



Western Carolina University

Respondent Characteristics

August 2012

| | | | | |
|------------------------------------|--|---------------------------|--------------|--------------|
| Response rate | 40% | | | |
| Number of invited faculty | 603 | | | |
| Total number of respondents | 244 (83 Lower Division, 134 Upper Division, 16 Other, 11 Missing course level) | | | |
| | Lower Division | Upper Division | Other | Total |
| Rank | | | | |
| Professor | 11% | 18% | 20% | 16% |
| Associate Professor | 19% | 37% | 13% | 29% |
| Assistant Professor | 26% | 30% | 7% | 27% |
| Instructor | 14% | 9% | 33% | 12% |
| Lecturer | 15% | 1% | 0% | 6% |
| Graduate Teaching Assistant | 1% | 1% | 0% | 1% |
| Other | 14% | 5% | 27% | 9% |
| Tenure status | | | | |
| Tenured | 29% | 52% | 27% | 42% |
| On tenure track but not tenured | 21% | 23% | 0% | 21% |
| Not on tenure track | 49% | 22% | 73% | 35% |
| No tenure system | 1% | 2% | 0% | 2% |
| Highest degree earned | | | | |
| First professional degree | 2% | 2% | 7% | 2% |
| Doctoral degree | 59% | 74% | 33% | 66% |
| Master's degree | 36% | 21% | 60% | 29% |
| Bachelor's degree | 0% | 2% | 0% | 1% |
| Associate's degree | 0% | 0% | 0% | 0% |
| Other | 2% | 2% | 0% | 2% |
| Full-time/Part Time | | | | |
| Full-time | 81% | 91% | 73% | 86% |
| Part-time | 19% | 9% | 27% | 14% |

| | Lower Division | Upper Division | Other | Total |
|---|---------------------------|---------------------------|--------------|--------------|
| Number of courses taught 11-12¹ | | | | |
| None | 0% | 0% | 0% | 0% |
| 1-3 | 24% | 20% | 50% | 23% |
| 4-6 | 39% | 46% | 14% | 41% |
| 7 or more | 38% | 34% | 36% | 35% |
| Years of teaching experience | | | | |
| 4 or less | 16% | 14% | 13% | 15% |
| 5-9 | 26% | 27% | 33% | 27% |
| 10-14 | 22% | 14% | 7% | 16% |
| 15 or more | 36% | 45% | 47% | 42% |
| Age | | | | |
| 34 or younger | 15% | 8% | 7% | 10% |
| 35-44 | 29% | 30% | 27% | 30% |
| 45-54 | 22% | 29% | 13% | 25% |
| Older than 54 | 34% | 33% | 53% | 35% |
| Gender | | | | |
| Male | 43% | 52% | 33% | 47% |
| Female | 58% | 48% | 67% | 53% |
| Race / Ethnicity | | | | |
| American Indian/ Native Amer. | 0% | 2% | 0% | 1% |
| Asian/ Asian Amer./ Pacific Isl. | 5% | 2% | 0% | 3% |
| Black or African American | 1% | 0% | 0% | 0% |
| White (non-Hispanic) | 84% | 87% | 93% | 87% |
| Mexican or Mexican American | 1% | 0% | 0% | 0% |
| Puerto Rican | 0% | 0% | 0% | 0% |
| Other Hispanic or Latino | 1% | 0% | 0% | 0% |
| Multiracial | 0% | 0% | 0% | 0% |
| Other | 1% | 1% | 0% | 1% |
| Prefer not to respond | 6% | 8% | 7% | 7% |
| Citizenship status | | | | |
| U.S. citizen, native | 94% | 94% | 93% | 94% |
| U.S. citizen, naturalized | 5% | 0% | 7% | 2% |
| Permanent resident of the U.S. | 1% | 3% | 0% | 2% |
| Temporary resident of the U.S. | 0% | 2% | 0% | 1% |

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



Western Carolina University

Frequency Distributions

August 2012

Interpreting the Frequency Distributions Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *Frequency Distributions* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower or upper division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.

Survey Items

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

Course Level

Frequency distributions are reported separately for faculty who teach lower division and upper division courses.

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

| Variable | Response Options | Count | Col % | Count | Col % | Count | Col % |
|----------|--------------------|-------|-------|-------|-------|-------|-------|
| FNTERN | Not important | 12 | 5% | 8 | 4% | 20 | 4% |
| | Somewhat important | 36 | 14% | 17 | 8% | 53 | 11% |
| | Important | 82 | 33% | 58 | 27% | 140 | 30% |
| | Very important | 121 | 48% | 128 | 61% | 249 | 54% |
| | Total | 251 | 100% | 211 | 100% | 462 | 100% |
| FVOLUNTR | Not important | 20 | 8% | 13 | 6% | 33 | 7% |
| | Somewhat important | 51 | 21% | 50 | 24% | 101 | 22% |
| | Important | 111 | 45% | 90 | 42% | 201 | 44% |
| | Very important | 66 | 27% | 59 | 28% | 125 | 27% |
| | Total | 248 | 100% | 212 | 100% | 460 | 100% |
| FLERNCOM | Not important | 28 | 11% | 18 | 9% | 46 | 10% |
| | Somewhat important | 64 | 25% | 56 | 27% | 120 | 26% |
| | Important | 86 | 34% | 79 | 37% | 165 | 36% |
| | Very important | 73 | 29% | 58 | 27% | 131 | 28% |
| | Total | 251 | 100% | 211 | 100% | 462 | 100% |

FSSE 2012 Frequency Distributions
NSSEville State University

| Faculty who teach First-year students | Faculty who teach Seniors | Faculty Total |
|--|------------------------------|------------------|
|--|------------------------------|------------------|

Count

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

Column Percentage

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

Response Categories

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

| 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 | 2 | 2% | 1 | 1% | 3 | 1% |
| | | Somewhat important | 12 | 15% | 6 | 5% | 18 | 8% |
| | | Important | 15 | 18% | 31 | 23% | 46 | 21% |
| | | Very important | 53 | 65% | 95 | 71% | 148 | 69% |
| | | Total | 82 | 100% | 133 | 100% | 215 | 100% |
| b. Community service or volunteer work | FVOLUNTR | Not important | 12 | 14% | 6 | 5% | 18 | 8% |
| | | Somewhat important | 21 | 25% | 29 | 22% | 50 | 23% |
| | | Important | 35 | 42% | 49 | 37% | 84 | 39% |
| | | Very important | 15 | 18% | 49 | 37% | 64 | 30% |
| | | Total | 83 | 100% | 133 | 100% | 216 | 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 | 18 | 22% | 26 | 20% | 44 | 20% |
| | | Somewhat important | 31 | 37% | 51 | 38% | 82 | 38% |
| | | Important | 22 | 27% | 30 | 23% | 52 | 24% |
| | | Very important | 12 | 14% | 26 | 20% | 38 | 18% |
| | | Total | 83 | 100% | 133 | 100% | 216 | 100% |
| d. Work on a research project with a faculty member outside of course or program requirements | FIMPR05 | Not important | 12 | 14% | 13 | 10% | 25 | 12% |
| | | Somewhat important | 25 | 30% | 45 | 34% | 70 | 32% |
| | | Important | 32 | 39% | 37 | 28% | 69 | 32% |
| | | Very important | 14 | 17% | 39 | 29% | 53 | 24% |
| | | Total | 83 | 100% | 134 | 100% | 217 | 100% |
| e. Foreign language coursework | FFORLANG | Not important | 12 | 14% | 14 | 11% | 26 | 12% |
| | | Somewhat important | 30 | 36% | 47 | 35% | 77 | 36% |
| | | Important | 24 | 29% | 48 | 36% | 72 | 33% |
| | | Very important | 17 | 20% | 24 | 18% | 41 | 19% |
| | | Total | 83 | 100% | 133 | 100% | 216 | 100% |
| f. Study abroad | FSTUDYAB | Not important | 18 | 22% | 22 | 17% | 40 | 19% |
| | | Somewhat important | 30 | 37% | 55 | 41% | 85 | 40% |
| | | Important | 23 | 28% | 33 | 25% | 56 | 26% |
| | | Very important | 11 | 13% | 23 | 17% | 34 | 16% |
| | | Total | 82 | 100% | 133 | 100% | 215 | 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 | 27 | 33% | 38 | 29% | 65 | 30% |
| | | Somewhat important | 34 | 41% | 57 | 43% | 91 | 42% |
| | | Important | 16 | 19% | 26 | 20% | 42 | 20% |
| | | Very important | 6 | 7% | 11 | 8% | 17 | 8% |
| | | Total | 83 | 100% | 132 | 100% | 215 | 100% |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FSENIOR | Not important | 4 | 5% | 6 | 4% | 10 | 5% |
| | | Somewhat important | 11 | 13% | 14 | 10% | 25 | 12% |
| | | Important | 37 | 45% | 36 | 27% | 73 | 34% |
| | | Very important | 31 | 37% | 78 | 58% | 109 | 50% |
| | | Total | 83 | 100% | 134 | 100% | 217 | 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 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | 2 | 1 | 1% | 1 | 1% | 2 | 1% |
| | | 3 | 3 | 4% | 1 | 1% | 4 | 2% |
| | | 4 | 9 | 11% | 11 | 8% | 20 | 9% |
| | | 5 | 26 | 31% | 37 | 28% | 63 | 29% |
| | | 6 | 39 | 47% | 62 | 46% | 101 | 47% |
| | | Friendly, Supportive, Sense of Belonging | 5 | 6% | 21 | 16% | 26 | 12% |
| | | Total | 83 | 100% | 134 | 100% | 217 | 100% |
| | | Student relationships with faculty members | FENVFAC | Unavailable, Unhelpful, Unsympathetic | 0 | 0% | 0 | 0% |
| 2 | 2 | | | 2% | 2 | 2% | 4 | 2% |
| 3 | 6 | | | 7% | 2 | 2% | 8 | 4% |
| 4 | 6 | | | 7% | 8 | 6% | 14 | 6% |
| 5 | 28 | | | 34% | 34 | 26% | 62 | 29% |
| 6 | 33 | | | 40% | 67 | 50% | 100 | 46% |
| Available, Helpful, Sympathetic | 8 | | | 10% | 20 | 15% | 28 | 13% |
| Total | 83 | | | 100% | 133 | 100% | 216 | 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 | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|--------------------------------|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | FENVADM | Unhelpful, Inconsiderate, Rigid | 1 | 1% | 6 | 5% | 7 | 3% |
| | 2 | 9 | 11% | 6 | 5% | 15 | 7% | |
| | 3 | 12 | 15% | 12 | 9% | 24 | 11% | |
| | 4 | 22 | 28% | 36 | 27% | 58 | 27% | |
| | 5 | 21 | 26% | 32 | 24% | 53 | 25% | |
| | 6 | 11 | 14% | 37 | 28% | 48 | 23% | |
| | Helpful, Considerate, Flexible | 4 | 5% | 4 | 3% | 8 | 4% | |
| | Total | 80 | 100% | 133 | 100% | 213 | 100% | |

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

| a. Requiring students to spend significant amounts of time studying and on academic work | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | FENVSCO | Very little | 9 | 11% | 10 | 7% | 19 | 9% |
| | Some | 39 | 47% | 47 | 35% | 86 | 40% | |
| | Quite a bit | 29 | 35% | 57 | 43% | 86 | 40% | |
| | Very much | 6 | 7% | 20 | 15% | 26 | 12% | |
| | Total | 83 | 100% | 134 | 100% | 217 | 100% | |
| b. Providing students the support they need to help them succeed academically | FENVSUPR | Very little | 2 | 2% | 1 | 1% | 3 | 1% |
| | | Some | 12 | 14% | 18 | 13% | 30 | 14% |
| | Quite a bit | 35 | 42% | 61 | 46% | 96 | 44% | |
| | Very much | 34 | 41% | 54 | 40% | 88 | 41% | |
| | Total | 83 | 100% | 134 | 100% | 217 | 100% | |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | FENVDIVR | Very little | 9 | 11% | 18 | 13% | 27 | 13% |
| | | Some | 34 | 42% | 50 | 37% | 84 | 39% |
| | Quite a bit | 27 | 33% | 47 | 35% | 74 | 34% | |
| | Very much | 11 | 14% | 19 | 14% | 30 | 14% | |
| | Total | 81 | 100% | 134 | 100% | 215 | 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 | 10 | 12% | 19 | 14% | 29 | 13% |
| | | Some | 42 | 51% | 55 | 41% | 97 | 45% |
| | | Quite a bit | 27 | 33% | 48 | 36% | 75 | 35% |
| | | Very much | 4 | 5% | 12 | 9% | 16 | 7% |
| | Total | | 83 | 100% | 134 | 100% | 217 | 100% |
| e. Providing students the support they need to thrive socially | FENVSOCA | Very little | 5 | 6% | 13 | 10% | 18 | 8% |
| | | Some | 36 | 44% | 52 | 39% | 88 | 41% |
| | | Quite a bit | 32 | 40% | 57 | 43% | 89 | 41% |
| | | Very much | 8 | 10% | 12 | 9% | 20 | 9% |
| | Total | | 81 | 100% | 134 | 100% | 215 | 100% |
| f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | FENVACT | Very little | 3 | 4% | 5 | 4% | 8 | 4% |
| | | Some | 33 | 40% | 34 | 26% | 67 | 31% |
| | | Quite a bit | 30 | 37% | 63 | 47% | 93 | 43% |
| | | Very much | 16 | 20% | 31 | 23% | 47 | 22% |
| | Total | | 82 | 100% | 133 | 100% | 215 | 100% |
| g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | FENVEVEN | Very little | 6 | 7% | 5 | 4% | 11 | 5% |
| | | Some | 20 | 24% | 34 | 26% | 54 | 25% |
| | | Quite a bit | 46 | 56% | 67 | 51% | 113 | 53% |
| | | Very much | 10 | 12% | 26 | 20% | 36 | 17% |
| | Total | | 82 | 100% | 132 | 100% | 214 | 100% |
| h. Encouraging students to use computers in their academic work | FENVCOMP | Very little | 3 | 4% | 1 | 1% | 4 | 2% |
| | | Some | 6 | 7% | 18 | 13% | 24 | 11% |
| | | Quite a bit | 30 | 36% | 30 | 22% | 60 | 28% |
| | | Very much | 44 | 53% | 85 | 63% | 129 | 59% |
| | Total | | 83 | 100% | 134 | 100% | 217 | 100% |

**FSSE 2012 Frequency Distributions
Western Carolina 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 | 0 | 0% | 2 | 1% | 2 | 1% |
| | | 1-4 | 20 | 24% | 19 | 14% | 39 | 18% |
| | | 5-8 | 14 | 17% | 29 | 22% | 43 | 20% |
| | | 9-12 | 37 | 45% | 57 | 43% | 94 | 44% |
| | | 13-16 | 7 | 9% | 15 | 11% | 22 | 10% |
| | | 17-20 | 1 | 1% | 11 | 8% | 12 | 6% |
| | | 21-30 | 2 | 2% | 0 | 0% | 2 | 1% |
| | | More than 30 | 1 | 1% | 1 | 1% | 2 | 1% |
| | | | Total | 82 | 100% | 134 | 100% | 216 |
| b. Grading papers and exams | GRADEPAP | 0 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-4 | 34 | 41% | 35 | 26% | 69 | 32% |
| | | 5-8 | 24 | 29% | 57 | 43% | 81 | 38% |
| | | 9-12 | 12 | 15% | 25 | 19% | 37 | 17% |
| | | 13-16 | 8 | 10% | 8 | 6% | 16 | 7% |
| | | 17-20 | 1 | 1% | 3 | 2% | 4 | 2% |
| | | 21-30 | 2 | 2% | 3 | 2% | 5 | 2% |
| | | More than 30 | 1 | 1% | 3 | 2% | 4 | 2% |
| | | | Total | 82 | 100% | 134 | 100% | 216 |
| c. Giving other forms of written and oral feedback to students | GRADEBCK | 0 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-4 | 42 | 52% | 52 | 39% | 94 | 44% |
| | | 5-8 | 24 | 30% | 46 | 34% | 70 | 33% |
| | | 9-12 | 5 | 6% | 20 | 15% | 25 | 12% |
| | | 13-16 | 4 | 5% | 11 | 8% | 15 | 7% |
| | | 17-20 | 2 | 2% | 1 | 1% | 3 | 1% |
| | | 21-30 | 3 | 4% | 2 | 1% | 5 | 2% |
| | | More than 30 | 1 | 1% | 2 | 1% | 3 | 1% |
| | | | Total | 81 | 100% | 134 | 100% | 215 |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| d. Preparing for class | CLASSPRP | 0 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-4 | 16 | 20% | 21 | 16% | 37 | 17% |
| | | 5-8 | 27 | 33% | 52 | 39% | 79 | 37% |
| | | 9-12 | 16 | 20% | 36 | 27% | 52 | 24% |
| | | 13-16 | 14 | 17% | 13 | 10% | 27 | 13% |
| | | 17-20 | 4 | 5% | 8 | 6% | 12 | 6% |
| | | 21-30 | 3 | 4% | 2 | 1% | 5 | 2% |
| | | More than 30 | 2 | 2% | 2 | 1% | 4 | 2% |
| | | | Total | 82 | 100% | 134 | 100% | 216 |
| e. Reflecting on ways to improve my teaching | REFLECT | 0 | 1 | 1% | 0 | 0% | 1 | 0% |
| | | 1-4 | 57 | 70% | 81 | 60% | 138 | 64% |
| | | 5-8 | 11 | 13% | 35 | 26% | 46 | 21% |
| | | 9-12 | 8 | 10% | 9 | 7% | 17 | 8% |
| | | 13-16 | 2 | 2% | 2 | 1% | 4 | 2% |
| | | 17-20 | 2 | 2% | 4 | 3% | 6 | 3% |
| | | 21-30 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | More than 30 | 1 | 1% | 2 | 1% | 3 | 1% |
| | | | Total | 82 | 100% | 134 | 100% | 216 |
| f. Research and scholarly activities | SCHOLAR | 0 | 11 | 13% | 5 | 4% | 16 | 7% |
| | | 1-4 | 32 | 39% | 43 | 32% | 75 | 35% |
| | | 5-8 | 21 | 26% | 39 | 29% | 60 | 28% |
| | | 9-12 | 13 | 16% | 19 | 14% | 32 | 15% |
| | | 13-16 | 1 | 1% | 12 | 9% | 13 | 6% |
| | | 17-20 | 3 | 4% | 8 | 6% | 11 | 5% |
| | | 21-30 | 1 | 1% | 4 | 3% | 5 | 2% |
| | | More than 30 | 0 | 0% | 4 | 3% | 4 | 2% |
| | | | Total | 82 | 100% | 134 | 100% | 216 |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| g. Working with undergraduates on research | FRESEARC | 0 | 33 | 41% | 42 | 31% | 75 | 35% |
| | | 1-4 | 33 | 41% | 68 | 51% | 101 | 47% |
| | | 5-8 | 10 | 12% | 15 | 11% | 25 | 12% |
| | | 9-12 | 3 | 4% | 6 | 4% | 9 | 4% |
| | | 13-16 | 2 | 2% | 2 | 1% | 4 | 2% |
| | | 17-20 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 21-30 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | More than 30 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | 81 | 100% | 134 | 100% | 215 | 100% |
| h. Advising undergraduate students | ADVISE | 0 | 21 | 26% | 12 | 9% | 33 | 15% |
| | | 1-4 | 47 | 57% | 80 | 60% | 127 | 59% |
| | | 5-8 | 4 | 5% | 30 | 23% | 34 | 16% |
| | | 9-12 | 1 | 1% | 5 | 4% | 6 | 3% |
| | | 13-16 | 4 | 5% | 1 | 1% | 5 | 2% |
| | | 17-20 | 1 | 1% | 2 | 2% | 3 | 1% |
| | | 21-30 | 1 | 1% | 3 | 2% | 4 | 2% |
| | | More than 30 | 3 | 4% | 0 | 0% | 3 | 1% |
| | | Total | 82 | 100% | 133 | 100% | 215 | 100% |
| i. Supervising internships or other field experiences | FIELDEXP | 0 | 55 | 68% | 60 | 45% | 115 | 54% |
| | | 1-4 | 13 | 16% | 37 | 28% | 50 | 23% |
| | | 5-8 | 9 | 11% | 16 | 12% | 25 | 12% |
| | | 9-12 | 2 | 2% | 9 | 7% | 11 | 5% |
| | | 13-16 | 2 | 2% | 3 | 2% | 5 | 2% |
| | | 17-20 | 0 | 0% | 4 | 3% | 4 | 2% |
| | | 21-30 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | More than 30 | 0 | 0% | 3 | 2% | 3 | 1% |
| | | Total | 81 | 100% | 133 | 100% | 214 | 100% |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| j. Working with students on activities other than course work (committees, orientation, student life activities, etc.) | FFACOTHR | 0 | 41 | 50% | 38 | 29% | 79 | 37% |
| | | 1-4 | 26 | 32% | 76 | 58% | 102 | 48% |
| | | 5-8 | 8 | 10% | 10 | 8% | 18 | 8% |
| | | 9-12 | 5 | 6% | 4 | 3% | 9 | 4% |
| | | 13-16 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | 17-20 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | 21-30 | 1 | 1% | 0 | 0% | 1 | 0% |
| | | More than 30 | 1 | 1% | 2 | 2% | 3 | 1% |
| | | | Total | 82 | 100% | 132 | 100% | 214 |
| k. Other interactions with students outside of the classroom | FINTERAC | 0 | 15 | 18% | 20 | 15% | 35 | 16% |
| | | 1-4 | 46 | 56% | 81 | 60% | 127 | 59% |
| | | 5-8 | 10 | 12% | 21 | 16% | 31 | 14% |
| | | 9-12 | 5 | 6% | 6 | 4% | 11 | 5% |
| | | 13-16 | 0 | 0% | 2 | 1% | 2 | 1% |
| | | 17-20 | 5 | 6% | 1 | 1% | 6 | 3% |
| | | 21-30 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | More than 30 | 1 | 1% | 2 | 1% | 3 | 1% |
| | | | Total | 82 | 100% | 134 | 100% | 216 |
| l. Conducting service activities | SERVICE | 0 | 35 | 43% | 32 | 24% | 67 | 31% |
| | | 1-4 | 29 | 36% | 57 | 43% | 86 | 40% |
| | | 5-8 | 11 | 14% | 25 | 19% | 36 | 17% |
| | | 9-12 | 5 | 6% | 9 | 7% | 14 | 7% |
| | | 13-16 | 0 | 0% | 4 | 3% | 4 | 2% |
| | | 17-20 | 0 | 0% | 2 | 1% | 2 | 1% |
| | | 21-30 | 1 | 1% | 2 | 1% | 3 | 1% |
| | | More than 30 | 0 | 0% | 3 | 2% | 3 | 1% |
| | | | Total | 81 | 100% | 134 | 100% | 215 |

**FSSE 2012 Frequency Distributions
Western Carolina University**

| 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 | 80 | 98% | 116 | 87% | 196 | 91% |
| | | Classroom, auxiliary location | 0 | 0% | 3 | 2% | 3 | 1% |
| | | Distance education | 2 | 2% | 15 | 11% | 17 | 8% |
| | | Total | 82 | 100% | 134 | 100% | 216 | 100% |
| Does your selected course section fulfill a general education requirement on your campus? | GENEDREQ | No | 33 | 40% | 106 | 80% | 139 | 65% |
| | | Yes | 49 | 60% | 27 | 20% | 76 | 35% |
| | | Total | 82 | 100% | 133 | 100% | 215 | 100% |
| How many students are enrolled in your selected course section? | CS05 | 9 or less | 2 | 2% | 4 | 3% | 6 | 3% |
| | | 10 to 19 | 9 | 11% | 27 | 20% | 36 | 17% |
| | | 20 to 29 | 26 | 31% | 52 | 39% | 78 | 36% |
| | | 30 to 49 | 31 | 37% | 45 | 34% | 76 | 35% |
| | | 50 to 99 | 12 | 14% | 6 | 4% | 18 | 8% |
| | | 100 or more | 3 | 4% | 0 | 0% | 3 | 1% |
| | | Total | 83 | 100% | 134 | 100% | 217 | 100% |
| Prior to this semester, how many times have you taught your selected course? | CT05 | 0 | 11 | 14% | 11 | 8% | 22 | 10% |
| | | 1 to 2 | 15 | 19% | 21 | 16% | 36 | 17% |
| | | 3 to 9 | 25 | 31% | 66 | 50% | 91 | 43% |
| | | 10 to 19 | 16 | 20% | 21 | 16% | 37 | 17% |
| | | 20 or more | 13 | 16% | 14 | 11% | 27 | 13% |
| | | Total | 80 | 100% | 133 | 100% | 213 | 100% |

| 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% | 2 | 2% | 2 | 1% |
| | | 1-24% | 39 | 47% | 37 | 28% | 76 | 35% |
| | | 25-49% | 21 | 25% | 29 | 22% | 50 | 23% |
| | | 50-74% | 13 | 16% | 40 | 30% | 53 | 25% |
| | | 75% or higher | 10 | 12% | 24 | 18% | 34 | 16% |
| | | Total | 83 | 100% | 132 | 100% | 215 | 100% |
| b. Frequently come to class without completing readings or assignments | FCLUNPRE | None | 3 | 4% | 4 | 3% | 7 | 3% |
| | | 1-24% | 37 | 45% | 54 | 41% | 91 | 42% |
| | | 25-49% | 20 | 24% | 40 | 30% | 60 | 28% |
| | | 50-74% | 12 | 15% | 26 | 20% | 38 | 18% |
| | | 75% or higher | 10 | 12% | 9 | 7% | 19 | 9% |
| | | Total | 82 | 100% | 133 | 100% | 215 | 100% |
| c. Frequently work harder than they usually do to meet your standards | FWORKHRD | None | 2 | 2% | 4 | 3% | 6 | 3% |
| | | 1-24% | 38 | 47% | 33 | 25% | 71 | 34% |
| | | 25-49% | 25 | 31% | 42 | 32% | 67 | 32% |
| | | 50-74% | 14 | 17% | 41 | 32% | 55 | 26% |
| | | 75% or higher | 2 | 2% | 10 | 8% | 12 | 6% |
| | | Total | 81 | 100% | 130 | 100% | 211 | 100% |
| d. Occasionally use e-mail to communicate with you | FEMAIL | None | 0 | 0% | 1 | 1% | 1 | 0% |
| | | 1-24% | 27 | 33% | 30 | 23% | 57 | 26% |
| | | 25-49% | 23 | 28% | 38 | 29% | 61 | 28% |
| | | 50-74% | 18 | 22% | 24 | 18% | 42 | 19% |
| | | 75% or higher | 15 | 18% | 40 | 30% | 55 | 25% |
| | | Total | 83 | 100% | 133 | 100% | 216 | 100% |
| e. Occasionally discuss grades or assignments with you | FGRADE | None | 0 | 0% | 2 | 1% | 2 | 1% |
| | | 1-24% | 32 | 39% | 54 | 40% | 86 | 40% |
| | | 25-49% | 30 | 36% | 37 | 28% | 67 | 31% |
| | | 50-74% | 15 | 18% | 19 | 14% | 34 | 16% |
| | | 75% or higher | 6 | 7% | 22 | 16% | 28 | 13% |
| | | Total | 83 | 100% | 134 | 100% | 217 | 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 | 8 | 10% | 5 | 4% | 13 | 6% |
| | | 1-24% | 49 | 59% | 56 | 42% | 105 | 48% |
| | | 25-49% | 6 | 7% | 31 | 23% | 37 | 17% |
| | | 50-74% | 8 | 10% | 19 | 14% | 27 | 12% |
| | | 75% or higher | 12 | 14% | 23 | 17% | 35 | 16% |
| | Total | | 83 | 100% | 134 | 100% | 217 | 100% |
| g. At least once, discuss ideas from readings or classes with you outside of class | FIDEAS | None | 11 | 13% | 6 | 5% | 17 | 8% |
| | | 1-24% | 51 | 62% | 68 | 51% | 119 | 55% |
| | | 25-49% | 7 | 9% | 29 | 22% | 36 | 17% |
| | | 50-74% | 9 | 11% | 26 | 20% | 35 | 16% |
| | | 75% or higher | 4 | 5% | 4 | 3% | 8 | 4% |
| | Total | | 82 | 100% | 133 | 100% | 215 | 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 | 21 | 25% | 25 | 19% | 46 | 21% |
| | | Sometimes | 30 | 36% | 39 | 29% | 69 | 32% |
| | | Often | 20 | 24% | 35 | 26% | 55 | 25% |
| | | Very often | 12 | 14% | 34 | 26% | 46 | 21% |
| | Total | | 83 | 100% | 133 | 100% | 216 | 100% |
| b. Work with other students on projects during class | FCLASSGR | Never | 9 | 11% | 6 | 4% | 15 | 7% |
| | | Sometimes | 27 | 33% | 32 | 24% | 59 | 27% |
| | | Often | 23 | 28% | 42 | 31% | 65 | 30% |
| | | Very often | 24 | 29% | 54 | 40% | 78 | 36% |
| | Total | | 83 | 100% | 134 | 100% | 217 | 100% |
| c. Participate in a community-based project (e.g., service learning) as part of your course | FCOMMPRO | Never | 50 | 62% | 65 | 49% | 115 | 53% |
| | | Sometimes | 22 | 27% | 31 | 23% | 53 | 25% |
| | | Often | 6 | 7% | 13 | 10% | 19 | 9% |
| | | Very often | 3 | 4% | 25 | 19% | 28 | 13% |
| | Total | | 81 | 100% | 134 | 100% | 215 | 100% |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | FITICADE | Never | 24 | 29% | 19 | 14% | 43 | 20% |
| | | Sometimes | 26 | 32% | 49 | 37% | 75 | 35% |
| | | Often | 16 | 20% | 23 | 17% | 39 | 18% |
| | | Very often | 16 | 20% | 42 | 32% | 58 | 27% |
| | | Total | 82 | 100% | 133 | 100% | 215 | 100% |
| e. Receive prompt written or oral feedback from you on their academic performance | FFEED | Never | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Sometimes | 10 | 12% | 11 | 8% | 21 | 10% |
| | | Often | 28 | 34% | 51 | 39% | 79 | 37% |
| | | Very often | 44 | 54% | 70 | 53% | 114 | 53% |
| | | Total | 82 | 100% | 132 | 100% | 214 | 100% |
| f. Have serious conversations in your course with students of a different race or ethnicity than their own | FDIVRSTU | Never | 20 | 24% | 30 | 23% | 50 | 23% |
| | | Sometimes | 42 | 51% | 66 | 50% | 108 | 50% |
| | | Often | 15 | 18% | 25 | 19% | 40 | 19% |
| | | Very often | 6 | 7% | 12 | 9% | 18 | 8% |
| | | Total | 83 | 100% | 133 | 100% | 216 | 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 | 22 | 27% | 28 | 21% | 50 | 23% |
| | | Sometimes | 32 | 39% | 60 | 45% | 92 | 43% |
| | | Often | 17 | 21% | 30 | 23% | 47 | 22% |
| | | Very often | 11 | 13% | 14 | 11% | 25 | 12% |
| | | Total | 82 | 100% | 132 | 100% | 214 | 100% |

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Number of assigned textbooks, books, or book-length packs of course readings | FREADASG | None | 8 | 11% | 4 | 3% | 12 | 6% |
| | | 1 | 46 | 61% | 75 | 59% | 121 | 60% |
| | | 2-3 | 18 | 24% | 38 | 30% | 56 | 28% |
| | | 4-6 | 1 | 1% | 8 | 6% | 9 | 4% |
| | | More than 6 | 3 | 4% | 2 | 2% | 5 | 2% |
| | | Total | 76 | 100% | 127 | 100% | 203 | 100% |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| b. Number of written papers or reports of 20 pages or more | FWRTRM05 | None | 74 | 91% | 105 | 80% | 179 | 84% |
| | | 1 | 6 | 7% | 19 | 14% | 25 | 12% |
| | | 2-3 | 1 | 1% | 7 | 5% | 8 | 4% |
| | | 4-6 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | More than 6 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | Total | | 81 | 100% | 132 | 100% | 213 |
| c. Number of written papers or reports between 5 and 19 pages | FWRTRM05 | None | 45 | 58% | 40 | 31% | 85 | 41% |
| | | 1 | 19 | 24% | 50 | 38% | 69 | 33% |
| | | 2-3 | 12 | 15% | 29 | 22% | 41 | 20% |
| | | 4-6 | 2 | 3% | 8 | 6% | 10 | 5% |
| | | More than 6 | 0 | 0% | 4 | 3% | 4 | 2% |
| | | Total | | 78 | 100% | 131 | 100% | 209 |
| d. Number of written papers or reports of fewer than 5 pages | FWRTRM05 | None | 25 | 30% | 26 | 20% | 51 | 24% |
| | | 1 | 12 | 14% | 23 | 18% | 35 | 16% |
| | | 2-3 | 20 | 24% | 25 | 19% | 45 | 21% |
| | | 4-6 | 14 | 17% | 27 | 21% | 41 | 19% |
| | | More than 6 | 12 | 14% | 29 | 22% | 41 | 19% |
| | | Total | | 83 | 100% | 130 | 100% | 213 |

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Number of problem sets that take your students more than one hour to complete | FPROBSTA | None | 31 | 38% | 43 | 33% | 74 | 35% |
| | | 1-2 | 37 | 45% | 53 | 41% | 90 | 42% |
| | | 3-4 | 11 | 13% | 18 | 14% | 29 | 14% |
| | | 5-6 | 2 | 2% | 6 | 5% | 8 | 4% |
| | | More than 6 | 1 | 1% | 10 | 8% | 11 | 5% |
| | | Total | | 82 | 100% | 130 | 100% | 212 |
| b. Number of problem sets that take your students less than one hour to complete | FPROBSTB | None | 33 | 41% | 54 | 42% | 87 | 41% |
| | | 1-2 | 38 | 47% | 47 | 36% | 85 | 40% |
| | | 3-4 | 4 | 5% | 13 | 10% | 17 | 8% |
| | | 5-6 | 2 | 2% | 7 | 5% | 9 | 4% |
| | | More than 6 | 4 | 5% | 9 | 7% | 13 | 6% |
| | | Total | | 81 | 100% | 130 | 100% | 211 |

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

Time students spend preparing for your selected course section:

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | FEXPREP | 0 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 1-2 | 9 | 11% | 4 | 3% | 13 | 6% |
| | | 3-4 | 38 | 46% | 44 | 33% | 82 | 38% |
| | | 5-6 | 20 | 24% | 43 | 33% | 63 | 29% |
| | | 7-8 | 8 | 10% | 23 | 17% | 31 | 14% |
| | | 9-10 | 5 | 6% | 15 | 11% | 20 | 9% |
| | | 11-12 | 2 | 2% | 1 | 1% | 3 | 1% |
| | | More than 12 | 1 | 1% | 2 | 2% | 3 | 1% |
| | | Total | 83 | 100% | 132 | 100% | 215 | 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 | 6 | 7% | 2 | 2% | 8 | 4% |
| | | 1-2 | 51 | 61% | 73 | 55% | 124 | 58% |
| | | 3-4 | 18 | 22% | 37 | 28% | 55 | 26% |
| | | 5-6 | 5 | 6% | 12 | 9% | 17 | 8% |
| | | 7-8 | 2 | 2% | 4 | 3% | 6 | 3% |
| | | 9-10 | 1 | 1% | 3 | 2% | 4 | 2% |
| | | 11-12 | 0 | 0% | 1 | 1% | 1 | 0% |
| | | More than 12 | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | 83 | 100% | 132 | 100% | 215 | 100% |

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Prepare two or more drafts of a paper or assignment before turning it in | FREWROPA | Not important | 20 | 25% | 27 | 20% | 47 | 22% |
| | | Somewhat important | 20 | 25% | 29 | 22% | 49 | 23% |
| | | Important | 24 | 30% | 41 | 31% | 65 | 31% |
| | | Very important | 17 | 21% | 35 | 27% | 52 | 24% |
| | | | Total | 81 | 100% | 132 | 100% | 213 |

| 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 | 13 | 16% | 8 | 6% | 21 | 10% |
| | | Somewhat important | 4 | 5% | 8 | 6% | 12 | 6% |
| | | Important | 28 | 35% | 28 | 21% | 56 | 27% |
| | | Very important | 35 | 44% | 87 | 66% | 122 | 58% |
| | | Total | 80 | 100% | 131 | 100% | 211 | 100% |
| c. Work with classmates outside of class to prepare class assignments | FOCCGRP | Not important | 14 | 17% | 24 | 18% | 38 | 18% |
| | | Somewhat important | 27 | 33% | 30 | 23% | 57 | 27% |
| | | Important | 22 | 27% | 35 | 27% | 57 | 27% |
| | | Very important | 18 | 22% | 41 | 32% | 59 | 28% |
| | | Total | 81 | 100% | 130 | 100% | 211 | 100% |
| d. Put together ideas or concepts from different courses when completing assignments or during class discussions | FINTIDEA | Not important | 10 | 12% | 6 | 5% | 16 | 8% |
| | | Somewhat important | 21 | 26% | 24 | 18% | 45 | 21% |
| | | Important | 31 | 38% | 53 | 41% | 84 | 40% |
| | | Very important | 20 | 24% | 47 | 36% | 67 | 32% |
| | | Total | 82 | 100% | 130 | 100% | 212 | 100% |
| e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.) | FOOCID05 | Not important | 12 | 15% | 13 | 10% | 25 | 12% |
| | | Somewhat important | 17 | 21% | 35 | 27% | 52 | 25% |
| | | Important | 36 | 44% | 51 | 39% | 87 | 41% |
| | | Very important | 17 | 21% | 31 | 24% | 48 | 23% |
| | | Total | 82 | 100% | 130 | 100% | 212 | 100% |
| f. Tutor or teach other students (paid or voluntary) | FTUTOR | Not important | 28 | 34% | 42 | 32% | 70 | 33% |
| | | Somewhat important | 27 | 33% | 51 | 39% | 78 | 37% |
| | | Important | 17 | 21% | 18 | 14% | 35 | 16% |
| | | Very important | 10 | 12% | 20 | 15% | 30 | 14% |
| | | Total | 82 | 100% | 131 | 100% | 213 | 100% |
| g. Examine the strengths and weaknesses of their views on a topic or issue | FOWNVIEW | Not important | 11 | 14% | 14 | 11% | 25 | 12% |
| | | Somewhat important | 11 | 14% | 20 | 15% | 31 | 15% |
| | | Important | 23 | 28% | 35 | 27% | 58 | 27% |
| | | Very important | 36 | 44% | 62 | 47% | 98 | 46% |
| | | Total | 81 | 100% | 131 | 100% | 212 | 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> |
|---|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective | FOTHRVW | Not important | 15 | 19% | 15 | 11% | 30 | 14% |
| | | Somewhat important | 10 | 12% | 17 | 13% | 27 | 13% |
| | | Important | 16 | 20% | 35 | 27% | 51 | 24% |
| | | Very important | 40 | 49% | 64 | 49% | 104 | 49% |
| | | Total | 81 | 100% | 131 | 100% | 212 | 100% |
| i. Learn something that changes the way they understand an issue or concept | FCHNGVW | Not important | 1 | 1% | 1 | 1% | 2 | 1% |
| | | Somewhat important | 6 | 7% | 8 | 6% | 14 | 7% |
| | | Important | 16 | 20% | 28 | 22% | 44 | 21% |
| | | Very important | 59 | 72% | 93 | 72% | 152 | 72% |
| | | Total | 82 | 100% | 130 | 100% | 212 | 100% |

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---------------------------|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| a. Lecture | LECTURE | 0% | 2 | 2% | 6 | 5% | 8 | 4% |
| | | 1-9% | 13 | 16% | 18 | 14% | 31 | 15% |
| | | 10-19% | 9 | 11% | 20 | 15% | 29 | 14% |
| | | 20-29% | 14 | 17% | 20 | 15% | 34 | 16% |
| | | 30-39% | 7 | 9% | 15 | 11% | 22 | 10% |
| | | 40-49% | 13 | 16% | 17 | 13% | 30 | 14% |
| | | 50-74% | 13 | 16% | 22 | 17% | 35 | 17% |
| | | 75% or more | 10 | 12% | 13 | 10% | 23 | 11% |
| | | Total | 81 | 100% | 131 | 100% | 212 | 100% |
| b. Teacher-led discussion | TEACHLED | 0% | 3 | 4% | 1 | 1% | 4 | 2% |
| | | 1-9% | 17 | 21% | 28 | 21% | 45 | 21% |
| | | 10-19% | 17 | 21% | 29 | 22% | 46 | 22% |
| | | 20-29% | 17 | 21% | 38 | 29% | 55 | 26% |
| | | 30-39% | 12 | 15% | 14 | 11% | 26 | 12% |
| | | 40-49% | 9 | 11% | 6 | 5% | 15 | 7% |
| | | 50-74% | 5 | 6% | 9 | 7% | 14 | 7% |
| | | 75% or more | 1 | 1% | 6 | 5% | 7 | 3% |
| | | Total | 81 | 100% | 131 | 100% | 212 | 100% |

**FSSE 2012 Frequency Distributions
Western Carolina University**

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| c. Teacher-student shared responsibility (seminar, discussion, etc.) | TEACHSTU | 0% | 15 | 19% | 18 | 14% | 33 | 16% |
| | | 1-9% | 25 | 32% | 33 | 25% | 58 | 28% |
| | | 10-19% | 13 | 17% | 24 | 18% | 37 | 18% |
| | | 20-29% | 7 | 9% | 23 | 18% | 30 | 14% |
| | | 30-39% | 10 | 13% | 14 | 11% | 24 | 12% |
| | | 40-49% | 3 | 4% | 10 | 8% | 13 | 6% |
| | | 50-74% | 2 | 3% | 4 | 3% | 6 | 3% |
| | | 75% or more | 3 | 4% | 4 | 3% | 7 | 3% |
| | | Total | 78 | 100% | 130 | 100% | 208 | 100% |
| d. Student computer use | COMPMED | 0% | 46 | 58% | 62 | 47% | 108 | 51% |
| | | 1-9% | 15 | 19% | 29 | 22% | 44 | 21% |
| | | 10-19% | 7 | 9% | 11 | 8% | 18 | 9% |
| | | 20-29% | 3 | 4% | 5 | 4% | 8 | 4% |
| | | 30-39% | 3 | 4% | 5 | 4% | 8 | 4% |
| | | 40-49% | 1 | 1% | 4 | 3% | 5 | 2% |
| | | 50-74% | 0 | 0% | 3 | 2% | 3 | 1% |
| | | 75% or more | 4 | 5% | 12 | 9% | 16 | 8% |
| | | Total | 79 | 100% | 131 | 100% | 210 | 100% |
| e. Small group activities | GROUPSML | 0% | 11 | 14% | 18 | 14% | 29 | 14% |
| | | 1-9% | 18 | 23% | 29 | 22% | 47 | 22% |
| | | 10-19% | 19 | 24% | 23 | 18% | 42 | 20% |
| | | 20-29% | 10 | 13% | 25 | 19% | 35 | 17% |
| | | 30-39% | 13 | 16% | 21 | 16% | 34 | 16% |
| | | 40-49% | 4 | 5% | 5 | 4% | 9 | 4% |
| | | 50-74% | 4 | 5% | 9 | 7% | 13 | 6% |
| | | 75% or more | 1 | 1% | 1 | 1% | 2 | 1% |
| | | Total | 80 | 100% | 131 | 100% | 211 | 100% |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|---------------------------|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| f. Student presentations | STUPRES | 0% | 23 | 28% | 33 | 26% | 56 | 27% |
| | | 1-9% | 28 | 35% | 45 | 35% | 73 | 35% |
| | | 10-19% | 15 | 19% | 28 | 22% | 43 | 20% |
| | | 20-29% | 5 | 6% | 11 | 9% | 16 | 8% |
| | | 30-39% | 6 | 7% | 5 | 4% | 11 | 5% |
| | | 40-49% | 2 | 2% | 2 | 2% | 4 | 2% |
| | | 50-74% | 2 | 2% | 5 | 4% | 7 | 3% |
| | | 75% or more | 0 | 0% | 0 | 0% | 0 | 0% |
| | | | Total | 81 | 100% | 129 | 100% | 210 |
| g. In-class writing | CLSWRITE | 0% | 41 | 51% | 57 | 44% | 98 | 47% |
| | | 1-9% | 19 | 23% | 48 | 37% | 67 | 32% |
| | | 10-19% | 15 | 19% | 11 | 9% | 26 | 12% |
| | | 20-29% | 3 | 4% | 7 | 5% | 10 | 5% |
| | | 30-39% | 2 | 2% | 3 | 2% | 5 | 2% |
| | | 40-49% | 1 | 1% | 1 | 1% | 2 | 1% |
| | | 50-74% | 0 | 0% | 1 | 1% | 1 | 0% |
| | | 75% or more | 0 | 0% | 1 | 1% | 1 | 0% |
| | | | Total | 81 | 100% | 129 | 100% | 210 |
| h. Testing and evaluation | TESTEVAL | 0% | 9 | 11% | 13 | 10% | 22 | 11% |
| | | 1-9% | 35 | 44% | 54 | 42% | 89 | 43% |
| | | 10-19% | 24 | 30% | 47 | 37% | 71 | 34% |
| | | 20-29% | 9 | 11% | 9 | 7% | 18 | 9% |
| | | 30-39% | 1 | 1% | 3 | 2% | 4 | 2% |
| | | 40-49% | 0 | 0% | 2 | 2% | 2 | 1% |
| | | 50-74% | 1 | 1% | 0 | 0% | 1 | 0% |
| | | 75% or more | 0 | 0% | 0 | 0% | 0 | 0% |
| | | | Total | 79 | 100% | 128 | 100% | 207 |

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

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

| | <i>Variable</i> | <i>Response Options</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> | <i>Count</i> | <i>Col %</i> |
|--|-----------------|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| i. Performances in applied and fine arts (e.g., dance, drama, music) | PERFORM | 0% | 67 | 85% | 109 | 88% | 176 | 87% |
| | | 1-9% | 4 | 5% | 6 | 5% | 10 | 5% |
| | | 10-19% | 2 | 3% | 1 | 1% | 3 | 1% |
| | | 20-29% | 1 | 1% | 2 | 2% | 3 | 1% |
| | | 30-39% | 1 | 1% | 1 | 1% | 2 | 1% |
| | | 40-49% | 0 | 0% | 1 | 1% | 1 | 0% |
| | | 50-74% | 1 | 1% | 1 | 1% | 2 | 1% |
| | | 75% or more | 3 | 4% | 3 | 2% | 6 | 3% |
| | | Total | 79 | 100% | 124 | 100% | 203 | 100% |
| j. Experiential (labs, field work, art exhibits, etc.) | EXPERIEN | 0% | 34 | 43% | 52 | 41% | 86 | 42% |
| | | 1-9% | 12 | 15% | 23 | 18% | 35 | 17% |
| | | 10-19% | 13 | 16% | 16 | 13% | 29 | 14% |
| | | 20-29% | 9 | 11% | 12 | 10% | 21 | 10% |
| | | 30-39% | 7 | 9% | 3 | 2% | 10 | 5% |
| | | 40-49% | 3 | 4% | 5 | 4% | 8 | 4% |
| | | 50-74% | 2 | 3% | 11 | 9% | 13 | 6% |
| | | 75% or more | 0 | 0% | 4 | 3% | 4 | 2% |
| | | Total | 80 | 100% | 126 | 100% | 206 | 100% |
| Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work? | FEXAMS | Very Little | 0 | 0% | 0 | 0% | 0 | 0% |
| | | 2 | 1 | 1% | 1 | 1% | 2 | 1% |
| | | 3 | 2 | 2% | 2 | 2% | 4 | 2% |
| | | 4 | 10 | 12% | 9 | 7% | 19 | 9% |
| | | 5 | 29 | 35% | 32 | 25% | 61 | 29% |
| | | 6 | 30 | 37% | 55 | 42% | 85 | 40% |
| | | Very much | 10 | 12% | 31 | 24% | 41 | 19% |
| | | Total | 82 | 100% | 130 | 100% | 212 | 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 | 34 | 42% | 50 | 39% | 84 | 40% |
| | | Some | 32 | 40% | 49 | 38% | 81 | 39% |
| | | Quite a bit | 12 | 15% | 20 | 16% | 32 | 15% |
| | | Very much | 3 | 4% | 9 | 7% | 12 | 6% |
| | Total | | 81 | 100% | 128 | 100% | 209 | 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 | 2 | 2% | 2 | 2% | 4 | 2% |
| | | Some | 12 | 15% | 11 | 8% | 23 | 11% |
| | | Quite a bit | 39 | 48% | 67 | 52% | 106 | 50% |
| | | Very much | 28 | 35% | 50 | 38% | 78 | 37% |
| | Total | | 81 | 100% | 130 | 100% | 211 | 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 | 7 | 9% | 15 | 12% | 22 | 11% |
| | | Quite a bit | 32 | 41% | 37 | 29% | 69 | 33% |
| | | Very much | 39 | 50% | 76 | 59% | 115 | 56% |
| | Total | | 78 | 100% | 128 | 100% | 206 | 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 | 10 | 12% | 3 | 2% | 13 | 6% |
| | | Some | 17 | 21% | 27 | 21% | 44 | 21% |
| | | Quite a bit | 29 | 36% | 46 | 36% | 75 | 36% |
| | | Very much | 25 | 31% | 53 | 41% | 78 | 37% |
| | Total | | 81 | 100% | 129 | 100% | 210 | 100% |
| e. Applying theories or concepts to practical problems or in new situations | FAPPLYIN | Very little | 4 | 5% | 0 | 0% | 4 | 2% |
| | | Some | 13 | 16% | 11 | 9% | 24 | 11% |
| | | Quite a bit | 22 | 28% | 41 | 32% | 63 | 30% |
| | | Very much | 41 | 51% | 77 | 60% | 118 | 56% |
| | Total | | 80 | 100% | 129 | 100% | 209 | 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 | 22 | 27% | 8 | 6% | 30 | 14% |
| | | Some | 15 | 19% | 37 | 29% | 52 | 25% |
| | | Quite a bit | 22 | 27% | 41 | 32% | 63 | 30% |
| | | Very much | 22 | 27% | 43 | 33% | 65 | 31% |
| | | Total | 81 | 100% | 129 | 100% | 210 | 100% |
| b. Speaking clearly and effectively | FGNSPEAK | Very little | 13 | 16% | 18 | 14% | 31 | 15% |
| | | Some | 30 | 38% | 45 | 35% | 75 | 36% |
| | | Quite a bit | 19 | 24% | 46 | 36% | 65 | 31% |
| | | Very much | 17 | 22% | 20 | 16% | 37 | 18% |
| | | Total | 79 | 100% | 129 | 100% | 208 | 100% |
| c. Thinking critically and analytically | FGNANALY | Very little | 2 | 3% | 0 | 0% | 2 | 1% |
| | | Some | 8 | 10% | 4 | 3% | 12 | 6% |
| | | Quite a bit | 28 | 35% | 40 | 31% | 68 | 33% |
| | | Very much | 42 | 53% | 85 | 66% | 127 | 61% |
| | | Total | 80 | 100% | 129 | 100% | 209 | 100% |
| d. Analyzing quantitative problems | FGNQUANT | Very little | 30 | 37% | 45 | 35% | 75 | 36% |
| | | Some | 22 | 27% | 27 | 21% | 49 | 24% |
| | | Quite a bit | 12 | 15% | 24 | 19% | 36 | 17% |
| | | Very much | 17 | 21% | 31 | 24% | 48 | 23% |
| | | Total | 81 | 100% | 127 | 100% | 208 | 100% |
| e. Using computing and information technology | FGNCMPTS | Very little | 28 | 35% | 38 | 29% | 66 | 32% |
| | | Some | 28 | 35% | 42 | 33% | 70 | 33% |
| | | Quite a bit | 15 | 19% | 18 | 14% | 33 | 16% |
| | | Very much | 9 | 11% | 31 | 24% | 40 | 19% |
| | | Total | 80 | 100% | 129 | 100% | 209 | 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 | 8 | 10% | 7 | 5% | 15 | 7% |
| | | Some | 28 | 35% | 32 | 25% | 60 | 29% |
| | | Quite a bit | 23 | 29% | 44 | 34% | 67 | 32% |
| | | Very much | 21 | 26% | 47 | 36% | 68 | 32% |
| | | Total | 80 | 100% | 130 | 100% | 210 | 100% |
| g. Learning effectively on their own | FGNINQ | Very little | 1 | 1% | 0 | 0% | 1 | 0% |
| | | Some | 14 | 17% | 12 | 9% | 26 | 12% |
| | | Quite a bit | 28 | 35% | 57 | 44% | 85 | 40% |
| | | Very much | 38 | 47% | 61 | 47% | 99 | 47% |
| | | Total | 81 | 100% | 130 | 100% | 211 | 100% |
| h. Understanding themselves | FGNSELF | Very little | 15 | 19% | 18 | 14% | 33 | 16% |
| | | Some | 21 | 27% | 31 | 24% | 52 | 25% |
| | | Quite a bit | 18 | 23% | 45 | 35% | 63 | 31% |
| | | Very much | 24 | 31% | 34 | 27% | 58 | 28% |
| | | Total | 78 | 100% | 128 | 100% | 206 | 100% |
| i. Understanding people of other racial and ethnic backgrounds | FGNDIVER | Very little | 32 | 42% | 32 | 25% | 64 | 32% |
| | | Some | 19 | 25% | 38 | 30% | 57 | 28% |
| | | Quite a bit | 15 | 19% | 35 | 28% | 50 | 25% |
| | | Very much | 11 | 14% | 21 | 17% | 32 | 16% |
| | | Total | 77 | 100% | 126 | 100% | 203 | 100% |
| j. Solving complex real-world problems | FGNPROBS | Very little | 8 | 10% | 3 | 2% | 11 | 5% |
| | | Some | 21 | 27% | 19 | 15% | 40 | 20% |
| | | Quite a bit | 27 | 35% | 50 | 39% | 77 | 38% |
| | | Very much | 22 | 28% | 55 | 43% | 77 | 38% |
| | | Total | 78 | 100% | 127 | 100% | 205 | 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 | 15 | 19% | 18 | 14% | 33 | 16% |
| | | Some | 31 | 40% | 33 | 26% | 64 | 31% |
| | | Quite a bit | 13 | 17% | 31 | 24% | 44 | 22% |
| | | Very much | 18 | 23% | 45 | 35% | 63 | 31% |
| | | Total | 77 | 100% | 127 | 100% | 204 | 100% |
| l. Developing a deepened sense of spirituality | FSPRIT | Very little | 52 | 67% | 88 | 69% | 140 | 68% |
| | | Some | 20 | 26% | 26 | 20% | 46 | 22% |
| | | Quite a bit | 5 | 6% | 9 | 7% | 14 | 7% |
| | | Very much | 1 | 1% | 5 | 4% | 6 | 3% |
| | | Total | 78 | 100% | 128 | 100% | 206 | 100% |
| m. Acquiring a broad general education | FGNGENLE | Very little | 11 | 14% | 24 | 19% | 35 | 17% |
| | | Some | 22 | 28% | 48 | 38% | 70 | 34% |
| | | Quite a bit | 23 | 29% | 34 | 27% | 57 | 28% |
| | | Very much | 22 | 28% | 19 | 15% | 41 | 20% |
| | | Total | 78 | 100% | 125 | 100% | 203 | 100% |
| n. Acquiring job or work-related knowledge and skills | FGNWORK | Very little | 2 | 3% | 3 | 2% | 5 | 2% |
| | | Some | 16 | 21% | 14 | 11% | 30 | 15% |
| | | Quite a bit | 35 | 45% | 25 | 20% | 60 | 29% |
| | | Very much | 24 | 31% | 86 | 67% | 110 | 54% |
| | | Total | 77 | 100% | 128 | 100% | 205 | 100% |
| Disciplinary Area: Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas. | DISCAREA | Arts and Sciences | 45 | 56% | 41 | 32% | 86 | 41% |
| | | Business | 6 | 8% | 9 | 7% | 15 | 7% |
| | | Education | 7 | 9% | 31 | 24% | 38 | 18% |
| | | Fine Arts | 7 | 9% | 7 | 5% | 14 | 7% |
| | | Health | 12 | 15% | 31 | 24% | 43 | 21% |
| | | Other/Undecided | 3 | 4% | 9 | 7% | 12 | 6% |
| | | (Unused category) | 0 | 0% | 0 | 0% | 0 | 0% |
| | | (Unused category) | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Unassigned fields / disciplines | 0 | 0% | 0 | 0% | 0 | 0% |
| | | Total | 80 | 100% | 128 | 100% | 208 | 100% |



Western Carolina University

FSSE-NSSE Combined Report

August 2012



Interpreting the FSSE-NSSE Combined Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2012 Frequency Distributions*.

Survey Items & Variable Names

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 leftmost column contains survey items in the same wording that 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 *2012 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 classroom practices and student responses:

| Faculty Responses | | | |
|--|----------|-------|---------------|
| Percentage of faculty who reported that more than half of students from their courses do the following | | | |
| FSSE Item | Variable | Class | 50% or Higher |
| Frequently ask questions in class or contribute to class discussions | FCLQUEST | LD | 23% |
| | | UD | 41% |
| Frequently come to class without completing readings or assignments | FCLUNPRE | LD | 43% |
| | | UD | 27% |
| Frequently work harder than they usually do to meet your standards | FWORKHED | LD | 23% |
| | | UD | 41% |

FSSE-NSSE Combined Report 2012
NSSEville State University

| Student Responses | | | | | | |
|---|----------|-------|------------|-------|-----------|-------|
| Distribution of student responses to how often they did the following at their institution during the current school year | | | | | | |
| NSSE Item | Variable | Class | Very Often | Often | Sometimes | Never |
| Asked questions in class or contributed to class discussions | CLQUEST | FY | 46% | 29% | 24% | 1% |
| | | SR | 66% | 23% | 11% | 0% |
| Come to class without completing assignments | CLUNPREP | FY | 4% | 6% | 42% | 49% |
| | | SR | 5% | 8% | 48% | 39% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | FY | 25% | 42% | 29% | 4% |
| | | SR | 26% | 39% | 30% | 4% |

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2012 Frequency Distributions*.

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

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 | 28% |
| | | UD | 48% |
| Frequently come to class without completing readings or assignments | FCLUNPRE | LD | 27% |
| | | UD | 26% |
| Frequently work harder than they usually do to meet your standards | FWORKHRD | LD | 20% |
| | | UD | 39% |
| Occasionally use e-mail to communicate with you | FEMAIL | LD | 40% |
| | | UD | 48% |
| Occasionally discuss grades or assignments with you | FGRADE | LD | 25% |
| | | UD | 31% |
| At least once, talk about career plans with you | FPLANS | LD | 24% |
| | | UD | 31% |
| At least once, discuss ideas from readings or classes with you outside of class | FIDEAS | LD | 16% |
| | | UD | 23% |

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 | 35% | 31% | 31% | 3% |
| | | SR | 51% | 29% | 18% | 2% |
| Come to class without completing assignments | CLUNPREP | FY | 6% | 8% | 61% | 25% |
| | | SR | 4% | 14% | 53% | 29% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | FY | 22% | 40% | 33% | 5% |
| | | SR | 22% | 44% | 26% | 8% |
| Used e-mail to communicate with an instructor | EMAIL | FY | 57% | 29% | 14% | 1% |
| | | SR | 65% | 25% | 10% | 0% |
| Discussed grades or assignments with an instructor | FACGRADE | FY | 30% | 33% | 35% | 3% |
| | | SR | 33% | 38% | 26% | 3% |
| Talked about career plans with a faculty member or advisor | FACPLANS | FY | 21% | 23% | 42% | 14% |
| | | SR | 25% | 27% | 37% | 11% |
| Discussed ideas from your readings or classes with faculty members outside of class | FACIDEAS | FY | 8% | 18% | 37% | 37% |
| | | SR | 11% | 19% | 48% | 22% |

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 | 39% |
| | | UD | 52% |
| Work with other students on projects during class | FCLASSGR | LD | 57% |
| | | UD | 72% |
| Participate in a community-based project (e.g., service learning) as part of your course | FCOMMPRO | LD | 11% |
| | | UD | 28% |
| Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | FITICADE | LD | 39% |
| | | UD | 49% |
| Receive prompt written or oral feedback from you on their academic performance | FFEED | LD | 88% |
| | | UD | 92% |
| Have serious conversations in your course with students of a different race or ethnicity than their own | FDIVRSTU | LD | 25% |
| | | UD | 28% |
| 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 | 34% |
| | | UD | 33% |

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 | 27% | 41% | 28% | 5% |
| | | SR | 28% | 33% | 31% | 7% |
| Worked with other students on projects during class | CLASSGRP | FY | 14% | 40% | 39% | 7% |
| | | SR | 17% | 37% | 33% | 13% |
| Participated in a community-based project (e.g., service learning) as part of a regular course | COMMPROJ | FY | 3% | 20% | 38% | 40% |
| | | SR | 8% | 17% | 34% | 41% |
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | ITACADEM | FY | 33% | 28% | 28% | 12% |
| | | SR | 38% | 23% | 25% | 14% |
| Received prompt written or oral feedback from faculty on your academic performance | FACFEED | FY | 25% | 39% | 32% | 4% |
| | | SR | 23% | 53% | 20% | 4% |
| Had serious conversations with students of a different race or ethnicity than your own | DIVRSTUD | FY | 31% | 28% | 26% | 14% |
| | | SR | 25% | 31% | 28% | 16% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | DIFFSTU2 | FY | 34% | 35% | 20% | 12% |
| | | SR | 29% | 37% | 25% | 9% |

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 | 51% |
| | | UD | 58% |
| Work on a paper or project that requires integrating ideas or information from various sources | FINTEGRA | LD | 79% |
| | | UD | 88% |
| Work with classmates outside of class to prepare class assignments | FOCCGRP | LD | 49% |
| | | UD | 58% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | FINTIDEA | LD | 62% |
| | | UD | 77% |
| Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.) | FOOCID05 | LD | 65% |
| | | UD | 63% |
| Tutor or teach other students (paid or voluntary) | FTUTOR | LD | 33% |
| | | UD | 29% |
| Examine the strengths and weaknesses of their views on a topic or issue | FOWNVIEW | LD | 73% |
| | | UD | 74% |
| Try to better understand someone else's views by imagining how an issue looks from that person's perspective | FOTHRVW | LD | 69% |
| | | UD | 76% |
| Learn something that changes the way they understand an issue or concept | FCHNGVW | LD | 91% |
| | | UD | 93% |

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 | 17% | 38% | 33% | 12% |
| | | SR | 18% | 26% | 40% | 16% |
| Worked on a paper or project that required integrating ideas or information from various sources | INTEGRAT | FY | 34% | 49% | 16% | 1% |
| | | SR | 52% | 38% | 9% | 1% |
| Worked with classmates outside of class to prepare class assignments | OCCGRP | FY | 19% | 38% | 37% | 6% |
| | | SR | 28% | 36% | 30% | 6% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | INTIDEAS | FY | 17% | 40% | 38% | 5% |
| | | SR | 28% | 50% | 20% | 1% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | OOCIDEAS | FY | 28% | 30% | 33% | 9% |
| | | SR | 28% | 41% | 27% | 4% |
| Tutored or taught other students (paid or voluntary) | TUTOR | FY | 5% | 8% | 29% | 58% |
| | | SR | 11% | 10% | 34% | 46% |
| Examined the strengths and weaknesses of your own views on a topic or issue | OWNVIEW | FY | 23% | 31% | 35% | 10% |
| | | SR | 23% | 38% | 32% | 7% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | OTHRVIEW | FY | 32% | 34% | 29% | 4% |
| | | SR | 28% | 39% | 30% | 4% |
| Learned something that changed the way you understand an issue or concept | CHNGVIEW | FY | 32% | 32% | 32% | 4% |
| | | SR | 27% | 43% | 28% | 3% |

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 response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work | FEXAMS | LD | 84% |
| | | UD | 91% |

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 | 19% |
| | | UD | 23% |
| Analyzing the basic elements of an idea, experience, or theory | FANALYZE | LD | 83% |
| | | UD | 90% |
| Synthesizing and organizing ideas, information, or experiences | FSYNTHES | LD | 91% |
| | | UD | 88% |
| Making judgments about the value of information, arguments, or methods | FEVALUAT | LD | 67% |
| | | UD | 77% |
| Applying theories or concepts to practical problems or in new situations | FAPPLYIN | LD | 79% |
| | | UD | 91% |

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 | 83% | 17% |
| | | SR | 81% | 19% |

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 | 34% | 42% | 22% | 2% |
| | | SR | 27% | 35% | 30% | 8% |
| Analyzing the basic elements of an idea, experience, or theory | ANALYZE | FY | 42% | 40% | 17% | 1% |
| | | SR | 45% | 44% | 10% | 1% |
| Synthesizing and organizing ideas, information, or experiences | SYNTHESZ | FY | 34% | 41% | 21% | 4% |
| | | SR | 38% | 45% | 15% | 2% |
| Making judgments about the value of information, arguments, or methods | EVALUATE | FY | 38% | 37% | 21% | 4% |
| | | SR | 40% | 41% | 16% | 3% |
| Applying theories or concepts to practical problems or in new situations | APPLYING | FY | 43% | 35% | 20% | 3% |
| | | SR | 54% | 33% | 11% | 2% |

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 | 54% |
| | | UD | 65% |
| Speaking clearly and effectively | FGNSPEAK | LD | 46% |
| | | UD | 51% |
| Thinking critically and analytically | FGNANALY | LD | 88% |
| | | UD | 97% |
| Analyzing quantitative problems | FGNQUANT | LD | 36% |
| | | UD | 43% |
| Using computing and information technology | FGNCMPTS | LD | 30% |
| | | UD | 38% |
| Working effectively with others | FGNOTHER | LD | 55% |
| | | UD | 70% |
| Learning effectively on their own | FGNINQ | 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> |
|--|-----------------|--------------|------------------|--------------------|-------------|--------------------|
| Writing clearly and effectively | GNWIRTE | FY | 33% | 44% | 18% | 6% |
| | | SR | 44% | 36% | 16% | 4% |
| Speaking clearly and effectively | GNSPEAK | FY | 34% | 37% | 22% | 7% |
| | | SR | 41% | 34% | 21% | 5% |
| Thinking critically and analytically | GNANALY | FY | 44% | 41% | 13% | 2% |
| | | SR | 53% | 34% | 11% | 2% |
| Analyzing quantitative problems | GNQUANT | FY | 27% | 41% | 25% | 7% |
| | | SR | 40% | 38% | 17% | 5% |
| Using computing and information technology | GNCMPTS | FY | 29% | 42% | 20% | 9% |
| | | SR | 50% | 35% | 12% | 4% |
| Working effectively with others | GNOTHERS | FY | 36% | 42% | 16% | 6% |
| | | SR | 44% | 40% | 11% | 5% |
| Learning effectively on your own | GNINQ | FY | 32% | 36% | 24% | 7% |
| | | SR | 35% | 42% | 16% | 7% |

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 | 54% |
| | | UD | 62% |
| Understanding people of other racial and ethnic backgrounds | FGNDIVER | LD | 34% |
| | | UD | 44% |
| Solving complex real-world problems | FGNPROBS | LD | 63% |
| | | UD | 83% |
| Developing a personal code of values and ethics | FVALUES | LD | 40% |
| | | UD | 60% |
| Developing a deepened sense of spirituality | FSPIRIT | LD | 8% |
| | | UD | 11% |
| Acquiring a broad general education | FGNGENLE | LD | 58% |
| | | UD | 42% |
| Acquiring job or work-related knowledge and skills | FGNWORK | LD | 77% |
| | | UD | 87% |

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 | 42% | 27% | 20% | 11% |
| | | SR | 31% | 33% | 24% | 12% |
| Understanding people of other racial and ethnic backgrounds | GNDIVERS | FY | 29% | 35% | 27% | 9% |
| | | SR | 25% | 31% | 28% | 16% |
| Solving complex real-world problems | GNPROBSV | FY | 26% | 37% | 25% | 12% |
| | | SR | 31% | 37% | 24% | 8% |
| Developing a personal code of values and ethics | GNETHICS | FY | 33% | 32% | 22% | 13% |
| | | SR | 28% | 32% | 22% | 18% |
| Developing a deepened sense of spirituality | GNSPIRIT | FY | 19% | 21% | 27% | 32% |
| | | SR | 12% | 12% | 29% | 47% |
| Acquiring a broad general education | GNGENLED | FY | 43% | 36% | 18% | 3% |
| | | SR | 40% | 41% | 14% | 5% |
| Acquiring job or work-related knowledge and skills | GNWORK | FY | 31% | 36% | 19% | 14% |
| | | SR | 49% | 33% | 15% | 3% |

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>Class</i> | <i>Very Important or Important</i> |
|---|-----------------|--------------|------------------------------------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | FINTERN | LD | 83% |
| | | UD | 95% |
| Community service or volunteer work | FVOLUNTR | LD | 60% |
| | | UD | 74% |
| Participation in a learning community or some other formal program where groups of students take two or more classes together | FLERNCOM | LD | 41% |
| | | UD | 42% |
| Work on a research project with a faculty member outside of course or program requirements | FIMPR05 | LD | 55% |
| | | UD | 57% |
| Foreign language coursework | FFORLANG | LD | 49% |
| | | UD | 54% |
| Study abroad | FSTUDYAB | LD | 41% |
| | | UD | 42% |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FSENIOR | LD | 82% |
| | | UD | 85% |

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 | 7% | 77% | 3% | 13% |
| | | SR | 55% | 26% | 14% | 5% |
| Community service or volunteer work | VOLNTR04 | FY | 41% | 46% | 4% | 9% |
| | | SR | 70% | 16% | 10% | 4% |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | LRNCOM04 | FY | 20% | 28% | 15% | 37% |
| | | SR | 34% | 8% | 49% | 10% |
| Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | FY | 12% | 38% | 16% | 35% |
| | | SR | 24% | 13% | 48% | 15% |
| Foreign language coursework | FORLNG04 | FY | 14% | 26% | 37% | 23% |
| | | SR | 29% | 10% | 53% | 8% |
| Study abroad | STDABR04 | FY | 0% | 42% | 23% | 35% |
| | | SR | 9% | 6% | 73% | 12% |
| Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) | SNRX04 | FY | 3% | 43% | 12% | 43% |
| | | SR | 34% | 30% | 27% | 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>Class</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|--------------|---------------------------------|
| Requiring students to spend significant amounts of time studying and on academic work | FENVSCHO | LD | 42% |
| | | UD | 57% |
| Providing students the support they need to help them succeed academically | FENVSUPR | LD | 83% |
| | | UD | 86% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | FENVDIVR | LD | 47% |
| | | UD | 49% |
| Helping students cope with their non-academic responsibilities (work, family, etc.) | FENVNACA | LD | 37% |
| | | UD | 45% |
| Providing students the support they need to thrive socially | FENVSOCA | LD | 49% |
| | | UD | 51% |
| Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | FENVVEEN | LD | 68% |
| | | UD | 70% |
| Encouraging students to use computers in their academic work | FENVCOMP | LD | 89% |
| | | UD | 86% |

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 | 37% | 49% | 11% | 4% |
| | | SR | 35% | 44% | 19% | 2% |
| Providing the support you need to help you succeed academically | ENVSUPRT | FY | 48% | 37% | 13% | 2% |
| | | SR | 35% | 43% | 18% | 5% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | ENVDIVRS | FY | 35% | 32% | 25% | 7% |
| | | SR | 23% | 35% | 26% | 16% |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD | FY | 17% | 35% | 33% | 15% |
| | | SR | 11% | 20% | 39% | 30% |
| Providing the support you need to thrive socially | ENVSOCAL | FY | 22% | 42% | 26% | 10% |
| | | SR | 15% | 29% | 36% | 21% |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | ENVEVENT | FY | 41% | 36% | 19% | 5% |
| | | SR | 22% | 39% | 27% | 12% |
| Using computers in academic work | ENVCOMPT | FY | 48% | 32% | 15% | 4% |
| | | SR | 58% | 30% | 11% | 1% |

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 | 90% |
| With faculty members | FENVFAC | LD | 83% |
| | | UD | 91% |
| With administrative personnel and offices | FENVADM | LD | 45% |
| | | UD | 55% |

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 | 81% | 19% |
| | | SR | 86% | 14% |
| With faculty members | ENVFAC | FY | 81% | 19% |
| | | SR | 85% | 15% |
| With administrative personnel and offices | ENVADM | FY | 60% | 40% |
| | | SR | 60% | 40% |

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