
Response rate	56%
Number of invited faculty	245
Total number of respondents	136 (44 Lower Division, 61 Upper Division, 26 Other, 5 Missing course level)

	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	43%	20%	13%	26%
Biological science	9%	12%	6%	10%
Business	0%	16%	0%	8%
Education	3%	18%	44%	17%
Engineering	0%	0%	0%	0%
Physical science	20%	4%	0%	9%
Professional	6%	18%	19%	14%
Social science	9%	6%	19%	9%
Other	11%	8%	0%	8%
Rank				
Professor	20%	19%	0%	16%
Associate Professor	8%	24%	27%	19%
Assistant Professor	33%	34%	41%	35%
Instructor	38%	14%	23%	23%
Lecturer	0%	2%	0%	1%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	3%	7%	9%	6%
Tenure status				
Tenured	25%	40%	23%	32%
On tenure track but not tenured	35%	38%	45%	38%
Not on tenure track	38%	22%	32%	29%
No tenure system	3%	0%	0%	1%
Highest degree earned				
First professional degree	0%	0%	0%	0%
Doctoral degree	53%	79%	76%	70%
Master's degree	40%	19%	24%	27%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	3%	0%	0%	1%
Other	5%	2%	0%	3%
Full-time/Part Time				
Full-time	90%	86%	73%	85%
Part-time	10%	14%	27%	15%

	Lower Division	Upper Division	Other	Total
Number of courses taught 09-10¹				
None	3%	0%	15%	4%
1-3	11%	15%	20%	14%
4-6	26%	25%	20%	25%
7 or more	61%	60%	45%	58%
Years of teaching experience				
4 or less	18%	11%	24%	16%
5-9	21%	18%	41%	23%
10-14	21%	18%	18%	19%
15 or more	41%	53%	18%	43%
Age				
34 or younger	8%	10%	10%	9%
35-44	41%	14%	29%	26%
45-54	23%	32%	33%	29%
Older than 54	28%	44%	29%	35%
Gender				
Male	56%	41%	48%	47%
Female	44%	59%	52%	53%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	5%	0%	0%	2%
Black or African American	10%	11%	9%	10%
White (non-Hispanic)	77%	79%	73%	77%
Mexican or Mexican American	0%	2%	0%	1%
Puerto Rican	0%	0%	5%	1%
Other Hispanic or Latino	0%	0%	0%	0%
Multiracial	0%	2%	0%	1%
Other	0%	0%	0%	0%
Prefer not to respond	8%	7%	14%	8%
Citizenship status				
U.S. citizen, native	95%	88%	91%	91%
U.S. citizen, naturalized	0%	4%	5%	3%
Permanent resident of the U.S.	3%	9%	5%	6%
Temporary resident of the U.S.	3%	0%	0%	1%

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



Delta State University

Frequency Distributions
August 2010

Interpreting the Frequency Distributions Report

Course-Based Survey Option

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

Sample

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

Survey Items

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

Course Level

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

Variable Names

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



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

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

FSSE 2010 Frequency Distributions NSSEville State University

Lower Division	Upper Division	Total
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Count

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

Response Categories

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

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	1	1%	0	0%	1	1%
	Somewhat important	7	9%	9	9%	16	9%
	Important	27	33%	22	23%	49	28%
	Very important	46	57%	65	68%	111	63%
	Total	81	100%	96	100%	177	100%
FVOLUNTR	Not important	7	9%	4	4%	11	6%
	Somewhat important	18	23%	26	27%	44	25%
	Important	37	46%	42	44%	79	45%
	Very important	18	23%	34	35%	52	29%
	Total	80	100%	96	100%	176	100%
FLERNCOM	Not important	19	23%	25	26%	44	25%
	Somewhat important	21	26%	29	31%	50	28%
	Important	22	27%	26	27%	48	27%
	Very important	19	23%	15	16%	34	19%
	Total	81	100%	95	100%	176	100%

Column Percentage

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

Lower Division	Upper Division	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>Lower Division</i>		<i>Upper Division</i>		<i>Total</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	0	0%	2	3%	2	2%
		Somewhat important	9	20%	1	2%	10	10%
		Important	7	16%	16	27%	23	22%
		Very important	28	64%	40	68%	68	66%
		Total	44	100%	59	100%	103	100%
b. Community service or volunteer work	FVOLUNTR	Not important	2	5%	3	5%	5	5%
		Somewhat important	14	32%	13	22%	27	26%
		Important	15	34%	24	40%	39	38%
		Very important	13	30%	20	33%	33	32%
		Total	44	100%	60	100%	104	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	5	11%	11	18%	16	15%
		Somewhat important	16	36%	16	26%	32	30%
		Important	8	18%	16	26%	24	23%
		Very important	15	34%	18	30%	33	31%
		Total	44	100%	61	100%	105	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	6	14%	11	18%	17	16%
		Somewhat important	14	32%	16	26%	30	29%
		Important	13	30%	23	38%	36	34%
		Very important	11	25%	11	18%	22	21%
		Total	44	100%	61	100%	105	100%
e. Foreign language coursework	FFORLANG	Not important	8	18%	14	23%	22	21%
		Somewhat important	13	30%	21	35%	34	33%
		Important	12	27%	15	25%	27	26%
		Very important	11	25%	10	17%	21	20%
		Total	44	100%	60	100%	104	100%
f. Study abroad	FSTUDYAB	Not important	9	20%	22	37%	31	30%
		Somewhat important	18	41%	19	32%	37	36%
		Important	10	23%	14	23%	24	23%
		Very important	7	16%	5	8%	12	12%
		Total	44	100%	60	100%	104	100%

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

Lower Division	Upper Division	Total
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g. Independent study or self-designed major

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINDST06	Not important	17	39%	21	34%	38	36%
	Somewhat important	10	23%	16	26%	26	25%
	Important	13	30%	19	31%	32	30%
	Very important	4	9%	5	8%	9	9%
	Total	44	100%	61	100%	105	100%

h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FSENIOR	Not important	1	2%	1	2%	2	2%
	Somewhat important	2	5%	5	8%	7	7%
	Important	9	20%	23	38%	32	30%
	Very important	32	73%	32	52%	64	61%
	Total	44	100%	61	100%	105	100%

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

Student relationships with other students

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
	2	0	0%	1	2%	1	1%
	3	3	7%	1	2%	4	4%
	4	9	20%	3	5%	12	11%
	5	9	20%	20	33%	29	28%
	6	16	36%	29	48%	45	43%
	Friendly, Supportive, Sense of Belonging	7	16%	7	11%	14	13%
Total	44	100%	61	100%	105	100%	

Student relationships with faculty members

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
	2	0	0%	0	0%	0	0%
	3	4	9%	3	5%	7	7%
	4	5	11%	5	8%	10	10%
	5	10	23%	18	30%	28	27%
	6	18	41%	21	34%	39	37%
	Available, Helpful, Sympathetic	7	16%	14	23%	21	20%
Total	44	100%	61	100%	105	100%	

Lower Division	Upper Division	Total
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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

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVADM	Unhelpful, Inconsiderate, Rigid	2	5%	2	3%	4	4%
	2	5	11%	4	7%	9	9%
	3	4	9%	5	8%	9	9%
	4	17	39%	16	26%	33	31%
	5	10	23%	18	30%	28	27%
	6	2	5%	13	21%	15	14%
	Helpful, Considerate, Flexible	4	9%	3	5%	7	7%
	Total	44	100%	61	100%	105	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVSCO	Very little	10	23%	2	3%	12	11%
	Some	14	32%	14	23%	28	27%
	Quite a bit	11	25%	28	46%	39	37%
	Very much	9	20%	17	28%	26	25%
	Total	44	100%	61	100%	105	100%

b. Providing students the support they need to help them succeed academically

<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>
FENVSUPR	Very little	0	0%	1	2%	1	1%
	Some	14	32%	15	25%	29	28%
	Quite a bit	17	39%	19	31%	36	34%
	Very much	13	30%	26	43%	39	37%
	Total	44	100%	61	100%	105	100%

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

<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>
FENVDIVR	Very little	5	12%	3	5%	8	8%
	Some	16	37%	16	27%	32	31%
	Quite a bit	13	30%	25	42%	38	37%
	Very much	9	21%	16	27%	25	24%
	Total	43	100%	60	100%	103	100%

Lower Division	Upper Division	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>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	8	19%	8	13%	16	15%
		Some	24	56%	20	33%	44	42%
		Quite a bit	8	19%	22	36%	30	29%
		Very much	3	7%	11	18%	14	13%
		Total	43	100%	61	100%	104	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	5	12%	7	11%	12	12%
		Some	18	43%	23	38%	41	40%
		Quite a bit	13	31%	23	38%	36	35%
		Very much	6	14%	8	13%	14	14%
		Total	42	100%	61	100%	103	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	1	2%	2	3%	3	3%
		Some	9	21%	20	33%	29	28%
		Quite a bit	22	51%	26	43%	48	46%
		Very much	11	26%	13	21%	24	23%
		Total	43	100%	61	100%	104	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	4	9%	4	7%	8	8%
		Some	10	23%	18	30%	28	27%
		Quite a bit	21	48%	24	39%	45	43%
		Very much	9	20%	15	25%	24	23%
		Total	44	100%	61	100%	105	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	1	2%	1	2%	2	2%
		Some	7	16%	2	3%	9	9%
		Quite a bit	20	45%	19	31%	39	37%
		Very much	16	36%	39	64%	55	52%
		Total	44	100%	61	100%	105	100%

FSSE 2010 Frequency Distributions
Delta State University

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?

a. Teaching undergraduate students in class

<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>	
UGTEACH	0	0	0%	3	5%	3	3%	
	1-4	3	7%	9	15%	12	11%	
	5-8	5	11%	11	18%	16	15%	
	9-12	15	34%	21	34%	36	34%	
	13-16	12	27%	10	16%	22	21%	
	17-20	6	14%	6	10%	12	11%	
	21-30	2	5%	1	2%	3	3%	
	More than 30	1	2%	0	0%	1	1%	
	Total		44	100%	61	100%	105	100%
b. Grading papers and exams	GRADEPAP	0	2	5%	0	0%	2	2%
		1-4	9	20%	12	20%	21	20%
		5-8	18	41%	20	33%	38	37%
		9-12	8	18%	16	27%	24	23%
		13-16	2	5%	4	7%	6	6%
		17-20	1	2%	3	5%	4	4%
		21-30	3	7%	3	5%	6	6%
		More than 30	1	2%	2	3%	3	3%
		Total		44	100%	60	100%	104
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	11	25%	22	36%	33	31%
		5-8	17	39%	22	36%	39	37%
		9-12	10	23%	6	10%	16	15%
		13-16	5	11%	5	8%	10	10%
		17-20	0	0%	3	5%	3	3%
		21-30	1	2%	2	3%	3	3%
		More than 30	0	0%	1	2%	1	1%
		Total		44	100%	61	100%	105

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)

d. Preparing for class

<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>
CLASSPRP	0	0	0%	0	0%	0	0%
	1-4	5	11%	7	11%	12	11%
	5-8	14	32%	22	36%	36	34%
	9-12	11	25%	14	23%	25	24%
	13-16	6	14%	9	15%	15	14%
	17-20	5	11%	1	2%	6	6%
	21-30	2	5%	4	7%	6	6%
	More than 30	1	2%	4	7%	5	5%
	Total		44	100%	61	100%	105
REFLECT	0	0	0%	0	0%	0	0%
	1-4	20	45%	34	57%	54	52%
	5-8	13	30%	18	30%	31	30%
	9-12	6	14%	4	7%	10	10%
	13-16	2	5%	2	3%	4	4%
	17-20	1	2%	2	3%	3	3%
	21-30	1	2%	0	0%	1	1%
	More than 30	1	2%	0	0%	1	1%
	Total		44	100%	60	100%	104
SCHOLAR	0	0	0%	2	3%	2	2%
	1-4	17	39%	29	48%	46	44%
	5-8	12	27%	14	23%	26	25%
	9-12	9	20%	5	8%	14	13%
	13-16	4	9%	6	10%	10	10%
	17-20	2	5%	2	3%	4	4%
	21-30	0	0%	1	2%	1	1%
	More than 30	0	0%	2	3%	2	2%
	Total		44	100%	61	100%	105

f. Research and scholarly activities

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)

g. Working with undergraduates on research

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FRESEARC	0	15	34%	22	37%	37	36%
	1-4	16	36%	32	53%	48	46%
	5-8	8	18%	2	3%	10	10%
	9-12	4	9%	3	5%	7	7%
	13-16	1	2%	1	2%	2	2%
	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		44	100%	60	100%	104
ADVISE	0	8	18%	6	10%	14	13%
	1-4	23	52%	35	57%	58	55%
	5-8	7	16%	12	20%	19	18%
	9-12	2	5%	7	11%	9	9%
	13-16	2	5%	1	2%	3	3%
	17-20	2	5%	0	0%	2	2%
	21-30	0	0%	0	0%	0	0%
	More than 30	0	0%	0	0%	0	0%
	Total		44	100%	61	100%	105
FIELDEXP	0	25	58%	25	41%	50	48%
	1-4	10	23%	17	28%	27	26%
	5-8	3	7%	12	20%	15	14%
	9-12	1	2%	0	0%	1	1%
	13-16	2	5%	1	2%	3	3%
	17-20	2	5%	5	8%	7	7%
	21-30	0	0%	1	2%	1	1%
	More than 30	0	0%	0	0%	0	0%
	Total		43	100%	61	100%	104

i. Supervising internships or other field experiences

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)

j. Working with students on activities other than course work
(committees, orientation, student life activities, etc.)

<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>
FFACOTHR	0	13	31%	16	26%	29	28%
	1-4	22	52%	35	57%	57	55%
	5-8	6	14%	6	10%	12	12%
	9-12	1	2%	1	2%	2	2%
	13-16	0	0%	3	5%	3	3%
	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		42	100%	61	100%	103
FINTERAC	0	8	19%	6	10%	14	14%
	1-4	22	51%	36	60%	58	56%
	5-8	10	23%	14	23%	24	23%
	9-12	1	2%	4	7%	5	5%
	13-16	1	2%	0	0%	1	1%
	17-20	1	2%	0	0%	1	1%
	21-30	0	0%	0	0%	0	0%
	More than 30	0	0%	0	0%	0	0%
	Total		43	100%	60	100%	103
SERVICE	0	10	23%	11	18%	21	20%
	1-4	18	42%	25	41%	43	41%
	5-8	7	16%	17	28%	24	23%
	9-12	8	19%	5	8%	13	13%
	13-16	0	0%	1	2%	1	1%
	17-20	0	0%	2	3%	2	2%
	21-30	0	0%	0	0%	0	0%
	More than 30	0	0%	0	0%	0	0%
	Total		43	100%	61	100%	104

k. Other interactions with students outside of the classroom

l. Conducting service activities

Lower Division	Upper Division	Total
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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	42	95%	52	85%	94	90%
		Classroom, auxiliary location	0	0%	1	2%	1	1%
		Distance education	2	5%	8	13%	10	10%
		Total	44	100%	61	100%	105	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	17	39%	47	77%	64	61%
		Yes	27	61%	14	23%	41	39%
		Total	44	100%	61	100%	105	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	5	8%	5	5%
		10 to 19	11	25%	18	30%	29	28%
		20 to 29	19	43%	25	41%	44	42%
		30 to 49	10	23%	12	20%	22	21%
		50 to 99	2	5%	1	2%	3	3%
		100 or more	2	5%	0	0%	2	2%
		Total	44	100%	61	100%	105	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	2	5%	6	10%	8	8%
		1 to 2	2	5%	6	10%	8	8%
		3 to 9	17	44%	21	36%	38	39%
		10 to 19	3	8%	15	26%	18	19%
		20 or more	15	38%	10	17%	25	26%
		Total	39	100%	58	100%	97	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	16	41%	8	16%	24	27%
		Biological science	4	10%	5	10%	9	10%
		Business	2	5%	8	16%	10	11%
		Education	1	3%	10	20%	11	12%
		Engineering	0	0%	0	0%	0	0%
		Physical science	6	15%	2	4%	8	9%
		Professional	2	5%	9	18%	11	12%
		Social science	5	13%	6	12%	11	12%
		Other	3	8%	3	6%	6	7%
		Total	39	100%	51	100%	90	100%

Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following?

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
a. Frequently ask questions in class or contribute to class discussions FCLQUEST	None	0	0%	0	0%	0	0%
	1-24%	26	59%	20	33%	46	44%
	25-49%	7	16%	13	21%	20	19%
	50-74%	7	16%	16	26%	23	22%
	75% or higher	4	9%	12	20%	16	15%
	Total	44	100%	61	100%	105	100%
b. Frequently come to class without completing readings or assignments FCLUNPRE	None	2	5%	5	8%	7	7%
	1-24%	13	30%	19	31%	32	31%
	25-49%	7	16%	20	33%	27	26%
	50-74%	11	26%	12	20%	23	22%
	75% or higher	10	23%	5	8%	15	14%
	Total	43	100%	61	100%	104	100%
c. Frequently work harder than they usually do to meet your standards FWORKHRD	None	4	9%	0	0%	4	4%
	1-24%	23	52%	26	43%	49	47%
	25-49%	6	14%	19	31%	25	24%
	50-74%	8	18%	11	18%	19	18%
	75% or higher	3	7%	5	8%	8	8%
	Total	44	100%	61	100%	105	100%
d. Occasionally use e-mail to communicate with you FEMAIL	None	2	5%	1	2%	3	3%
	1-24%	25	57%	22	36%	47	45%
	25-49%	5	11%	14	23%	19	18%
	50-74%	7	16%	12	20%	19	18%
	75% or higher	5	11%	12	20%	17	16%
	Total	44	100%	61	100%	105	100%
e. Occasionally discuss grades or assignments with you FGRADE	None	0	0%	1	2%	1	1%
	1-24%	24	55%	18	30%	42	40%
	25-49%	10	23%	23	38%	33	32%
	50-74%	6	14%	6	10%	12	12%
	75% or higher	4	9%	12	20%	16	15%
	Total	44	100%	60	100%	104	100%

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

f. At least once, talk about career plans with you

<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>
FPLANS	None	2	5%	3	5%	5	5%
	1-24%	29	66%	26	43%	55	53%
	25-49%	4	9%	13	22%	17	16%
	50-74%	5	11%	9	15%	14	13%
	75% or higher	4	9%	9	15%	13	13%
	Total		44	100%	60	100%	104
FIDEAS	None	6	14%	6	10%	12	11%
	1-24%	27	61%	28	46%	55	52%
	25-49%	4	9%	18	30%	22	21%
	50-74%	4	9%	4	7%	8	8%
	75% or higher	3	7%	5	8%	8	8%
	Total		44	100%	61	100%	105

g. At least once, discuss ideas from readings or classes with you outside of class

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

a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)

<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>
FDIVCLAS	Never	11	26%	5	8%	16	15%
	Sometimes	14	33%	20	33%	34	33%
	Often	8	19%	15	25%	23	22%
	Very often	10	23%	21	34%	31	30%
	Total		43	100%	61	100%	104
FCLASSGR	Never	8	18%	2	3%	10	10%
	Sometimes	20	45%	19	31%	39	37%
	Often	13	30%	20	33%	33	31%
	Very often	3	7%	20	33%	23	22%
	Total		44	100%	61	100%	105
FCOMMPRO	Never	31	70%	28	46%	59	56%
	Sometimes	9	20%	12	20%	21	20%
	Often	3	7%	10	16%	13	12%
	Very often	1	2%	11	18%	12	11%
	Total		44	100%	61	100%	105

b. Work with other students on projects during class

c. Participate in a community-based project (e.g., service learning) as part of your course

FSSE 2010 Frequency Distributions
Delta State University

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

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	14	32%	13	21%	27	26%
	Sometimes	13	30%	14	23%	27	26%
	Often	8	18%	18	30%	26	25%
	Very often	9	20%	16	26%	25	24%
	Total	44	100%	61	100%	105	100%
e. Receive prompt written or oral feedback from you on their academic performance	Never	0	0%	0	0%	0	0%
	Sometimes	7	16%	5	8%	12	12%
	Often	13	30%	28	46%	41	39%
	Very often	23	53%	28	46%	51	49%
	Total	43	100%	61	100%	104	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	Never	5	12%	5	8%	10	10%
	Sometimes	15	35%	19	31%	34	33%
	Often	9	21%	23	38%	32	31%
	Very often	14	33%	14	23%	28	27%
	Total	43	100%	61	100%	104	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	Never	9	21%	7	12%	16	16%
	Sometimes	16	37%	20	34%	36	35%
	Often	9	21%	23	39%	32	31%
	Very often	9	21%	9	15%	18	18%
	Total	43	100%	59	100%	102	100%

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

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book-length packs of course readings	None	3	7%	4	7%	7	7%
	1	27	64%	29	50%	56	56%
	2-3	9	21%	20	34%	29	29%
	4-6	1	2%	2	3%	3	3%
	More than 6	2	5%	3	5%	5	5%
	Total	42	100%	58	100%	100	100%

		Lower Division		Upper Division		Total	
In your selected course section, about how much reading and writing do you assign students? (continued)							
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	39	93%	45	75%	84
		1	2	5%	10	17%	12
		2-3	1	2%	5	8%	6
		4-6	0	0%	0	0%	0
		More than 6	0	0%	0	0%	0
		Total	42	100%	60	100%	102
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	26	63%	19	31%	45
		1	7	17%	22	36%	29
		2-3	5	12%	15	25%	20
		4-6	2	5%	2	3%	4
		More than 6	1	2%	3	5%	4
		Total	41	100%	61	100%	102
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	11	25%	5	8%	16
		1	4	9%	8	13%	12
		2-3	12	27%	14	23%	26
		4-6	6	14%	20	33%	26
		More than 6	11	25%	14	23%	25
		Total	44	100%	61	100%	105

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

		Lower Division		Upper Division		Total	
	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	16	39%	19	32%	35
		1-2	11	27%	27	45%	38
		3-4	7	17%	9	15%	16
		5-6	2	5%	1	2%	3
		More than 6	5	12%	4	7%	9
		Total	41	100%	60	100%	101
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	13	33%	25	42%	38
		1-2	18	46%	19	32%	37
		3-4	3	8%	6	10%	9
		5-6	0	0%	4	7%	4
		More than 6	5	13%	6	10%	11
		Total	39	100%	60	100%	99

FSSE 2010 Frequency Distributions
Delta State University

Lower Division	Upper Division	Total
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Time students spend preparing for your selected course section:

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FEXPREP	0	2	5%	0	0%	2	2%
	1-2	1	2%	0	0%	1	1%
	3-4	10	23%	26	43%	36	35%
	5-6	18	42%	21	34%	39	38%
	7-8	3	7%	6	10%	9	9%
	9-10	5	12%	6	10%	11	11%
	11-12	3	7%	0	0%	3	3%
	More than 12	1	2%	2	3%	3	3%
	Total	43	100%	61	100%	104	100%
FACTPREP	0	5	11%	4	7%	9	9%
	1-2	27	61%	37	61%	64	61%
	3-4	7	16%	11	18%	18	17%
	5-6	4	9%	4	7%	8	8%
	7-8	1	2%	2	3%	3	3%
	9-10	0	0%	3	5%	3	3%
	11-12	0	0%	0	0%	0	0%
	More than 12	0	0%	0	0%	0	0%
	Total	44	100%	61	100%	105	100%

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

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

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FREWROPA	Not important	8	19%	12	20%	20	19%
	Somewhat important	13	30%	13	22%	26	25%
	Important	6	14%	16	27%	22	21%
	Very important	16	37%	19	32%	35	34%
	Total	43	100%	60	100%	103	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Lower Division</i>		<i>Upper Division</i>		<i>Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	6	14%	0	0%	6	6%
		Somewhat important	8	19%	8	13%	16	16%
		Important	11	26%	20	33%	31	30%
		Very important	18	42%	32	53%	50	49%
		Total	43	100%	60	100%	103	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	10	23%	5	8%	15	15%
		Somewhat important	14	33%	15	25%	29	28%
		Important	13	30%	16	27%	29	28%
		Very important	6	14%	24	40%	30	29%
		Total	43	100%	60	100%	103	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	5	12%	2	3%	7	7%
		Somewhat important	13	30%	10	16%	23	22%
		Important	14	33%	23	38%	37	36%
		Very important	11	26%	26	43%	37	36%
		Total	43	100%	61	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	7	16%	4	7%	11	11%
		Somewhat important	14	33%	18	30%	32	31%
		Important	12	28%	23	38%	35	34%
		Very important	10	23%	16	26%	26	25%
		Total	43	100%	61	100%	104	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	14	33%	16	27%	30	29%
		Somewhat important	12	29%	18	30%	30	29%
		Important	10	24%	16	27%	26	25%
		Very important	6	14%	10	17%	16	16%
		Total	42	100%	60	100%	102	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	2	5%	3	5%	5	5%
		Somewhat important	12	28%	6	10%	18	17%
		Important	10	23%	24	40%	34	33%
		Very important	19	44%	27	45%	46	45%
		Total	43	100%	60	100%	103	100%

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

h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective

<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>
FOTHRVW	Not important	2	5%	2	3%	4	4%
	Somewhat important	14	33%	9	15%	23	22%
	Important	14	33%	21	34%	35	34%
	Very important	12	29%	29	48%	41	40%
	Total	42	100%	61	100%	103	100%
FCHNGVW	Not important	0	0%	0	0%	0	0%
	Somewhat important	4	10%	3	5%	7	7%
	Important	10	24%	18	30%	28	27%
	Very important	28	67%	40	66%	68	66%
	Total	42	100%	61	100%	103	100%

i. Learn something that changes the way they understand an issue or concept

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

a. Lecture

<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>
LECTURE	0%	0	0%	5	8%	5	5%
	1-9%	1	2%	4	7%	5	5%
	10-19%	8	19%	9	15%	17	17%
	20-29%	5	12%	7	12%	12	12%
	30-39%	4	9%	5	8%	9	9%
	40-49%	7	16%	10	17%	17	17%
	50-74%	8	19%	16	27%	24	23%
	75% or more	10	23%	4	7%	14	14%
	Total	43	100%	60	100%	103	100%
TEACHLED	0%	3	7%	2	3%	5	5%
	1-9%	9	21%	10	17%	19	18%
	10-19%	10	23%	11	18%	21	20%
	20-29%	6	14%	18	30%	24	23%
	30-39%	3	7%	6	10%	9	9%
	40-49%	2	5%	7	12%	9	9%
	50-74%	5	12%	3	5%	8	8%
	75% or more	5	12%	3	5%	8	8%
	Total	43	100%	60	100%	103	100%

b. Teacher-led discussion

**FSSE 2010 Frequency Distributions
Delta State University**

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

c. Teacher-student shared responsibility (seminar, discussion, etc.)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
TEACHSTU	0%	7	16%	12	20%	19	19%
	1-9%	13	30%	9	15%	22	22%
	10-19%	10	23%	13	22%	23	23%
	20-29%	7	16%	11	19%	18	18%
	30-39%	3	7%	4	7%	7	7%
	40-49%	2	5%	5	8%	7	7%
	50-74%	0	0%	2	3%	2	2%
	75% or more	1	2%	3	5%	4	4%
	Total	43	100%	59	100%	102	100%

d. Student computer use

COMPMED	0%	16	38%	29	48%	45	44%
	1-9%	16	38%	5	8%	21	21%
	10-19%	3	7%	7	12%	10	10%
	20-29%	1	2%	6	10%	7	7%
	30-39%	1	2%	0	0%	1	1%
	40-49%	1	2%	0	0%	1	1%
	50-74%	2	5%	4	7%	6	6%
	75% or more	2	5%	9	15%	11	11%
	Total	42	100%	60	100%	102	100%

e. Small group activities

GROUPSML	0%	8	19%	7	12%	15	15%
	1-9%	13	30%	18	30%	31	30%
	10-19%	11	26%	13	22%	24	23%
	20-29%	5	12%	8	13%	13	13%
	30-39%	2	5%	6	10%	8	8%
	40-49%	2	5%	2	3%	4	4%
	50-74%	1	2%	3	5%	4	4%
	75% or more	1	2%	3	5%	4	4%
	Total	43	100%	60	100%	103	100%

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

f. Student presentations

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
STUPRES	0%	20	47%	14	24%	34	33%
	1-9%	11	26%	17	29%	28	27%
	10-19%	7	16%	18	31%	25	25%
	20-29%	2	5%	2	3%	4	4%
	30-39%	1	2%	2	3%	3	3%
	40-49%	0	0%	1	2%	1	1%
	50-74%	1	2%	2	3%	3	3%
	75% or more	1	2%	3	5%	4	4%
	Total		43	100%	59	100%	102
CLSWRITE	0%	21	49%	20	33%	41	40%
	1-9%	12	28%	23	38%	35	34%
	10-19%	9	21%	7	12%	16	16%
	20-29%	0	0%	4	7%	4	4%
	30-39%	1	2%	0	0%	1	1%
	40-49%	0	0%	3	5%	3	3%
	50-74%	0	0%	2	3%	2	2%
	75% or more	0	0%	1	2%	1	1%
	Total		43	100%	60	100%	103
TESTEVAL	0%	2	5%	4	7%	6	6%
	1-9%	18	43%	21	36%	39	39%
	10-19%	13	31%	21	36%	34	34%
	20-29%	8	19%	4	7%	12	12%
	30-39%	1	2%	5	8%	6	6%
	40-49%	0	0%	2	3%	2	2%
	50-74%	0	0%	2	3%	2	2%
	75% or more	0	0%	0	0%	0	0%
	Total		42	100%	59	100%	101

h. Testing and evaluation

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

i. Performances in applied and fine arts
(e.g., dance, drama, music)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
PERFORM	0%	35	83%	50	86%	85	85%
	1-9%	2	5%	4	7%	6	6%
	10-19%	0	0%	0	0%	0	0%
	20-29%	2	5%	2	3%	4	4%
	30-39%	0	0%	0	0%	0	0%
	40-49%	0	0%	0	0%	0	0%
	50-74%	1	2%	0	0%	1	1%
	75% or more	2	5%	2	3%	4	4%
	Total	42	100%	58	100%	100	100%

j. Experiential (labs, field work, art exhibits, etc.)

EXPERIEN	0%	22	54%	20	34%	42	42%
	1-9%	3	7%	11	19%	14	14%
	10-19%	5	12%	7	12%	12	12%
	20-29%	4	10%	11	19%	15	15%
	30-39%	0	0%	3	5%	3	3%
	40-49%	1	2%	1	2%	2	2%
	50-74%	4	10%	1	2%	5	5%
	75% or more	2	5%	5	8%	7	7%
	Total	41	100%	59	100%	100	100%

Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?

FEXAMS	Very Little	0	0%	0	0%	0	0%
	2	0	0%	0	0%	0	0%
	3	2	5%	0	0%	2	2%
	4	3	7%	4	7%	7	7%
	5	10	24%	18	30%	28	27%
	6	11	26%	26	43%	37	36%
	Very much	16	38%	12	20%	28	27%
		Total	42	100%	60	100%	102

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
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	11	26%	20	34%	31	31%
		Some	20	48%	27	46%	47	47%
		Quite a bit	5	12%	10	17%	15	15%
		Very much	6	14%	2	3%	8	8%
		Total	42	100%	59	100%	101	100%
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	0	0%	0	0%	0	0%
		Some	3	7%	4	7%	7	7%
		Quite a bit	15	36%	23	39%	38	38%
		Very much	24	57%	32	54%	56	55%
		Total	42	100%	59	100%	101	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	1	3%	0	0%	1	1%
		Some	4	10%	6	10%	10	10%
		Quite a bit	16	40%	23	38%	39	39%
		Very much	19	48%	31	52%	50	50%
		Total	40	100%	60	100%	100	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	2	5%	2	3%	4	4%
		Some	4	10%	5	9%	9	9%
		Quite a bit	15	37%	23	40%	38	38%
		Very much	20	49%	28	48%	48	48%
		Total	41	100%	58	100%	99	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	1	2%	0	0%	1	1%
		Some	3	7%	4	7%	7	7%
		Quite a bit	13	32%	15	25%	28	28%
		Very much	24	59%	41	68%	65	64%
		Total	41	100%	60	100%	101	100%

**FSSE 2010 Frequency Distributions
Delta State University**

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?

a. Writing clearly and effectively

<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>
FGNWRITE	Very little	7	17%	1	2%	8	8%
	Some	10	24%	17	29%	27	27%
	Quite a bit	7	17%	20	34%	27	27%
	Very much	18	43%	20	34%	38	38%
	Total	42	100%	58	100%	100	100%

b. Speaking clearly and effectively

FGNSPEAK	Very little	9	22%	6	10%	15	15%
	Some	14	34%	22	37%	36	36%
	Quite a bit	5	12%	10	17%	15	15%
	Very much	13	32%	21	36%	34	34%
	Total	41	100%	59	100%	100	100%

c. Thinking critically and analytically

FGNANALY	Very little	0	0%	0	0%	0	0%
	Some	2	5%	1	2%	3	3%
	Quite a bit	9	22%	21	36%	30	30%
	Very much	30	73%	37	63%	67	67%
	Total	41	100%	59	100%	100	100%

d. Analyzing quantitative problems

FGNQQUANT	Very little	11	26%	13	22%	24	24%
	Some	10	24%	16	27%	26	26%
	Quite a bit	5	12%	10	17%	15	15%
	Very much	16	38%	20	34%	36	36%
	Total	42	100%	59	100%	101	100%

e. Using computing and information technology

FGNCMPTS	Very little	4	10%	3	5%	7	7%
	Some	17	40%	15	25%	32	32%
	Quite a bit	10	24%	23	39%	33	33%
	Very much	11	26%	18	31%	29	29%
	Total	42	100%	59	100%	101	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>Lower Division</i>		<i>Upper Division</i>		<i>Total</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	7	17%	4	7%	11	11%
		Some	8	19%	11	18%	19	19%
		Quite a bit	16	38%	24	40%	40	39%
		Very much	11	26%	21	35%	32	31%
		Total	42	100%	60	100%	102	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	1	2%	1	1%
		Some	3	7%	3	5%	6	6%
		Quite a bit	16	38%	22	37%	38	37%
		Very much	23	55%	34	57%	57	56%
		Total	42	100%	60	100%	102	100%
h. Understanding themselves	FGNSELF	Very little	6	14%	9	16%	15	15%
		Some	11	26%	13	22%	24	24%
		Quite a bit	12	29%	15	26%	27	27%
		Very much	13	31%	21	36%	34	34%
		Total	42	100%	58	100%	100	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	12	30%	12	21%	24	25%
		Some	8	20%	17	30%	25	26%
		Quite a bit	10	25%	9	16%	19	20%
		Very much	10	25%	19	33%	29	30%
		Total	40	100%	57	100%	97	100%
j. Solving complex real-world problems	FGNPROBS	Very little	2	5%	4	7%	6	6%
		Some	13	31%	13	23%	26	26%
		Quite a bit	11	26%	18	32%	29	29%
		Very much	16	38%	22	39%	38	38%
		Total	42	100%	57	100%	99	100%

**FSSE 2010 Frequency Distributions
Delta State University**

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	5	12%	7	12%	12	12%
		Some	14	33%	18	31%	32	32%
		Quite a bit	13	31%	16	28%	29	29%
		Very much	10	24%	17	29%	27	27%
		Total	42	100%	58	100%	100	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	26	65%	36	64%	62	65%
		Some	8	20%	14	25%	22	23%
		Quite a bit	5	13%	5	9%	10	10%
		Very much	1	3%	1	2%	2	2%
		Total	40	100%	56	100%	96	100%
m. Acquiring a broad general education	FGNGENLE	Very little	4	10%	3	5%	7	7%
		Some	9	22%	17	30%	26	27%
		Quite a bit	10	24%	21	37%	31	32%
		Very much	18	44%	16	28%	34	35%
		Total	41	100%	57	100%	98	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	0	0%	0	0%	0	0%
		Some	7	17%	10	17%	17	17%
		Quite a bit	11	27%	12	21%	23	23%
		Very much	23	56%	36	62%	59	60%
		Total	41	100%	58	100%	99	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	15	43%	10	20%	25	29%
		Biological science	3	9%	6	12%	9	10%
		Business	0	0%	8	16%	8	9%
		Education	1	3%	9	18%	10	12%
		Engineering	0	0%	0	0%	0	0%
		Physical science	7	20%	2	4%	9	10%
		Professional	2	6%	9	18%	11	13%
		Social science	3	9%	3	6%	6	7%
		Other	4	11%	4	8%	8	9%
		Total	35	100%	51	100%	86	100%