



CUNY New York City College of Technology

Respondent Characteristics

August 2010

FSSE 2010 Respondent Characteristics

CUNY New York City College of Technology

Response rate	28%			
Number of invited faculty	845			
Total number of respondents	238 (140 Lower Division, 83 Upper Division, 7 Other, 8 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	25%	6%	0%	17%
Biological science	6%	9%	0%	7%
Business	4%	8%	0%	5%
Education	0%	2%	20%	1%
Engineering	6%	15%	0%	9%
Physical science	20%	9%	60%	17%
Professional	22%	24%	0%	22%
Social science	10%	9%	0%	9%
Other	9%	18%	20%	13%
Rank				
Professor	4%	10%	14%	6%
Associate Professor	17%	23%	29%	19%
Assistant Professor	58%	50%	14%	53%
Instructor	5%	1%	0%	3%
Lecturer	15%	15%	43%	16%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	2%	1%	0%	1%
Tenure status				
Tenured	33%	44%	50%	37%
On tenure track but not tenured	38%	34%	17%	36%
Not on tenure track	27%	20%	33%	25%
No tenure system	2%	1%	0%	2%
Highest degree earned				
First professional degree	5%	9%	0%	6%
Doctoral degree	44%	48%	57%	46%
Master's degree	41%	35%	29%	39%
Bachelor's degree	6%	5%	14%	6%
Associate's degree	1%	0%	0%	0%
Other	2%	4%	0%	3%
Full-time/Part Time				
Full-time	74%	81%	57%	76%
Part-time	26%	19%	43%	24%

FSSE 2010 Respondent Characteristics

CUNY New York City College of Technology

	Lower Division	Upper Division	Other	Total
Number of courses taught 09-10¹				
None	0%	0%	0%	0%
1-3	34%	31%	17%	33%
4-6	42%	39%	67%	42%
7 or more	23%	30%	17%	25%
Years of teaching experience				
4 or less	16%	18%	17%	17%
5-9	28%	21%	17%	25%
10-14	19%	30%	17%	23%
15 or more	37%	31%	50%	35%
Age				
34 or younger	12%	7%	0%	10%
35-44	31%	28%	29%	30%
45-54	17%	28%	29%	22%
Older than 54	39%	37%	43%	39%
Gender				
Male	49%	56%	29%	51%
Female	51%	44%	71%	49%
Race / Ethnicity				
American Indian/ Native Amer.	1%	1%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	8%	20%	14%	13%
Black or African American	14%	11%	29%	14%
White (non-Hispanic)	57%	46%	14%	51%
Mexican or Mexican American	1%	0%	0%	0%
Puerto Rican	1%	6%	0%	3%
Other Hispanic or Latino	3%	4%	0%	3%
Multiracial	2%	0%	0%	1%
Other	1%	4%	0%	2%
Prefer not to respond	10%	8%	43%	10%
Citizenship status				
U.S. citizen, native	71%	50%	29%	62%
U.S. citizen, naturalized	17%	39%	57%	26%
Permanent resident of the U.S.	8%	6%	14%	8%
Temporary resident of the U.S.	4%	5%	0%	4%

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



CUNY New York City College of Technology

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.

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*.

Response Categories

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

Course Level

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



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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Variable	Response Options	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%	24	25%	42	24%
	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%

Count

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

Column Percentage

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

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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>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	8	6%	3	4%	11	5%
		Somewhat important	11	8%	6	7%	17	8%
		Important	36	26%	19	23%	55	25%
		Very important	83	60%	53	65%	136	62%
		Total	138	100%	81	100%	219	100%
b. Community service or volunteer work	FVOLUNTR	Not important	18	13%	7	9%	25	11%
		Somewhat important	48	35%	26	33%	74	34%
		Important	46	33%	30	38%	76	35%
		Very important	27	19%	17	21%	44	20%
		Total	139	100%	80	100%	219	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	16	11%	7	9%	23	10%
		Somewhat important	41	29%	20	25%	61	28%
		Important	57	41%	31	38%	88	40%
		Very important	26	19%	23	28%	49	22%
		Total	140	100%	81	100%	221	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	9	7%	9	11%	18	8%
		Somewhat important	54	39%	21	26%	75	34%
		Important	46	33%	31	38%	77	35%
		Very important	29	21%	21	26%	50	23%
		Total	138	100%	82	100%	220	100%
e. Foreign language coursework	FFORLANG	Not important	25	18%	23	29%	48	22%
		Somewhat important	61	44%	30	38%	91	42%
		Important	44	32%	23	29%	67	31%
		Very important	9	6%	4	5%	13	6%
		Total	139	100%	80	100%	219	100%
f. Study abroad	FSTUDYAB	Not important	43	31%	28	35%	71	32%
		Somewhat important	63	45%	33	41%	96	44%
		Important	22	16%	14	17%	36	16%
		Very important	11	8%	6	7%	17	8%
		Total	139	100%	81	100%	220	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

Lower Division	Upper Division	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	33	24%	12	15%	45	20%
		Somewhat important	56	40%	30	38%	86	39%
		Important	37	26%	34	43%	71	32%
		Very important	14	10%	4	5%	18	8%
		Total	140	100%	80	100%	220	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	3	2%	6	7%	9	4%
		Somewhat important	26	19%	11	14%	37	17%
		Important	56	40%	26	32%	82	37%
		Very important	55	39%	38	47%	93	42%
		Total	140	100%	81	100%	221	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	1	1%	1	1%	2	1%
		2	3	2%	1	1%	4	2%
		3	9	6%	4	5%	13	6%
		4	22	16%	8	10%	30	14%
		5	40	29%	25	30%	65	29%
		6	43	31%	31	38%	74	33%
		Friendly, Supportive, Sense of Belonging	21	15%	12	15%	33	15%
		Total	139	100%	82	100%	221	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	3	2%	0	0%	3	1%
		2	3	2%	0	0%	3	1%
		3	8	6%	5	6%	13	6%
		4	27	19%	8	10%	35	16%
		5	43	31%	18	22%	61	27%
		6	31	22%	34	41%	65	29%
		Available, Helpful, Sympathetic	24	17%	18	22%	42	19%
		Total	139	100%	83	100%	222	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid	17	12%	3	4%	20	9%
	2		6	4%	13	16%	19	9%
	3		23	17%	10	12%	33	15%
	4		32	23%	17	21%	49	22%
	5		33	24%	20	24%	53	24%
	6		15	11%	13	16%	28	13%
		Helpful, Considerate, Flexible	11	8%	6	7%	17	8%
	Total		137	100%	82	100%	219	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little	11	8%	4	5%	15	7%
		Some	45	32%	13	16%	58	26%
		Quite a bit	45	32%	31	38%	76	34%
		Very much	39	28%	33	41%	72	33%
	Total		140	100%	81	100%	221	100%
b. Providing students the support they need to help them succeed academically	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSUPR	Very little	8	6%	2	2%	10	5%
		Some	37	26%	17	21%	54	24%
		Quite a bit	56	40%	23	28%	79	36%
		Very much	39	28%	40	49%	79	36%
	Total		140	100%	82	100%	222	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVDIVR	Very little	12	9%	6	7%	18	8%
		Some	40	29%	15	19%	55	25%
		Quite a bit	31	23%	31	38%	62	28%
		Very much	54	39%	29	36%	83	38%
	Total		137	100%	81	100%	218	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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	25	18%	9	11%	34	15%
		Some	62	44%	33	41%	95	43%
		Quite a bit	34	24%	25	31%	59	27%
		Very much	19	14%	14	17%	33	15%
		Total	140	100%	81	100%	221	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	32	23%	12	15%	44	20%
		Some	58	42%	27	34%	85	39%
		Quite a bit	35	25%	29	36%	64	29%
		Very much	14	10%	12	15%	26	12%
		Total	139	100%	80	100%	219	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	16	11%	10	12%	26	12%
		Some	58	41%	19	23%	77	35%
		Quite a bit	44	31%	32	39%	76	34%
		Very much	22	16%	21	26%	43	19%
		Total	140	100%	82	100%	222	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	11	8%	6	7%	17	8%
		Some	55	40%	19	23%	74	33%
		Quite a bit	51	37%	33	40%	84	38%
		Very much	22	16%	25	30%	47	21%
		Total	139	100%	83	100%	222	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	7	5%	3	4%	10	5%
		Some	7	5%	5	6%	12	5%
		Quite a bit	49	35%	17	20%	66	30%
		Very much	76	55%	58	70%	134	60%
		Total	139	100%	83	100%	222	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	13	9%	8	10%	21	10%
		5-8	26	19%	21	26%	47	21%
		9-12	57	41%	27	33%	84	38%
		13-16	33	24%	22	27%	55	25%
		17-20	5	4%	2	2%	7	3%
		21-30	4	3%	2	2%	6	3%
		More than 30	1	1%	0	0%	1	0%
		Total	139	100%	82	100%	221	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	1	1%	1	0%
		1-4	48	35%	29	35%	77	35%
		5-8	47	34%	26	31%	73	33%
		9-12	24	17%	11	13%	35	16%
		13-16	9	6%	9	11%	18	8%
		17-20	6	4%	3	4%	9	4%
		21-30	3	2%	4	5%	7	3%
		More than 30	2	1%	0	0%	2	1%
		Total	139	100%	83	100%	222	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	2	1%	2	2%	4	2%
		1-4	71	51%	39	47%	110	50%
		5-8	34	25%	26	31%	60	27%
		9-12	26	19%	8	10%	34	15%
		13-16	0	0%	5	6%	5	2%
		17-20	2	1%	2	2%	4	2%
		21-30	2	1%	1	1%	3	1%
		More than 30	1	1%	0	0%	1	0%
		Total	138	100%	83	100%	221	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	0	0%	1	1%	1	0%
		1-4	34	24%	20	24%	54	24%
		5-8	55	40%	33	40%	88	40%
		9-12	28	20%	17	20%	45	20%
		13-16	12	9%	5	6%	17	8%
		17-20	3	2%	5	6%	8	4%
		21-30	4	3%	2	2%	6	3%
		More than 30	3	2%	0	0%	3	1%
		Total	139	100%	83	100%	222	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	2	1%	2	2%	4	2%
		1-4	80	58%	43	53%	123	56%
		5-8	30	22%	21	26%	51	23%
		9-12	15	11%	10	12%	25	11%
		13-16	6	4%	4	5%	10	5%
		17-20	3	2%	1	1%	4	2%
		21-30	1	1%	0	0%	1	0%
		More than 30	1	1%	0	0%	1	0%
		Total	138	100%	81	100%	219	100%
f. Research and scholarly activities	SCHOLAR	0	8	6%	7	9%	15	7%
		1-4	54	39%	22	27%	76	34%
		5-8	36	26%	23	28%	59	27%
		9-12	19	14%	17	21%	36	16%
		13-16	7	5%	5	6%	12	5%
		17-20	5	4%	3	4%	8	4%
		21-30	4	3%	1	1%	5	2%
		More than 30	7	5%	3	4%	10	5%
		Total	140	100%	81	100%	221	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	80	58%	35	43%	115	53%
		1-4	40	29%	31	38%	71	32%
		5-8	10	7%	8	10%	18	8%
		9-12	4	3%	4	5%	8	4%
		13-16	3	2%	1	1%	4	2%
		17-20	1	1%	1	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
		Total	138	100%	81	100%	219	100%
h. Advising undergraduate students	ADVISE	0	29	21%	6	7%	35	16%
		1-4	76	55%	45	56%	121	55%
		5-8	24	17%	21	26%	45	20%
		9-12	8	6%	4	5%	12	5%
		13-16	2	1%	3	4%	5	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	2	2%	2	1%
		Total	139	100%	81	100%	220	100%
i. Supervising internships or other field experiences	FIELDEXP	0	98	71%	46	55%	144	65%
		1-4	29	21%	19	23%	48	22%
		5-8	7	5%	12	14%	19	9%
		9-12	3	2%	4	5%	7	3%
		13-16	1	1%	0	0%	1	0%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	1	1%	1	0%
		More than 30	1	1%	0	0%	1	0%
		Total	139	100%	83	100%	222	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	68	49%	30	37%	98	44%
		1-4	56	40%	43	52%	99	45%
		5-8	11	8%	3	4%	14	6%
		9-12	1	1%	4	5%	5	2%
		13-16	0	0%	1	1%	1	0%
		17-20	1	1%	0	0%	1	0%
		21-30	1	1%	1	1%	2	1%
		More than 30	1	1%	0	0%	1	0%
		Total	139	100%	82	100%	221	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	31	22%	20	24%	51	23%
		1-4	85	61%	47	57%	132	59%
		5-8	13	9%	12	14%	25	11%
		9-12	6	4%	2	2%	8	4%
		13-16	4	3%	1	1%	5	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	0%
		More than 30	1	1%	0	0%	1	0%
		Total	140	100%	83	100%	223	100%
l. Conducting service activities	SERVICE	0	46	33%	28	35%	74	34%
		1-4	50	36%	29	36%	79	36%
		5-8	26	19%	12	15%	38	17%
		9-12	12	9%	7	9%	19	9%
		13-16	1	1%	2	2%	3	1%
		17-20	3	2%	1	1%	4	2%
		21-30	0	0%	1	1%	1	0%
		More than 30	1	1%	1	1%	2	1%
		Total	139	100%	81	100%	220	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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	138	99%	80	98%	218	98%
		Classroom, auxiliary location	0	0%	1	1%	1	0%
		Distance education	2	1%	1	1%	3	1%
		Total	140	100%	82	100%	222	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	49	35%	34	42%	83	38%
		Yes	90	65%	47	58%	137	62%
		Total	139	100%	81	100%	220	100%
How many students are enrolled in your selected course section?	CS05	9 or less	1	1%	4	5%	5	2%
		10 to 19	27	20%	27	33%	54	25%
		20 to 29	55	40%	26	32%	81	37%
		30 to 49	49	36%	22	27%	71	32%
		50 to 99	6	4%	3	4%	9	4%
		100 or more	0	0%	0	0%	0	0%
		Total	138	100%	82	100%	220	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	9	7%	4	5%	13	6%
		1 to 2	20	16%	14	18%	34	16%
		3 to 9	45	35%	31	40%	76	37%
		10 to 19	28	22%	18	23%	46	22%
		20 or more	27	21%	11	14%	38	18%
		Total	129	100%	78	100%	207	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	27	21%	4	6%	31	16%
		Biological science	8	6%	7	10%	15	8%
		Business	9	7%	5	7%	14	7%
		Education	0	0%	1	1%	1	1%
		Engineering	6	5%	8	12%	14	7%
		Physical science	21	17%	7	10%	28	14%
		Professional	26	20%	18	27%	44	23%
		Social science	11	9%	4	6%	15	8%
		Other	19	15%	13	19%	32	16%
		Total	127	100%	67	100%	194	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	1%	0	0%	1	0%
		1-24%	47	34%	18	22%	65	30%
		25-49%	49	35%	26	32%	75	34%
		50-74%	26	19%	22	27%	48	22%
		75% or higher	16	12%	15	19%	31	14%
		Total	139	100%	81	100%	220	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	1	1%	1	0%
		1-24%	51	36%	39	48%	90	41%
		25-49%	37	26%	20	25%	57	26%
		50-74%	27	19%	15	19%	42	19%
		75% or higher	25	18%	6	7%	31	14%
		Total	140	100%	81	100%	221	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	1%	0	0%	1	0%
		1-24%	58	42%	25	31%	83	38%
		25-49%	41	29%	30	37%	71	32%
		50-74%	28	20%	14	17%	42	19%
		75% or higher	11	8%	12	15%	23	10%
		Total	139	100%	81	100%	220	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	1%	3	4%	4	2%
		1-24%	67	48%	27	33%	94	42%
		25-49%	29	21%	19	23%	48	22%
		50-74%	24	17%	21	26%	45	20%
		75% or higher	19	14%	12	15%	31	14%
		Total	140	100%	82	100%	222	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	1%	1	0%
		1-24%	59	42%	23	28%	82	37%
		25-49%	47	34%	24	29%	71	32%
		50-74%	21	15%	21	26%	42	19%
		75% or higher	12	9%	13	16%	25	11%
		Total	139	100%	82	100%	221	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	14	10%	3	4%	17	8%
		1-24%	74	53%	34	41%	108	49%
		25-49%	22	16%	17	21%	39	18%
		50-74%	18	13%	16	20%	34	15%
		75% or higher	12	9%	12	15%	24	11%
		Total	140	100%	82	100%	222	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	12	9%	7	9%	19	9%
		1-24%	89	64%	40	49%	129	58%
		25-49%	24	17%	19	23%	43	19%
		50-74%	8	6%	11	13%	19	9%
		75% or higher	7	5%	5	6%	12	5%
		Total	140	100%	82	100%	222	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	40	29%	19	23%	59	27%
		Sometimes	44	32%	26	32%	70	32%
		Often	27	20%	18	22%	45	21%
		Very often	27	20%	18	22%	45	21%
		Total	138	100%	81	100%	219	100%
b. Work with other students on projects during class	FCLASSGR	Never	12	9%	5	6%	17	8%
		Sometimes	55	39%	18	22%	73	33%
		Often	37	26%	27	33%	64	29%
		Very often	36	26%	31	38%	67	30%
		Total	140	100%	81	100%	221	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	89	65%	38	48%	127	59%
		Sometimes	30	22%	18	23%	48	22%
		Often	6	4%	18	23%	24	11%
		Very often	11	8%	5	6%	16	7%
		Total	136	100%	79	100%	215	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	29	21%	5	6%	34	15%
		Sometimes	48	35%	22	27%	70	32%
		Often	30	22%	27	33%	57	26%
		Very often	32	23%	27	33%	59	27%
		Total	139	100%	81	100%	220	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	1%	2	3%	3	1%
		Sometimes	16	11%	8	10%	24	11%
		Often	45	32%	26	33%	71	32%
		Very often	78	56%	44	55%	122	55%
		Total	140	100%	80	100%	220	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	23	16%	13	16%	36	16%
		Sometimes	40	29%	22	28%	62	28%
		Often	37	26%	20	25%	57	26%
		Very often	40	29%	25	31%	65	30%
		Total	140	100%	80	100%	220	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	26	19%	16	20%	42	19%
		Sometimes	50	36%	24	30%	74	34%
		Often	26	19%	23	29%	49	23%
		Very often	35	26%	17	21%	52	24%
		Total	137	100%	80	100%	217	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	10	7%	4	5%	14	7%
		1	80	59%	40	50%	120	56%
		2-3	34	25%	30	38%	64	30%
		4-6	6	4%	4	5%	10	5%
		More than 6	5	4%	2	3%	7	3%
		Total	135	100%	80	100%	215	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	123	90%	53	68%	176	82%
		1	8	6%	14	18%	22	10%
		2-3	5	4%	7	9%	12	6%
		4-6	0	0%	2	3%	2	1%
		More than 6	1	1%	2	3%	3	1%
		Total	137	100%	78	100%	215	100%
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	85	64%	25	31%	110	52%
		1	26	20%	24	30%	50	23%
		2-3	11	8%	21	26%	32	15%
		4-6	5	4%	8	10%	13	6%
		More than 6	6	5%	2	3%	8	4%
		Total	133	100%	80	100%	213	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSM1	None	35	26%	15	19%	50	24%
		1	31	23%	17	22%	48	23%
		2-3	32	24%	16	21%	48	23%
		4-6	11	8%	18	23%	29	14%
		More than 6	26	19%	11	14%	37	17%
		Total	135	100%	77	100%	212	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	40	29%	19	24%	59	27%
		1-2	56	41%	34	43%	90	42%
		3-4	16	12%	15	19%	31	14%
		5-6	8	6%	5	6%	13	6%
		More than 6	16	12%	6	8%	22	10%
		Total	136	100%	79	100%	215	100%
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	57	43%	26	34%	83	40%
		1-2	47	35%	32	42%	79	38%
		3-4	16	12%	9	12%	25	12%
		5-6	4	3%	3	4%	7	3%
		More than 6	9	7%	7	9%	16	8%
		Total	133	100%	77	100%	210	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	14	10%	10	12%	24	11%
		3-4	45	32%	30	37%	75	34%
		5-6	51	37%	19	23%	70	32%
		7-8	16	12%	9	11%	25	11%
		9-10	8	6%	4	5%	12	5%
		11-12	2	1%	7	9%	9	4%
		More than 12	3	2%	2	2%	5	2%
	Total		139	100%	81	100%	220	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	9	6%	2	3%	11	5%
		1-2	80	58%	47	59%	127	58%
		3-4	34	24%	13	16%	47	21%
		5-6	12	9%	12	15%	24	11%
		7-8	3	2%	2	3%	5	2%
		9-10	1	1%	3	4%	4	2%
		11-12	0	0%	1	1%	1	0%
		More than 12	0	0%	0	0%	0	0%
	Total		139	100%	80	100%	219	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	36	26%	15	19%	51	24%
		Somewhat important	31	23%	21	26%	52	24%
		Important	27	20%	21	26%	48	22%
		Very important	42	31%	24	30%	66	30%
	Total		136	100%	81	100%	217	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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>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	18	13%	8	10%	26	12%
		Somewhat important	19	14%	5	6%	24	11%
		Important	34	25%	33	41%	67	31%
		Very important	63	47%	34	43%	97	45%
		Total	134	100%	80	100%	214	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	24	18%	8	10%	32	15%
		Somewhat important	36	26%	16	20%	52	24%
		Important	44	32%	30	38%	74	34%
		Very important	32	24%	25	32%	57	27%
		Total	136	100%	79	100%	215	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	19	14%	9	11%	28	13%
		Somewhat important	42	32%	13	16%	55	26%
		Important	42	32%	31	39%	73	34%
		Very important	30	23%	26	33%	56	26%
		Total	133	100%	79	100%	212	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	15	11%	9	11%	24	11%
		Somewhat important	44	33%	17	21%	61	28%
		Important	45	33%	37	46%	82	38%
		Very important	31	23%	17	21%	48	22%
		Total	135	100%	80	100%	215	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	37	27%	12	15%	49	23%
		Somewhat important	40	30%	26	33%	66	31%
		Important	39	29%	29	37%	68	32%
		Very important	19	14%	11	14%	30	14%
		Total	135	100%	78	100%	213	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	16	12%	4	5%	20	9%
		Somewhat important	17	13%	13	16%	30	14%
		Important	49	37%	30	38%	79	37%
		Very important	52	39%	32	41%	84	39%
		Total	134	100%	79	100%	213	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	19	14%	8	10%	27	13%
		Somewhat important	21	16%	11	14%	32	15%
		Important	45	34%	31	38%	76	35%
		Very important	49	37%	31	38%	80	37%
		Total	134	100%	81	100%	215	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	5	4%	3	4%	8	4%
		Somewhat important	9	7%	8	10%	17	8%
		Important	39	28%	30	38%	69	32%
		Very important	84	61%	39	49%	123	57%
		Total	137	100%	80	100%	217	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	1%	0	0%	1	0%
		1-9%	5	4%	5	6%	10	5%
		10-19%	18	13%	9	11%	27	13%
		20-29%	24	18%	8	10%	32	15%
		30-39%	9	7%	10	13%	19	9%
		40-49%	28	21%	16	20%	44	20%
		50-74%	37	27%	16	20%	53	25%
		75% or more	14	10%	16	20%	30	14%
		Total	136	100%	80	100%	216	100%
b. Teacher-led discussion	TEACHLED	0%	4	3%	2	3%	6	3%
		1-9%	24	18%	11	14%	35	16%
		10-19%	40	30%	20	25%	60	28%
		20-29%	23	17%	17	21%	40	19%
		30-39%	14	10%	8	10%	22	10%
		40-49%	13	10%	8	10%	21	10%
		50-74%	9	7%	8	10%	17	8%
		75% or more	7	5%	6	8%	13	6%
		Total	134	100%	80	100%	214	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	24	18%	9	12%	33	16%
		1-9%	37	28%	20	26%	57	27%
		10-19%	25	19%	13	17%	38	18%
		20-29%	19	14%	17	22%	36	17%
		30-39%	10	8%	2	3%	12	6%
		40-49%	6	5%	8	10%	14	7%
		50-74%	9	7%	4	5%	13	6%
		75% or more	3	2%	5	6%	8	4%
	Total		133	100%	78	100%	211	100%
d. Student computer use	COMPMED	0%	57	43%	22	28%	79	37%
		1-9%	28	21%	9	11%	37	17%
		10-19%	8	6%	14	18%	22	10%
		20-29%	11	8%	4	5%	15	7%
		30-39%	5	4%	7	9%	12	6%
		40-49%	7	5%	6	8%	13	6%
		50-74%	7	5%	7	9%	14	7%
		75% or more	10	8%	11	14%	21	10%
	Total		133	100%	80	100%	213	100%
e. Small group activities	GROUPSML	0%	16	12%	12	15%	28	13%
		1-9%	45	33%	11	14%	56	26%
		10-19%	28	21%	14	18%	42	19%
		20-29%	17	13%	18	23%	35	16%
		30-39%	11	8%	7	9%	18	8%
		40-49%	11	8%	9	11%	20	9%
		50-74%	4	3%	4	5%	8	4%
		75% or more	4	3%	5	6%	9	4%
	Total		136	100%	80	100%	216	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	42	31%	9	11%	51	24%
		1-9%	40	30%	22	28%	62	29%
		10-19%	31	23%	29	37%	60	28%
		20-29%	8	6%	11	14%	19	9%
		30-39%	5	4%	4	5%	9	4%
		40-49%	3	2%	3	4%	6	3%
		50-74%	4	3%	1	1%	5	2%
		75% or more	2	1%	0	0%	2	1%
		Total	135	100%	79	100%	214	100%
g. In-class writing	CLSWRITE	0%	61	45%	25	31%	86	40%
		1-9%	35	26%	27	34%	62	29%
		10-19%	18	13%	13	16%	31	14%
		20-29%	13	10%	10	13%	23	11%
		30-39%	3	2%	5	6%	8	4%
		40-49%	2	1%	0	0%	2	1%
		50-74%	2	1%	0	0%	2	1%
		75% or more	2	1%	0	0%	2	1%
		Total	136	100%	80	100%	216	100%
h. Testing and evaluation	TESTEVAL	0%	6	4%	5	6%	11	5%
		1-9%	36	26%	15	19%	51	24%
		10-19%	55	40%	26	33%	81	38%
		20-29%	23	17%	22	28%	45	21%
		30-39%	6	4%	6	8%	12	6%
		40-49%	4	3%	2	3%	6	3%
		50-74%	1	1%	1	1%	2	1%
		75% or more	5	4%	2	3%	7	3%
		Total	136	100%	79	100%	215	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	114	86%	66	87%	180	86%
		1-9%	5	4%	3	4%	8	4%
		10-19%	4	3%	4	5%	8	4%
		20-29%	3	2%	0	0%	3	1%
		30-39%	2	2%	1	1%	3	1%
		40-49%	1	1%	0	0%	1	0%
		50-74%	1	1%	0	0%	1	0%
		75% or more	3	2%	2	3%	5	2%
		Total	133	100%	76	100%	209	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	64	48%	26	33%	90	42%
		1-9%	12	9%	11	14%	23	11%
		10-19%	8	6%	4	5%	12	6%
		20-29%	11	8%	8	10%	19	9%
		30-39%	8	6%	6	8%	14	7%
		40-49%	10	7%	9	11%	19	9%
		50-74%	14	10%	3	4%	17	8%
		75% or more	7	5%	13	16%	20	9%
		Total	134	100%	80	100%	214	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%	1	1%	1	0%
		2	0	0%	0	0%	0	0%
		3	4	3%	2	2%	6	3%
		4	13	10%	6	7%	19	9%
		5	30	22%	26	32%	56	26%
		6	52	38%	27	33%	79	36%
		Very much	37	27%	19	23%	56	26%
		Total	136	100%	81	100%	217	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	33	25%	22	28%	55	26%
		Some	53	40%	27	34%	80	37%
		Quite a bit	28	21%	22	28%	50	23%
		Very much	20	15%	9	11%	29	14%
		Total	134	100%	80	100%	214	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	4	3%	0	0%	4	2%
		Some	9	7%	5	6%	14	7%
		Quite a bit	41	31%	28	35%	69	32%
		Very much	79	59%	48	59%	127	59%
		Total	133	100%	81	100%	214	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	5	4%	4	5%	9	4%
		Some	22	17%	10	12%	32	15%
		Quite a bit	42	32%	21	26%	63	30%
		Very much	63	48%	46	57%	109	51%
		Total	132	100%	81	100%	213	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	11	8%	2	3%	13	6%
		Some	28	21%	10	13%	38	18%
		Quite a bit	43	33%	30	38%	73	34%
		Very much	50	38%	38	48%	88	42%
		Total	132	100%	80	100%	212	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	4	3%	2	2%	6	3%
		Some	15	11%	8	10%	23	11%
		Quite a bit	33	25%	19	23%	52	24%
		Very much	81	61%	52	64%	133	62%
		Total	133	100%	81	100%	214	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	21	16%	5	6%	26	12%
		Some	34	26%	16	20%	50	23%
		Quite a bit	23	17%	18	22%	41	19%
		Very much	54	41%	42	52%	96	45%
		Total	132	100%	81	100%	213	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	13	10%	3	4%	16	8%
		Some	38	29%	16	21%	54	26%
		Quite a bit	35	27%	24	31%	59	28%
		Very much	45	34%	34	44%	79	38%
		Total	131	100%	77	100%	208	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	6	5%	3	4%	9	4%
		Quite a bit	35	26%	22	28%	57	27%
		Very much	92	69%	55	69%	147	69%
		Total	133	100%	80	100%	213	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	24	18%	11	14%	35	17%
		Some	27	20%	15	19%	42	20%
		Quite a bit	33	25%	19	24%	52	25%
		Very much	50	37%	33	42%	83	39%
		Total	134	100%	78	100%	212	100%
e. Using computing and information technology	FGNCMPTS	Very little	15	11%	3	4%	18	8%
		Some	40	30%	20	25%	60	28%
		Quite a bit	36	27%	15	19%	51	24%
		Very much	42	32%	41	52%	83	39%
		Total	133	100%	79	100%	212	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	12	9%	2	2%	14	7%
		Some	35	26%	14	17%	49	23%
		Quite a bit	44	33%	30	37%	74	34%
		Very much	43	32%	35	43%	78	36%
		Total	134	100%	81	100%	215	100%
g. Learning effectively on their own	FGNINQ	Very little	1	1%	0	0%	1	0%
		Some	7	5%	8	10%	15	7%
		Quite a bit	62	46%	35	44%	97	45%
		Very much	64	48%	37	46%	101	47%
		Total	134	100%	80	100%	214	100%
h. Understanding themselves	FGNSELF	Very little	17	13%	10	13%	27	13%
		Some	27	21%	14	19%	41	20%
		Quite a bit	40	31%	26	35%	66	33%
		Very much	44	34%	25	33%	69	34%
		Total	128	100%	75	100%	203	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	38	29%	17	22%	55	27%
		Some	32	25%	20	26%	52	25%
		Quite a bit	23	18%	22	29%	45	22%
		Very much	37	28%	17	22%	54	26%
		Total	130	100%	76	100%	206	100%
j. Solving complex real-world problems	FGNPROBS	Very little	6	5%	4	5%	10	5%
		Some	33	25%	15	19%	48	23%
		Quite a bit	46	35%	29	38%	75	36%
		Very much	46	35%	29	38%	75	36%
		Total	131	100%	77	100%	208	100%

FSSE 2010 Frequency Distributions CUNY New York City College of Technology

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	22	17%	9	12%	31	15%
		Some	27	20%	25	33%	52	25%
		Quite a bit	41	31%	20	27%	61	29%
		Very much	42	32%	21	28%	63	30%
		Total	132	100%	75	100%	207	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	78	60%	43	57%	121	58%
		Some	31	24%	20	26%	51	25%
		Quite a bit	11	8%	9	12%	20	10%
		Very much	11	8%	4	5%	15	7%
		Total	131	100%	76	100%	207	100%
m. Acquiring a broad general education	FGNGENLE	Very little	12	9%	8	11%	20	10%
		Some	37	28%	18	24%	55	27%
		Quite a bit	39	30%	34	45%	73	35%
		Very much	43	33%	16	21%	59	29%
		Total	131	100%	76	100%	207	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	7	5%	4	5%	11	5%
		Some	21	16%	3	4%	24	12%
		Quite a bit	29	22%	16	21%	45	22%
		Very much	73	56%	52	69%	125	61%
		Total	130	100%	75	100%	205	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	26	25%	4	6%	30	18%
		Biological science	6	6%	6	9%	12	7%
		Business	4	4%	5	8%	9	5%
		Education	0	0%	1	2%	1	1%
		Engineering	6	6%	10	15%	16	9%
		Physical science	21	20%	6	9%	27	16%
		Professional	23	22%	16	24%	39	23%
		Social science	10	10%	6	9%	16	9%
		Other	9	9%	12	18%	21	12%
		Total	105	100%	66	100%	171	100%



CUNY New York City College of Technology

FSSE-NSSE Combined Report

August 2010



Interpreting the FSSE-NSSE Combined Report

Course-Based Survey Option

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

Sample

The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2010 Frequency Distributions*.

Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2010 Frequency Distributions* reports.

Faculty Responses

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

Faculty Responses			
Percentage of faculty who reported that more than half of students from their courses do the following			
FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	29%
		UD	35%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	22%
		UD	15%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	27%
		UD	34%

FSSE-NSSE Combined Report 2010 NSSEville State University

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						
NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	32%	41%	27%	0%
		SR	53%	32%	15%	1%
Come to class without completing assignments	CLUNPREP	FY	5%	12%	48%	35%
		SR	4%	13%	56%	27%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	42%	30%	8%
		SR	28%	35%	31%	6%

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2010 Frequency Distributions*.

Class Level

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

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	30%
		UD	46%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%
		UD	26%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	28%
		UD	32%
Occasionally use e-mail to communicate with you	FEMAIL	LD	31%
		UD	40%
Occasionally discuss grades or assignments with you	FGRADE	LD	24%
		UD	41%
At least once, talk about career plans with you	FPLANS	LD	21%
		UD	34%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	11%
		UD	20%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	27%	43%	30%	0%
		SR	36%	47%	14%	3%
Come to class without completing assignments	CLUNPREP	FY	4%	11%	46%	40%
		SR	9%	14%	52%	25%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	4%	49%	35%	12%
		SR	24%	46%	24%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	22%	44%	30%	4%
		SR	46%	39%	14%	2%
Discussed grades or assignments with an instructor	FACGRADE	FY	9%	39%	38%	14%
		SR	21%	42%	29%	8%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	11%	17%	39%	34%
		SR	11%	32%	36%	21%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	0%	16%	34%	50%
		SR	6%	21%	41%	32%

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	39%
		UD	44%
Work with other students on projects during class	FCLASSGR	LD	52%
		UD	72%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	13%
		UD	29%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	45%
		UD	67%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	88%
		UD	88%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	55%
		UD	56%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	45%
		UD	50%

Student Responses (from NSSE 2009)

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	27%	48%	11%	14%
		SR	28%	36%	30%	6%
Worked with other students on projects during class	CLASSGRP	FY	18%	35%	39%	8%
		SR	34%	39%	25%	1%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	0%	7%	4%	89%
		SR	9%	11%	26%	54%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	31%	22%	20%	27%
		SR	30%	38%	24%	8%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	4%	33%	52%	11%
		SR	18%	49%	26%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	30%	28%	26%	16%
		SR	26%	36%	24%	14%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	25%	25%	34%	15%
		SR	20%	32%	30%	19%

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	51%
		UD	56%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	72%
		UD	84%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	56%
		UD	70%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	54%
		UD	72%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	56%
		UD	68%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	43%
		UD	51%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	75%
		UD	78%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	70%
		UD	77%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	90%
		UD	86%

Student Responses (from NSSE 2009)

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	24%	34%	35%	7%
		SR	26%	32%	29%	13%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	27%	36%	37%	0%
		SR	51%	32%	15%	3%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	0%	22%	47%	31%
		SR	16%	33%	45%	6%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	11%	39%	35%	16%
		SR	29%	34%	31%	6%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	23%	29%	48%	0%
		SR	26%	37%	25%	12%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	4%	29%	64%
		SR	5%	14%	31%	50%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	8%	58%	18%
		SR	15%	36%	40%	9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	36%	40%	17%	8%
		SR	24%	43%	29%	4%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	40%	48%	13%	0%
		SR	26%	41%	28%	6%

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Quite Challenging
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	88%
		UD	89%

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

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	36%
		UD	39%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	90%
		UD	94%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	80%
		UD	83%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	70%
		UD	85%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	86%
		UD	88%

Student Responses (from NSSE 2009)

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

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	74%	26%
		SR	73%	27%

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

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	21%	49%	25%	5%
		SR	27%	36%	34%	3%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	34%	45%	21%	0%
		SR	57%	32%	11%	0%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	24%	54%	18%	4%
		SR	38%	43%	18%	1%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	21%	63%	12%	4%
		SR	38%	41%	20%	1%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	37%	47%	16%	0%
		SR	51%	36%	13%	0%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	58%
		UD	74%
Speaking clearly and effectively	FGNSPEAK	LD	61%
		UD	75%
Thinking critically and analytically	FGNANALY	LD	95%
		UD	96%
Analyzing quantitative problems	FGNQUANT	LD	62%
		UD	67%
Using computing and information technology	FGNCMPTS	LD	59%
		UD	71%
Working effectively with others	FGNOTHER	LD	65%
		UD	80%
Learning effectively on their own	FGNINQ	LD	94%
		UD	90%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	36%	37%	19%	9%
		SR	40%	39%	9%	12%
Speaking clearly and effectively	GNSPEAK	FY	40%	28%	28%	4%
		SR	33%	46%	11%	9%
Thinking critically and analytically	GNANALY	FY	50%	33%	18%	0%
		SR	52%	25%	22%	1%
Analyzing quantitative problems	GNQUANT	FY	49%	23%	28%	0%
		SR	39%	33%	22%	6%
Using computing and information technology	GNCMPTS	FY	53%	38%	9%	0%
		SR	50%	36%	12%	2%
Working effectively with others	GNOTHERS	FY	36%	44%	20%	0%
		SR	45%	36%	15%	4%
Learning effectively on your own	GNINQ	FY	27%	43%	26%	4%
		SR	38%	34%	18%	10%

Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	66%
		UD	68%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	46%
		UD	51%
Solving complex real-world problems	FGNPROBS	LD	70%
		UD	75%
Developing a personal code of values and ethics	FVALUES	LD	63%
		UD	55%
Developing a deepened sense of spirituality	FSPIRIT	LD	17%
		UD	17%
Acquiring a broad general education	FGNGENLE	LD	63%
		UD	66%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	78%
		UD	91%

Student Responses (from NSSE 2009)

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	37%	23%	31%	9%
		SR	39%	23%	29%	10%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	33%	36%	27%	4%
		SR	31%	33%	26%	10%
Solving complex real-world problems	GNPROBSV	FY	32%	45%	19%	4%
		SR	35%	32%	25%	8%
Developing a personal code of values and ethics	GNETHICS	FY	28%	31%	33%	9%
		SR	33%	33%	22%	12%
Developing a deepened sense of spirituality	GNSPIRIT	FY	13%	37%	19%	31%
		SR	13%	18%	24%	45%
Acquiring a broad general education	GNGENLED	FY	36%	33%	31%	0%
		SR	41%	38%	16%	5%
Acquiring job or work-related knowledge and skills	GNWORK	FY	26%	41%	24%	9%
		SR	38%	34%	24%	5%

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

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	86%
		UD	89%
Community service or volunteer work	FVOLUNTR	LD	53%
		UD	59%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	59%
		UD	67%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	54%
		UD	63%
Foreign language coursework	FFORLANG	LD	38%
		UD	34%
Study abroad	FSTUDYAB	LD	24%
		UD	25%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	79%
		UD	79%

Student Responses (from NSSE 2009)

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	4%	76%	8%	12%
		SR	63%	28%	5%	4%
Community service or volunteer work	VOLNTR04	FY	26%	42%	8%	24%
		SR	34%	31%	20%	15%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	4%	55%	16%	25%
		SR	25%	8%	42%	24%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	8%	30%	20%	42%
		SR	26%	19%	35%	19%
Foreign language coursework	FORLNG04	FY	0%	50%	20%	30%
		SR	20%	21%	42%	17%
Study abroad	STDABR04	FY	8%	29%	20%	43%
		SR	5%	13%	60%	23%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	0%	42%	12%	46%
		SR	23%	32%	28%	18%

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	60%
		UD	79%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	68%
		UD	77%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIR	LD	62%
		UD	74%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	38%
		UD	48%
Providing students the support they need to thrive socially	FENVSOCA	LD	35%
		UD	51%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEN	LD	53%
		UD	70%
Encouraging students to use computers in their academic work	FENVCOMP	LD	90%
		UD	90%

Student Responses (from NSSE 2009)

Distribution of student responses to the extent that their institution emphasizes each of the following

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	38%	44%	18%	0%
		SR	38%	37%	22%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	30%	44%	26%	0%
		SR	32%	38%	24%	6%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIRS	FY	35%	48%	14%	4%
		SR	20%	37%	27%	16%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	12%	35%	44%	8%
		SR	10%	25%	26%	39%
Providing the support you need to thrive socially	ENVSOCAL	FY	17%	38%	36%	9%
		SR	13%	25%	36%	25%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	25%	30%	37%	8%
		SR	17%	30%	29%	24%
Using computers in academic work	ENVCOMPT	FY	44%	39%	17%	0%
		SR	52%	30%	19%	0%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	75%
		UD	83%
With faculty members	FENVFAC	LD	71%
		UD	84%
With administrative personnel and offices	FENVADM	LD	43%
		UD	48%

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 (from NSSE 2009)

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	84%	16%
		SR	67%	33%
With faculty members	ENVFAC	FY	63%	37%
		SR	59%	41%
With administrative personnel and offices	ENVADM	FY	51%	49%
		SR	40%	60%

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