 | 7% | 8 | 10% |
| | | 20-29% | 10 | 28% | 7 | 17% | 17 | 22% |
| | | 30-39% | 4 | 11% | 4 | 10% | 8 | 10% |
| | | 40-49% | 5 | 14% | 6 | 14% | 11 | 14% |
| | | 50-74% | 6 | 17% | 10 | 24% | 16 | 21% |
| | | 75% or more | 2 | 6% | 4 | 10% | 6 | 8% |
| | | Total | 36 | 100% | 42 | 100% | 78 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|--|----------|------------------|-------|-------|-------|-------|-------|-------|
| c. Teacher-student shared responsibility (seminar, discussion, etc.) | TEACHSTU | 0% | 10 | 27% | 5 | 13% | 15 | 20% |
| | | 1-9% | 10 | 27% | 7 | 18% | 17 | 22% |
| | | 10-19% | 5 | 14% | 11 | 28% | 16 | 21% |
| | | 20-29% | 7 | 19% | 10 | 26% | 17 | 22% |
| | | 30-39% | 2 | 5% | 2 | 5% | 4 | 5% |
| | | 40-49% | 1 | 3% | 1 | 3% | 2 | 3% |
| | | 50-74% | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 75% or more | 1 | 3% | 1 | 3% | 2 | 3% |
| | | Total | 37 | 100% | 39 | 100% | 76 | 100% |
| d. Student computer use | COMPMED | 0% | 11 | 31% | 10 | 24% | 21 | 28% |
| | | 1-9% | 10 | 29% | 9 | 22% | 19 | 25% |
| | | 10-19% | 2 | 6% | 8 | 20% | 10 | 13% |
| | | 20-29% | 5 | 14% | 3 | 7% | 8 | 11% |
| | | 30-39% | 4 | 11% | 4 | 10% | 8 | 11% |
| | | 40-49% | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 50-74% | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 75% or more | 1 | 3% | 3 | 7% | 4 | 5% |
| | | Total | 35 | 100% | 41 | 100% | 76 | 100% |
| e. Small group activities | GROUPSML | 0% | 6 | 16% | 10 | 23% | 16 | 20% |
| | | 1-9% | 8 | 21% | 10 | 23% | 18 | 22% |
| | | 10-19% | 9 | 24% | 7 | 16% | 16 | 20% |
| | | 20-29% | 8 | 21% | 6 | 14% | 14 | 17% |
| | | 30-39% | 4 | 11% | 4 | 9% | 8 | 10% |
| | | 40-49% | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 50-74% | 2 | 5% | 4 | 9% | 6 | 7% |
| | | 75% or more | 0 | 0% | 1 | 2% | 1 | 1% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---------------------------|----------|------------------|-------|-------|-------|-------|-------|-------|
| f. Student presentations | STUPRES | 0% | 9 | 24% | 10 | 23% | 19 | 23% |
| | | 1-9% | 15 | 39% | 7 | 16% | 22 | 27% |
| | | 10-19% | 7 | 18% | 11 | 26% | 18 | 22% |
| | | 20-29% | 3 | 8% | 8 | 19% | 11 | 14% |
| | | 30-39% | 3 | 8% | 1 | 2% | 4 | 5% |
| | | 40-49% | 0 | 0% | 4 | 9% | 4 | 5% |
| | | 50-74% | 1 | 3% | 1 | 2% | 2 | 2% |
| | | 75% or more | 0 | 0% | 1 | 2% | 1 | 1% |
| | | Total | 38 | 100% | 43 | 100% | 81 | 100% |
| g. In-class writing | CLSWRITE | 0% | 14 | 39% | 19 | 45% | 33 | 42% |
| | | 1-9% | 13 | 36% | 15 | 36% | 28 | 36% |
| | | 10-19% | 6 | 17% | 5 | 12% | 11 | 14% |
| | | 20-29% | 2 | 6% | 0 | 0% | 2 | 3% |
| | | 30-39% | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 40-49% | 1 | 3% | 1 | 2% | 2 | 3% |
| | | 50-74% | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 75% or more | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | 36 | 100% | 42 | 100% | 78 | 100% |
| h. Testing and evaluation | TESTEVAL | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-9% | 11 | 29% | 12 | 29% | 23 | 29% |
| | | 10-19% | 12 | 32% | 17 | 40% | 29 | 36% |
| | | 20-29% | 8 | 21% | 7 | 17% | 15 | 19% |
| | | 30-39% | 4 | 11% | 2 | 5% | 6 | 8% |
| | | 40-49% | 3 | 8% | 2 | 5% | 5 | 6% |
| | | 50-74% | 0 | 0% | 2 | 5% | 2 | 3% |
| | | 75% or more | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | 38 | 100% | 42 | 100% | 80 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|---|----------|------------------|-------|-------|-------|-------|-------|-------|
| i. Performances in applied and fine arts (e.g., dance, drama, music) | PERFORM | 0% | 31 | 84% | 37 | 86% | 68 | 85% |
| | | 1-9% | 2 | 5% | 2 | 5% | 4 | 5% |
| | | 10-19% | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 20-29% | 2 | 5% | 1 | 2% | 3 | 4% |
| | | 30-39% | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 40-49% | 1 | 3% | 0 | 0% | 1 | 1% |
| | | 50-74% | 0 | 0% | 1 | 2% | 1 | 1% |
| | | 75% or more | 1 | 3% | 0 | 0% | 1 | 1% |
| | | Total | 37 | 100% | 43 | 100% | 80 | 100% |
| j. Experiential (labs, field work, art exhibits, etc.) | EXPERIEN | 0% | 13 | 35% | 20 | 48% | 33 | 42% |
| | | 1-9% | 11 | 30% | 6 | 14% | 17 | 22% |
| | | 10-19% | 3 | 8% | 5 | 12% | 8 | 10% |
| | | 20-29% | 5 | 14% | 3 | 7% | 8 | 10% |
| | | 30-39% | 3 | 8% | 1 | 2% | 4 | 5% |
| | | 40-49% | 1 | 3% | 3 | 7% | 4 | 5% |
| | | 50-74% | 0 | 0% | 2 | 5% | 2 | 3% |
| | | 75% or more | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Total | 37 | 100% | 42 | 100% | 79 | 100% |
| Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work? | FEXAMS | Very Little | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 2 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 3 | 2 | 5% | 1 | 2% | 3 | 4% |
| | | 4 | 1 | 3% | 2 | 5% | 3 | 4% |
| | | 5 | 11 | 29% | 7 | 16% | 18 | 22% |
| | | 6 | 15 | 39% | 18 | 41% | 33 | 40% |
| | | Very much | 9 | 24% | 16 | 36% | 25 | 30% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form | FMEMORIZ | Very little | 8 | 21% | 16 | 36% | 24 | 29% |
| | | Some | 15 | 39% | 15 | 34% | 30 | 37% |
| | | Quite a bit | 6 | 16% | 11 | 25% | 17 | 21% |
| | | Very much | 9 | 24% | 2 | 5% | 11 | 13% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| b. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components | FANALYZE | Very little | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Some | 7 | 18% | 3 | 7% | 10 | 12% |
| | | Quite a bit | 12 | 32% | 15 | 34% | 27 | 33% |
| | | Very much | 19 | 50% | 26 | 59% | 45 | 55% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships | FSYNTHES | Very little | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Some | 5 | 13% | 3 | 7% | 8 | 10% |
| | | Quite a bit | 13 | 34% | 18 | 41% | 31 | 38% |
| | | Very much | 20 | 53% | 23 | 52% | 43 | 52% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| d. Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions | FEVALUAT | Very little | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Some | 11 | 29% | 5 | 11% | 16 | 20% |
| | | Quite a bit | 10 | 26% | 18 | 41% | 28 | 34% |
| | | Very much | 16 | 42% | 19 | 43% | 35 | 43% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| e. Applying theories or concepts to practical problems or in new situations | FAPPLYIN | Very little | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Some | 6 | 16% | 0 | 0% | 6 | 7% |
| | | Quite a bit | 9 | 24% | 10 | 23% | 19 | 23% |
| | | Very much | 22 | 58% | 32 | 73% | 54 | 66% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Writing clearly and effectively | FGNWRITE | Very little | 2 | 6% | 4 | 9% | 6 | 8% |
| | | Some | 7 | 19% | 6 | 14% | 13 | 16% |
| | | Quite a bit | 14 | 39% | 17 | 39% | 31 | 39% |
| | | Very much | 13 | 36% | 17 | 39% | 30 | 38% |
| | | Total | 36 | 100% | 44 | 100% | 80 | 100% |
| b. Speaking clearly and effectively | FGNSPEAK | Very little | 5 | 14% | 5 | 11% | 10 | 12% |
| | | Some | 9 | 24% | 4 | 9% | 13 | 16% |
| | | Quite a bit | 13 | 35% | 17 | 39% | 30 | 37% |
| | | Very much | 10 | 27% | 18 | 41% | 28 | 35% |
| | | Total | 37 | 100% | 44 | 100% | 81 | 100% |
| c. Thinking critically and analytically | FGNANALY | Very little | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Some | 1 | 3% | 1 | 2% | 2 | 2% |
| | | Quite a bit | 10 | 26% | 10 | 23% | 20 | 24% |
| | | Very much | 27 | 71% | 33 | 75% | 60 | 73% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| d. Analyzing quantitative problems | FGNQUANT | Very little | 8 | 21% | 6 | 14% | 14 | 17% |
| | | Some | 8 | 21% | 7 | 16% | 15 | 18% |
| | | Quite a bit | 9 | 24% | 8 | 18% | 17 | 21% |
| | | Very much | 13 | 34% | 23 | 52% | 36 | 44% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| e. Using computing and information technology | FGNCMPTS | Very little | 3 | 8% | 1 | 2% | 4 | 5% |
| | | Some | 14 | 37% | 12 | 27% | 26 | 32% |
| | | Quite a bit | 9 | 24% | 17 | 39% | 26 | 32% |
| | | Very much | 12 | 32% | 14 | 32% | 26 | 32% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| f. Working effectively with others | FGNOTHER | Very little | 1 | 3% | 2 | 5% | 3 | 4% |
| | | Some | 10 | 26% | 9 | 20% | 19 | 23% |
| | | Quite a bit | 12 | 32% | 12 | 27% | 24 | 29% |
| | | Very much | 15 | 39% | 21 | 48% | 36 | 44% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| g. Learning effectively on their own | FGNINQ | Very little | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Some | 8 | 21% | 1 | 2% | 9 | 11% |
| | | Quite a bit | 12 | 32% | 15 | 34% | 27 | 33% |
| | | Very much | 18 | 47% | 28 | 64% | 46 | 56% |
| | | Total | 38 | 100% | 44 | 100% | 82 | 100% |
| h. Understanding themselves | FGNSELF | Very little | 1 | 3% | 8 | 19% | 9 | 11% |
| | | Some | 12 | 32% | 8 | 19% | 20 | 25% |
| | | Quite a bit | 14 | 38% | 12 | 28% | 26 | 33% |
| | | Very much | 10 | 27% | 15 | 35% | 25 | 31% |
| | | Total | 37 | 100% | 43 | 100% | 80 | 100% |
| i. Understanding people of other racial and ethnic backgrounds | FGNDIVER | Very little | 9 | 25% | 10 | 24% | 19 | 25% |
| | | Some | 11 | 31% | 4 | 10% | 15 | 19% |
| | | Quite a bit | 10 | 28% | 8 | 20% | 18 | 23% |
| | | Very much | 6 | 17% | 19 | 46% | 25 | 32% |
| | | Total | 36 | 100% | 41 | 100% | 77 | 100% |
| j. Solving complex real-world problems | FGNPROBS | Very little | 4 | 11% | 4 | 10% | 8 | 10% |
| | | Some | 8 | 22% | 7 | 17% | 15 | 19% |
| | | Quite a bit | 16 | 43% | 6 | 14% | 22 | 28% |
| | | Very much | 9 | 24% | 25 | 60% | 34 | 43% |
| | | Total | 37 | 100% | 42 | 100% | 79 | 100% |



| Lower Division | Upper Division | Total |
|----------------|----------------|-------|
|----------------|----------------|-------|

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| k. Developing a personal code of values and ethics | FVALUES | Very little | 6 | 16% | 5 | 12% | 11 | 14% |
| | | Some | 6 | 16% | 10 | 24% | 16 | 20% |
| | | Quite a bit | 13 | 35% | 6 | 14% | 19 | 24% |
| | | Very much | 12 | 32% | 21 | 50% | 33 | 42% |
| | | Total | 37 | 100% | 42 | 100% | 79 | 100% |
| l. Developing a deepened sense of spirituality | FSPIRIT | Very little | 10 | 27% | 17 | 41% | 27 | 35% |
| | | Some | 15 | 41% | 14 | 34% | 29 | 37% |
| | | Quite a bit | 9 | 24% | 2 | 5% | 11 | 14% |
| | | Very much | 3 | 8% | 8 | 20% | 11 | 14% |
| | | Total | 37 | 100% | 41 | 100% | 78 | 100% |
| m. Acquiring a broad general education | FGNGENLE | Very little | 0 | 0% | 5 | 12% | 5 | 6% |
| | | Some | 7 | 19% | 12 | 28% | 19 | 24% |
| | | Quite a bit | 16 | 43% | 12 | 28% | 28 | 35% |
| | | Very much | 14 | 38% | 14 | 33% | 28 | 35% |
| | | Total | 37 | 100% | 43 | 100% | 80 | 100% |
| n. Acquiring job or work-related knowledge and skills | FGNWORK | Very little | 2 | 6% | 1 | 2% | 3 | 4% |
| | | Some | 5 | 14% | 3 | 7% | 8 | 10% |
| | | Quite a bit | 17 | 47% | 11 | 26% | 28 | 35% |
| | | Very much | 12 | 33% | 28 | 65% | 40 | 51% |
| | | Total | 36 | 100% | 43 | 100% | 79 | 100% |

| | <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> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| What is the general discipline of your academic appointment? (Please specify an academic discipline) | APDISCOL | Arts and humanities | 10 | 28% | 5 | 12% | 15 | 19% |
| | | Biological science | 1 | 3% | 1 | 2% | 2 | 3% |
| | | Business | 1 | 3% | 5 | 12% | 6 | 8% |
| | | Education | 3 | 8% | 3 | 7% | 6 | 8% |
| | | Engineering | 3 | 8% | 3 | 7% | 6 | 8% |
| | | Physical science | 8 | 22% | 3 | 7% | 11 | 14% |
| | | Professional | 2 | 6% | 10 | 24% | 12 | 15% |
| | | Social science | 2 | 6% | 5 | 12% | 7 | 9% |
| | | Other | 6 | 17% | 7 | 17% | 13 | 17% |
| | | Total | 36 | 100% | 42 | 100% | 78 | 100% |

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that more than half of students from their courses do the following

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>50% or Higher</i> |
|---|-----------------|--------------|----------------------|
| Frequently ask questions in class or contribute to class discussions | FCLQUEST | LD | 29% |
| | | UD | 48% |
| Frequently come to class without completing readings or assignments | FCLUNPRE | LD | 37% |
| | | UD | 36% |
| Frequently work harder than they usually do to meet your standards | FWORKHRD | LD | 21% |
| | | UD | 39% |
| Occasionally use e-mail to communicate with you | FEMAIL | LD | 21% |
| | | UD | 43% |
| Occasionally discuss grades or assignments with you | FGRADE | LD | 32% |
| | | UD | 39% |
| At least once, talk about career plans with you | FPLANS | LD | 21% |
| | | UD | 23% |
| At least once, discuss ideas from readings or classes with you outside of class | FIDEAS | LD | 18% |
| | | UD | 16% |

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

| <i>NSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Often</i> | <i>Often</i> | <i>Sometimes</i> | <i>Never</i> |
|--|-----------------|--------------|-------------------|--------------|------------------|--------------|
| Asked questions in class or contributed to class discussions | CLQUEST | FY | 27% | 38% | 30% | 6% |
| | | SR | 38% | 39% | 23% | 0% |
| Come to class without completing assignments | CLUNPREP | FY | 9% | 21% | 46% | 24% |
| | | SR | 5% | 12% | 56% | 26% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | FY | 30% | 40% | 27% | 3% |
| | | SR | 40% | 41% | 18% | 1% |
| Used e-mail to communicate with an instructor | EMAIL | FY | 27% | 31% | 35% | 7% |
| | | SR | 48% | 32% | 19% | 1% |
| Discussed grades or assignments with an instructor | FACGRADE | FY | 24% | 38% | 33% | 5% |
| | | SR | 34% | 42% | 23% | 0% |
| Talked about career plans with a faculty member or advisor | FACPLANS | FY | 15% | 31% | 39% | 14% |
| | | SR | 32% | 34% | 30% | 4% |
| Discussed ideas from your readings or classes with faculty members outside of class | FACIDEAS | FY | 14% | 29% | 34% | 22% |
| | | SR | 14% | 38% | 40% | 7% |

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that students from their courses do the following often or very often

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Often or Often</i> |
|--|-----------------|--------------|----------------------------|
| Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.) | FDIVCLAS | LD | 45% |
| | | UD | 58% |
| Work with other students on projects during class | FCLASSGR | LD | 53% |
| | | UD | 70% |
| Participate in a community-based project (e.g., service learning) as part of your course | FCOMMPRO | LD | 19% |
| | | UD | 27% |
| Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | FITICADE | LD | 50% |
| | | UD | 61% |
| Receive prompt written or oral feedback from you on their academic performance | FFEED | LD | 92% |
| | | UD | 93% |
| Have serious conversations in your course with students of a different race or ethnicity than their own | FDIVRSTU | LD | 27% |
| | | UD | 41% |
| Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values | FDIFFSTU | LD | 27% |
| | | UD | 26% |

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

| <i>NSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Often</i> | <i>Often</i> | <i>Sometimes</i> | <i>Never</i> |
|---|-----------------|--------------|-------------------|--------------|------------------|--------------|
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | DIVCLASS | FY | 22% | 34% | 35% | 9% |
| | | SR | 42% | 35% | 20% | 3% |
| Worked with other students on projects during class | CLASSGRP | FY | 20% | 32% | 37% | 11% |
| | | SR | 23% | 35% | 32% | 9% |
| Participated in a community-based project (e.g., service learning) as part of a regular course | COMMPROJ | FY | 12% | 21% | 33% | 34% |
| | | SR | 22% | 24% | 30% | 24% |
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | ITACADEM | FY | 25% | 31% | 28% | 16% |
| | | SR | 40% | 28% | 25% | 7% |
| Received prompt written or oral feedback from faculty on your academic performance | FACFEED | FY | 16% | 35% | 39% | 11% |
| | | SR | 29% | 44% | 26% | 1% |
| Had serious conversations with students of a different race or ethnicity than your own | DIVRSTUD | FY | 22% | 33% | 31% | 15% |
| | | SR | 31% | 32% | 32% | 5% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | DIFFSTU2 | FY | 25% | 33% | 33% | 9% |
| | | SR | 33% | 32% | 31% | 4% |

Faculty classroom practices and student responses:

Faculty Responses

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

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Important or Important</i> |
|---|-----------------|--------------|--|
| Prepare two or more drafts of a paper or assignment before turning it in | FREWROPA | LD | 46% |
| | | UD | 63% |
| Work on a paper or project that requires integrating ideas or information from various sources | FINTEGRA | LD | 63% |
| | | UD | 91% |
| Work with classmates outside of class to prepare class assignments | FOCCGRP | LD | 63% |
| | | UD | 75% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | FINTIDEA | LD | 62% |
| | | UD | 68% |
| Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.) | FOOCID05 | LD | 58% |
| | | UD | 67% |
| Tutor or teach other students (paid or voluntary) | FTUTOR | LD | 53% |
| | | UD | 40% |
| Examine the strengths and weaknesses of their views on a topic or issue | FOWNVIEW | LD | 76% |
| | | UD | 77% |
| Try to better understand someone else's views by imagining how an issue looks from that person's perspective | FOTHRVW | LD | 61% |
| | | UD | 81% |
| Learn something that changes the way they understand an issue or concept | FCHNGVW | LD | 89% |
| | | UD | 91% |

Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

| <i>NSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Often</i> | <i>Often</i> | <i>Sometimes</i> | <i>Never</i> |
|--|-----------------|--------------|-------------------|--------------|------------------|--------------|
| Prepared two or more drafts of a paper or assignment before turning it in | REWROPAP | FY | 23% | 33% | 33% | 10% |
| | | SR | 39% | 31% | 26% | 4% |
| Worked on a paper or project that required integrating ideas or information from various sources | INTEGRAT | FY | 28% | 38% | 26% | 7% |
| | | SR | 57% | 33% | 10% | 0% |
| Worked with classmates outside of class to prepare class assignments | OCCGRP | FY | 26% | 40% | 31% | 4% |
| | | SR | 40% | 38% | 18% | 4% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | INTIDEAS | FY | 18% | 37% | 38% | 7% |
| | | SR | 36% | 47% | 17% | 1% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | OOCIDEAS | FY | 22% | 41% | 29% | 8% |
| | | SR | 25% | 47% | 26% | 2% |
| Tutored or taught other students (paid or voluntary) | TUTOR | FY | 12% | 22% | 39% | 28% |
| | | SR | 16% | 26% | 41% | 17% |
| Examined the strengths and weaknesses of your own views on a topic or issue | OWNVIEW | FY | 17% | 42% | 31% | 10% |
| | | SR | 27% | 38% | 31% | 4% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | OTHRVIEW | FY | 20% | 44% | 28% | 7% |
| | | SR | 34% | 39% | 24% | 3% |
| Learned something that changed the way you understand an issue or concept | CHNGVIEW | FY | 24% | 40% | 30% | 6% |
| | | SR | 35% | 44% | 19% | 2% |

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Quite Challenging</i> |
|---|-----------------|--------------|--------------------------|
| Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work | FEXAMS | LD | 92% |
| | | UD | 93% |

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|--------------|---------------------------------|
| Memorizing facts, ideas, or methods from your course and readings | FMEMORIZ | LD | 39% |
| | | UD | 30% |
| Analyzing the basic elements of an idea, experience or theory | FANALYZE | LD | 82% |
| | | UD | 93% |
| Synthesizing and organizing ideas, information, or experiences | FSYNTHES | LD | 87% |
| | | UD | 93% |
| Making judgments about the value of information, arguments or methods | FEVALUAT | LD | 68% |
| | | UD | 84% |
| Applying theories or concepts to practical problems or in new situations | FAPPLYIN | LD | 82% |
| | | UD | 95% |

Student Responses

Distribution of student responses to how much their examinations during the current school year challenged them to do their best work

| <i>NSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Quite Challenging</i> | <i>Not as Challenging</i> |
|--|-----------------|--------------|--------------------------|---------------------------|
| Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work | EXAMS | FY | 75% | 25% |
| | | SR | 90% | 10% |

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Distribution of student responses to how much their coursework during the current school year emphasized 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> |
|--|-----------------|--------------|------------------|--------------------|-------------|--------------------|
| Memorizing facts, ideas or methods from your course and readings | MEMORIZE | FY | 33% | 43% | 22% | 3% |
| | | SR | 36% | 36% | 22% | 6% |
| Analyzing the basic elements of an idea, experience or theory | ANALYZE | FY | 28% | 45% | 25% | 2% |
| | | SR | 55% | 33% | 11% | 1% |
| Synthesizing and organizing ideas, information, or experiences | SYNTHESZ | FY | 28% | 41% | 28% | 3% |
| | | SR | 42% | 39% | 16% | 3% |
| Making judgments about the value of information, arguments, or methods | EVALUATE | FY | 29% | 42% | 27% | 3% |
| | | SR | 48% | 36% | 15% | 1% |
| Applying theories or concepts to practical problems or in new situations | APPLYING | FY | 33% | 42% | 23% | 3% |
| | | SR | 53% | 35% | 12% | 1% |

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|--------------|-------------------------------------|
| Writing clearly and effectively | FGNWRITE | LD | 75% |
| | | UD | 77% |
| Speaking clearly and effectively | FGNSPEAK | LD | 62% |
| | | UD | 80% |
| Thinking critically and analytically | FGNANALY | LD | 97% |
| | | UD | 98% |
| Analyzing quantitative problems | FGNQUANT | LD | 58% |
| | | UD | 70% |
| Using computing and information technology | FGNCMPTS | LD | 55% |
| | | UD | 70% |
| Working effectively with others | FGNOTHER | LD | 71% |
| | | UD | 75% |
| Learning effectively on their own | FGNINQ | LD | 79% |
| | | UD | 98% |

Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

| <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> |
|--|-----------------|--------------|------------------|--------------------|-------------|--------------------|
| Writing clearly and effectively | GNWIRTE | FY | 21% | 43% | 31% | 5% |
| | | SR | 44% | 41% | 13% | 2% |
| Speaking clearly and effectively | GNSPEAK | FY | 25% | 41% | 28% | 6% |
| | | SR | 47% | 41% | 11% | 1% |
| Thinking critically and analytically | GNANALY | FY | 27% | 42% | 29% | 3% |
| | | SR | 56% | 36% | 7% | 1% |
| Analyzing quantitative problems | GNQUANT | FY | 22% | 44% | 30% | 4% |
| | | SR | 46% | 40% | 13% | 1% |
| Using computing and information technology | GNCMPTS | FY | 28% | 42% | 27% | 3% |
| | | SR | 56% | 29% | 14% | 1% |
| Working effectively with others | GNOTHERS | FY | 23% | 44% | 30% | 3% |
| | | SR | 54% | 35% | 10% | 1% |
| Learning effectively on your own | GNINQ | FY | 31% | 40% | 25% | 4% |
| | | SR | 53% | 38% | 9% | 0% |



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2008 Frequencies Prairie View A&M University

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very Much or Quite a Bit</i> |
|---|-----------------|--------------|---------------------------------|
| Understanding themselves | FGNSELF | LD | 65% |
| | | UD | 63% |
| Understanding people of other racial and ethnic backgrounds | FGNDIVER | LD | 44% |
| | | UD | 66% |
| Solving complex real-world problems | FGNPROBS | LD | 68% |
| | | UD | 74% |
| Developing a personal code of values and ethics | FVALUES | LD | 68% |
| | | UD | 64% |
| Developing a deepened sense of spirituality | FSPIRIT | LD | 32% |
| | | UD | 24% |
| Acquiring a broad general education | FGNGENLE | LD | 81% |
| | | UD | 60% |
| Acquiring job or work-related knowledge and skills | FGNWORK | LD | 81% |
| | | UD | 91% |

Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

| <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> |
|---|-----------------|--------------|------------------|--------------------|-------------|--------------------|
| Understanding yourself | GNSELF | FY | 33% | 38% | 25% | 5% |
| | | SR | 50% | 34% | 15% | 1% |
| Understanding people of other racial and ethnic backgrounds | GNDIVERS | FY | 26% | 42% | 27% | 5% |
| | | SR | 48% | 36% | 12% | 4% |
| Solving complex real-world problems | GNPROBSV | FY | 28% | 42% | 26% | 4% |
| | | SR | 40% | 41% | 17% | 1% |
| Developing a personal code of values and ethics | GNETHICS | FY | 26% | 45% | 24% | 5% |
| | | SR | 43% | 41% | 13% | 3% |
| Developing a deepened sense of spirituality | GNSPIRIT | FY | 27% | 36% | 27% | 9% |
| | | SR | 33% | 34% | 22% | 10% |
| Acquiring a broad general education | GNGENLED | FY | 27% | 43% | 27% | 4% |
| | | SR | 46% | 41% | 10% | 2% |
| Acquiring job or work-related knowledge and skills | GNWORK | FY | 18% | 44% | 31% | 8% |
| | | SR | 44% | 39% | 15% | 2% |



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2008 Frequencies Prairie View A&M University

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 | FINTERN | LD | 89% |
| | | UD | 93% |
| Community service or volunteer work | FVOLUNTR | LD | 68% |
| | | UD | 72% |
| Participation in a learning community or some other formal program where groups of students take two or more classes together | FLERNCOM | LD | 58% |
| | | UD | 66% |
| Work on a research project with a faculty member outside of course or program requirements | FIMPR05 | LD | 79% |
| | | UD | 66% |
| Foreign language coursework | FFORLANG | LD | 66% |
| | | UD | 55% |
| Study abroad | FSTUDYAB | LD | 42% |
| | | UD | 32% |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FSENIOR | LD | 89% |
| | | UD | 91% |

Student Responses

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

| NSSE Item | Variable | Class | Done | Plan to do | Do not plan to do | Have not decided |
|---|----------|-------|------|------------|-------------------|------------------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | INTERN04 | FY | 13% | 72% | 8% | 7% |
| | | SR | 65% | 17% | 11% | 8% |
| Community service or volunteer work | VOLNTR04 | FY | 32% | 56% | 7% | 5% |
| | | SR | 74% | 17% | 3% | 5% |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | FY | 20% | 52% | 14% | 14% |
| | | SR | 50% | 18% | 22% | 10% |
| Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | FY | 15% | 44% | 22% | 19% |
| | | SR | 38% | 15% | 32% | 14% |
| Foreign language coursework | FORLNG04 | FY | 16% | 45% | 24% | 15% |
| | | SR | 44% | 21% | 23% | 13% |
| Study abroad | STDABR04 | FY | 15% | 50% | 20% | 15% |
| | | SR | 15% | 27% | 40% | 18% |
| Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) | SNRX04 | FY | 11% | 59% | 13% | 18% |
| | | SR | 34% | 31% | 23% | 11% |



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2008 Frequencies Prairie View A&M University

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>Class</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|--------------|-------------------------------------|
| Requiring students to spend significant amounts of time studying and on academic work | FENVSCO | LD | 55% |
| | | UD | 70% |
| Providing students the support they need to help them succeed academically | FENVSUPR | LD | 76% |
| | | UD | 73% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | FENVDIVR | LD | 58% |
| | | UD | 57% |
| Helping students cope with their non-academic responsibilities (work, family, etc.) | FENVNACA | LD | 45% |
| | | UD | 48% |
| Providing students the support they need to thrive socially | FENVSOCA | LD | 61% |
| | | UD | 64% |
| Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | FENVVEEN | LD | 84% |
| | | UD | 73% |
| Encouraging students to use computers in their academic work | FENVCOMP | LD | 84% |
| | | UD | 89% |

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 | 31% | 43% | 23% | 3% |
| | | SR | 42% | 39% | 16% | 2% |
| Providing the support you need to help you succeed academically | ENVSUPRT | FY | 27% | 42% | 28% | 3% |
| | | SR | 42% | 36% | 22% | 1% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | ENVDIVRS | FY | 24% | 35% | 33% | 8% |
| | | SR | 33% | 33% | 30% | 5% |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD | FY | 23% | 33% | 32% | 12% |
| | | SR | 25% | 23% | 34% | 18% |
| Providing the support you need to thrive socially | ENVSOCAL | FY | 22% | 38% | 35% | 5% |
| | | SR | 28% | 28% | 36% | 7% |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | ENVEVENT | FY | 33% | 38% | 24% | 5% |
| | | SR | 36% | 36% | 23% | 6% |
| Using computers in academic work | ENVCOMPT | FY | 38% | 35% | 23% | 5% |
| | | SR | 62% | 26% | 10% | 1% |



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2008 Frequencies Prairie View A&M University

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>Class</i> | <i>Positive Quality</i> |
|---|-----------------|--------------|-------------------------|
| With other students | FENVSTU | LD | 84% |
| | | UD | 89% |
| With faculty members | FENVFAC | LD | 68% |
| | | UD | 80% |
| With administrative personnel and offices | FENVADM | LD | 45% |
| | | UD | 44% |

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 | 71% | 29% |
| | | SR | 90% | 10% |
| With faculty members | ENVFAC | FY | 60% | 40% |
| | | SR | 88% | 12% |
| With administrative personnel and offices | ENVADM | FY | 50% | 50% |
| | | SR | 67% | 33% |

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