



Arkansas State University-Jonesboro

Respondent Characteristics

August 2010

Response rate	42%
Number of invited faculty	544
Total number of respondents	228 (73 teach mostly first-year students, 110 teach mostly seniors, and 28 teach other students, and 17 missing class rank of students taught.)

	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Discipline of appointment				
Arts and humanities	40%	10%	5%	20%
Biological science	6%	6%	5%	6%
Business	2%	17%	5%	10%
Education	8%	15%	33%	15%
Engineering	0%	2%	0%	1%
Physical science	13%	3%	0%	6%
Professional	13%	15%	33%	16%
Social science	11%	13%	14%	12%
Other	8%	18%	5%	13%
Rank				
Professor	12%	16%	38%	17%
Associate Professor	25%	28%	29%	27%
Assistant Professor	26%	39%	17%	32%
Instructor	32%	16%	13%	21%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	5%	2%	4%	3%
Tenure status				
Tenured	42%	44%	74%	47%
On tenure track but not tenured	16%	34%	13%	25%
Not on tenure track	38%	22%	13%	26%
No tenure system	5%	0%	0%	2%
Highest degree earned				
First professional degree	3%	4%	4%	4%
Doctoral degree	52%	68%	67%	63%
Master's degree	35%	24%	25%	28%
Bachelor's degree	3%	0%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	6%	4%	4%	5%
Full-time/Part Time				
Full-time	91%	93%	88%	92%
Part-time	9%	7%	13%	8%

	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Number of courses taught 09-10¹				
None	0%	0%	5%	1%
1-3	8%	9%	29%	11%
4-6	31%	35%	29%	33%
7 or more	61%	56%	38%	55%
Years of teaching experience				
4 or less	12%	12%	0%	10%
5-9	22%	28%	29%	26%
10-14	10%	9%	10%	9%
15 or more	57%	51%	62%	55%
Age				
34 or younger	16%	8%	0%	10%
35-44	22%	25%	14%	23%
45-54	21%	31%	38%	28%
Older than 54	41%	36%	48%	39%
Gender				
Male	43%	45%	38%	43%
Female	57%	55%	63%	57%
Race / Ethnicity				
American Indian/ Native Amer.	2%	0%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	2%	3%	4%	3%
Black or African American	8%	8%	8%	8%
White (non-Hispanic)	71%	77%	75%	75%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	2%	0%	0%	1%
Multiracial	0%	2%	0%	1%
Other	2%	1%	0%	1%
Prefer not to respond	14%	9%	13%	11%
Citizenship status				
U.S. citizen, native	97%	87%	92%	91%
U.S. citizen, naturalized	0%	3%	4%	2%
Permanent resident of the U.S.	3%	7%	4%	5%
Temporary resident of the U.S.	0%	3%	0%	2%

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



Arkansas State University-Jonesboro

Frequency Distributions

August 2010

Interpreting the Frequency Distributions Report

Typical-Student Survey Option

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

Sample

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

Survey Items

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

Class Level

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

Variable Names

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



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

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

Response Categories

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

FSSE 2010 Frequency Distributions NSSEville State University

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

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

Count

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

Column Percentage (%)

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

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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	3%	3	3%	5	3%
		Somewhat important	12	17%	7	6%	19	11%
		Important	24	34%	25	23%	49	27%
		Very important	33	46%	74	68%	107	59%
		Total		71	100%	109	100%	180
b. Community service or volunteer work	FVOLUNTR	Not important	5	7%	6	5%	11	6%
		Somewhat important	22	30%	30	27%	52	28%
		Important	31	42%	45	41%	76	42%
		Very important	15	21%	29	26%	44	24%
		Total		73	100%	110	100%	183
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	14	19%	11	10%	25	14%
		Somewhat important	21	29%	43	39%	64	35%
		Important	23	32%	34	31%	57	31%
		Very important	15	21%	22	20%	37	20%
		Total		73	100%	110	100%	183
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	14	19%	18	16%	32	17%
		Somewhat important	26	36%	48	44%	74	40%
		Important	19	26%	24	22%	43	23%
		Very important	14	19%	20	18%	34	19%
		Total		73	100%	110	100%	183
e. Foreign language coursework	FFORLANG	Not important	14	19%	19	17%	33	18%
		Somewhat important	21	29%	48	44%	69	38%
		Important	18	25%	33	30%	51	28%
		Very important	20	27%	10	9%	30	16%
		Total		73	100%	110	100%	183
f. Study abroad	FSTUDYAB	Not important	22	31%	27	25%	49	27%
		Somewhat important	26	37%	52	47%	78	43%
		Important	11	15%	18	16%	29	16%
		Very important	12	17%	13	12%	25	14%
		Total		71	100%	110	100%	181

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	28	38%	45	41%	73	40%
		Somewhat important	28	38%	34	31%	62	34%
		Important	12	16%	21	19%	33	18%
		Very important	5	7%	10	9%	15	8%
		Total		73	100%	110	100%	183
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	5	7%	6	5%	11	6%
		Somewhat important	15	21%	20	18%	35	19%
		Important	25	35%	33	30%	58	32%
		Very important	27	38%	51	46%	78	43%
		Total		72	100%	110	100%	182

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	1	1%	1	1%	
		2	2	3%	1	1%	3	2%	
		3	4	5%	4	4%	8	4%	
		4	9	12%	10	9%	19	10%	
		5	27	37%	36	33%	63	34%	
		6	19	26%	42	38%	61	33%	
		Friendly, Supportive, Sense of Belonging	12	16%	16	15%	28	15%	
		Total		73	100%	110	100%	183	100%

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	1	1%	2	2%	3	2%
		2	2	3%	1	1%	3	2%
		3	4	5%	7	6%	11	6%
		4	10	14%	12	11%	22	12%
		5	24	33%	30	27%	54	30%
		6	23	32%	40	36%	63	34%
		Available, Helpful, Sympathetic	9	12%	18	16%	27	15%
		Total	73	100%	110	100%	183	100%
		Student relationships with administrative personnel and offices	FENVADM	Unhelpful, Inconsiderate, Rigid	2	3%	0	0%
2	7			10%	12	11%	19	11%
3	14			20%	20	19%	34	19%
4	20			28%	26	24%	46	26%
5	15			21%	21	19%	36	20%
6	10			14%	19	18%	29	16%
Helpful, Considerate, Flexible	3			4%	10	9%	13	7%
Total	71			100%	108	100%	179	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	Very little	12	16%	10	9%	22	12%
		Some	24	33%	30	28%	54	30%
		Quite a bit	26	36%	43	39%	69	38%
		Very much	11	15%	26	24%	37	20%
		Total	73	100%	109	100%	182	100%

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	2	3%	3	3%	5	3%
		Some	22	30%	31	28%	53	29%
		Quite a bit	28	38%	45	41%	73	40%
		Very much	21	29%	31	28%	52	28%
		Total		73	100%	110	100%	183
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	14	19%	11	10%	25	14%
		Some	18	25%	37	34%	55	30%
		Quite a bit	29	40%	37	34%	66	36%
		Very much	12	16%	24	22%	36	20%
		Total		73	100%	109	100%	182
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	19	26%	19	17%	38	21%
		Some	31	42%	56	51%	87	48%
		Quite a bit	15	21%	22	20%	37	20%
		Very much	8	11%	13	12%	21	11%
		Total		73	100%	110	100%	183
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	11	15%	14	13%	25	14%
		Some	36	51%	54	50%	90	50%
		Quite a bit	17	24%	30	28%	47	26%
		Very much	7	10%	11	10%	18	10%
		Total		71	100%	109	100%	180
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	6	8%	7	6%	13	7%
		Some	36	50%	51	46%	87	48%
		Quite a bit	22	31%	32	29%	54	30%
		Very much	8	11%	20	18%	28	15%
		Total		72	100%	110	100%	182
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	5	7%	7	6%	12	7%
		Some	33	46%	48	44%	81	45%
		Quite a bit	24	33%	39	36%	63	35%
		Very much	10	14%	15	14%	25	14%
		Total		72	100%	109	100%	181

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	3	4%	2	2%	5	3%
		Some	9	13%	9	8%	18	10%
		Quite a bit	24	33%	41	38%	65	36%
		Very much	36	50%	57	52%	93	51%
	Total		72	100%	109	100%	181	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	1	1%	3	3%	4	2%
		1-4	10	14%	11	10%	21	12%
		5-8	8	11%	24	22%	32	18%
		9-12	29	40%	52	48%	81	45%
		13-16	11	15%	10	9%	21	12%
		17-20	9	12%	6	6%	15	8%
		21-30	3	4%	3	3%	6	3%
		More than 30	2	3%	0	0%	2	1%
	Total		73	100%	109	100%	182	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	1	1%	1	1%
		1-4	22	30%	35	32%	57	31%
		5-8	28	38%	39	36%	67	37%
		9-12	15	21%	18	17%	33	18%
		13-16	5	7%	10	9%	15	8%
		17-20	3	4%	3	3%	6	3%
		21-30	0	0%	2	2%	2	1%
		More than 30	0	0%	1	1%	1	1%
Total		73	100%	109	100%	182	100%	

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	2	2%	2	1%
		1-4	30	41%	40	37%	70	38%
		5-8	25	34%	43	39%	68	37%
		9-12	10	14%	14	13%	24	13%
		13-16	5	7%	5	5%	10	5%
		17-20	1	1%	3	3%	4	2%
		21-30	1	1%	2	2%	3	2%
		More than 30	1	1%	0	0%	1	1%
			Total	73	100%	109	100%	182
d. Preparing for class	CLASSPRP	0	0	0%	1	1%	1	1%
		1-4	12	16%	15	14%	27	15%
		5-8	30	41%	42	39%	72	40%
		9-12	16	22%	34	31%	50	27%
		13-16	8	11%	8	7%	16	9%
		17-20	2	3%	3	3%	5	3%
		21-30	2	3%	5	5%	7	4%
		More than 30	3	4%	1	1%	4	2%
			Total	73	100%	109	100%	182
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	2	2%	2	1%
		1-4	38	52%	71	65%	109	60%
		5-8	26	36%	23	21%	49	27%
		9-12	5	7%	7	6%	12	7%
		13-16	3	4%	3	3%	6	3%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
			Total	73	100%	109	100%	182

FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
f. Research and scholarly activities	SCHOLAR	0	6	8%	4	4%	10	5%
		1-4	24	33%	40	36%	64	35%
		5-8	19	26%	27	25%	46	25%
		9-12	13	18%	20	18%	33	18%
		13-16	3	4%	7	6%	10	5%
		17-20	6	8%	4	4%	10	5%
		21-30	1	1%	6	5%	7	4%
		More than 30	1	1%	2	2%	3	2%
			Total	73	100%	110	100%	183
g. Working with undergraduates on research	FRESEARC	0	31	42%	50	45%	81	44%
		1-4	29	40%	45	41%	74	40%
		5-8	6	8%	10	9%	16	9%
		9-12	1	1%	4	4%	5	3%
		13-16	3	4%	0	0%	3	2%
		17-20	1	1%	1	1%	2	1%
		21-30	1	1%	0	0%	1	1%
		More than 30	1	1%	0	0%	1	1%
			Total	73	100%	110	100%	183
h. Advising undergraduate students	ADVISE	0	17	23%	14	13%	31	17%
		1-4	34	47%	59	54%	93	51%
		5-8	12	16%	21	19%	33	18%
		9-12	5	7%	8	7%	13	7%
		13-16	1	1%	3	3%	4	2%
		17-20	3	4%	3	3%	6	3%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	1	1%	1	1%
			Total	73	100%	110	100%	183

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
i. Supervising internships or other field experiences	FIELDEXP	0	49	67%	56	51%	105	57%
		1-4	11	15%	28	25%	39	21%
		5-8	4	5%	11	10%	15	8%
		9-12	7	10%	8	7%	15	8%
		13-16	1	1%	2	2%	3	2%
		17-20	1	1%	3	3%	4	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	0	0%	1	1%	1	1%
			Total	73	100%	110	100%	183
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHR	0	30	42%	34	31%	64	35%
		1-4	30	42%	60	55%	90	49%
		5-8	9	13%	12	11%	21	12%
		9-12	2	3%	3	3%	5	3%
		13-16	0	0%	0	0%	0	0%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	72	100%	110	100%	182
k. Other interactions with students outside of the classroom	FINTERAC	0	9	12%	21	19%	30	16%
		1-4	49	67%	68	62%	117	64%
		5-8	10	14%	12	11%	22	12%
		9-12	2	3%	5	5%	7	4%
		13-16	1	1%	4	4%	5	3%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	0	0%	1	1%
		More than 30	1	1%	0	0%	1	1%
			Total	73	100%	110	100%	183

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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 %
1. Conducting service activities	SERVICE	0	18	25%	19	17%	37	20%
		1-4	31	42%	51	46%	82	45%
		5-8	12	16%	28	25%	40	22%
		9-12	5	7%	8	7%	13	7%
		13-16	2	3%	2	2%	4	2%
		17-20	5	7%	2	2%	7	4%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
	Total		73	100%	110	100%	183	100%
In what format do you most often teach?	TTEACFOR	Classroom, on-campus	65	89%	97	88%	162	89%
		Classroom, auxiliary location	4	5%	3	3%	7	4%
		Distance education	4	5%	10	9%	14	8%
		Total	73	100%	110	100%	183	100%

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

What is the general area of your selected course?

	TCSDISCL	Arts and Humanities	Count	Col %	Count	Col %	Count	Col %
		Arts and Humanities	28	41%	11	11%	39	23%
		Biological science	4	6%	8	8%	12	7%
		Business	1	1%	14	13%	15	9%
		Education	5	7%	16	15%	21	12%
		Engineering	0	0%	3	3%	3	2%
		Physical science	8	12%	6	6%	14	8%
		Professional	9	13%	20	19%	29	17%
		Social science	8	12%	12	12%	20	12%
		Other	6	9%	14	13%	20	12%
		Total		69	100%	104	100%	173

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

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

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	3%	2	2%	4	2%
		1-9%	4	5%	7	6%	11	6%
		10-19%	12	16%	18	17%	30	16%
		20-29%	10	14%	10	9%	20	11%
		30-39%	10	14%	12	11%	22	12%
		40-49%	4	5%	17	16%	21	12%
		50-74%	16	22%	28	26%	44	24%
		75% or more	15	21%	15	14%	30	16%
			Total	73	100%	109	100%	182
b. Teacher-led discussion	TEACHLED	0%	4	5%	5	5%	9	5%
		1-9%	12	16%	18	17%	30	16%
		10-19%	19	26%	34	31%	53	29%
		20-29%	18	25%	31	28%	49	27%
		30-39%	5	7%	11	10%	16	9%
		40-49%	7	10%	3	3%	10	5%
		50-74%	4	5%	5	5%	9	5%
		75% or more	4	5%	2	2%	6	3%
			Total	73	100%	109	100%	182
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	19	27%	24	22%	43	24%
		1-9%	18	26%	27	25%	45	25%
		10-19%	12	17%	19	17%	31	17%
		20-29%	6	9%	24	22%	30	17%
		30-39%	5	7%	7	6%	12	7%
		40-49%	4	6%	4	4%	8	4%
		50-74%	5	7%	4	4%	9	5%
		75% or more	1	1%	1	1%	2	1%
			Total	70	100%	110	100%	180

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
d. Student computer use	COMPMED	0%	32	44%	51	46%	83	46%
		1-9%	16	22%	29	26%	45	25%
		10-19%	10	14%	10	9%	20	11%
		20-29%	6	8%	8	7%	14	8%
		30-39%	1	1%	2	2%	3	2%
		40-49%	2	3%	1	1%	3	2%
		50-74%	0	0%	6	5%	6	3%
		75% or more	5	7%	3	3%	8	4%
			Total	72	100%	110	100%	182
e. Small group activities	GROUPSML	0%	19	26%	18	16%	37	20%
		1-9%	23	32%	35	32%	58	32%
		10-19%	16	22%	19	17%	35	19%
		20-29%	12	16%	18	16%	30	16%
		30-39%	0	0%	11	10%	11	6%
		40-49%	2	3%	5	5%	7	4%
		50-74%	1	1%	3	3%	4	2%
		75% or more	0	0%	1	1%	1	1%
			Total	73	100%	110	100%	183
f. Student presentations	STUPRES	0%	24	33%	25	23%	49	27%
		1-9%	27	37%	38	35%	65	36%
		10-19%	12	16%	30	28%	42	23%
		20-29%	2	3%	4	4%	6	3%
		30-39%	5	7%	8	7%	13	7%
		40-49%	2	3%	3	3%	5	3%
		50-74%	1	1%	1	1%	2	1%
		75% or more	0	0%	0	0%	0	0%
			Total	73	100%	109	100%	182

FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
g. In-class writing	CLSWRITE	0%	28	38%	43	39%	71	39%
		1-9%	23	32%	47	43%	70	38%
		10-19%	9	12%	11	10%	20	11%
		20-29%	7	10%	3	3%	10	5%
		30-39%	4	5%	2	2%	6	3%
		40-49%	2	3%	1	1%	3	2%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	2	2%	2	1%
		Total	73	100%	109	100%	182	100%
h. Testing and evaluation	TESTEVAL	0%	2	3%	4	4%	6	3%
		1-9%	32	44%	53	49%	85	47%
		10-19%	20	27%	28	26%	48	26%
		20-29%	8	11%	15	14%	23	13%
		30-39%	7	10%	5	5%	12	7%
		40-49%	0	0%	2	2%	2	1%
		50-74%	2	3%	1	1%	3	2%
		75% or more	2	3%	1	1%	3	2%
		Total	73	100%	109	100%	182	100%
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	57	80%	91	88%	148	85%
		1-9%	4	6%	7	7%	11	6%
		10-19%	2	3%	0	0%	2	1%
		20-29%	1	1%	2	2%	3	2%
		30-39%	0	0%	1	1%	1	1%
		40-49%	0	0%	2	2%	2	1%
		50-74%	1	1%	0	0%	1	1%
		75% or more	6	8%	0	0%	6	3%
		Total	71	100%	103	100%	174	100%

FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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>
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	44	60%	44	41%	88	49%
		1-9%	7	10%	19	18%	26	14%
		10-19%	8	11%	13	12%	21	12%
		20-29%	3	4%	15	14%	18	10%
		30-39%	3	4%	5	5%	8	4%
		40-49%	2	3%	6	6%	8	4%
		50-74%	3	4%	3	3%	6	3%
		75% or more	3	4%	3	3%	6	3%
		Total	73	100%	108	100%	181	100%
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	2	3%	10	9%	12	7%
		10-19	2	3%	19	17%	21	12%
		20-29	1	1%	20	18%	21	12%
		30-49	21	30%	27	25%	48	27%
		50-99	20	28%	27	25%	47	26%
		100 or more	25	35%	6	6%	31	17%
		Total	71	100%	109	100%	180	100%

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

Please respond to the following questions based on the typical students you have taught during this academic year.

About how often has the typical student done each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Asked questions in class or contributed to class discussions	TCLQUEST	Never	4	6%	1	1%	5	3%
		Sometimes	36	51%	36	33%	72	40%
		Often	23	33%	39	36%	62	35%
		Very Often	7	10%	33	30%	40	22%
		Total		70	100%	109	100%	179
b. Made a class presentation	TCLPRSNT	Never	29	41%	20	18%	49	27%
		Sometimes	29	41%	34	31%	63	35%
		Often	7	10%	27	25%	34	19%
		Very Often	6	8%	28	26%	34	19%
		Total		71	100%	109	100%	180
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	31	44%	32	29%	63	35%
		Sometimes	25	35%	47	43%	72	40%
		Often	10	14%	22	20%	32	18%
		Very Often	5	7%	8	7%	13	7%
		Total		71	100%	109	100%	180
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	15	21%	7	6%	22	12%
		Sometimes	26	37%	31	29%	57	32%
		Often	17	24%	41	38%	58	32%
		Very Often	13	18%	29	27%	42	23%
		Total		71	100%	108	100%	179
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	22	31%	26	24%	48	27%
		Sometimes	25	35%	35	32%	60	34%
		Often	15	21%	30	28%	45	25%
		Very Often	9	13%	17	16%	26	15%
		Total		71	100%	108	100%	179

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Come to class without completing readings or assignments	TCLUNPRE	Never	1	1%	10	9%	11	6%
		Sometimes	25	35%	50	46%	75	42%
		Often	23	32%	30	28%	53	30%
		Very Often	22	31%	18	17%	40	22%
		Total		71	100%	108	100%	179
g. Worked with other students on projects during class	TCLASSGR	Never	15	21%	12	11%	27	15%
		Sometimes	34	48%	39	36%	73	41%
		Often	17	24%	34	31%	51	28%
		Very Often	5	7%	23	21%	28	16%
		Total		71	100%	108	100%	179
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	10	14%	8	7%	18	10%
		Sometimes	40	56%	45	42%	85	47%
		Often	16	23%	33	31%	49	27%
		Very Often	5	7%	22	20%	27	15%
		Total		71	100%	108	100%	179
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	14	21%	7	7%	21	12%
		Sometimes	39	58%	53	50%	92	53%
		Often	7	10%	23	21%	30	17%
		Very Often	7	10%	24	22%	31	18%
		Total		67	100%	107	100%	174
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	28	41%	23	22%	51	29%
		Sometimes	36	52%	67	63%	103	59%
		Often	3	4%	8	8%	11	6%
		Very Often	2	3%	8	8%	10	6%
		Total		69	100%	106	100%	175
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	43	62%	43	41%	86	49%
		Sometimes	22	32%	46	44%	68	39%
		Often	3	4%	9	9%	12	7%
		Very Often	1	1%	7	7%	8	5%
		Total		69	100%	105	100%	174

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	14	21%	15	14%	29	16%
		Sometimes	26	38%	34	31%	60	34%
		Often	13	19%	30	28%	43	24%
		Very Often	15	22%	30	28%	45	25%
		Total		68	100%	109	100%	177
m. Used e-mail to communicate with an instructor	TEMAIL	Never	0	0%	0	0%	0	0%
		Sometimes	19	28%	9	8%	28	16%
		Often	21	31%	31	28%	52	29%
		Very Often	28	41%	69	63%	97	55%
		Total		68	100%	109	100%	177
n. Discussed grades or assignments with an instructor	TGRADE	Never	2	3%	0	0%	2	1%
		Sometimes	34	49%	29	27%	63	36%
		Often	19	28%	49	45%	68	38%
		Very Often	14	20%	30	28%	44	25%
		Total		69	100%	108	100%	177
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	11	16%	4	4%	15	8%
		Sometimes	37	54%	41	38%	78	44%
		Often	16	23%	35	32%	51	29%
		Very Often	5	7%	29	27%	34	19%
		Total		69	100%	109	100%	178
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	9	13%	16	15%	25	14%
		Sometimes	44	64%	57	52%	101	57%
		Often	12	17%	27	25%	39	22%
		Very Often	4	6%	9	8%	13	7%
		Total		69	100%	109	100%	178
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	1	1%	1	1%
		Sometimes	11	16%	7	6%	18	10%
		Often	30	43%	52	48%	82	46%
		Very Often	28	41%	48	44%	76	43%
		Total		69	100%	108	100%	177

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	5	7%	3	3%	8	5%
		Sometimes	41	60%	47	44%	88	50%
		Often	19	28%	42	39%	61	35%
		Very Often	3	4%	15	14%	18	10%
		Total		68	100%	107	100%	175
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	28	41%	21	19%	49	28%
		Sometimes	34	49%	55	51%	89	50%
		Often	5	7%	22	20%	27	15%
		Very Often	2	3%	10	9%	12	7%
		Total		69	100%	108	100%	177
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	8	12%	14	13%	22	13%
		Sometimes	47	70%	60	57%	107	62%
		Often	8	12%	25	24%	33	19%
		Very Often	4	6%	7	7%	11	6%
		Total		67	100%	106	100%	173
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	12	18%	14	13%	26	15%
		Sometimes	34	51%	63	59%	97	56%
		Often	18	27%	19	18%	37	21%
		Very Often	3	4%	10	9%	13	8%
		Total		67	100%	106	100%	173
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	14	21%	15	14%	29	17%
		Sometimes	35	52%	68	65%	103	60%
		Often	15	22%	15	14%	30	17%
		Very Often	3	4%	7	7%	10	6%
		Total		67	100%	105	100%	172
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	9	13%	12	11%	21	12%
		Sometimes	38	57%	59	56%	97	56%
		Often	19	28%	27	25%	46	27%
		Very Often	1	1%	8	8%	9	5%
		Total		67	100%	106	100%	173

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHVW	Never	10	15%	11	11%	21	12%
		Sometimes	42	63%	57	55%	99	58%
		Often	11	16%	26	25%	37	22%
		Very Often	4	6%	10	10%	14	8%
		Total		67	100%	104	100%	171
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	3	4%	2	2%	5	3%
		Sometimes	30	45%	48	47%	78	46%
		Often	25	37%	39	38%	64	38%
		Very Often	9	13%	14	14%	23	14%
		Total		67	100%	103	100%	170

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	TREADASG	None	3	5%	0	0%	3	2%
		Between 1 and 4	39	60%	53	50%	92	54%
		Between 5 and 10	20	31%	41	39%	61	36%
		Between 11 and 20	2	3%	6	6%	8	5%
		More than 20	1	2%	5	5%	6	4%
		Total		65	100%	105	100%	170
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	24	38%	24	23%	48	29%
		Between 1 and 4	37	58%	69	67%	106	63%
		Between 5 and 10	3	5%	4	4%	7	4%
		Between 11 and 20	0	0%	5	5%	5	3%
		More than 20	0	0%	1	1%	1	1%
		Total		64	100%	103	100%	167
c. Number of written papers or reports of 20 pages or more	TWRTMR05	None	41	61%	47	45%	88	51%
		Between 1 and 4	24	36%	50	48%	74	43%
		Between 5 and 10	2	3%	5	5%	7	4%
		Between 11 and 20	0	0%	0	0%	0	0%
		More than 20	0	0%	2	2%	2	1%
		Total		67	100%	104	100%	171

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Number of written papers or reports between 5 and 19 pages	TWRMTD05	None	17	25%	3	3%	20	12%
		Between 1 and 4	39	58%	75	71%	114	66%
		Between 5 and 10	11	16%	27	25%	38	22%
		Between 11 and 20	0	0%	0	0%	0	0%
		More than 20	0	0%	1	1%	1	1%
		Total		67	100%	106	100%	173
e. Number of written papers or reports of fewer than 5 pages	TWRITSML	None	4	6%	4	4%	8	5%
		Between 1 and 4	30	46%	42	39%	72	42%
		Between 5 and 10	20	31%	42	39%	62	36%
		Between 11 and 20	8	12%	12	11%	20	12%
		More than 20	3	5%	7	7%	10	6%
		Total		65	100%	107	100%	172

In a typical week, how many homework problem sets does the typical student complete?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take the typical student more than one hour to complete	TPROBSTA	None	14	22%	19	19%	33	20%
		1-2	25	38%	43	43%	68	41%
		3-4	16	25%	23	23%	39	23%
		5-6	6	9%	7	7%	13	8%
		More than 6	4	6%	9	9%	13	8%
		Total		65	100%	101	100%	166
b. Number of problem sets that take the typical student less than one hour to complete	TPROBSTB	None	7	11%	15	15%	22	13%
		1-2	27	42%	43	42%	70	42%
		3-4	17	26%	27	26%	44	26%
		5-6	8	12%	8	8%	16	10%
		More than 6	6	9%	9	9%	15	9%
		Total		65	100%	102	100%	167

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	1	2%	0	0%	1	1%
		1-5	12	18%	11	10%	23	13%
		6-10	6	9%	27	25%	33	19%
		11-15	20	31%	21	20%	41	24%
		16-20	6	9%	21	20%	27	16%
		21-25	7	11%	8	7%	15	9%
		26-30	5	8%	14	13%	19	11%
		More than 30	8	12%	5	5%	13	8%
	Total		65	100%	107	100%	172	100%
b. Working for pay on campus	TEXWRKON	0	8	12%	17	16%	25	15%
		1-5	14	21%	17	16%	31	18%
		6-10	18	27%	29	27%	47	27%
		11-15	15	23%	18	17%	33	19%
		16-20	11	17%	19	18%	30	17%
		21-25	0	0%	5	5%	5	3%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
	Total		66	100%	106	100%	172	100%
c. Working for pay off campus	TEXWRKOF	0	12	18%	18	17%	30	18%
		1-5	5	8%	8	8%	13	8%
		6-10	19	29%	26	25%	45	26%
		11-15	10	15%	24	23%	34	20%
		16-20	8	12%	22	21%	30	18%
		21-25	2	3%	5	5%	7	4%
		26-30	4	6%	2	2%	6	4%
		More than 30	5	8%	1	1%	6	4%
	Total		65	100%	106	100%	171	100%

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	2	3%	2	2%	4	2%
		1-5	28	43%	57	55%	85	50%
		6-10	22	34%	38	37%	60	36%
		11-15	8	12%	6	6%	14	8%
		16-20	4	6%	1	1%	5	3%
		21-25	1	2%	0	0%	1	1%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	65	100%	104	100%	169	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	0	0%	1	1%	1	1%
		1-5	16	25%	30	28%	46	27%
		6-10	31	48%	49	46%	80	47%
		11-15	6	9%	19	18%	25	15%
		16-20	5	8%	4	4%	9	5%
		21-25	4	6%	1	1%	5	3%
		26-30	0	0%	1	1%	1	1%
		More than 30	3	5%	1	1%	4	2%
		Total	65	100%	106	100%	171	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	4	6%	12	12%	16	10%
		1-5	15	24%	27	26%	42	25%
		6-10	19	31%	23	22%	42	25%
		11-15	10	16%	15	14%	25	15%
		16-20	8	13%	13	13%	21	13%
		21-25	4	6%	5	5%	9	5%
		26-30	0	0%	3	3%	3	2%
		More than 30	2	3%	6	6%	8	5%
		Total	62	100%	104	100%	166	100%

FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro

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

About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	2	3%	4	4%	6	4%
		1-5	41	65%	81	77%	122	73%
		6-10	15	24%	16	15%	31	18%
		11-15	0	0%	2	2%	2	1%
		16-20	3	5%	1	1%	4	2%
		21-25	1	2%	0	0%	1	1%
		26-30	1	2%	0	0%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total		63	100%	105	100%	168
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	2	3%	0	0%	2	1%
		1-5	34	55%	48	48%	82	50%
		6-10	18	29%	32	32%	50	31%
		11-15	4	6%	12	12%	16	10%
		16-20	2	3%	8	8%	10	6%
		21-25	2	3%	0	0%	2	1%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total		62	100%	101	100%	163
b. Working for pay on campus	TACTWKON	0	6	10%	21	21%	27	17%
		1-5	9	15%	13	13%	22	14%
		6-10	16	27%	20	20%	36	22%
		11-15	13	22%	26	25%	39	24%
		16-20	13	22%	17	17%	30	19%
		21-25	2	3%	3	3%	5	3%
		26-30	1	2%	1	1%	2	1%
		More than 30	0	0%	1	1%	1	1%
		Total		60	100%	102	100%	162

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Working for pay off campus	TACTWKOF	0	1	2%	3	3%	4	2%
		1-5	0	0%	3	3%	3	2%
		6-10	3	5%	6	6%	9	6%
		11-15	9	15%	18	18%	27	17%
		16-20	19	31%	31	31%	50	31%
		21-25	7	11%	16	16%	23	14%
		26-30	14	23%	15	15%	29	18%
		More than 30	8	13%	9	9%	17	10%
		Total	61	100%	101	100%	162	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	3	5%	5	5%	8	5%
		1-5	19	31%	39	39%	58	36%
		6-10	16	26%	31	31%	47	29%
		11-15	12	20%	12	12%	24	15%
		16-20	9	15%	11	11%	20	12%
		21-25	1	2%	1	1%	2	1%
		26-30	0	0%	1	1%	1	1%
		More than 30	1	2%	0	0%	1	1%
		Total	61	100%	100	100%	161	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCI	0	0	0%	2	2%	2	1%
		1-5	1	2%	6	6%	7	4%
		6-10	7	11%	25	25%	32	19%
		11-15	16	25%	21	21%	37	22%
		16-20	16	25%	25	25%	41	25%
		21-25	9	14%	9	9%	18	11%
		26-30	4	6%	4	4%	8	5%
		More than 30	12	18%	8	8%	20	12%
		Total	65	100%	100	100%	165	100%

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE	0	3	5%	7	7%	10	6%
		1-5	17	27%	22	22%	39	24%
		6-10	15	24%	21	21%	36	22%
		11-15	8	13%	17	17%	25	15%
		16-20	7	11%	11	11%	18	11%
		21-25	6	10%	8	8%	14	9%
		26-30	1	2%	4	4%	5	3%
		More than 30	5	8%	10	10%	15	9%
		Total	62	100%	100	100%	162	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	0	0%	2	2%	2	1%
		1-5	35	55%	55	55%	90	55%
		6-10	19	30%	35	35%	54	33%
		11-15	6	9%	5	5%	11	7%
		16-20	1	2%	2	2%	3	2%
		21-25	2	3%	0	0%	2	1%
		26-30	1	2%	0	0%	1	1%
		More than 30	0	0%	1	1%	1	1%
		Total	64	100%	100	100%	164	100%
Select the response that represents the extent to which the typical student's <i>examinations</i> have challenged that student to do his or her best work.	TEXAMS	Very Little	3	5%	0	0%	3	2%
		2	0	0%	5	5%	5	3%
		3	7	11%	6	6%	13	8%
		4	18	27%	15	15%	33	20%
		5	24	36%	36	35%	60	36%
		6	8	12%	35	34%	43	26%
		Very much	6	9%	5	5%	11	7%
		Total	66	100%	102	100%	168	100%

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	6	9%	11	11%	17	10%
		Some	13	20%	33	32%	46	27%
		Quite a bit	22	34%	44	43%	66	39%
		Very much	24	37%	15	15%	39	23%
		Total		65	100%	103	100%	168
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	TANALYZE	Very little	6	9%	3	3%	9	5%
		Some	30	46%	30	30%	60	36%
		Quite a bit	19	29%	51	50%	70	42%
		Very much	10	15%	17	17%	27	16%
		Total		65	100%	101	100%	166
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	8	13%	7	7%	15	9%
		Some	31	48%	30	29%	61	37%
		Quite a bit	18	28%	38	37%	56	34%
		Very much	7	11%	27	26%	34	20%
		Total		64	100%	102	100%	166
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT	Very little	11	17%	8	8%	19	11%
		Some	28	43%	30	30%	58	35%
		Quite a bit	17	26%	40	40%	57	34%
		Very much	9	14%	23	23%	32	19%
		Total		65	100%	101	100%	166
e. Applying theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	10	16%	7	7%	17	10%
		Some	31	48%	28	27%	59	36%
		Quite a bit	16	25%	40	39%	56	34%
		Very much	7	11%	27	26%	34	20%
		Total		64	100%	102	100%	166

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	TGNWRITE	Very little	9	14%	6	6%	15	9%
		Some	28	43%	34	33%	62	37%
		Quite a bit	22	34%	45	44%	67	40%
		Very much	6	9%	18	17%	24	14%
		Total		65	100%	103	100%	168
b. Speaking clearly and effectively	TGNSPEAK	Very little	10	15%	5	5%	15	9%
		Some	34	52%	34	33%	68	41%
		Quite a bit	18	28%	43	42%	61	37%
		Very much	3	5%	20	20%	23	14%
		Total		65	100%	102	100%	167
c. Thinking critically and analytically	TGNANALY	Very little	7	11%	8	8%	15	9%
		Some	30	47%	28	27%	58	35%
		Quite a bit	18	28%	44	43%	62	37%
		Very much	9	14%	23	22%	32	19%
		Total		64	100%	103	100%	167
d. Analyzing quantitative problems	TGNQUANT	Very little	9	14%	10	10%	19	12%
		Some	34	53%	44	44%	78	47%
		Quite a bit	16	25%	32	32%	48	29%
		Very much	5	8%	15	15%	20	12%
		Total		64	100%	101	100%	165
e. Using computing and information technology	TGNCMPTS	Very little	2	3%	2	2%	4	2%
		Some	15	24%	18	17%	33	20%
		Quite a bit	32	52%	40	39%	72	44%
		Very much	13	21%	43	42%	56	34%
		Total		62	100%	103	100%	165
f. Working effectively with others	TGNOTHER	Very little	4	6%	6	6%	10	6%
		Some	34	52%	28	27%	62	37%
		Quite a bit	20	31%	38	37%	58	35%
		Very much	7	11%	31	30%	38	23%
		Total		65	100%	103	100%	168

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Learning effectively on his or her own	TGNIHQ	Very little	7	11%	8	8%	15	9%
		Some	33	52%	28	27%	61	37%
		Quite a bit	18	28%	48	47%	66	40%
		Very much	6	9%	18	18%	24	14%
		Total		64	100%	102	100%	166
h. Understanding himself or herself	TGNSSELF	Very little	7	11%	10	10%	17	10%
		Some	35	55%	42	41%	77	46%
		Quite a bit	18	28%	32	31%	50	30%
		Very much	4	6%	18	18%	22	13%
		Total		64	100%	102	100%	166
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	8	13%	14	14%	22	13%
		Some	35	56%	42	41%	77	47%
		Quite a bit	19	30%	34	33%	53	32%
		Very much	1	2%	12	12%	13	8%
		Total		63	100%	102	100%	165
j. Solving complex real-world problems	TGNPROBS	Very little	16	25%	13	13%	29	17%
		Some	35	56%	44	43%	79	48%
		Quite a bit	10	16%	31	30%	41	25%
		Very much	2	3%	15	15%	17	10%
		Total		63	100%	103	100%	166
k. Developing a personal code of values and ethics	TGNETHIC	Very little	15	24%	11	11%	26	16%
		Some	26	42%	51	50%	77	47%
		Quite a bit	17	27%	23	23%	40	24%
		Very much	4	6%	17	17%	21	13%
		Total		62	100%	102	100%	164
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	23	37%	40	40%	63	39%
		Some	28	45%	50	50%	78	48%
		Quite a bit	8	13%	6	6%	14	9%
		Very much	3	5%	5	5%	8	5%
		Total		62	100%	101	100%	163

FSSE 2010 Frequency Distributions Arkansas State University-Jonesboro

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

To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
m. Acquiring a broad general education	TGNGENLE	Very little	6	10%	3	3%	9	6%
		Some	25	41%	41	40%	66	40%
		Quite a bit	24	39%	43	42%	67	41%
		Very much	6	10%	15	15%	21	13%
		Total		61	100%	102	100%	163
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	7	11%	1	1%	8	5%
		Some	28	44%	26	25%	54	33%
		Quite a bit	18	29%	45	44%	63	38%
		Very much	10	16%	31	30%	41	25%
		Total		63	100%	103	100%	166
o. Voting in local, state, or national elections	TGNCITZN	Very little	27	44%	39	38%	66	40%
		Some	28	45%	46	45%	74	45%
		Quite a bit	6	10%	11	11%	17	10%
		Very much	1	2%	7	7%	8	5%
		Total		62	100%	103	100%	165
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	19	31%	17	17%	36	22%
		Some	33	54%	55	55%	88	55%
		Quite a bit	7	11%	20	20%	27	17%
		Very much	2	3%	8	8%	10	6%
		Total		61	100%	100	100%	161

**FSSE 2010 Frequency Distributions
Arkansas State University-Jonesboro**

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

<i>Variable</i>	<i>Response Options</i>	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
APDISCOL	Arts and humanities	25	40%	9	10%	34	22%
	Biological science	4	6%	6	6%	10	6%
	Business	1	2%	16	17%	17	11%
	Education	5	8%	14	15%	19	12%
	Engineering	0	0%	2	2%	2	1%
	Physical science	8	13%	3	3%	11	7%
	Professional	8	13%	14	15%	22	14%
	Social science	7	11%	12	13%	19	12%
	Other	5	8%	17	18%	22	14%
	Total	63	100%	93	100%	156	100%

IPEDS: 106458



Arkansas State University-Jonesboro

FSSE-NSSE Combined Report

August 2010

Interpreting the FSSE-NSSE Combined Report

Typical-Student Survey Option

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

Sample

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

Survey Items & Variable Names

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

Faculty Responses

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

Class Level

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

FSSE-NSSE Combined Report 2010
NSSEville State University

Faculty perceptions of typical students and student responses:	First-Year Students		Seniors			
	Faculty Perception	Student Responses	Faculty Perception	Student Responses		
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST CLQUEST	Never Sometimes Often Very often	4% 70% 23% 2%	0% 27% 41% 32%	0% 14% 54% 32%	1% 15% 32% 53%
		Total	100%	100%	100%	100%

Importance faculty place on campus-facilitated activities and student participation:			Distribution of student responses to whether they had done or plan to do the following before graduating						
Faculty Responses			Student Responses						
<i>FSSE Item</i>	<i>Variable</i>	<i>Study Tangle or Important</i>	<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>
Percentage of faculty who reported that it is important or very important that students at their institution do the following			Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN					

Response Categories

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

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

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	6%	3%	1%	1%
		Sometimes	51%	34%	33%	24%
	Often	33%	35%	36%	37%	
	Very often	10%	27%	30%	37%	
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	41%	15%	18%	7%
		Sometimes	41%	52%	31%	38%
	Often	10%	26%	25%	35%	
	Very often	8%	7%	26%	21%	
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	44%	17%	29%	16%
		Sometimes	35%	29%	43%	35%
	Often	14%	33%	20%	29%	
	Very often	7%	21%	7%	20%	
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	21%	3%	6%	1%
		Sometimes	37%	26%	29%	13%
	Often	24%	45%	38%	40%	
	Very often	18%	26%	27%	46%	
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	31%	7%	24%	7%
		Sometimes	35%	34%	32%	30%
	Often	21%	36%	28%	34%	
	Very often	13%	23%	16%	29%	
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	1%	30%	9%	24%
		Sometimes	35%	55%	46%	57%
	Often	32%	10%	28%	13%	
	Very often	31%	4%	17%	7%	
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	21%	9%	11%	8%
		Sometimes	48%	41%	36%	35%
	Often	24%	36%	31%	34%	
	Very often	7%	14%	21%	22%	
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	14%	21%	7%	8%
		Sometimes	56%	42%	42%	34%
		Often	23%	26%	31%	34%
		Very often	7%	11%	20%	24%
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	21%	10%	7%	4%
		Sometimes	58%	41%	50%	30%
		Often	10%	36%	21%	40%
		Very often	10%	13%	22%	26%
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	41%	50%	22%	44%
		Sometimes	52%	35%	63%	37%
		Often	4%	11%	8%	12%
		Very often	3%	4%	8%	7%
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	62%	67%	41%	52%
		Sometimes	32%	22%	44%	31%
		Often	4%	9%	9%	11%
		Very often	1%	3%	7%	6%
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	21%	14%	14%	8%
		Sometimes	38%	32%	31%	23%
		Often	19%	29%	28%	31%
		Very often	22%	25%	28%	38%
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	1%	0%	0%
		Sometimes	28%	14%	8%	7%
		Often	31%	34%	28%	26%
		Very often	41%	51%	63%	67%
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	3%	7%	0%	3%
		Sometimes	49%	34%	27%	30%
		Often	28%	34%	45%	32%
		Very often	20%	24%	28%	35%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	16%	14%	4%	12%
		Sometimes	54%	43%	38%	39%
		Often	23%	29%	32%	29%
		Very often	7%	14%	27%	20%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	13%	37%	15%	28%
		Sometimes	64%	41%	52%	43%
		Often	17%	16%	25%	19%
		Very often	6%	6%	8%	11%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	10%	1%	5%
		Sometimes	16%	40%	6%	32%
		Often	43%	34%	48%	42%
		Very often	41%	16%	44%	21%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	7%	6%	3%	5%
		Sometimes	60%	35%	44%	32%
		Often	28%	41%	39%	39%
		Very often	4%	19%	14%	23%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	41%	59%	19%	49%
		Sometimes	49%	25%	51%	31%
		Often	7%	11%	20%	12%
		Very often	3%	4%	9%	9%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	12%	6%	13%	3%
		Sometimes	70%	34%	57%	29%
		Often	12%	34%	24%	40%
		Very often	6%	26%	7%	28%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	18%	17%	13%	13%
		Sometimes	51%	38%	59%	37%
		Often	27%	24%	18%	28%
		Very often	4%	21%	9%	23%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	21%	14%	14%	12%
		Sometimes	52%	34%	65%	35%
		Often	22%	27%	14%	28%
		Very often	4%	24%	7%	25%
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	13%	10%	11%	8%
		Sometimes	57%	37%	56%	33%
		Often	28%	35%	25%	36%
		Very often	1%	18%	8%	22%
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	15%	6%	11%	4%
		Sometimes	63%	31%	55%	27%
		Often	16%	38%	25%	43%
		Very often	6%	25%	10%	26%
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	4%	5%	2%	4%
		Sometimes	45%	30%	47%	29%
		Often	37%	39%	38%	42%
		Very often	13%	26%	14%	26%
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	5%	3%	0%	2%
		Between 1-4	60%	35%	50%	34%
		Between 5-10	31%	40%	39%	39%
		Between 11-20	3%	13%	6%	14%
		More than 20	2%	9%	5%	11%
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	38%	26%	23%	24%
		Between 1-4	58%	48%	67%	49%
		Between 5-10	5%	17%	4%	15%
		Between 11-20	0%	6%	5%	8%
		More than 20	0%	4%	1%	5%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of 20 pages or more	TWRM05/ WRITEMOR	None	61%	80%	45%	63%
		Between 1-4	36%	11%	48%	24%
		Between 5-10	3%	5%	5%	8%
		Between 11-20	0%	2%	0%	3%
		More than 20	0%	2%	2%	3%
		Total	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	TWRMD05/ WRITEMID	None	25%	30%	3%	18%
		Between 1-4	58%	51%	71%	46%
		Between 5-10	16%	14%	25%	25%
		Between 11-20	0%	3%	0%	7%
		More than 20	0%	2%	1%	4%
		Total	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	TWRITSM/ WRITESML	None	6%	5%	4%	7%
		Between 1-4	46%	44%	39%	41%
		Between 5-10	31%	32%	39%	26%
		Between 11-20	12%	13%	11%	14%
		More than 20	5%	6%	7%	12%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take more than one hour to complete	TPROBSTA/ PROBSETA	None	22%	13%	19%	17%
		1-2	38%	39%	43%	32%
		3-4	25%	30%	23%	27%
		5-6	9%	9%	7%	10%
		More than 6	6%	8%	9%	14%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take less than one hour to complete	TPROBSTB/ PROBSETB	None	11%	11%	15%	19%
		1-2	42%	37%	42%	41%
		3-4	26%	26%	26%	21%
		5-6	12%	13%	8%	9%
		More than 6	9%	14%	9%	10%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/ ACADPR01	0 hr/wk	3%	1%	0%	0%
		1-5 hr/wk	55%	21%	48%	19%
		6-10 hr/wk	29%	28%	32%	28%
		11-15 hr/wk	6%	22%	12%	18%
		16-20 hr/wk	3%	14%	8%	15%
		21-25 hr/wk	3%	7%	0%	7%
		26-30 hr/wk	0%	3%	1%	6%
		30+ hr/wk	0%	4%	0%	7%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/ WORKON01	0 hr/wk	10%	83%	21%	85%
		1-5 hr/wk	15%	2%	13%	3%
		6-10 hr/wk	27%	3%	20%	1%
		11-15 hr/wk	22%	4%	25%	4%
		16-20 hr/wk	22%	6%	17%	5%
		21-25 hr/wk	3%	1%	3%	1%
		26-30 hr/wk	2%	1%	1%	0%
		30+ hr/wk	0%	1%	1%	2%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/ WORKOF01	0 hr/wk	2%	55%	3%	42%
		1-5 hr/wk	0%	4%	3%	4%
		6-10 hr/wk	5%	5%	6%	5%
		11-15 hr/wk	15%	5%	18%	5%
		16-20 hr/wk	31%	8%	31%	10%
		21-25 hr/wk	11%	8%	16%	8%
		26-30 hr/wk	23%	5%	15%	8%
		30+ hr/wk	13%	11%	9%	18%
		Total		100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	5%	52%	5%	61%
		1-5 hr/wk	31%	22%	39%	20%
		6-10 hr/wk	26%	10%	31%	7%
		11-15 hr/wk	20%	5%	12%	4%
		16-20 hr/wk	15%	5%	11%	3%
		21-25 hr/wk	2%	3%	1%	1%
		26-30 hr/wk	0%	1%	1%	1%
		30+ hr/wk	2%	2%	0%	2%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCU/ SOCIAL05	0 hr/wk	0%	2%	2%	1%
		1-5 hr/wk	2%	23%	6%	31%
		6-10 hr/wk	11%	29%	25%	29%
		11-15 hr/wk	25%	20%	21%	16%
		16-20 hr/wk	25%	11%	25%	11%
		21-25 hr/wk	14%	6%	9%	5%
		26-30 hr/wk	6%	3%	4%	2%
		30+ hr/wk	18%	6%	8%	4%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	5%	54%	7%	42%
		1-5 hr/wk	27%	16%	22%	10%
		6-10 hr/wk	24%	8%	21%	9%
		11-15 hr/wk	13%	4%	17%	5%
		16-20 hr/wk	11%	2%	11%	4%
		21-25 hr/wk	10%	2%	8%	3%
		26-30 hr/wk	2%	1%	4%	3%
		30+ hr/wk	8%	12%	10%	24%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	0%	7%	2%	5%
		1-5 hr/wk	55%	63%	55%	60%
		6-10 hr/wk	30%	17%	35%	22%
		11-15 hr/wk	9%	6%	5%	8%
		16-20 hr/wk	2%	3%	2%	2%
		21-25 hr/wk	3%	1%	0%	1%
		26-30 hr/wk	2%	0%	0%	1%
		30+ hr/wk	0%	2%	1%	2%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	5%	1%	0%	0%
		2	0%	1%	5%	1%
		3	11%	5%	6%	3%
		4	27%	14%	15%	10%
		5	36%	29%	35%	27%
		6	12%	29%	34%	31%
		Very much	9%	21%	5%	27%
Total	100%	100%	100%	100%		
Coursework emphasis: Memorizing facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	9%	4%	11%	7%
		Some	20%	22%	32%	27%
		Quite a bit	34%	42%	43%	38%
		Very much	37%	33%	15%	28%
Total	100%	100%	100%	100%		
Coursework emphasis: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	9%	3%	3%	3%
		Some	46%	21%	30%	20%
		Quite a bit	29%	44%	50%	40%
		Very much	15%	31%	17%	38%
Total	100%	100%	100%	100%		
Coursework emphasis: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	13%	5%	7%	6%
		Some	48%	33%	29%	25%
		Quite a bit	28%	39%	37%	36%
		Very much	11%	24%	26%	33%
Total	100%	100%	100%	100%		

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Coursework emphasis: Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	17%	6%	8%	5%
		Some	43%	23%	30%	24%
		Quite a bit	26%	42%	40%	37%
		Very much	14%	29%	23%	34%
	Total		100%	100%	100%	100%
Coursework emphasis: Applying theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	16%	4%	7%	2%
		Some	48%	24%	27%	20%
		Quite a bit	25%	39%	39%	34%
		Very much	11%	33%	26%	44%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	14%	5%	6%	4%
		Some	43%	24%	33%	21%
		Quite a bit	34%	38%	44%	37%
		Very much	9%	33%	17%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	15%	7%	5%	5%
		Some	52%	23%	33%	21%
		Quite a bit	28%	38%	42%	38%
		Very much	5%	31%	20%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	11%	3%	8%	2%
		Some	47%	16%	27%	14%
		Quite a bit	28%	43%	43%	36%
		Very much	14%	39%	22%	48%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	14%	8%	10%	6%
		Some	53%	22%	44%	22%
		Quite a bit	25%	42%	32%	37%
		Very much	8%	29%	15%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	3%	6%	2%	3%
		Some	24%	18%	17%	15%
		Quite a bit	52%	35%	39%	34%
		Very much	21%	41%	42%	48%
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	6%	7%	6%	3%
		Some	52%	20%	27%	19%
		Quite a bit	31%	38%	37%	36%
		Very much	11%	35%	30%	42%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	11%	7%	8%	6%
		Some	52%	23%	27%	20%
		Quite a bit	28%	39%	47%	39%
		Very much	9%	31%	18%	35%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSELF	Very little	11%	11%	10%	13%
		Some	55%	25%	41%	26%
		Quite a bit	28%	36%	31%	31%
		Very much	6%	29%	18%	30%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	13%	12%	14%	14%
		Some	56%	29%	41%	31%
		Quite a bit	30%	36%	33%	31%
		Very much	2%	23%	12%	24%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	25%	12%	13%	11%
		Some	56%	28%	43%	31%
		Quite a bit	16%	37%	30%	31%
		Very much	3%	22%	15%	27%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	24%	14%	11%	17%
		Some	42%	29%	50%	28%
		Quite a bit	27%	34%	23%	28%
		Very much	6%	23%	17%	27%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	37%	33%	40%	45%
		Some	45%	27%	50%	26%
		Quite a bit	13%	23%	6%	15%
		Very much	5%	17%	5%	15%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	10%	4%	3%	4%
		Some	41%	16%	40%	18%
	Quite a bit	39%	42%	42%	35%	
	Very much	10%	37%	15%	43%	
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	11%	10%	1%	4%
		Some	44%	27%	25%	20%
	Quite a bit	29%	33%	44%	34%	
	Very much	16%	29%	30%	42%	
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITZN	Very little	44%	40%	38%	38%
		Some	45%	28%	45%	30%
	Quite a bit	10%	18%	11%	19%	
	Very much	2%	14%	7%	13%	
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	31%	22%	17%	21%
		Some	54%	38%	55%	35%
	Quite a bit	11%	25%	20%	23%	
	Very much	3%	16%	8%	20%	
	Total		100%	100%	100%	100%

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

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	80%
		SR	91%
Community service or volunteer work	FVOLUNTR	FY	63%
		SR	67%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	52%
		SR	51%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	45%
		SR	40%
Foreign language coursework	FFORLANG	FY	52%
		SR	39%
Study abroad	FSTUDYAB	FY	32%
		SR	28%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	72%
		SR	76%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	72%	5%	18%
		SR	43%	35%	13%	10%
Community service or volunteer work	VOLNTR04	FY	30%	43%	9%	18%
		SR	50%	23%	15%	12%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	12%	33%	21%	33%
		SR	29%	13%	39%	19%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	7%	31%	23%	39%
		SR	14%	16%	43%	26%
Foreign language coursework	FORLNG04	FY	9%	38%	30%	23%
		SR	27%	10%	50%	14%
Study abroad	STDABR04	FY	5%	27%	34%	34%
		SR	5%	9%	66%	20%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	44%	13%	41%
		SR	13%	36%	29%	22%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	FY	51%
		SR	63%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	67%
		SR	69%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	56%
		SR	56%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	32%
		SR	32%
Providing students the support they need to thrive socially	FENVSOCA	FY	34%
		SR	38%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	FY	47%
		SR	50%
Encouraging students to use computers in their academic work	FENVCOMP	FY	83%
		SR	90%

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	33%	46%	19%	2%
		SR	37%	43%	17%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	30%	44%	23%	4%
		SR	29%	39%	27%	6%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	22%	33%	32%	13%
		SR	22%	30%	32%	17%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	14%	26%	34%	26%
		SR	11%	19%	33%	37%
Providing the support you need to thrive socially	ENVSOCAL	FY	16%	31%	36%	16%
		SR	12%	24%	40%	24%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	24%	34%	29%	12%
		SR	14%	33%	34%	19%
Using computers in academic work	ENVCOMPT	FY	52%	31%	15%	2%
		SR	60%	29%	9%	2%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	79%
		SR	85%
With faculty members	FENVFAC	FY	77%
		SR	80%
With administrative personnel and offices	FENVADM	FY	39%
		SR	46%

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	77%	23%
		SR	85%	15%
With faculty members	ENVFAC	FY	73%	27%
		SR	78%	22%
With administrative personnel and offices	ENVADM	FY	51%	49%
		SR	58%	42%

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



FSSE 2010 Codebook

Please note the following for the FSSE dataset and codebook: Invalid and nonresponses are coded as missing “.”

Variable	Description	Response Values
SURVEYID	Survey ID	

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

FINTERN	Practicum, internship, field experience, co-op experience, or clinical assignment	1=Not important 2=Somewhat important 3=Important 4=Very important
FVOLUNTR	Community service or volunteer work	
FLERNCOM	Participation in a learning community or some other formal program where groups of students take two or more classes together	
FIMPR05	Work on a research project with a faculty member outside of course or program requirements	
FFORLANG	Foreign language coursework	
FSTUDYAB	Study abroad	
FINDST06	Independent study or self-designed major	
FSENIOR	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	

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

FENVSTU	Student relationships with other students	1=Unfriendly, unsupportive, sense of alienation 2= 3= 4= 5= 6= 7=Friendly, supportive, sense of belonging
FENVFAC	Student relationships with faculty members	1=Unavailable, unhelpful, unsympathetic 2= 3= 4= 5= 6= 7=Available, helpful, sympathetic
FENVADM	Student relationships with administrative personnel and offices	1=Unhelpful, inconsiderate, rigid 2= 3= 4= 5= 6= 7=Helpful, considerate, flexible

Variable	Description	Response Values
To what extent does your institution emphasize each of the following?		
FENVSCO	Requiring students to spend significant amounts of time studying and on academic work	1=Very little 2=Some 3=Quite a bit 4=Very much
FENVSUPR	Providing students support they need to help them succeed academically	
FENVDIVR	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	
FENVNACA	Helping students cope with their non-academic responsibilities (work, family, etc.)	
FENVSOCA	Providing students the support they need to thrive socially	
FENVACT	Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	
FENV EVEN	Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	
FENVCOMP	Encouraging students to use computers in their academic work	
About how many hours do you spend in a typical 7-day week doing each of the following?		
UGTEACH	Teaching undergraduate students in class	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
GRADEPAP	Grading papers and exams	
GRADEBCK	Giving other forms of written and oral feedback to students	
CLASSPRP	Preparing for class	
REFLECT	Reflecting on ways to improve my teaching	
SCHOLAR	Research and scholarly activities	
FRESEARC	Working with undergraduates on research	
ADVISE	Advising undergraduate students	
FIELD EXP	Supervising internships or other field experiences	
FFACOTHR	Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	
FINTERAC	Other interactions with students outside of the classroom	
SERVICE	Conducting service activities	
TTEACFOR	In what format do you most often teach?	

Variable	Description	Response Values
----------	-------------	-----------------

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

What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)

<p>TCSDISCL - Created by recoding</p>	<p>1=Arts and Humanities Art, fine and applied English (language and literature) History Journalism Language and literature (except English) Music Philosophy Speech Theater or drama Theology or religion Other arts & humanities</p> <p>2=Biological Sciences Biology (general) Biochemistry or biophysics Botany Environmental science Marine (life) science Microbiology or bacteriology Zoology Other biological science</p> <p>3=Business Accounting Business administration (general) Finance International business Marketing Management Other business</p> <p>4=Education Business education Elementary/middle school education Music or art education</p>	<p>Physical education or recreation Secondary education Special education Other education</p> <p>5=Engineering Aero-/astronautical engineering Civil engineering Chemical engineering Electrical or electronic engineering Industrial engineering Materials engineering Mechanical engineering General/other engineering</p> <p>6=Physical Science Astronomy Atmospheric science (including meteorology) Chemistry Earth science (including geology)</p> <p>Mathematics Physics Statistics Other physical science</p> <p>7=Professional Architecture Urban planning Health technology (medical, dental, laboratory) Law Library/archival science Medicine Dentistry Veterinarian</p>	<p>Nursing Pharmacy Allied health/other medical Therapy (occupational, physical, speech) Other professional</p> <p>8=Social Science Anthropology Economics Ethnic studies Geography Political science (including government, international relations) Psychology Social work Sociology Gender studies Other social science</p> <p>9=Other Agriculture Communications Computer science Family Studies Natural resources and conservation Kinesiology Criminal justice Military science Parks, recreation, leisure studies, sports management Public administration Other field Technical/vocational</p>
---	---	--	--

Variable	Description	Response Values
----------	-------------	-----------------

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

Variable	Description	Response Values
LECTURE	Lecture	1=0% 2=1-9% 3=10-19% 4=20-29% 5=30-39% 6=40-49% 7=50-74% 8=75% or more
TEACHLED	Teacher-led discussion	
TEACHSTU	Teacher-student shared responsibility (seminar, discussion, etc.)	
COMPMD	Student computer use	
GROUPSML	Small group activities	
STUPRES	Student presentations	
CLSWRITE	In-class writing	
TESTEVAL	Testing and evaluation	
PERFORM	Performances in applied and fine arts (e.g., dance, drama, music)	
EXPERIEN	Experiential (labs, field work, art exhibits, etc.)	

Variable	Description	Response Values
TCLASRAN	During the current year, have you had more first-year students or seniors in your classes?	1=More first-year students than seniors 2=More seniors than first-year students 3=I have taught neither first-year students nor seniors this academic year.

Variable	Description	Response Values
TTSTDCOL - Created by recoding	Estimate the total number of [first-year students/seniors/students] you have taught during this current academic year.	1=9 or less 2=10-19 3=20-29 4= 30-49 5=50-99 6=100 or more

Please respond to the following question based on the typical [first-year students/seniors/students] you have taught during this academic year.

About how often has the typical [first-year student/senior/student] done each of the following?

Variable	Description	Response Values
TCLQUEST	Asked questions in class or contributed to class discussions	1=Never 2=Sometimes 3=Often 4=Very Often
TCLPRSNT	Made a class presentation	
TREWROPA	Prepared two or more drafts of a paper before turning it in	
TINTEGRA	Worked on a paper or project that requires integrating ideas or information from various sources	
TDIVCLAS	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	
TCLUNPRE	Come to class without completing readings or assignments	
TCLASSGR	Worked with other students on projects during class	
TOCCGRP	Worked with classmates outside of class to prepare class assignments	
TINTIDEA	Put together ideas or concepts from different courses when completing assignments or during class discussions	

Variable	Description	Response Values
About how often has the typical [first-year student/senior/student] done each of the following? (continued)		
TTUTOR	Tutored or taught other students (paid or voluntary)	1=Never 2=Sometimes 3=Often 4=Very Often
TCOMMPRO	Participated in a community-based project (e.g., service learning) as part of a regular course	
TITICADE	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	
TEMAIL	Used e-mail to communicate with an instructor	
TGRADE	Discussed grades or assignments with an instructor	
TPLANS	Talked about career plans with a faculty member or advisor	
TIDEAS	Discussed ideas from his or her readings or classes with faculty members outside of class	
TFEED	Received prompt written or oral feedback from faculty on his or her academic performance	
TWORKHRD	Worked harder than usual to meet an instructor's standards or expectations	
TFACOTHR	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	
TOOCID05	Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	
TDIVRSTU	Had serious conversations with students of a different race or ethnicity than his or her own	
TDIFFSTU	Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	
TOWNVIEW	Examined the strengths and weaknesses of his or her views on a topic or issue	
TOTHRVW	Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	
TCHNGVW	Learned something that changed the way he or she understood an issue or concept	

Variable	Description	Response Values
----------	-------------	-----------------

During the current school year, about how much reading and writing do you estimate the typical [first-year student/senior/student] has done?

Variable	Description	Response Values
TREADASG	Number of assigned textbooks, books, and/or book length packs of course readings	1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
TREADOWN	Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	
TWRMTMR05	Number of written papers or reports of 20 pages or more	
TWRMTMD05	Number of written papers or reports between 5 and 19 pages	
TWRITSML	Number of written papers or reports of fewer than 5 pages	

In a typical week, how many homework problem sets does the typical [first-year student/senior/student] complete overall?

Variable	Description	Response Values
TPROBSTA	Number of problem sets that take the typical student more than one hour to complete	1=None 2=1 - 2 3=3 - 4 4=5 - 6 5=More than 6
TPROBSTB	Number of problem sets that take the typical student less than one hour to complete	

About how many hours do you think the typical [first-year student/senior/student] should spend in a typical 7-day week doing each of the following?

Variable	Description	Response Values
TEXPREP	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0 2=1 - 5 3=6 - 10 4=11 - 15 5=16 - 20 6=21 - 25 7=26 - 30 8=More than 30
TEXWRKON	Working for pay on campus	
TEXWRKOF	Working for pay off campus	
TEXCOCUR	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	
TEXSOCIA	Relaxing and socializing (watching TV, partying, etc.)	
TEXCARED	Providing care for dependents living with him or her (parents, children, spouse, etc.)	
TEXCOMMU	Commuting to class (driving, walking, etc.)	

Variable	Description	Response Values
----------	-------------	-----------------

About how many hours do you think the typical [first-year student/senior/student] *actually* spends in a typical 7-day week doing each of the following?

TACTPREP	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0
TACTWKON	Working for pay on campus	2=1 - 5
TACTWKOF	Working for pay off campus	3=6 - 10
TACTCOCU	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4=11 - 15
TACTSOC1	Relaxing and socializing (watching TV, partying, etc.)	5=16 - 20
TACTCARE	Providing care for dependents living with him or her (parents, children, spouse, etc.)	6=21 - 25
TACTCOMM	Commuting to class (driving, walking, etc.)	7=26 - 30
		8=More than 30

TEXAMS	Select the box that represents the extent to which the typical [first-year student/senior/student]'s examinations have challenged that student to do his or her best work.	1=Very little 2= 3= 4= 5= 6= 7=Very much
--------	---	--

During the current school year, how much do you believe the typical [first-year student/senior/student]'s coursework has emphasized the following mental activities?

TMEMORIZ	Memorizing facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	1=Very little 2=Some 3=Quite a bit 4=Very much
TANALYZE	Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	
TSYNTHES	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	
TEVALUAT	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	
TAPPLYIN	Applying theories or concepts to practical problems or in new situations	

Variable	Description	Response Values
----------	-------------	-----------------

To what extent has the typical [first-year student/senior/student]'s experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

TGNWRITE	Writing clearly and effectively	1=Very little 2=Some 3=Quite a bit 4=Very much
TGNSPEAK	Speaking clearly and effectively	
TGNANALY	Thinking critically and analytically	
TGNQUANT	Analyzing quantitative problems	
TGNCMPTS	Using computing and information technology	
TGNOTHER	Working effectively with others	
TGNINQ	Learning effectively on his or her own	
TGNSELF	Understanding himself or herself	
TGNDIVER	Understanding people of other racial and ethnic backgrounds	
TGNPROBS	Solving complex real-world problems	
TGNETHIC	Developing a personal code of values and ethics	
TGNSPIRI	Developing a deepened sense of spirituality	
TNGENLE	Acquiring a broad general education	
TGNWORK	Acquiring job or work-related knowledge and skills	
TGNCITZN	Voting in local, state, or national elections	
TGNCOMMU	Contributing to the welfare of his or her community	

Variable	Description	Response Values
	What is the general discipline of your academic appointment? (Please specify an academic discipline)	
APDISCOL - Created by recoding	<p>1=Arts and Humanities Art, fine and applied English (language and literature) History Journalism Language and literature (except English) Music Philosophy Speech Theater or drama Theology or religion Other arts & humanities</p> <p>2=Biological Sciences Biology (general) Biochemistry or biophysics Botany Environmental science Marine (life) science Microbiology or bacteriology Zoology Other biological science</p> <p>3=Business Accounting Business administration (general) Finance International business Marketing Management Other business</p> <p>4=Education Business education Elementary/middle school education Music or art education</p>	<p>Physical education or recreation Secondary education Special education Other education</p> <p>5=Engineering Aero-/aeronautical engineering Civil engineering Chemical engineering Electrical or electronic engineering Industrial engineering Materials engineering Mechanical engineering General/other engineering</p> <p>6=Physical Science Astronomy Atmospheric science (including meteorology) Chemistry Earth science (including geology) Mathematics Physics Statistics Other physical science</p> <p>7=Professional Architecture Urban planning Health technology (medical, dental, laboratory) Law Library/archival science Medicine Dentistry Veterinarian</p> <p>Nursing Pharmacy Allied health/other medical Therapy (occupational, physical, speech) Other professional</p> <p>8=Social Science Anthropology Economics Ethnic studies Geography Political science (including government, international relations) Psychology Social work Sociology Gender studies Other social science</p> <p>9=Other Agriculture Communications Computer science Family Studies Natural resources and conservation Kinesiology Criminal justice Military science Parks, recreation, leisure studies, sports management Public administration Other field Technical/vocational</p>
SURSUB	Amount of survey submitted	<p>1=Ended submission on a page prior to demographics (empstat) 2=Submitted all pages prior to demographics</p>

Variable	Description	Response Values
----------	-------------	-----------------

2010 FSSE Additional Item Set

Colleges and universities frequently benchmark themselves against other institutional peers as a method of assessing the academic environment. The following questions are asked in hopes of determining peer fields for your academic field. Please respond to the following questions with regard to the field you previously listed as the general discipline of your academic appointment.

Please think about your work with faculty members from other disciplines.

PCX1001	Have you conducted research with faculty members from other fields?	1=No 2=Yes
PCX1001A	If yes, list three fields you work with most consistently: Field #1	Faculty write-in

Variable	Description		Response Values
PCX1001A_RECODE (codes for write-in responses to PCX1001A)	1=Art, fine and applied 2=English (language and literature) 3=History 4=Journalism 5=Language and literature (except English) 6=Music 7=Philosophy 8=Speech 9=Theater or drama 10=Theology or religion 11=Other arts & humanities 12=Biology (general) 13=Biochemistry or biophysics 14=Botany 15=Environmental science 16=Marine (life) science 17=Microbiology or bacteriology 18=Zoology 19=Other biological science 20=Accounting 21=Business administration (general) 22=Finance 23=International business 24=Marketing 25=Management 26=Other business 27=Business education 28=Elementary/middle school education 29=Music or art education 30=Physical education or recreation	31=Secondary education 32=Special education 33=Other education 34=Aero-/astronautical engineering 35=Civil engineering 36=Chemical engineering 37=Electrical or electronic engineering 38=Industrial engineering 39=Materials engineering 40=Mechanical engineering 41=General/other engineering 42=Astronomy 43=Atmospheric science (including meteorology) 44=Chemistry 45=Earth science (including geology) 46=Mathematics 47=Physics 48=Statistics 49=Other physical science 50=Architecture 51=Urban planning 52=Health technology (medical, dental, laboratory) 53=Law 54=Library/archival science 55=Medicine 56=Dentistry 57=Veterinarian 58=Nursing 59=Pharmacy 60=Allied health/other medical	61=Therapy (occupational, physical, speech) 62=Other professional 63=Anthropology 64=Economics 65=Ethnic studies 66=Geography 67=Political science (including government, international relations) 68=Psychology 69=Social work 70=Sociology 71=Gender studies 72=Other social science 73=Agriculture 74=Communications 75=Computer science 76=Family Studies 77=Natural resources and conservation 78=Kinesiology 79=Criminal justice 80=Military science 81=Parks, recreation, leisure studies, sports management 82=Public administration 83=Technical/vocational 84=Other field 85=Undecided 99=Invalid Response
PCX1001B	If yes, list three fields you work with most consistently: Field #2		Faculty write-in
PCX1001B_RECODE	Codes for write-in responses to 'PCX1001B' are the same as those listed in the description of 'PCX1001A_RECODE'		
PCX1001C	If yes, list three fields you work with most consistently: Field #3		Faculty write-in
PCX1001C_RECODE	Codes for write-in responses to 'PCX1001C' are the same as those listed in the description of 'PCX1001A_RECODE'		

Variable	Description	Response Values
PCX1002	Have you taught or developed courses with faculty from other fields?	1=No 2=Yes
PCX1002A	If yes, list three fields you work with most consistently: Field #1	Faculty write-in
PCX1002A_RECODE	Codes for write-in responses to 'PCX1002A' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1002B	If yes, list three fields you work with most consistently: Field #2	Faculty write-in
PCX1002B_RECODE	Codes for write-in responses to 'PCX1002B' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1002C	If yes, list three fields you work with most consistently: Field #3	Faculty write-in
PCX1002C_RECODE	Codes for write-in responses to 'PCX1002C' are the same as those listed in the description of 'PCX1001A_RECODE'	
Please think about the courses you teach in your general discipline.		
PCX1003A	Please list the 3 fields (other than your own) that students in your courses most often major in: Field #1	Faculty write-in
PCX1003A_RECODE	Codes for write-in responses to 'PCX1003A' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1003B	Please list the 3 fields (other than your own) that students in your courses most often major in: Field #2	Faculty write-in
PCX1003B_RECODE	Codes for write-in responses to 'PCX1003B' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1003C	Please list the 3 fields (other than your own) that students in your courses most often major in: Field #3	Faculty write-in
PCX1003C_RECODE	Codes for write-in responses to 'PCX1003C' are the same as those listed in the description of 'PCX1001A_RECODE'	
Please list and rank the 3 fields against which your field should be compared based on:		
PCX1004A	research and other scholarly activities: Field #1	Faculty write-in
PCX1004A_RECODE	Codes for write-in responses to 'PCX1004A' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1004B	research and other scholarly activities: Field #2	Faculty write-in
PCX1004B_RECODE	Codes for write-in responses to 'PCX1004B' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1004C	research and other scholarly activities: Field #3	Faculty write-in
PCX1004C_RECODE	Codes for write-in responses to 'PCX1004C' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1005A	faculty teaching practices: Field #1	Faculty write-in
PCX1005A_RECODE	Codes for write-in responses to 'PCX1005A' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1005B	faculty teaching practices: Field #2	Faculty write-in

Variable	Description	Response Values
PCX1005B_RECODE	Codes for write-in responses to 'PCX1005B' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1005C	faculty teaching practices: Field #3	Faculty write-in
PCX1005C_RECODE	Codes for write-in responses to 'PCX1005C' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1006A	student engagement in academic activities: Field #1	Faculty write-in
PCX1006A_RECODE	Codes for write-in responses to 'PCX1006A' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1006B	student engagement in academic activities: Field #2	Faculty write-in
PCX1006B_RECODE	Codes for write-in responses to 'PCX1006B' are the same as those listed in the description of 'PCX1001A_RECODE'	
PCX1006C	student engagement in academic activities: Field #3	Faculty write-in
PCX1006C_RECODE	Codes for write-in responses to 'PCX1006C' are the same as those listed in the description of 'PCX1001A_RECODE'	