



University of Hawai‘i at Hilo

Respondent Characteristics

August 2011

Response rate	32%			
Number of invited faculty	331			
Total number of respondents	106 (38 teach mostly first-year students, 50 teach mostly seniors, and 10 teach other students, and 8 missing class rank of students taught.)			
	Faculty who teach	Faculty who teach	Faculty who teach	
	First-year students	Seniors	Other students	Total
Rank				
Professor	10%	23%	43%	19%
Associate Professor	16%	33%	0%	23%
Assistant Professor	16%	30%	43%	26%
Instructor	23%	8%	0%	13%
Lecturer	23%	5%	0%	12%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	13%	3%	14%	8%
Tenure status				
Tenured	34%	53%	43%	44%
On tenure track but not tenured	22%	28%	43%	27%
Not on tenure track	41%	20%	14%	28%
No tenure system	3%	0%	0%	1%
Highest degree earned				
First professional degree	0%	5%	0%	3%
Doctoral degree	44%	85%	86%	68%
Master's degree	44%	10%	14%	24%
Bachelor's degree	13%	0%	0%	5%
Associate's degree	0%	0%	0%	0%
Other	0%	0%	0%	0%
Full-time/Part Time				
Full-time	88%	83%	83%	85%
Part-time	12%	17%	17%	15%

	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Number of courses taught 10-11¹				
None	0%	0%	17%	1%
1-3	36%	24%	17%	29%
4-6	42%	54%	67%	50%
7 or more	21%	22%	0%	20%
Years of teaching experience				
4 or less	22%	18%	17%	20%
5-9	7%	24%	0%	15%
10-14	19%	11%	0%	13%
15 or more	52%	47%	83%	52%
Age				
34 or younger	13%	11%	14%	12%
35-44	30%	17%	0%	21%
45-54	33%	36%	14%	33%
Older than 54	23%	36%	71%	34%
Gender				
Male	47%	55%	29%	49%
Female	53%	45%	71%	51%
Race / Ethnicity				
American Indian/ Native Amer.	0%	5%	0%	3%
Asian/ Asian Amer./ Pacific Isl.	25%	13%	43%	20%
Black or African American	3%	0%	0%	1%
White (non-Hispanic)	38%	53%	29%	44%
Mexican or Mexican American	0%	3%	0%	1%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	3%	0%	1%
Multiracial	3%	5%	0%	4%
Other	16%	3%	0%	8%
Prefer not to respond	16%	18%	29%	18%
Citizenship status				
U.S. citizen, native	88%	85%	86%	86%
U.S. citizen, naturalized	6%	3%	14%	5%
Permanent resident of the U.S.	6%	10%	0%	8%
Temporary resident of the U.S.	0%	3%	0%	1%

1: Includes 2010-2011 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



University of Hawai‘i at Hilo

Frequency Distributions

August 2011

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 2011 Frequency Distributions NSSEville State University

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

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	2	2%	1	1%	3	2%
	Somewhat important	13	14%	8	12%	21	13%
	Important	25	27%	17	25%	42	26%
	Very important	54	57%	42	62%	96	59%
	Total		94	100%	68	100%	162
FVOLUNTR	Not important	6	6%	2	3%	8	5%
	Somewhat important	19	20%	14	21%	33	20%
	Important	40	42%	28	41%	68	42%
	Very important	30	32%	24	35%	54	33%
	Total		95	100%	68	100%	163
FLERNCOM	Not important	9	10%	12	18%	21	13%
	Somewhat important	37	39%	21	31%	58	36%
	Important	33	35%	23	34%	56	35%
	Very important	15	16%	11	16%	26	16%
	Total		94	100%	67	100%	161

Column Percentage (%)

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

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	1	3%	1	2%	2	2%
		Somewhat important	6	16%	9	18%	15	17%
		Important	10	27%	16	32%	26	30%
		Very important	20	54%	24	48%	44	51%
		Total	37	100%	50	100%	87	100%
b. Community service or volunteer work	FVOLUNTR	Not important	2	5%	4	8%	6	7%
		Somewhat important	8	22%	17	34%	25	29%
		Important	14	38%	16	32%	30	34%
		Very important	13	35%	13	26%	26	30%
		Total	37	100%	50	100%	87	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	7	19%	14	28%	21	24%
		Somewhat important	10	27%	17	34%	27	31%
		Important	16	43%	16	32%	32	37%
		Very important	4	11%	3	6%	7	8%
		Total	37	100%	50	100%	87	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	3	8%	5	10%	8	9%
		Somewhat important	12	33%	11	22%	23	27%
		Important	14	39%	20	40%	34	40%
		Very important	7	19%	14	28%	21	24%
		Total	36	100%	50	100%	86	100%
e. Foreign language coursework	FFORLANG	Not important	5	14%	5	10%	10	12%
		Somewhat important	7	19%	16	33%	23	27%
		Important	12	32%	16	33%	28	33%
		Very important	13	35%	12	24%	25	29%
		Total	37	100%	49	100%	86	100%
f. Study abroad	FSTUDYAB	Not important	2	6%	11	22%	13	15%
		Somewhat important	20	56%	17	34%	37	43%
		Important	6	17%	16	32%	22	26%
		Very important	8	22%	6	12%	14	16%
		Total	36	100%	50	100%	86	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	9	25%	13	26%	22	26%
		Somewhat important	10	28%	18	36%	28	33%
		Important	9	25%	12	24%	21	24%
		Very important	8	22%	7	14%	15	17%
		Total	36	100%	50	100%	86	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	3%	7	14%	8	9%
		Somewhat important	6	17%	8	16%	14	16%
		Important	13	36%	21	42%	34	40%
		Very important	16	44%	14	28%	30	35%
		Total	36	100%	50	100%	86	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	1	2%	1	1%
		3	1	3%	0	0%	1	1%
		4	2	5%	5	10%	7	8%
		5	16	42%	15	30%	31	35%
		6	11	29%	18	36%	29	33%
		Friendly, Supportive, Sense of Belonging	8	21%	11	22%	19	22%
		Total	38	100%	50	100%	88	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	1	3%	0	0%	1	1%
		3	3	8%	0	0%	3	3%
		4	4	11%	8	16%	12	14%
		5	11	29%	9	18%	20	23%
		6	11	29%	23	46%	34	39%
		Available, Helpful, Sympathetic	8	21%	10	20%	18	20%
		Total	38	100%	50	100%	88	100%
		Student relationships with administrative personnel and offices	FENVADM	Unhelpful, Inconsiderate, Rigid	2	5%	1	2%
2	4			11%	2	4%	6	7%
3	5			13%	8	16%	13	15%
4	12			32%	17	35%	29	33%
5	5			13%	9	18%	14	16%
6	7			18%	7	14%	14	16%
Helpful, Considerate, Flexible	3			8%	5	10%	8	9%
Total	38			100%	49	100%	87	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	Very little	11	29%	6	12%	17	19%
		Some	16	42%	22	44%	38	43%
		Quite a bit	2	5%	16	32%	18	20%
		Very much	9	24%	6	12%	15	17%
		Total	38	100%	50	100%	88	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	3	8%	1	2%	4	5%
		Some	13	34%	9	18%	22	25%
		Quite a bit	13	34%	22	44%	35	40%
		Very much	9	24%	18	36%	27	31%
		Total	38	100%	50	100%	88	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	4	11%	1	2%	5	6%
		Some	10	26%	6	12%	16	18%
		Quite a bit	13	34%	17	35%	30	34%
		Very much	11	29%	25	51%	36	41%
		Total	38	100%	49	100%	87	100%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	12	32%	10	21%	22	26%
		Some	14	37%	20	42%	34	40%
		Quite a bit	9	24%	15	31%	24	28%
		Very much	3	8%	3	6%	6	7%
		Total	38	100%	48	100%	86	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	6	16%	6	13%	12	14%
		Some	19	50%	20	42%	39	45%
		Quite a bit	9	24%	16	33%	25	29%
		Very much	4	11%	6	13%	10	12%
		Total	38	100%	48	100%	86	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	2	5%	4	8%	6	7%
		Some	17	45%	22	44%	39	44%
		Quite a bit	15	39%	19	38%	34	39%
		Very much	4	11%	5	10%	9	10%
		Total	38	100%	50	100%	88	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	3	8%	6	12%	9	10%
		Some	13	34%	20	40%	33	38%
		Quite a bit	15	39%	17	34%	32	36%
		Very much	7	18%	7	14%	14	16%
		Total	38	100%	50	100%	88	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	3	8%	2	4%	5	6%
		Some	6	16%	4	8%	10	11%
		Quite a bit	11	29%	25	50%	36	41%
		Very much	18	47%	19	38%	37	42%
		Total	38	100%	50	100%	88	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %	
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	8	21%	12	24%	20	23%
		5-8	9	24%	8	16%	17	19%
		9-12	15	39%	20	40%	35	40%
		13-16	4	11%	9	18%	13	15%
		17-20	0	0%	1	2%	1	1%
		21-30	2	5%	0	0%	2	2%
		More than 30	0	0%	0	0%	0	0%
		Total	38	100%	50	100%	88	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	15	39%	12	24%	27	31%
		5-8	13	34%	25	50%	38	43%
		9-12	4	11%	11	22%	15	17%
		13-16	2	5%	0	0%	2	2%
		17-20	2	5%	1	2%	3	3%
		21-30	2	5%	0	0%	2	2%
		More than 30	0	0%	1	2%	1	1%
		Total	38	100%	50	100%	88	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	2	5%	0	0%	2	2%
		1-4	18	47%	23	46%	41	47%
		5-8	10	26%	20	40%	30	34%
		9-12	3	8%	3	6%	6	7%
		13-16	2	5%	2	4%	4	5%
		17-20	1	3%	1	2%	2	2%
		21-30	2	5%	1	2%	3	3%
		More than 30	0	0%	0	0%	0	0%
			Total	38	100%	50	100%	88
d. Preparing for class	CLASSPRP	0	0	0%	1	2%	1	1%
		1-4	4	11%	5	10%	9	10%
		5-8	12	32%	16	32%	28	32%
		9-12	6	16%	12	24%	18	20%
		13-16	7	18%	9	18%	16	18%
		17-20	4	11%	1	2%	5	6%
		21-30	4	11%	6	12%	10	11%
		More than 30	1	3%	0	0%	1	1%
			Total	38	100%	50	100%	88
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	0	0%	0	0%
		1-4	23	61%	27	54%	50	57%
		5-8	9	24%	14	28%	23	26%
		9-12	2	5%	5	10%	7	8%
		13-16	1	3%	1	2%	2	2%
		17-20	1	3%	1	2%	2	2%
		21-30	1	3%	1	2%	2	2%
		More than 30	1	3%	1	2%	2	2%
			Total	38	100%	50	100%	88

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Research and scholarly activities	SCHOLAR	0	3	8%	0	0%	3	3%
		1-4	17	45%	13	26%	30	34%
		5-8	7	18%	16	32%	23	26%
		9-12	2	5%	7	14%	9	10%
		13-16	4	11%	8	16%	12	14%
		17-20	0	0%	4	8%	4	5%
		21-30	2	5%	1	2%	3	3%
		More than 30	3	8%	1	2%	4	5%
			Total	38	100%	50	100%	88
g. Working with undergraduates on research	FRESEARC	0	20	53%	7	14%	27	31%
		1-4	11	29%	23	46%	34	39%
		5-8	2	5%	15	30%	17	19%
		9-12	3	8%	3	6%	6	7%
		13-16	0	0%	1	2%	1	1%
		17-20	2	5%	1	2%	3	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	38	100%	50	100%	88
h. Advising undergraduate students	ADVISE	0	5	13%	4	8%	9	10%
		1-4	23	61%	33	66%	56	64%
		5-8	2	5%	8	16%	10	11%
		9-12	3	8%	4	8%	7	8%
		13-16	2	5%	0	0%	2	2%
		17-20	2	5%	0	0%	2	2%
		21-30	1	3%	1	2%	2	2%
		More than 30	0	0%	0	0%	0	0%
			Total	38	100%	50	100%	88

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Supervising internships or other field experiences	FIELDEXP	0	23	61%	18	36%	41	47%
		1-4	9	24%	23	46%	32	36%
		5-8	4	11%	6	12%	10	11%
		9-12	1	3%	2	4%	3	3%
		13-16	1	3%	0	0%	1	1%
		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	38	100%	50	100%	88	100%
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	17	45%	21	42%	38	43%
		1-4	14	37%	21	42%	35	40%
		5-8	3	8%	7	14%	10	11%
		9-12	1	3%	1	2%	2	2%
		13-16	0	0%	0	0%	0	0%
		17-20	1	3%	0	0%	1	1%
		21-30	1	3%	0	0%	1	1%
		More than 30	1	3%	0	0%	1	1%
		Total	38	100%	50	100%	88	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	4	11%	6	12%	10	11%
		1-4	22	58%	34	68%	56	64%
		5-8	6	16%	6	12%	12	14%
		9-12	2	5%	1	2%	3	3%
		13-16	2	5%	0	0%	2	2%
		17-20	1	3%	1	2%	2	2%
		21-30	1	3%	1	2%	2	2%
		More than 30	0	0%	1	2%	1	1%
		Total	38	100%	50	100%	88	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

1. Conducting service 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>
SERVICE	0	8	21%	7	14%	15	17%
	1-4	15	39%	26	52%	41	47%
	5-8	8	21%	11	22%	19	22%
	9-12	5	13%	2	4%	7	8%
	13-16	1	3%	0	0%	1	1%
	17-20	0	0%	1	2%	1	1%
	21-30	1	3%	1	2%	2	2%
	More than 30	0	0%	2	4%	2	2%
	Total	38	100%	50	100%	88	100%
TTEACFOR	Classroom, on-campus	35	92%	46	94%	81	93%
	Classroom, auxiliary location	2	5%	2	4%	4	5%
	Distance education	1	3%	1	2%	2	2%
	Total	38	100%	49	100%	87	100%

In what format do you most often teach?

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following question based on one particular undergraduate course section you are teaching or have taught during this academic year.

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%	0	0%	0	0%	0	0%
		1-9%	8	22%	3	7%	11	14%
		10-19%	2	6%	5	11%	7	9%
		20-29%	3	8%	7	16%	10	13%
		30-39%	8	22%	2	5%	10	13%
		40-49%	7	19%	11	25%	18	23%
		50-74%	4	11%	10	23%	14	18%
		75% or more	4	11%	6	14%	10	13%
		Total	36	100%	44	100%	80	100%
b. Teacher-led discussion	TEACHLED	0%	1	3%	1	2%	2	2%
		1-9%	6	16%	11	24%	17	21%
		10-19%	10	27%	7	16%	17	21%
		20-29%	9	24%	17	38%	26	32%
		30-39%	5	14%	5	11%	10	12%
		40-49%	3	8%	1	2%	4	5%
		50-74%	2	5%	2	4%	4	5%
		75% or more	1	3%	1	2%	2	2%
		Total	37	100%	45	100%	82	100%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	5	15%	5	11%	10	13%
		1-9%	6	18%	12	26%	18	23%
		10-19%	4	12%	10	22%	14	18%
		20-29%	10	29%	8	17%	18	23%
		30-39%	4	12%	4	9%	8	10%
		40-49%	2	6%	1	2%	3	4%
		50-74%	2	6%	2	4%	4	5%
		75% or more	1	3%	4	9%	5	6%
		Total	34	100%	46	100%	80	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Student computer use	COMPMED	0%	15	44%	18	44%	33	44%
		1-9%	8	24%	16	39%	24	32%
		10-19%	5	15%	1	2%	6	8%
		20-29%	4	12%	2	5%	6	8%
		30-39%	1	3%	0	0%	1	1%
		40-49%	1	3%	2	5%	3	4%
		50-74%	0	0%	1	2%	1	1%
		75% or more	0	0%	1	2%	1	1%
			Total	34	100%	41	100%	75
e. Small group activities	GROUPSML	0%	2	6%	10	21%	12	14%
		1-9%	8	22%	7	15%	15	18%
		10-19%	9	25%	13	27%	22	26%
		20-29%	11	31%	12	25%	23	27%
		30-39%	0	0%	1	2%	1	1%
		40-49%	1	3%	3	6%	4	5%
		50-74%	5	14%	1	2%	6	7%
		75% or more	0	0%	1	2%	1	1%
			Total	36	100%	48	100%	84
f. Student presentations	STUPRES	0%	9	25%	12	24%	21	25%
		1-9%	11	31%	17	35%	28	33%
		10-19%	10	28%	12	24%	22	26%
		20-29%	1	3%	6	12%	7	8%
		30-39%	3	8%	2	4%	5	6%
		40-49%	0	0%	0	0%	0	0%
		50-74%	2	6%	0	0%	2	2%
		75% or more	0	0%	0	0%	0	0%
			Total	36	100%	49	100%	85

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. In-class writing	CLSWRITE	0%	12	33%	23	48%	35	42%
		1-9%	12	33%	17	35%	29	35%
		10-19%	9	25%	4	8%	13	15%
		20-29%	1	3%	4	8%	5	6%
		30-39%	1	3%	0	0%	1	1%
		40-49%	1	3%	0	0%	1	1%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	0	0%	0	0%
		Total	36	100%	48	100%	84	100%
h. Testing and evaluation	TESTEVAL	0%	2	5%	3	6%	5	6%
		1-9%	21	57%	22	47%	43	51%
		10-19%	9	24%	18	38%	27	32%
		20-29%	2	5%	3	6%	5	6%
		30-39%	0	0%	0	0%	0	0%
		40-49%	1	3%	0	0%	1	1%
		50-74%	2	5%	1	2%	3	4%
		75% or more	0	0%	0	0%	0	0%
		Total	37	100%	47	100%	84	100%
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	24	75%	42	89%	66	84%
		1-9%	3	9%	1	2%	4	5%
		10-19%	1	3%	3	6%	4	5%
		20-29%	1	3%	0	0%	1	1%
		30-39%	0	0%	0	0%	0	0%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	3%	0	0%	1	1%
		75% or more	2	6%	1	2%	3	4%
		Total	32	100%	47	100%	79	100%

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	17	49%	21	45%	38	46%
		1-9%	7	20%	9	19%	16	20%
		10-19%	1	3%	6	13%	7	9%
		20-29%	3	9%	5	11%	8	10%
		30-39%	4	11%	1	2%	5	6%
		40-49%	2	6%	3	6%	5	6%
		50-74%	1	3%	1	2%	2	2%
		75% or more	0	0%	1	2%	1	1%
		Total	35	100%	47	100%	82	100%
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	2	5%	5	10%	7	8%
		10-19	4	11%	12	24%	16	18%
		20-29	7	18%	12	24%	19	22%
		30-49	8	21%	11	22%	19	22%
		50-99	11	29%	7	14%	18	21%
		100 or more	6	16%	2	4%	8	9%
		Total	38	100%	49	100%	87	100%

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University of Hawai‘i at Hilo

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Asked questions in class or contributed to class discussions	TCLQUEST	Never	3	8%	0	0%	3	4%
		Sometimes	18	50%	16	34%	34	41%
		Often	11	31%	22	47%	33	40%
		Very Often	4	11%	9	19%	13	16%
		Total	36	100%	47	100%	83	100%
b. Made a class presentation	TCLPRSNT	Never	12	34%	8	17%	20	24%
		Sometimes	12	34%	18	38%	30	36%
		Often	11	31%	16	33%	27	33%
		Very Often	0	0%	6	13%	6	7%
		Total	35	100%	48	100%	83	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	20	57%	11	23%	31	38%
		Sometimes	8	23%	18	38%	26	32%
		Often	3	9%	11	23%	14	17%
		Very Often	4	11%	7	15%	11	13%
		Total	35	100%	47	100%	82	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	7	19%	4	8%	11	13%
		Sometimes	11	31%	8	17%	19	23%
		Often	12	33%	22	46%	34	40%
		Very Often	6	17%	14	29%	20	24%
		Total	36	100%	48	100%	84	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	9	26%	7	15%	16	20%
		Sometimes	11	31%	16	34%	27	33%
		Often	9	26%	13	28%	22	27%
		Very Often	6	17%	11	23%	17	21%
		Total	35	100%	47	100%	82	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Come to class without completing readings or assignments	TCLUNPRE	Never	2	6%	1	2%	3	4%
		Sometimes	9	25%	28	58%	37	44%
		Often	14	39%	16	33%	30	36%
		Very Often	11	31%	3	6%	14	17%
		Total	36	100%	48	100%	84	100%
g. Worked with other students on projects during class	TCLASSGR	Never	5	14%	5	10%	10	12%
		Sometimes	14	39%	15	31%	29	35%
		Often	13	36%	19	40%	32	38%
		Very Often	4	11%	9	19%	13	15%
		Total	36	100%	48	100%	84	100%
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	7	20%	3	6%	10	12%
		Sometimes	19	54%	22	46%	41	49%
		Often	7	20%	14	29%	21	25%
		Very Often	2	6%	9	19%	11	13%
		Total	35	100%	48	100%	83	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	10	28%	1	2%	11	13%
		Sometimes	19	53%	18	39%	37	45%
		Often	7	19%	19	41%	26	32%
		Very Often	0	0%	8	17%	8	10%
		Total	36	100%	46	100%	82	100%
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	19	54%	4	9%	23	29%
		Sometimes	15	43%	31	69%	46	58%
		Often	1	3%	9	20%	10	13%
		Very Often	0	0%	1	2%	1	1%
		Total	35	100%	45	100%	80	100%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	16	48%	9	20%	25	32%
		Sometimes	11	33%	28	61%	39	49%
		Often	5	15%	9	20%	14	18%
		Very Often	1	3%	0	0%	1	1%
		Total	33	100%	46	100%	79	100%

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University of Hawai‘i at Hilo

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	6	17%	9	20%	15	18%
		Sometimes	12	33%	19	41%	31	38%
		Often	6	17%	9	20%	15	18%
		Very Often	12	33%	9	20%	21	26%
		Total	36	100%	46	100%	82	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	0	0%	0	0%	0	0%
		Sometimes	9	25%	12	26%	21	26%
		Often	17	47%	18	39%	35	43%
		Very Often	10	28%	16	35%	26	32%
		Total	36	100%	46	100%	82	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	3	8%	0	0%	3	4%
		Sometimes	20	56%	24	52%	44	54%
		Often	11	31%	15	33%	26	32%
		Very Often	2	6%	7	15%	9	11%
		Total	36	100%	46	100%	82	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	6	17%	2	4%	8	10%
		Sometimes	24	67%	26	57%	50	61%
		Often	4	11%	12	26%	16	20%
		Very Often	2	6%	6	13%	8	10%
		Total	36	100%	46	100%	82	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	8	22%	2	5%	10	13%
		Sometimes	26	72%	25	57%	51	64%
		Often	2	6%	13	30%	15	19%
		Very Often	0	0%	4	9%	4	5%
		Total	36	100%	44	100%	80	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	0	0%	0	0%
		Sometimes	7	20%	1	2%	8	10%
		Often	14	40%	23	51%	37	46%
		Very Often	14	40%	21	47%	35	44%
		Total	35	100%	45	100%	80	100%

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University of Hawai‘i at Hilo

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	2	6%	1	2%	3	4%
		Sometimes	23	66%	19	43%	42	53%
		Often	9	26%	16	36%	25	32%
		Very Often	1	3%	8	18%	9	11%
		Total	35	100%	44	100%	79	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	12	35%	4	10%	16	21%
		Sometimes	19	56%	31	74%	50	66%
		Often	3	9%	7	17%	10	13%
		Very Often	0	0%	0	0%	0	0%
		Total	34	100%	42	100%	76	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	5	15%	2	5%	7	10%
		Sometimes	25	76%	23	59%	48	67%
		Often	3	9%	11	28%	14	19%
		Very Often	0	0%	3	8%	3	4%
		Total	33	100%	39	100%	72	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	4	12%	1	2%	5	7%
		Sometimes	8	24%	14	34%	22	29%
		Often	15	44%	14	34%	29	39%
		Very Often	7	21%	12	29%	19	25%
		Total	34	100%	41	100%	75	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	5	15%	3	8%	8	11%
		Sometimes	14	41%	18	45%	32	43%
		Often	10	29%	10	25%	20	27%
		Very Often	5	15%	9	23%	14	19%
		Total	34	100%	40	100%	74	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	2	6%	1	3%	3	4%
		Sometimes	26	76%	21	53%	47	64%
		Often	4	12%	12	30%	16	22%
		Very Often	2	6%	6	15%	8	11%
		Total	34	100%	40	100%	74	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHVW	Never	3	9%	1	3%	4	5%
		Sometimes	20	59%	19	48%	39	53%
		Often	6	18%	12	30%	18	24%
		Very Often	5	15%	8	20%	13	18%
		Total	34	100%	40	100%	74	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	1	3%	1	2%	2	3%
		Sometimes	16	47%	14	33%	30	39%
		Often	13	38%	15	36%	28	37%
		Very Often	4	12%	12	29%	16	21%
		Total	34	100%	42	100%	76	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	TREADASG	None	1	3%	2	5%	3	4%
		Between 1 and 4	20	57%	18	45%	38	51%
		Between 5 and 10	11	31%	17	43%	28	37%
		Between 11 and 20	2	6%	2	5%	4	5%
		More than 20	1	3%	1	3%	2	3%
		Total	35	100%	40	100%	75	100%
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	14	42%	3	8%	17	23%
		Between 1 and 4	14	42%	32	80%	46	63%
		Between 5 and 10	4	12%	4	10%	8	11%
		Between 11 and 20	1	3%	0	0%	1	1%
		More than 20	0	0%	1	3%	1	1%
		Total	33	100%	40	100%	73	100%
c. Number of written papers or reports of 20 pages or more	TWRMRO5	None	27	77%	12	29%	39	51%
		Between 1 and 4	8	23%	24	57%	32	42%
		Between 5 and 10	0	0%	5	12%	5	6%
		Between 11 and 20	0	0%	1	2%	1	1%
		More than 20	0	0%	0	0%	0	0%
		Total	35	100%	42	100%	77	100%

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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, about how much reading and writing do you estimate the typical student has done? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Number of written papers or reports between 5 and 19 pages	TWRMD05	None	10	29%	0	0%	10	13%
		Between 1 and 4	19	54%	29	73%	48	64%
		Between 5 and 10	6	17%	9	23%	15	20%
		Between 11 and 20	0	0%	2	5%	2	3%
		More than 20	0	0%	0	0%	0	0%
		Total		35	100%	40	100%	75
e. Number of written papers or reports of fewer than 5 pages	TWRITSMML	None	3	9%	1	2%	4	5%
		Between 1 and 4	15	43%	16	39%	31	41%
		Between 5 and 10	11	31%	14	34%	25	33%
		Between 11 and 20	5	14%	7	17%	12	16%
		More than 20	1	3%	3	7%	4	5%
		Total		35	100%	41	100%	76

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take the typical student more than one hour to complete	TPROBSTA	None	6	18%	4	11%	10	14%
		1-2	9	27%	20	53%	29	41%
		3-4	9	27%	10	26%	19	27%
		5-6	4	12%	3	8%	7	10%
		More than 6	5	15%	1	3%	6	8%
		Total		33	100%	38	100%	71
b. Number of problem sets that take the typical student less than one hour to complete	TPROBSTB	None	3	9%	4	11%	7	10%
		1-2	11	33%	14	37%	25	35%
		3-4	10	30%	14	37%	24	34%
		5-6	2	6%	3	8%	5	7%
		More than 6	7	21%	3	8%	10	14%
		Total		33	100%	38	100%	71

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	0	0%	0	0%
		1-5	6	17%	1	2%	7	9%
		6-10	4	11%	4	10%	8	11%
		11-15	6	17%	8	20%	14	18%
		16-20	5	14%	18	44%	23	30%
		21-25	6	17%	3	7%	9	12%
		26-30	3	9%	5	12%	8	11%
		More than 30	5	14%	2	5%	7	9%
			Total	35	100%	41	100%	76
b. Working for pay on campus	TEXWRKON	0	0	0%	1	3%	1	1%
		1-5	4	11%	7	18%	11	15%
		6-10	13	37%	11	28%	24	32%
		11-15	9	26%	12	30%	21	28%
		16-20	7	20%	9	23%	16	21%
		21-25	2	6%	0	0%	2	3%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	35	100%	40	100%	75
c. Working for pay off campus	TEXWRKOF	0	5	15%	6	15%	11	15%
		1-5	5	15%	9	23%	14	19%
		6-10	10	29%	7	18%	17	23%
		11-15	7	21%	9	23%	16	22%
		16-20	6	18%	7	18%	13	18%
		21-25	0	0%	1	3%	1	1%
		26-30	0	0%	1	3%	1	1%
		More than 30	1	3%	0	0%	1	1%
			Total	34	100%	40	100%	74

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	0	0%	0	0%	0	0%
		1-5	21	60%	19	49%	40	54%
		6-10	9	26%	17	44%	26	35%
		11-15	4	11%	1	3%	5	7%
		16-20	1	3%	2	5%	3	4%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	35	100%	39	100%	74
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	0	0%	1	3%	1	1%
		1-5	6	17%	10	26%	16	22%
		6-10	17	49%	20	51%	37	50%
		11-15	4	11%	5	13%	9	12%
		16-20	3	9%	3	8%	6	8%
		21-25	2	6%	0	0%	2	3%
		26-30	0	0%	0	0%	0	0%
		More than 30	3	9%	0	0%	3	4%
			Total	35	100%	39	100%	74
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	1	3%	5	13%	6	8%
		1-5	18	53%	13	34%	31	43%
		6-10	3	9%	10	26%	13	18%
		11-15	5	15%	4	11%	9	13%
		16-20	3	9%	5	13%	8	11%
		21-25	3	9%	0	0%	3	4%
		26-30	1	3%	0	0%	1	1%
		More than 30	0	0%	1	3%	1	1%
			Total	34	100%	38	100%	72

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	2	6%	1	3%	3	4%
		1-5	25	71%	33	87%	58	79%
		6-10	5	14%	3	8%	8	11%
		11-15	2	6%	1	3%	3	4%
		16-20	1	3%	0	0%	1	1%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		35	100%	38	100%	73
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	1	3%	0	0%	1	1%
		1-5	12	35%	5	13%	17	23%
		6-10	12	35%	24	60%	36	49%
		11-15	6	18%	7	18%	13	18%
		16-20	2	6%	4	10%	6	8%
		21-25	0	0%	0	0%	0	0%
		26-30	1	3%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total		34	100%	40	100%	74
b. Working for pay on campus	TACTWKON	0	3	9%	0	0%	3	4%
		1-5	7	21%	6	16%	13	18%
		6-10	12	35%	15	39%	27	38%
		11-15	6	18%	7	18%	13	18%
		16-20	6	18%	9	24%	15	21%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	1	3%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total		34	100%	38	100%	72

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Working for pay off campus	TACTWKOF	0	1	3%	1	3%	2	3%
		1-5	4	12%	3	8%	7	10%
		6-10	3	9%	6	16%	9	13%
		11-15	10	29%	9	24%	19	27%
		16-20	10	29%	14	38%	24	34%
		21-25	2	6%	1	3%	3	4%
		26-30	1	3%	3	8%	4	6%
		More than 30	3	9%	0	0%	3	4%
			Total	34	100%	37	100%	71
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	4	12%	4	10%	8	11%
		1-5	18	53%	18	46%	36	49%
		6-10	7	21%	13	33%	20	27%
		11-15	4	12%	2	5%	6	8%
		16-20	1	3%	2	5%	3	4%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	34	100%	39	100%	73
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCI	0	0	0%	0	0%	0	0%
		1-5	0	0%	3	8%	3	4%
		6-10	5	14%	6	16%	11	15%
		11-15	10	29%	7	18%	17	23%
		16-20	8	23%	16	42%	24	33%
		21-25	7	20%	4	11%	11	15%
		26-30	2	6%	1	3%	3	4%
		More than 30	3	9%	1	3%	4	5%
			Total	35	100%	38	100%	73

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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	9%	1	3%	4	6%
		1-5	10	29%	8	22%	18	25%
		6-10	6	18%	7	19%	13	18%
		11-15	5	15%	12	32%	17	24%
		16-20	4	12%	4	11%	8	11%
		21-25	3	9%	0	0%	3	4%
		26-30	1	3%	2	5%	3	4%
		More than 30	2	6%	3	8%	5	7%
		Total	34	100%	37	100%	71	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	0	0%	0	0%	0	0%
		1-5	21	60%	22	58%	43	59%
		6-10	11	31%	13	34%	24	33%
		11-15	1	3%	2	5%	3	4%
		16-20	1	3%	1	3%	2	3%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	1	3%	0	0%	1	1%
		Total	35	100%	38	100%	73	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	2	6%	2	5%	4	5%
		2	3	9%	2	5%	5	7%
		3	3	9%	1	2%	4	5%
		4	7	20%	10	24%	17	22%
		5	11	31%	12	29%	23	30%
		6	6	17%	12	29%	18	24%
		Very much	3	9%	2	5%	5	7%
		Total	35	100%	41	100%	76	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	0	0%	2	5%	2	3%
		Some	6	17%	15	38%	21	28%
		Quite a bit	15	43%	18	45%	33	44%
		Very much	14	40%	5	13%	19	25%
		Total	35	100%	40	100%	75	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	TANALYZE	Very little	5	14%	1	3%	6	8%
		Some	13	37%	7	18%	20	27%
		Quite a bit	13	37%	24	60%	37	49%
		Very much	4	11%	8	20%	12	16%
		Total	35	100%	40	100%	75	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	6	17%	3	8%	9	12%
		Some	16	46%	9	23%	25	33%
		Quite a bit	10	29%	23	58%	33	44%
		Very much	3	9%	5	13%	8	11%
		Total	35	100%	40	100%	75	100%
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT	Very little	7	20%	2	5%	9	12%
		Some	17	49%	14	35%	31	41%
		Quite a bit	7	20%	20	50%	27	36%
		Very much	4	11%	4	10%	8	11%
		Total	35	100%	40	100%	75	100%
e. Applying theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	10	29%	2	5%	12	16%
		Some	13	37%	12	31%	25	34%
		Quite a bit	10	29%	21	54%	31	42%
		Very much	2	6%	4	10%	6	8%
		Total	35	100%	39	100%	74	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	TGNWRITE	Very little	5	14%	4	10%	9	12%
		Some	18	51%	8	20%	26	35%
		Quite a bit	8	23%	23	58%	31	41%
		Very much	4	11%	5	13%	9	12%
		Total	35	100%	40	100%	75	100%
b. Speaking clearly and effectively	TGNSPEAK	Very little	6	17%	3	8%	9	12%
		Some	18	51%	12	30%	30	40%
		Quite a bit	8	23%	20	50%	28	37%
		Very much	3	9%	5	13%	8	11%
		Total	35	100%	40	100%	75	100%
c. Thinking critically and analytically	TGNANALY	Very little	5	14%	2	5%	7	9%
		Some	18	51%	9	23%	27	36%
		Quite a bit	7	20%	22	55%	29	39%
		Very much	5	14%	7	18%	12	16%
		Total	35	100%	40	100%	75	100%
d. Analyzing quantitative problems	TGNQUANT	Very little	2	6%	4	10%	6	8%
		Some	25	71%	15	38%	40	53%
		Quite a bit	5	14%	15	38%	20	27%
		Very much	3	9%	6	15%	9	12%
		Total	35	100%	40	100%	75	100%
e. Using computing and information technology	TGNCMPTS	Very little	2	6%	0	0%	2	3%
		Some	10	29%	10	26%	20	27%
		Quite a bit	16	46%	21	54%	37	50%
		Very much	7	20%	8	21%	15	20%
		Total	35	100%	39	100%	74	100%
f. Working effectively with others	TGNOTHER	Very little	6	17%	0	0%	6	8%
		Some	13	37%	10	25%	23	31%
		Quite a bit	11	31%	18	45%	29	39%
		Very much	5	14%	12	30%	17	23%
		Total	35	100%	40	100%	75	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Learning effectively on his or her own	TGNIHQ	Very little	8	23%	2	5%	10	13%
		Some	17	49%	10	25%	27	36%
		Quite a bit	6	17%	22	55%	28	37%
		Very much	4	11%	6	15%	10	13%
		Total	35	100%	40	100%	75	100%
h. Understanding himself or herself	TGNSSELF	Very little	6	17%	1	3%	7	10%
		Some	17	49%	13	34%	30	41%
		Quite a bit	9	26%	19	50%	28	38%
		Very much	3	9%	5	13%	8	11%
		Total	35	100%	38	100%	73	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	3	10%	0	0%	3	4%
		Some	7	23%	5	13%	12	17%
		Quite a bit	10	32%	18	45%	28	39%
		Very much	11	35%	17	43%	28	39%
		Total	31	100%	40	100%	71	100%
j. Solving complex real-world problems	TGNPROBS	Very little	7	22%	4	10%	11	15%
		Some	16	50%	18	46%	34	48%
		Quite a bit	7	22%	14	36%	21	30%
		Very much	2	6%	3	8%	5	7%
		Total	32	100%	39	100%	71	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	7	22%	1	3%	8	11%
		Some	16	50%	17	44%	33	46%
		Quite a bit	6	19%	19	49%	25	35%
		Very much	3	9%	2	5%	5	7%
		Total	32	100%	39	100%	71	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	15	48%	15	41%	30	44%
		Some	13	42%	16	43%	29	43%
		Quite a bit	1	3%	5	14%	6	9%
		Very much	2	6%	1	3%	3	4%
		Total	31	100%	37	100%	68	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
m. Acquiring a broad general education	TGNGENLE	Very little	5	16%	1	3%	6	8%
		Some	13	41%	7	18%	20	28%
		Quite a bit	8	25%	23	58%	31	43%
		Very much	6	19%	9	23%	15	21%
		Total	32	100%	40	100%	72	100%
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	6	19%	2	5%	8	11%
		Some	15	48%	13	33%	28	39%
		Quite a bit	6	19%	20	50%	26	37%
		Very much	4	13%	5	13%	9	13%
		Total	31	100%	40	100%	71	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	14	45%	11	29%	25	36%
		Some	12	39%	21	55%	33	48%
		Quite a bit	3	10%	5	13%	8	12%
		Very much	2	6%	1	3%	3	4%
		Total	31	100%	38	100%	69	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	10	32%	5	13%	15	22%
		Some	14	45%	25	66%	39	57%
		Quite a bit	6	19%	8	21%	14	20%
		Very much	1	3%	0	0%	1	1%
		Total	31	100%	38	100%	69	100%

FSSE 2011 Frequency Distributions
University of Hawai‘i at Hilo

Disciplinary Area: Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE’s eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the FSSE codebook for the breakdown of disciplinary areas.

<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>
DISCAREA	Arts and Humanities	10	31%	8	18%	18	24%
	Biological Sciences	2	6%	11	25%	13	17%
	Business	1	3%	3	7%	4	5%
	Education	0	0%	2	5%	2	3%
	Engineering	0	0%	0	0%	0	0%
	Physical Sciences	6	19%	5	11%	11	14%
	Other Professions	2	6%	2	5%	4	5%
	Social Sciences	7	22%	10	23%	17	22%
	Other	4	13%	3	7%	7	9%
		Total	32	100%	44	100%	76



University of Hawai‘i at Hilo

FSSE-NSSE Combined Report

August 2011

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 *2011 Frequency Distributions* reports.

Faculty Responses

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



Faculty perceptions of typical students and student responses:

FSSE Item	Variable	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
Asked questions in class or contributed to class discussions	TCLQUEST/CLQUEST	Never	1%	2%	0%	1%
		Sometimes	53%	32%	9%	19%
		Often	28%	37%	31%	32%
		Very often	19%	29%	60%	49%
Total		100%	100%	100%	100%	

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

Faculty Responses		
FSSE Item	Variable	Very Important or Important
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	FY	84%
	SR	87%

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
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERNO4	FY	5%	81%
			3%	11%
		SR	60%	18%
			13%	9%

FSSE 2011 Frequency Distributions NSSEville State University

Response Categories
Where applicable, response categories are listed just as they appear on the FSSE and NSSE instruments. The distribution of responses match those in your *2011 Frequency Distributions*.

Class Level

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

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

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	8%	5%	0%	2%
		Sometimes	50%	40%	34%	33%
	Often	31%	36%	47%	29%	
	Very often	11%	20%	19%	36%	
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	34%	13%	17%	8%
		Sometimes	34%	53%	38%	35%
	Often	31%	24%	33%	39%	
	Very often	0%	10%	13%	18%	
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	57%	11%	23%	12%
		Sometimes	23%	29%	38%	36%
	Often	9%	36%	23%	29%	
	Very often	11%	25%	15%	23%	
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	19%	1%	8%	2%
		Sometimes	31%	24%	17%	11%
	Often	33%	43%	46%	38%	
	Very often	17%	32%	29%	49%	
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	26%	6%	15%	7%
		Sometimes	31%	24%	34%	25%
	Often	26%	39%	28%	36%	
	Very often	17%	30%	23%	33%	
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	6%	23%	2%	21%
		Sometimes	25%	61%	58%	56%
	Often	39%	8%	33%	16%	
	Very often	31%	8%	6%	6%	
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	14%	9%	10%	11%
		Sometimes	39%	39%	31%	38%
	Often	36%	36%	40%	38%	
	Very often	11%	16%	19%	13%	
	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	20%	18%	6%	10%
		Sometimes	54%	43%	46%	36%
	Often	20%	28%	29%	34%	
	Very often	6%	11%	19%	20%	
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	28%	5%	2%	2%
		Sometimes	53%	43%	39%	26%
	Often	19%	37%	41%	44%	
	Very often	0%	15%	17%	28%	
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	54%	51%	9%	39%
		Sometimes	43%	30%	69%	35%
	Often	3%	14%	20%	13%	
	Very often	0%	5%	2%	12%	
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	48%	49%	20%	41%
		Sometimes	33%	36%	61%	35%
	Often	15%	10%	20%	15%	
	Very often	3%	5%	0%	9%	
	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	17%	16%	20%	8%
		Sometimes	33%	32%	41%	33%
	Often	17%	18%	20%	27%	
	Very often	33%	35%	20%	33%	
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	1%	0%	0%
		Sometimes	25%	20%	26%	13%
	Often	47%	30%	39%	36%	
	Very often	28%	49%	35%	51%	
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	8%	8%	0%	5%
		Sometimes	56%	45%	52%	43%
	Often	31%	31%	33%	29%	
	Very often	6%	15%	15%	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>
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	17%	36%	4%	17%
		Sometimes	67%	33%	57%	40%
		Often	11%	18%	26%	27%
		Very often	6%	12%	13%	15%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	22%	31%	5%	23%
		Sometimes	72%	43%	57%	46%
		Often	6%	19%	30%	19%
		Very often	0%	7%	9%	12%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	7%	0%	3%
		Sometimes	20%	40%	2%	25%
		Often	40%	44%	51%	48%
		Very often	40%	10%	47%	23%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	6%	7%	2%	5%
		Sometimes	66%	41%	43%	32%
		Often	26%	36%	36%	41%
		Very often	3%	16%	18%	22%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	35%	44%	10%	43%
		Sometimes	56%	37%	74%	32%
		Often	9%	15%	17%	16%
		Very often	0%	3%	0%	10%
	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	15%	6%	5%	5%
		Sometimes	76%	39%	59%	27%
		Often	9%	33%	28%	36%
		Very often	0%	22%	8%	33%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	12%	13%	2%	9%
		Sometimes	24%	34%	34%	23%
		Often	44%	23%	34%	32%
		Very often	21%	30%	29%	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>
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	15%	19%	8%	10%
		Sometimes	41%	30%	45%	28%
		Often	29%	26%	25%	34%
		Very often	15%	25%	23%	27%
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	6%	9%	3%	11%
		Sometimes	76%	43%	53%	33%
		Often	12%	31%	30%	36%
		Very often	6%	16%	15%	20%
	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	9%	3%	3%	5%
		Sometimes	59%	35%	48%	26%
		Often	18%	38%	30%	41%
		Very often	15%	25%	20%	28%
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	3%	4%	2%	3%
		Sometimes	47%	23%	33%	24%
		Often	38%	47%	36%	41%
		Very often	12%	26%	29%	32%
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	3%	0%	5%	1%
		Between 1-4	57%	38%	45%	33%
		Between 5-10	31%	32%	43%	37%
		Between 11-20	6%	19%	5%	15%
		More than 20	3%	11%	3%	16%
	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	42%	26%	8%	24%
		Between 1-4	42%	43%	80%	51%
		Between 5-10	12%	15%	10%	17%
		Between 11-20	3%	7%	0%	4%
		More than 20	0%	9%	3%	4%
	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	77%	72%	29%	52%
		Between 1-4	23%	18%	57%	32%
		Between 5-10	0%	3%	12%	9%
		Between 11-20	0%	4%	2%	4%
		More than 20	0%	4%	0%	3%
		Total	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	TWRMD05/ WRITEMID	None	29%	15%	0%	9%
		Between 1-4	54%	54%	73%	42%
		Between 5-10	17%	26%	23%	31%
		Between 11-20	0%	3%	5%	15%
		More than 20	0%	1%	0%	4%
		Total	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	TWRITSM/WRITESML	None	9%	5%	2%	6%
		Between 1-4	43%	40%	39%	35%
		Between 5-10	31%	28%	34%	23%
		Between 11-20	14%	21%	17%	17%
		More than 20	3%	5%	7%	18%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take more than one hour to complete	TPROBSTA/ PROBSETA	None	18%	11%	11%	13%
		1-2	27%	35%	53%	34%
		3-4	27%	38%	26%	29%
		5-6	12%	6%	8%	9%
		More than 6	15%	11%	3%	15%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take less than one hour to complete	TPROBSTB/ PROBSETB	None	9%	16%	11%	28%
		1-2	33%	35%	37%	39%
		3-4	30%	32%	37%	17%
		5-6	6%	12%	8%	6%
		More than 6	21%	6%	8%	9%
		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%	0%	0%	0%
		1-5 hr/wk	35%	17%	13%	19%
		6-10 hr/wk	35%	31%	60%	24%
		11-15 hr/wk	18%	19%	18%	18%
		16-20 hr/wk	6%	13%	10%	15%
		21-25 hr/wk	0%	10%	0%	10%
		26-30 hr/wk	3%	6%	0%	7%
		30+ hr/wk	0%	4%	0%	6%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/ WORKON01	0 hr/wk	9%	86%	0%	63%
		1-5 hr/wk	21%	8%	16%	6%
		6-10 hr/wk	35%	2%	39%	8%
		11-15 hr/wk	18%	1%	18%	6%
		16-20 hr/wk	18%	3%	24%	13%
		21-25 hr/wk	0%	0%	0%	2%
		26-30 hr/wk	0%	0%	3%	0%
		30+ hr/wk	0%	0%	0%	2%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/ WORKOF01	0 hr/wk	3%	73%	3%	55%
		1-5 hr/wk	12%	7%	8%	7%
		6-10 hr/wk	9%	5%	16%	4%
		11-15 hr/wk	29%	4%	24%	6%
		16-20 hr/wk	29%	6%	38%	9%
		21-25 hr/wk	6%	1%	3%	4%
		26-30 hr/wk	3%	0%	8%	4%
		30+ hr/wk	9%	3%	0%	12%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	12%	54%	10%	52%
		1-5 hr/wk	53%	29%	46%	28%
		6-10 hr/wk	21%	5%	33%	11%
		11-15 hr/wk	12%	7%	5%	5%
		16-20 hr/wk	3%	2%	5%	2%
		21-25 hr/wk	0%	2%	0%	0%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	1%	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%	1%	0%	2%
		1-5 hr/wk	0%	27%	8%	35%
		6-10 hr/wk	14%	29%	16%	29%
		11-15 hr/wk	29%	19%	18%	16%
		16-20 hr/wk	23%	11%	42%	12%
		21-25 hr/wk	20%	5%	11%	2%
		26-30 hr/wk	6%	2%	3%	2%
		30+ hr/wk	9%	6%	3%	3%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	9%	54%	3%	47%
		1-5 hr/wk	29%	19%	22%	17%
		6-10 hr/wk	18%	5%	19%	6%
		11-15 hr/wk	15%	6%	32%	8%
		16-20 hr/wk	12%	4%	11%	4%
		21-25 hr/wk	9%	1%	0%	2%
		26-30 hr/wk	3%	2%	5%	2%
		30+ hr/wk	6%	9%	8%	14%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	0%	17%	0%	8%
		1-5 hr/wk	60%	63%	58%	58%
		6-10 hr/wk	31%	13%	34%	22%
		11-15 hr/wk	3%	5%	5%	7%
		16-20 hr/wk	3%	1%	3%	2%
		21-25 hr/wk	0%	0%	0%	1%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	3%	1%	0%	2%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	6%	1%	5%	1%
		2	9%	4%	5%	0%
		3	9%	5%	2%	2%
		4	20%	19%	24%	12%
		5	31%	25%	29%	25%
		6	17%	27%	29%	34%
		Very much	9%	18%	5%	26%
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	0%	3%	5%	7%
		Some	17%	26%	38%	23%
		Quite a bit	43%	45%	45%	41%
		Very much	40%	27%	13%	30%
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	14%	1%	3%	1%
		Some	37%	20%	18%	14%
		Quite a bit	37%	47%	60%	40%
		Very much	11%	32%	20%	46%
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	17%	3%	8%	0%
		Some	46%	24%	23%	19%
		Quite a bit	29%	46%	58%	41%
		Very much	9%	27%	13%	39%
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	20%	3%	5%	1%
		Some	49%	24%	35%	23%
		Quite a bit	20%	47%	50%	42%
		Very much	11%	25%	10%	33%
	Total		100%	100%	100%	100%
Coursework emphasis: Applying theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	29%	5%	5%	3%
		Some	37%	23%	31%	12%
		Quite a bit	29%	41%	54%	44%
		Very much	6%	30%	10%	40%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	14%	5%	10%	5%
		Some	51%	21%	20%	20%
		Quite a bit	23%	40%	58%	36%
		Very much	11%	35%	13%	40%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	17%	6%	8%	8%
		Some	51%	35%	30%	23%
		Quite a bit	23%	30%	50%	34%
		Very much	9%	29%	13%	35%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	14%	3%	5%	3%
		Some	51%	13%	23%	11%
		Quite a bit	20%	36%	55%	36%
		Very much	14%	48%	18%	50%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	6%	5%	10%	5%
		Some	71%	24%	38%	16%
		Quite a bit	14%	37%	38%	38%
		Very much	9%	34%	15%	42%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	6%	7%	0%	6%
		Some	29%	19%	26%	18%
		Quite a bit	46%	33%	54%	37%
		Very much	20%	41%	21%	39%
	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	17%	7%	0%	4%
		Some	37%	24%	25%	20%
		Quite a bit	31%	34%	45%	37%
		Very much	14%	35%	30%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	23%	5%	5%	6%
		Some	49%	20%	25%	24%
		Quite a bit	17%	42%	55%	37%
		Very much	11%	33%	15%	33%
	Total		100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSELF	Very little	17%	8%	3%	10%
		Some	49%	26%	34%	22%
		Quite a bit	26%	32%	50%	36%
		Very much	9%	35%	13%	32%
	Total		100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	10%	6%	0%	8%
		Some	23%	26%	13%	25%
		Quite a bit	32%	32%	45%	29%
		Very much	35%	35%	43%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	22%	10%	10%	9%
		Some	50%	25%	46%	30%
		Quite a bit	22%	38%	36%	36%
		Very much	6%	27%	8%	25%
	Total		100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	22%	11%	3%	16%
		Some	50%	26%	44%	31%
		Quite a bit	19%	37%	49%	25%
		Very much	9%	27%	5%	27%
	Total		100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	48%	32%	41%	42%
		Some	42%	36%	43%	26%
		Quite a bit	3%	17%	14%	13%
		Very much	6%	14%	3%	18%
	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	16%	5%	3%	3%
		Some	41%	10%	18%	18%
	Quite a bit	25%	41%	58%	34%	
	Very much	19%	44%	23%	44%	
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	19%	18%	5%	5%
		Some	48%	33%	33%	22%
	Quite a bit	19%	28%	50%	31%	
	Very much	13%	21%	13%	42%	
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	45%	48%	29%	45%
		Some	39%	25%	55%	24%
	Quite a bit	10%	18%	13%	15%	
	Very much	6%	9%	3%	15%	
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	32%	18%	13%	18%
		Some	45%	28%	66%	29%
	Quite a bit	19%	34%	21%	29%	
	Very much	3%	20%	0%	25%	
	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	81%
		SR	80%
Community service or volunteer work	FVOLUNTR	FY	73%
		SR	58%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	54%
		SR	38%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	58%
		SR	68%
Foreign language coursework	FFORLANG	FY	68%
		SR	57%
Study abroad	FSTUDYAB	FY	39%
		SR	44%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	81%
		SR	70%

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	8%	69%	6%	16%
		SR	41%	29%	14%	16%
Community service or volunteer work	VOLNTR04	FY	42%	45%	5%	8%
		SR	58%	19%	10%	13%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	11%	35%	17%	37%
		SR	23%	14%	36%	27%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	32%	21%	40%
		SR	23%	23%	26%	28%
Foreign language coursework	FORLNG04	FY	17%	43%	17%	23%
		SR	31%	12%	35%	22%
Study abroad	STDABR04	FY	6%	44%	27%	23%
		SR	18%	13%	42%	26%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	4%	41%	10%	46%
		SR	20%	32%	22%	25%

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	FENVSCHOL	FY	29%
		SR	44%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	58%
		SR	80%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	63%
		SR	86%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	32%
		SR	38%
Providing students the support they need to thrive socially	FENVSOCA	FY	34%
		SR	46%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVENT	FY	58%
		SR	48%
Encouraging students to use computers in their academic work	FENVCOMP	FY	76%
		SR	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	32%	49%	17%	2%
		SR	29%	46%	23%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	34%	44%	19%	3%
		SR	29%	44%	22%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	24%	38%	30%	9%
		SR	26%	37%	25%	12%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	9%	29%	41%	21%
		SR	11%	23%	36%	30%
Providing the support you need to thrive socially	ENVSOCAL	FY	16%	32%	40%	12%
		SR	14%	28%	34%	23%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	22%	38%	27%	13%
		SR	22%	35%	26%	18%
Using computers in academic work	ENVCOMPT	FY	55%	28%	14%	3%
		SR	54%	29%	14%	4%

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	92%
		SR	88%
With faculty members	FENVFAC	FY	79%
		SR	84%
With administrative personnel and offices	FENVADM	FY	39%
		SR	43%

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	75%	25%
		SR	81%	19%
With faculty members	ENVFAC	FY	73%	27%
		SR	85%	15%
With administrative personnel and offices	ENVADM	FY	58%	42%
		SR	65%	35%

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