



Response rate	41%			
Number of invited faculty	310			
Total number of respondents	128 (58 Lower Division, 49 Upper Division, 6 Other, 15 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	25%	15%	33%	21%
Biological science	13%	15%	0%	13%
Business	5%	6%	17%	6%
Education	2%	2%	0%	2%
Engineering	2%	0%	0%	1%
Physical science	13%	8%	0%	10%
Professional	4%	2%	0%	3%
Social science	13%	38%	0%	23%
Other	24%	15%	50%	21%
Rank				
Professor	16%	35%	0%	23%
Associate Professor	14%	24%	0%	17%
Assistant Professor	28%	22%	17%	25%
Instructor	14%	4%	33%	11%
Lecturer	25%	9%	50%	19%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	4%	7%	0%	5%
Tenure status				
Tenured	33%	55%	0%	41%
On tenure track but not tenured	24%	21%	20%	23%
Not on tenure track	43%	23%	80%	36%
No tenure system	0%	0%	0%	0%
Highest degree earned				
First professional degree	0%	2%	0%	1%
Doctoral degree	57%	89%	17%	68%
Master's degree	34%	9%	83%	26%
Bachelor's degree	9%	0%	0%	5%
Associate's degree	0%	0%	0%	0%
Other	0%	0%	0%	0%
Full-time/Part Time				
Full-time	84%	84%	33%	81%
Part-time	16%	16%	67%	19%



	Lower Division	Upper Division	Other	Total
Number of courses taught 06-07¹				
None	0%	0%	0%	0%
1-3	30%	29%	40%	30%
4-6	52%	58%	40%	54%
7 or more	18%	13%	20%	16%
Years of teaching experience				
4 or less	20%	14%	0%	16%
5-9	22%	9%	25%	16%
10-14	20%	16%	0%	17%
15 or more	39%	60%	75%	50%
Age				
34 or younger	11%	9%	0%	9%
35-44	27%	15%	33%	22%
45-54	36%	28%	50%	33%
Older than 54	27%	49%	17%	36%
Gender				
Male	53%	66%	33%	57%
Female	47%	34%	67%	43%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	16%	15%	33%	16%
Black or African American	2%	0%	0%	1%
White (non-Hispanic)	61%	62%	17%	59%
Mexican or Mexican American	2%	0%	0%	1%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	2%	0%	17%	2%
Multiracial	7%	6%	33%	8%
Other	0%	4%	0%	2%
Prefer not to respond	11%	13%	0%	11%
Citizenship status				
U.S. citizen, native	86%	85%	67%	84%
U.S. citizen, naturalized	9%	6%	17%	8%
Permanent resident of the U.S.	5%	9%	0%	6%
Temporary resident of the U.S.	0%	0%	17%	1%

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



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	3	5%	2	4%	5	5%
		Somewhat important	4	7%	5	10%	9	8%
		Important	20	34%	15	31%	35	33%
		Very important	31	53%	27	55%	58	54%
		Total	58	100%	49	100%	107	100%
b. Community service or volunteer work	FVOLUNTR	Not important	5	9%	6	12%	11	10%
		Somewhat important	20	35%	17	35%	37	35%
		Important	17	30%	15	31%	32	30%
		Very important	15	26%	11	22%	26	25%
		Total	57	100%	49	100%	106	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	17	29%	12	24%	29	27%
		Somewhat important	16	28%	21	43%	37	35%
		Important	18	31%	11	22%	29	27%
		Very important	7	12%	5	10%	12	11%
		Total	58	100%	49	100%	107	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	10	18%	4	8%	14	13%
		Somewhat important	15	26%	15	31%	30	28%
		Important	19	33%	15	31%	34	32%
		Very important	13	23%	15	31%	28	26%
		Total	57	100%	49	100%	106	100%
e. Foreign language coursework	FFORLANG	Not important	15	26%	11	22%	26	24%
		Somewhat important	13	22%	16	33%	29	27%
		Important	14	24%	15	31%	29	27%
		Very important	16	28%	7	14%	23	21%
		Total	58	100%	49	100%	107	100%
f. Study abroad	FSTUDYAB	Not important	13	22%	16	33%	29	27%
		Somewhat important	19	33%	18	37%	37	35%
		Important	14	24%	12	24%	26	24%
		Very important	12	21%	3	6%	15	14%
		Total	58	100%	49	100%	107	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	21	38%	10	20%	31	30%
		Somewhat important	19	34%	24	49%	43	41%
		Important	10	18%	9	18%	19	18%
		Very important	6	11%	6	12%	12	11%
		Total	56	100%	49	100%	105	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	4	7%	1	2%	5	5%
		Somewhat important	12	21%	10	20%	22	21%
		Important	16	28%	17	35%	33	31%
		Very important	26	45%	21	43%	47	44%
		Total	58	100%	49	100%	107	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	1	2%	0	0%	1	1%
		3	5	9%	0	0%	5	5%
		4	9	16%	6	13%	15	14%
		5	16	28%	16	33%	32	30%
		6	16	28%	19	40%	35	33%
		Friendly, Supportive, Sense of Belonging	11	19%	7	15%	18	17%
		Total	58	100%	48	100%	106	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	3	5%	0	0%	3	3%
		3	3	5%	1	2%	4	4%
		4	6	10%	4	8%	10	9%
		5	18	31%	21	43%	39	36%
		6	22	38%	18	37%	40	37%
		Available, Helpful, Sympathetic	6	10%	5	10%	11	10%
		Total	58	100%	49	100%	107	100%



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

Student relationships with administrative personnel and offices	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		2	3%	3	6%	5
	2		7	12%	5	10%	12	11%
	3		8	14%	7	15%	15	14%
	4		19	33%	13	27%	32	30%
	5		16	28%	18	38%	34	32%
	6		5	9%	2	4%	7	7%
	Helpful, Considerate, Flexible		1	2%	0	0%	1	1%
		Total	58	100%	48	100%	106	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		6	10%	4	8%	10
	Some		31	53%	20	41%	51	48%
	Quite a bit		18	31%	19	39%	37	35%
	Very much		3	5%	6	12%	9	8%
		Total	58	100%	49	100%	107	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	3	5%	2	4%	5	5%
		Some	23	40%	17	35%	40	38%
		Quite a bit	20	34%	23	48%	43	41%
		Very much	12	21%	6	13%	18	17%
			Total	58	100%	48	100%	106
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	8	14%	1	2%	9	8%
		Some	12	21%	8	16%	20	19%
		Quite a bit	21	36%	25	51%	46	43%
		Very much	17	29%	15	31%	32	30%
			Total	58	100%	49	100%	107



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	16	28%	8	17%	24	23%
		Some	30	52%	26	54%	56	53%
		Quite a bit	10	17%	14	29%	24	23%
		Very much	2	3%	0	0%	2	2%
		Total	58	100%	48	100%	106	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	14	24%	9	19%	23	22%
		Some	34	59%	23	48%	57	54%
		Quite a bit	10	17%	16	33%	26	25%
		Very much	0	0%	0	0%	0	0%
		Total	58	100%	48	100%	106	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	6	10%	4	8%	10	9%
		Some	29	50%	25	51%	54	50%
		Quite a bit	20	34%	17	35%	37	35%
		Very much	3	5%	3	6%	6	6%
		Total	58	100%	49	100%	107	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	11	19%	5	10%	16	15%
		Some	26	46%	22	45%	48	45%
		Quite a bit	15	26%	20	41%	35	33%
		Very much	5	9%	2	4%	7	7%
		Total	57	100%	49	100%	106	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	3%	3	6%	5	5%
		Some	10	17%	3	6%	13	12%
		Quite a bit	20	34%	23	47%	43	40%
		Very much	26	45%	20	41%	46	43%
		Total	58	100%	49	100%	107	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	1	2%	2	4%	3	3%
		1-4	8	14%	6	12%	14	13%
		5-8	16	28%	16	33%	32	30%
		9-12	22	38%	19	39%	41	38%
		13-16	8	14%	4	8%	12	11%
		17-20	2	3%	2	4%	4	4%
		21-30	1	2%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	58	100%	49	100%	107	100%
b. Grading papers and exams	GRADEPAP	0	2	4%	0	0%	2	2%
		1-4	26	46%	22	45%	48	45%
		5-8	18	32%	21	43%	39	37%
		9-12	5	9%	4	8%	9	8%
		13-16	3	5%	1	2%	4	4%
		17-20	2	4%	1	2%	3	3%
		21-30	1	2%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	57	100%	49	100%	106	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	2%	0	0%	1	1%
		1-4	37	65%	35	71%	72	68%
		5-8	12	21%	9	18%	21	20%
		9-12	5	9%	3	6%	8	8%
		13-16	1	2%	1	2%	2	2%
		17-20	1	2%	1	2%	2	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	57	100%	49	100%	106	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	1	2%	0	0%	1	1%
		1-4	16	28%	11	22%	27	25%
		5-8	15	26%	23	47%	38	36%
		9-12	14	24%	8	16%	22	21%
		13-16	6	10%	3	6%	9	8%
		17-20	2	3%	2	4%	4	4%
		21-30	2	3%	2	4%	4	4%
		More than 30	2	3%	0	0%	2	2%
		Total	58	100%	49	100%	107	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	2	3%	2	4%	4	4%
		1-4	41	71%	37	76%	78	73%
		5-8	9	16%	6	12%	15	14%
		9-12	1	2%	4	8%	5	5%
		13-16	2	3%	0	0%	2	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	3	5%	0	0%	3	3%
		Total	58	100%	49	100%	107	100%
f. Research and scholarly activities	SCHOLAR	0	8	14%	3	6%	11	10%
		1-4	14	24%	9	18%	23	21%
		5-8	16	28%	12	24%	28	26%
		9-12	12	21%	10	20%	22	21%
		13-16	3	5%	10	20%	13	12%
		17-20	2	3%	2	4%	4	4%
		21-30	1	2%	2	4%	3	3%
		More than 30	2	3%	1	2%	3	3%
		Total	58	100%	49	100%	107	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	18	32%	14	29%	32	30%
		1-4	23	40%	21	43%	44	42%
		5-8	7	12%	10	20%	17	16%
		9-12	6	11%	2	4%	8	8%
		13-16	3	5%	1	2%	4	4%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	57	100%	49	100%	106
h. Advising undergraduate students	ADVISE	0	13	22%	7	14%	20	19%
		1-4	30	52%	34	69%	64	60%
		5-8	7	12%	8	16%	15	14%
		9-12	4	7%	0	0%	4	4%
		13-16	4	7%	0	0%	4	4%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	58	100%	49	100%	107
i. Supervising internships or other field experiences	FIELDEXP	0	31	53%	24	49%	55	51%
		1-4	19	33%	18	37%	37	35%
		5-8	3	5%	6	12%	9	8%
		9-12	5	9%	0	0%	5	5%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	58	100%	49	100%	107



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	25	43%	20	41%	45	42%
		1-4	25	43%	22	45%	47	44%
		5-8	4	7%	4	8%	8	7%
		9-12	3	5%	2	4%	5	5%
		13-16	1	2%	0	0%	1	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	2%	1	1%
		Total	58	100%	49	100%	107	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	13	22%	7	14%	20	19%
		1-4	36	62%	35	71%	71	66%
		5-8	3	5%	6	12%	9	8%
		9-12	2	3%	0	0%	2	2%
		13-16	3	5%	0	0%	3	3%
		17-20	0	0%	0	0%	0	0%
		21-30	1	2%	0	0%	1	1%
		More than 30	0	0%	1	2%	1	1%
		Total	58	100%	49	100%	107	100%
l. Conducting service activities	SERVICE	0	20	35%	11	22%	31	29%
		1-4	22	39%	16	33%	38	36%
		5-8	10	18%	10	20%	20	19%
		9-12	2	4%	6	12%	8	8%
		13-16	2	4%	3	6%	5	5%
		17-20	1	2%	2	4%	3	3%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	57	100%	49	100%	106	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	57	98%	45	92%	102	95%
		Classroom, auxiliary location	0	0%	1	2%	1	1%
		Distance education	1	2%	3	6%	4	4%
		Total	58	100%	49	100%	107	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	19	33%	41	84%	60	56%
		Yes	39	67%	8	16%	47	44%
		Total	58	100%	49	100%	107	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	0	0%	0	0%
		10 to 19	17	30%	13	28%	30	29%
		20 to 29	20	36%	16	34%	36	35%
		30 to 49	16	29%	17	36%	33	32%
		50 to 99	3	5%	1	2%	4	4%
		100 or more	0	0%	0	0%	0	0%
		Total	56	100%	47	100%	103	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	4	8%	2	4%	6	6%
		1 to 2	5	10%	8	17%	13	13%
		3 to 9	19	37%	19	41%	38	39%
		10 to 19	11	22%	10	22%	21	22%
		20 or more	12	24%	7	15%	19	20%
		Total	51	100%	46	100%	97	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	15	27%	7	15%	22	21%
		Biological science	7	13%	9	19%	16	15%
		Business	4	7%	3	6%	7	7%
		Education	0	0%	1	2%	1	1%
		Engineering	0	0%	0	0%	0	0%
		Physical science	8	14%	4	8%	12	12%
		Professional	2	4%	2	4%	4	4%
		Social science	7	13%	17	35%	24	23%
		Other	13	23%	5	10%	18	17%
		Total	56	100%	48	100%	104	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	2%	2	4%	3	3%
		1-24%	26	46%	19	39%	45	42%
		25-49%	18	32%	15	31%	33	31%
		50-74%	6	11%	5	10%	11	10%
		75% or higher	6	11%	8	16%	14	13%
		Total	57	100%	49	100%	106	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	2	4%	4	8%	6	6%
		1-24%	25	44%	16	33%	41	39%
		25-49%	14	25%	16	33%	30	28%
		50-74%	14	25%	10	20%	24	23%
		75% or higher	2	4%	3	6%	5	5%
		Total	57	100%	49	100%	106	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	3	5%	0	0%	3	3%
		1-24%	24	41%	18	38%	42	40%
		25-49%	17	29%	12	25%	29	27%
		50-74%	8	14%	12	25%	20	19%
		75% or higher	6	10%	6	13%	12	11%
		Total	58	100%	48	100%	106	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	2	4%	0	0%	2	2%
		1-24%	26	46%	22	45%	48	45%
		25-49%	15	26%	10	20%	25	24%
		50-74%	6	11%	5	10%	11	10%
		75% or higher	8	14%	12	24%	20	19%
		Total	57	100%	49	100%	106	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	27	47%	20	41%	47	44%
		25-49%	19	33%	14	29%	33	31%
		50-74%	5	9%	8	16%	13	12%
		75% or higher	6	11%	7	14%	13	12%
		Total	57	100%	49	100%	106	100%



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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
f. At least once, talk about career plans with you	FPLANS	None	4	7%	3	6%	7	7%
		1-24%	38	68%	30	61%	68	65%
		25-49%	7	13%	9	18%	16	15%
		50-74%	5	9%	4	8%	9	9%
		75% or higher	2	4%	3	6%	5	5%
		Total	56	100%	49	100%	105	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	3	5%	4	8%	7	7%
		1-24%	41	72%	21	43%	62	58%
		25-49%	8	14%	16	33%	24	23%
		50-74%	3	5%	5	10%	8	8%
		75% or higher	2	4%	3	6%	5	5%
		Total	57	100%	49	100%	106	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	13	23%	11	22%	24	23%
		Sometimes	17	30%	13	27%	30	28%
		Often	12	21%	13	27%	25	24%
		Very often	15	26%	12	24%	27	25%
		Total	57	100%	49	100%	106	100%
b. Work with other students on projects during class	FCLASSGR	Never	6	10%	11	22%	17	16%
		Sometimes	18	31%	16	33%	34	32%
		Often	18	31%	12	24%	30	28%
		Very often	16	28%	10	20%	26	24%
		Total	58	100%	49	100%	107	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	39	68%	29	59%	68	64%
		Sometimes	16	28%	10	20%	26	25%
		Often	1	2%	7	14%	8	8%
		Very often	1	2%	3	6%	4	4%
		Total	57	100%	49	100%	106	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	22	39%	12	24%	34	32%
		Sometimes	16	28%	20	41%	36	34%
		Often	8	14%	4	8%	12	11%
		Very often	11	19%	13	27%	24	23%
		Total	57	100%	49	100%	106	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	7	12%	2	4%	9	8%
		Often	17	29%	17	35%	34	32%
		Very often	34	59%	30	61%	64	60%
		Total	58	100%	49	100%	107	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	10	18%	3	6%	13	12%
		Sometimes	12	21%	11	22%	23	22%
		Often	14	25%	20	41%	34	32%
		Very often	21	37%	15	31%	36	34%
		Total	57	100%	49	100%	106	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	10	18%	6	12%	16	15%
		Sometimes	16	28%	17	35%	33	31%
		Often	11	19%	14	29%	25	24%
		Very often	20	35%	12	24%	32	30%
		Total	57	100%	49	100%	106	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None	4	7%	4	9%	8	8%
		1	36	62%	21	45%	57	54%
		2-3	16	28%	19	40%	35	33%
		4-6	2	3%	2	4%	4	4%
		More than 6	0	0%	1	2%	1	1%
		Total	58	100%	47	100%	105	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	49	89%	30	65%	79	78%
		1	6	11%	9	20%	15	15%
		2-3	0	0%	3	7%	3	3%
		4-6	0	0%	3	7%	3	3%
		More than 6	0	0%	1	2%	1	1%
		Total		55	100%	46	100%	101
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	27	48%	16	34%	43	42%
		1	19	34%	11	23%	30	29%
		2-3	8	14%	13	28%	21	20%
		4-6	1	2%	1	2%	2	2%
		More than 6	1	2%	6	13%	7	7%
		Total		56	100%	47	100%	103
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	13	23%	12	26%	25	25%
		1	9	16%	4	9%	13	13%
		2-3	9	16%	10	22%	19	19%
		4-6	12	21%	9	20%	21	21%
		More than 6	13	23%	11	24%	24	24%
		Total		56	100%	46	100%	102

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	27	48%	21	47%	48	48%
		1-2	16	29%	14	31%	30	30%
		3-4	5	9%	6	13%	11	11%
		5-6	0	0%	2	4%	2	2%
		More than 6	8	14%	2	4%	10	10%
		Total		56	100%	45	100%	101
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	23	42%	29	62%	52	51%
		1-2	17	31%	11	23%	28	27%
		3-4	7	13%	3	6%	10	10%
		5-6	1	2%	1	2%	2	2%
		More than 6	7	13%	3	6%	10	10%
		Total		55	100%	47	100%	102



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Time students spend preparing for your selected course section:

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP 0	0	0%	0	0%	0	0%
	1-2	5	9%	2	4%	7	7%
	3-4	24	41%	14	29%	38	36%
	5-6	15	26%	14	29%	29	27%
	7-8	10	17%	9	18%	19	18%
	9-10	3	5%	8	16%	11	10%
	11-12	0	0%	1	2%	1	1%
	More than 12	1	2%	1	2%	2	2%
	Total		58	100%	49	100%	107
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP 0	3	5%	3	6%	6	6%
	1-2	31	54%	12	24%	43	41%
	3-4	17	30%	21	43%	38	36%
	5-6	4	7%	8	16%	12	11%
	7-8	0	0%	2	4%	2	2%
	9-10	1	2%	1	2%	2	2%
	11-12	1	2%	1	2%	2	2%
	More than 12	0	0%	1	2%	1	1%
	Total		57	100%	49	100%	106

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA Not important	19	34%	10	20%	29	28%
	Somewhat important	18	32%	14	29%	32	30%
	Important	10	18%	15	31%	25	24%
	Very important	9	16%	10	20%	19	18%
	Total		56	100%	49	100%	105



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	10	18%	8	17%	18	17%
		Somewhat important	10	18%	2	4%	12	12%
		Important	13	23%	12	25%	25	24%
		Very important	23	41%	26	54%	49	47%
		Total	56	100%	48	100%	104	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	18	32%	10	21%	28	27%
		Somewhat important	18	32%	14	29%	32	30%
		Important	10	18%	14	29%	24	23%
		Very important	11	19%	10	21%	21	20%
		Total	57	100%	48	100%	105	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	13	23%	4	8%	17	16%
		Somewhat important	20	36%	15	31%	35	34%
		Important	16	29%	17	35%	33	32%
		Very important	7	13%	12	25%	19	18%
		Total	56	100%	48	100%	104	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	11	20%	5	10%	16	15%
		Somewhat important	20	36%	15	31%	35	34%
		Important	16	29%	16	33%	32	31%
		Very important	9	16%	12	25%	21	20%
		Total	56	100%	48	100%	104	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	24	43%	17	35%	41	39%
		Somewhat important	20	36%	17	35%	37	36%
		Important	6	11%	10	21%	16	15%
		Very important	6	11%	4	8%	10	10%
		Total	56	100%	48	100%	104	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	9	16%	0	0%	9	9%
		Somewhat important	14	25%	13	27%	27	26%
		Important	14	25%	15	31%	29	28%
		Very important	19	34%	20	42%	39	38%
		Total	56	100%	48	100%	104	100%



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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHVRVW	Not important	10	18%	3	6%	13	13%
		Somewhat important	14	25%	11	23%	25	24%
		Important	13	23%	13	28%	26	25%
		Very important	19	34%	20	43%	39	38%
		Total	56	100%	47	100%	103	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	2	4%	0	0%	2	2%
		Somewhat important	5	9%	4	8%	9	9%
		Important	18	33%	13	27%	31	30%
		Very important	30	55%	32	65%	62	60%
		Total	55	100%	49	100%	104	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0%	2	4%	3	6%	5	5%
		1-9%	4	7%	3	6%	7	7%
		10-19%	12	21%	5	11%	17	17%
		20-29%	5	9%	2	4%	7	7%
		30-39%	2	4%	4	9%	6	6%
		40-49%	7	13%	4	9%	11	11%
		50-74%	18	32%	17	36%	35	34%
		75% or more	6	11%	9	19%	15	15%
		Total	56	100%	47	100%	103	100%
b. Teacher-led discussion	TEACHLED	0%	3	5%	1	2%	4	4%
		1-9%	13	23%	8	17%	21	21%
		10-19%	13	23%	14	30%	27	26%
		20-29%	14	25%	11	24%	25	25%
		30-39%	2	4%	4	9%	6	6%
		40-49%	3	5%	3	7%	6	6%
		50-74%	7	13%	2	4%	9	9%
		75% or more	1	2%	3	7%	4	4%
		Total	56	100%	46	100%	102	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	23	45%	19	41%	42	43%
		1-9%	15	29%	9	20%	24	25%
		10-19%	5	10%	3	7%	8	8%
		20-29%	2	4%	8	17%	10	10%
		30-39%	1	2%	2	4%	3	3%
		40-49%	3	6%	3	7%	6	6%
		50-74%	0	0%	2	4%	2	2%
		75% or more	2	4%	0	0%	2	2%
		Total	51	100%	46	100%	97	100%
d. Student computer use	COMPMED	0%	28	54%	29	63%	57	58%
		1-9%	13	25%	8	17%	21	21%
		10-19%	0	0%	1	2%	1	1%
		20-29%	1	2%	0	0%	1	1%
		30-39%	3	6%	3	7%	6	6%
		40-49%	0	0%	1	2%	1	1%
		50-74%	1	2%	0	0%	1	1%
		75% or more	6	12%	4	9%	10	10%
		Total	52	100%	46	100%	98	100%
e. Small group activities	GROUPSML	0%	7	13%	16	34%	23	23%
		1-9%	19	35%	16	34%	35	35%
		10-19%	8	15%	4	9%	12	12%
		20-29%	7	13%	7	15%	14	14%
		30-39%	4	7%	2	4%	6	6%
		40-49%	4	7%	1	2%	5	5%
		50-74%	2	4%	0	0%	2	2%
		75% or more	3	6%	1	2%	4	4%
		Total	54	100%	47	100%	101	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0%	23	42%	18	39%	41	41%
		1-9%	23	42%	12	26%	35	35%
		10-19%	4	7%	9	20%	13	13%
		20-29%	2	4%	1	2%	3	3%
		30-39%	0	0%	1	2%	1	1%
		40-49%	1	2%	1	2%	2	2%
		50-74%	1	2%	3	7%	4	4%
		75% or more	1	2%	1	2%	2	2%
		Total	55	100%	46	100%	101	100%
g. In-class writing	CLSWRITE	0%	28	52%	25	53%	53	52%
		1-9%	17	31%	14	30%	31	31%
		10-19%	3	6%	4	9%	7	7%
		20-29%	3	6%	2	4%	5	5%
		30-39%	1	2%	1	2%	2	2%
		40-49%	1	2%	1	2%	2	2%
		50-74%	0	0%	0	0%	0	0%
		75% or more	1	2%	0	0%	1	1%
		Total	54	100%	47	100%	101	100%
h. Testing and evaluation	TESTEVAL	0%	5	9%	8	16%	13	12%
		1-9%	26	46%	25	51%	51	48%
		10-19%	17	30%	12	24%	29	27%
		20-29%	4	7%	3	6%	7	7%
		30-39%	2	4%	1	2%	3	3%
		40-49%	1	2%	0	0%	1	1%
		50-74%	0	0%	0	0%	0	0%
		75% or more	2	4%	0	0%	2	2%
		Total	57	100%	49	100%	106	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	45	87%	42	91%	87	89%
		1-9%	2	4%	3	7%	5	5%
		10-19%	2	4%	0	0%	2	2%
		20-29%	0	0%	0	0%	0	0%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	3	6%	1	2%	4	4%
		Total	52	100%	46	100%	98	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	32	58%	31	66%	63	62%
		1-9%	9	16%	4	9%	13	13%
		10-19%	2	4%	3	6%	5	5%
		20-29%	2	4%	2	4%	4	4%
		30-39%	2	4%	5	11%	7	7%
		40-49%	2	4%	0	0%	2	2%
		50-74%	1	2%	1	2%	2	2%
		75% or more	5	9%	1	2%	6	6%
		Total	55	100%	47	100%	102	100%
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	1	2%	1	1%
		2	0	0%	0	0%	0	0%
		3	3	5%	1	2%	4	4%
		4	9	16%	5	10%	14	13%
		5	13	22%	12	24%	25	23%
		6	22	38%	17	35%	39	36%
		Very much	11	19%	13	27%	24	22%
			Total	58	100%	49	100%	107



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	14	24%	13	27%	27	25%
		Some	24	41%	24	49%	48	45%
		Quite a bit	12	21%	6	12%	18	17%
		Very much	8	14%	6	12%	14	13%
		Total	58	100%	49	100%	107	100%
b. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	1	2%	0	0%	1	1%
		Some	8	14%	4	8%	12	11%
		Quite a bit	24	41%	20	42%	44	42%
		Very much	25	43%	24	50%	49	46%
		Total	58	100%	48	100%	106	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	1	2%	0	0%	1	1%
		Some	8	14%	7	14%	15	14%
		Quite a bit	26	45%	19	39%	45	42%
		Very much	23	40%	23	47%	46	43%
		Total	58	100%	49	100%	107	100%
d. Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	4	7%	2	4%	6	6%
		Some	16	28%	17	35%	33	31%
		Quite a bit	22	38%	16	33%	38	36%
		Very much	16	28%	14	29%	30	28%
		Total	58	100%	49	100%	107	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	2	3%	1	2%	3	3%
		Some	11	19%	5	10%	16	15%
		Quite a bit	20	34%	18	37%	38	36%
		Very much	25	43%	25	51%	50	47%
		Total	58	100%	49	100%	107	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	8	14%	6	12%	14	13%
		Some	23	40%	11	22%	34	32%
		Quite a bit	8	14%	13	27%	21	20%
		Very much	18	32%	19	39%	37	35%
		Total	57	100%	49	100%	106	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	12	21%	9	19%	21	20%
		Some	25	44%	19	40%	44	42%
		Quite a bit	15	26%	13	27%	28	27%
		Very much	5	9%	7	15%	12	11%
		Total	57	100%	48	100%	105	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	7	12%	1	2%	8	8%
		Quite a bit	17	29%	12	25%	29	27%
		Very much	34	59%	35	73%	69	65%
		Total	58	100%	48	100%	106	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	19	33%	17	35%	36	34%
		Some	14	24%	9	18%	23	21%
		Quite a bit	11	19%	9	18%	20	19%
		Very much	14	24%	14	29%	28	26%
		Total	58	100%	49	100%	107	100%
e. Using computing and information technology	FGNCMPTS	Very little	21	36%	12	24%	33	31%
		Some	18	31%	19	39%	37	35%
		Quite a bit	6	10%	6	12%	12	11%
		Very much	13	22%	12	24%	25	23%
		Total	58	100%	49	100%	107	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	11	19%	8	16%	19	18%
		Some	14	25%	21	43%	35	33%
		Quite a bit	17	30%	12	24%	29	27%
		Very much	15	26%	8	16%	23	22%
		Total	57	100%	49	100%	106	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	0	0%	0	0%
		Some	6	10%	7	14%	13	12%
		Quite a bit	24	41%	20	41%	44	41%
		Very much	28	48%	22	45%	50	47%
		Total	58	100%	49	100%	107	100%
h. Understanding themselves	FGNSELF	Very little	14	25%	9	18%	23	22%
		Some	15	27%	12	24%	27	26%
		Quite a bit	12	22%	10	20%	22	21%
		Very much	14	25%	18	37%	32	31%
		Total	55	100%	49	100%	104	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	17	31%	15	31%	32	31%
		Some	11	20%	14	29%	25	24%
		Quite a bit	13	24%	6	12%	19	18%
		Very much	14	25%	14	29%	28	27%
		Total	55	100%	49	100%	104	100%
j. Solving complex real-world problems	FGNPROBS	Very little	6	11%	1	2%	7	7%
		Some	15	27%	16	33%	31	30%
		Quite a bit	18	33%	9	18%	27	26%
		Very much	16	29%	23	47%	39	38%
		Total	55	100%	49	100%	104	100%



**Faculty Survey
of Student Engagement**

**FSSE 2007 Frequency Distributions
University of Hawaii at Hilo**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	14	25%	9	18%	23	22%
		Some	11	20%	19	39%	30	29%
		Quite a bit	15	27%	11	22%	26	25%
		Very much	15	27%	10	20%	25	24%
		Total	55	100%	49	100%	104	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	39	71%	30	61%	69	66%
		Some	6	11%	10	20%	16	15%
		Quite a bit	4	7%	4	8%	8	8%
		Very much	6	11%	5	10%	11	11%
		Total	55	100%	49	100%	104	100%
m. Acquiring a broad general education	FGNGENLE	Very little	5	9%	7	15%	12	12%
		Some	18	33%	14	29%	32	31%
		Quite a bit	12	22%	19	40%	31	30%
		Very much	20	36%	8	17%	28	27%
		Total	55	100%	48	100%	103	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	6	11%	6	13%	12	12%
		Some	16	30%	7	15%	23	23%
		Quite a bit	10	19%	21	45%	31	31%
		Very much	22	41%	13	28%	35	35%
		Total	54	100%	47	100%	101	100%

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

	<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>
	APDISCOL	Arts and humanities	14	25%	7	15%	21	20%
		Biological science	7	13%	7	15%	14	14%
		Business	3	5%	3	6%	6	6%
		Education	1	2%	1	2%	2	2%
		Engineering	1	2%	0	0%	1	1%
		Physical science	7	13%	4	8%	11	11%
		Professional	2	4%	1	2%	3	3%
		Social science	7	13%	18	38%	25	24%
		Other	13	24%	7	15%	20	19%
		Total	55	100%	48	100%	103	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	21%
		UD	27%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	28%
		UD	27%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	24%
		UD	38%
Occasionally use e-mail to communicate with you	FEMAIL	LD	25%
		UD	35%
Occasionally discuss grades or assignments with you	FGRADE	LD	19%
		UD	31%
At least once, talk about career plans with you	FPLANS	LD	13%
		UD	14%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	9%
		UD	16%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	14%	32%	47%	6%
		SR	39%	26%	32%	4%
Come to class without completing assignments	CLUNPREP	FY	6%	12%	69%	13%
		SR	8%	13%	60%	19%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	7%	33%	51%	9%
		SR	20%	34%	37%	9%
Used e-mail to communicate with an instructor	EMAIL	FY	30%	40%	28%	1%
		SR	44%	33%	23%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	13%	30%	48%	9%
		SR	19%	37%	39%	5%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	5%	15%	47%	33%
		SR	18%	20%	48%	14%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	3%	14%	40%	43%
		SR	12%	19%	48%	21%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	47%
		UD	51%
Work with other students on projects during class	FCLASSGR	LD	59%
		UD	45%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	4%
		UD	20%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	33%
		UD	35%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	88%
		UD	96%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	61%
		UD	71%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	54%
		UD	53%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	24%	32%	35%	9%
		SR	37%	32%	27%	4%
Worked with other students on projects during class	CLASSGRP	FY	11%	36%	42%	11%
		SR	14%	30%	44%	12%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	1%	6%	32%	61%
		SR	10%	13%	27%	49%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	19%	31%	29%	21%
		SR	30%	23%	30%	17%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	9%	38%	43%	10%
		SR	20%	34%	40%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	27%	27%	33%	13%
		SR	42%	27%	26%	5%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	27%	27%	37%	9%
		SR	37%	23%	33%	7%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	34%
		UD	51%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	64%
		UD	79%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	37%
		UD	50%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	41%
		UD	60%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	45%
		UD	58%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	21%
		UD	29%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	59%
		UD	73%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	57%
		UD	70%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	87%
		UD	92%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	18%	34%	35%	13%
		SR	26%	28%	34%	11%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	25%	42%	29%	4%
		SR	46%	39%	14%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	7%	30%	50%	14%
		SR	18%	30%	43%	9%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	12%	36%	42%	9%
		SR	30%	39%	26%	5%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	16%	38%	40%	7%
		SR	29%	35%	33%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	10%	29%	57%
		SR	14%	15%	38%	32%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	16%	30%	39%	15%
		SR	31%	31%	31%	7%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	24%	36%	33%	7%
		SR	32%	38%	27%	3%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	23%	45%	30%	2%
		SR	36%	36%	24%	3%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Quite Challenging
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	79%
		UD	86%

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

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	34%
		UD	24%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	84%
		UD	92%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	84%
		UD	86%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	66%
		UD	61%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	78%
		UD	88%

Student Responses

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

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	74%	26%
		SR	75%	25%

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

Distribution of student responses to how much their coursework during the current school year emphasized the following

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	26%	40%	30%	4%
		SR	29%	36%	29%	7%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	24%	44%	28%	4%
		SR	38%	44%	17%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	19%	38%	39%	4%
		SR	34%	35%	27%	5%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	18%	39%	38%	5%
		SR	32%	35%	27%	6%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	22%	37%	37%	4%
		SR	36%	35%	26%	4%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	46%
		UD	65%
Speaking clearly and effectively	FGNSPEAK	LD	35%
		UD	42%
Thinking critically and analytically	FGNANALY	LD	88%
		UD	98%
Analyzing quantitative problems	FGNQUANT	LD	43%
		UD	47%
Using computing and information technology	FGNCMPTS	LD	33%
		UD	37%
Working effectively with others	FGNOTHER	LD	56%
		UD	41%
Learning effectively on their own	FGNINQ	LD	90%
		UD	86%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	22%	41%	32%	5%
		SR	33%	36%	22%	8%
Speaking clearly and effectively	GNSPEAK	FY	18%	38%	33%	11%
		SR	33%	31%	25%	12%
Thinking critically and analytically	GNANALY	FY	29%	38%	29%	3%
		SR	41%	41%	14%	4%
Analyzing quantitative problems	GNQUANT	FY	25%	31%	39%	5%
		SR	30%	38%	25%	7%
Using computing and information technology	GNCMPTS	FY	30%	39%	25%	6%
		SR	39%	35%	18%	8%
Working effectively with others	GNOTHERS	FY	29%	31%	33%	8%
		SR	36%	32%	26%	6%
Learning effectively on your own	GNINQ	FY	19%	45%	30%	6%
		SR	34%	35%	24%	6%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	47%
		UD	57%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	49%
		UD	41%
Solving complex real-world problems	FGNPROBS	LD	62%
		UD	65%
Developing a personal code of values and ethics	FVALUES	LD	55%
		UD	43%
Developing a deepened sense of spirituality	FSPIRIT	LD	18%
		UD	18%
Acquiring a broad general education	FGNGENLE	LD	58%
		UD	56%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	59%
		UD	72%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	27%	34%	32%	8%
		SR	30%	29%	26%	16%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	31%	34%	29%	7%
		SR	37%	30%	24%	9%
Solving complex real-world problems	GNPROBSV	FY	14%	37%	37%	12%
		SR	25%	30%	33%	12%
Developing a personal code of values and ethics	GNETHICS	FY	20%	39%	29%	12%
		SR	23%	33%	26%	19%
Developing a deepened sense of spirituality	GNSPIRIT	FY	10%	21%	37%	32%
		SR	16%	14%	22%	48%
Acquiring a broad general education	GNGENLED	FY	30%	43%	25%	3%
		SR	41%	34%	20%	5%
Acquiring job or work-related knowledge and skills	GNWORK	FY	23%	25%	41%	12%
		SR	33%	30%	25%	12%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

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

Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	88%
		UD	86%
Community service or volunteer work	FVOLUNTR	LD	56%
		UD	53%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	43%
		UD	33%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	56%
		UD	61%
Foreign language coursework	FFORLANG	LD	52%
		UD	45%
Study abroad	FSTUDYAB	LD	45%
		UD	31%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	72%
		UD	78%

Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	8%	64%	6%	22%
		SR	46%	32%	13%	10%
Community service or volunteer work	VOLNTR04	FY	39%	39%	7%	15%
		SR	66%	16%	13%	5%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	10%	26%	29%	35%
		SR	26%	14%	39%	22%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	9%	29%	20%	42%
		SR	24%	19%	26%	30%
Foreign language coursework	FORLNG04	FY	25%	30%	18%	27%
		SR	38%	15%	31%	15%
Study abroad	STDABR04	FY	14%	40%	16%	29%
		SR	15%	15%	50%	20%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	4%	42%	13%	41%
		SR	23%	29%	25%	23%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	36%
		UD	51%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	55%
		UD	60%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	66%
		UD	82%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	21%
		UD	29%
Providing students the support they need to thrive socially	FENVSOCA	LD	17%
		UD	33%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	35%
		UD	45%
Encouraging students to use computers in their academic work	FENVCOMP	LD	79%
		UD	88%

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	23%	43%	29%	5%
		SR	33%	35%	27%	5%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	25%	38%	33%	4%
		SR	28%	37%	26%	10%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	27%	31%	31%	11%
		SR	26%	36%	26%	12%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	8%	22%	48%	22%
		SR	10%	14%	40%	36%
Providing the support you need to thrive socially	ENVSOCAL	FY	12%	28%	40%	20%
		SR	9%	22%	42%	27%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	17%	38%	35%	10%
		SR	20%	30%	33%	18%
Using computers in academic work	ENVCOMPT	FY	45%	32%	18%	4%
		SR	55%	29%	14%	2%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies University of Hawaii at Hilo

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	74%
		UD	88%
With faculty members	FENVFAC	LD	79%
		UD	90%
With administrative personnel and offices	FENVADM	LD	38%
		UD	42%

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	78%	22%
		SR	80%	20%
With faculty members	ENVFAC	FY	75%	25%
		SR	83%	17%
With administrative personnel and offices	ENVADM	FY	53%	47%
		SR	54%	46%

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