



Montclair State University

Respondent Characteristics

August 2012

Response rate	41%			
Number of invited faculty members	566			
Total number of respondents	230 (75 teach mostly first-year students, 110 teach mostly seniors, and 27 teach other students, and 18 missing class rank of students taught.)			
	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Rank				
Professor	22%	36%	47%	32%
Associate Professor	37%	31%	29%	33%
Assistant Professor	33%	33%	18%	32%
Instructor	5%	0%	0%	2%
Lecturer	3%	0%	0%	1%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	0%	6%	1%
Tenure status				
Tenured	62%	68%	76%	67%
On tenure track but not tenured	29%	29%	18%	27%
Not on tenure track	10%	2%	6%	5%
No tenure system	0%	1%	0%	1%
Highest degree earned				
First professional degree	0%	1%	6%	1%
Doctoral degree	86%	96%	94%	92%
Master's degree	11%	3%	0%	6%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	3%	0%	0%	1%
Full-time/Part Time				
Full-time	98%	98%	100%	98%
Part-time	2%	2%	0%	2%

	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Number of courses taught 11-12¹				
None	0%	0%	0%	0%
1-3	10%	16%	13%	13%
4-6	63%	62%	69%	63%
7 or more	27%	22%	19%	24%
Years of teaching experience				
4 or less	15%	17%	18%	17%
5-9	24%	14%	0%	16%
10-14	19%	16%	24%	18%
15 or more	42%	53%	59%	50%
Age				
34 or younger	17%	11%	6%	13%
35-44	29%	26%	18%	26%
45-54	17%	18%	24%	18%
Older than 54	37%	44%	53%	43%
Gender				
Male	54%	48%	47%	50%
Female	46%	52%	53%	50%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	5%	12%	12%	10%
Black or African American	5%	0%	6%	2%
White (non-Hispanic)	69%	68%	47%	66%
Mexican or Mexican American	2%	0%	0%	1%
Puerto Rican	3%	1%	0%	2%
Other Hispanic or Latino	0%	7%	18%	5%
Multiracial	3%	0%	0%	1%
Other	2%	2%	0%	2%
Prefer not to respond	11%	10%	18%	11%
Citizenship status				
U.S. citizen, native	80%	69%	47%	70%
U.S. citizen, naturalized	5%	22%	35%	17%
Permanent resident of the U.S.	10%	6%	12%	8%
Temporary resident of the U.S.	5%	3%	6%	4%

1: Includes 2011-2012 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



Montclair State University

Frequency Distributions
August 2012

Interpreting the Frequency Distributions Report

Typical-Student Survey Option

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

Sample

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

Survey Items

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

Class Level

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

Variable Names

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



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

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

Response Categories

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

FSSE 2012 Frequency Distributions
NSSEville State University

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

Count

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

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
FNTERN	Not important	12	5%	8	4%	20	4%
	Somewhat important	36	14%	17	8%	53	11%
	Important	82	33%	58	27%	140	30%
	Very important	121	48%	128	61%	249	54%
	Total	251	100%	211	100%	462	100%
FVOLUNTR	Not important	20	8%	13	6%	33	7%
	Somewhat important	51	21%	50	24%	101	22%
	Important	111	45%	90	42%	201	44%
	Very important	66	27%	59	28%	125	27%
	Total	248	100%	212	100%	460	100%
FLERNCOM	Not important	28	11%	18	9%	46	10%
	Somewhat important	64	25%	56	27%	120	26%
	Important	86	34%	79	37%	165	36%
	Very important	73	29%	58	27%	131	28%
	Total	251	100%	211	100%	462	100%

Column Percentage (%)

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

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty 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	7	9%	4	4%	11	6%
		Somewhat important	14	19%	14	13%	28	15%
		Important	23	31%	25	23%	48	26%
		Very important	31	41%	64	60%	95	52%
		Total	75	100%	107	100%	182	100%
b. Community service or volunteer work	FVOLUNTR	Not important	12	16%	9	8%	21	11%
		Somewhat important	25	34%	30	28%	55	30%
		Important	24	32%	38	35%	62	34%
		Very important	13	18%	32	29%	45	25%
		Total	74	100%	109	100%	183	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	9	12%	13	12%	22	12%
		Somewhat important	30	40%	27	25%	57	31%
		Important	19	25%	42	39%	61	33%
		Very important	17	23%	26	24%	43	23%
		Total	75	100%	108	100%	183	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	11	15%	12	11%	23	13%
		Somewhat important	20	27%	31	28%	51	28%
		Important	25	34%	33	30%	58	32%
		Very important	18	24%	34	31%	52	28%
		Total	74	100%	110	100%	184	100%
e. Foreign language coursework	FFORLANG	Not important	4	5%	8	7%	12	7%
		Somewhat important	15	20%	26	24%	41	22%
		Important	25	34%	43	39%	68	37%
		Very important	30	41%	33	30%	63	34%
		Total	74	100%	110	100%	184	100%
f. Study abroad	FSTUDYAB	Not important	9	12%	19	17%	28	15%
		Somewhat important	23	31%	39	36%	62	34%
		Important	28	37%	33	30%	61	33%
		Very important	15	20%	18	17%	33	18%
		Total	75	100%	109	100%	184	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	18	25%	32	30%	50	28%
		Somewhat important	31	42%	47	44%	78	43%
		Important	16	22%	19	18%	35	19%
		Very important	8	11%	10	9%	18	10%
		Total	73	100%	108	100%	181	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	3%	6	5%	8	4%
		Somewhat important	9	12%	18	16%	27	15%
		Important	25	33%	36	33%	61	33%
		Very important	39	52%	50	45%	89	48%
		Total	75	100%	110	100%	185	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	1	1%	1	1%
		2	0	0%	0	0%	0	0%
		3	7	9%	3	3%	10	5%
		4	15	20%	17	16%	32	17%
		5	28	38%	43	39%	71	39%
		6	19	26%	36	33%	55	30%
		Friendly, Supportive, Sense of Belonging	5	7%	9	8%	14	8%
		Total	74	100%	109	100%	183	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	0	0%	1	1%	1	1%
		3	4	5%	10	9%	14	8%
		4	22	30%	23	21%	45	25%
		5	24	32%	30	28%	54	30%
		6	20	27%	37	34%	57	31%
		Available, Helpful, Sympathetic	4	5%	8	7%	12	7%
		Total	74	100%	109	100%	183	100%
Student relationships with administrative personnel and offices	FENVADM	Unhelpful, Inconsiderate, Rigid	5	7%	9	8%	14	8%
		2	6	8%	15	14%	21	12%
		3	11	15%	13	12%	24	13%
		4	30	41%	31	28%	61	34%
		5	15	21%	27	25%	42	23%
		6	4	5%	12	11%	16	9%
		Helpful, Considerate, Flexible	2	3%	2	2%	4	2%
		Total	73	100%	109	100%	182	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	Very little	11	15%	15	14%	26	14%
		Some	33	44%	44	40%	77	42%
		Quite a bit	25	33%	41	37%	66	36%
		Very much	6	8%	10	9%	16	9%
		Total	75	100%	110	100%	185	100%

**FSSE 2012 Frequency Distributions
Montclair State University**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	1	1%	5	5%	6	3%
		Some	31	41%	43	39%	74	40%
		Quite a bit	35	47%	41	37%	76	41%
		Very much	8	11%	21	19%	29	16%
		Total	75	100%	110	100%	185	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	5	7%	10	9%	15	8%
		Some	25	34%	32	30%	57	31%
		Quite a bit	27	36%	45	42%	72	40%
		Very much	17	23%	21	19%	38	21%
		Total	74	100%	108	100%	182	100%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	13	17%	24	22%	37	20%
		Some	37	49%	58	53%	95	51%
		Quite a bit	21	28%	19	17%	40	22%
		Very much	4	5%	9	8%	13	7%
		Total	75	100%	110	100%	185	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	9	12%	21	20%	30	16%
		Some	46	61%	58	54%	104	57%
		Quite a bit	16	21%	22	21%	38	21%
		Very much	4	5%	6	6%	10	5%
		Total	75	100%	107	100%	182	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	5	7%	15	14%	20	11%
		Some	44	59%	45	42%	89	49%
		Quite a bit	21	28%	37	34%	58	32%
		Very much	5	7%	11	10%	16	9%
		Total	75	100%	108	100%	183	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENV EVEN	Very little	6	8%	13	12%	19	10%
		Some	27	36%	35	32%	62	34%
		Quite a bit	32	43%	45	41%	77	42%
		Very much	10	13%	16	15%	26	14%
		Total	75	100%	109	100%	184	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	3	3%	3	2%
		Some	9	12%	12	11%	21	11%
		Quite a bit	26	35%	47	43%	73	39%
		Very much	40	53%	48	44%	88	48%
		Total	75	100%	110	100%	185	100%

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	11	15%	18	16%	29	16%
		5-8	29	39%	45	41%	74	40%
		9-12	27	36%	40	36%	67	36%
		13-16	5	7%	2	2%	7	4%
		17-20	1	1%	3	3%	4	2%
		21-30	2	3%	2	2%	4	2%
		More than 30	0	0%	0	0%	0	0%
		Total	75	100%	110	100%	185	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	36	49%	42	38%	78	42%
		5-8	22	30%	31	28%	53	29%
		9-12	4	5%	18	16%	22	12%
		13-16	6	8%	13	12%	19	10%
		17-20	3	4%	4	4%	7	4%
		21-30	2	3%	2	2%	4	2%
		More than 30	1	1%	0	0%	1	1%
		Total	74	100%	110	100%	184	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	46	61%	52	47%	98	53%
		5-8	16	21%	33	30%	49	26%
		9-12	6	8%	15	14%	21	11%
		13-16	2	3%	6	5%	8	4%
		17-20	2	3%	3	3%	5	3%
		21-30	0	0%	1	1%	1	1%
		More than 30	3	4%	0	0%	3	2%
		Total	75	100%	110	100%	185	100%
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	19	25%	21	19%	40	22%
		5-8	28	37%	38	35%	66	36%
		9-12	15	20%	26	24%	41	22%
		13-16	7	9%	11	10%	18	10%
		17-20	4	5%	10	9%	14	8%
		21-30	1	1%	3	3%	4	2%
		More than 30	1	1%	1	1%	2	1%
		Total	75	100%	110	100%	185	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	3	4%	3	3%	6	3%
		1-4	54	72%	63	59%	117	64%
		5-8	12	16%	31	29%	43	24%
		9-12	4	5%	5	5%	9	5%
		13-16	0	0%	1	1%	1	1%
		17-20	0	0%	2	2%	2	1%
		21-30	0	0%	1	1%	1	1%
		More than 30	2	3%	1	1%	3	2%
		Total	75	100%	107	100%	182	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Research and scholarly activities	SCHOLAR	0	4	5%	3	3%	7	4%
		1-4	11	15%	14	13%	25	14%
		5-8	12	16%	22	21%	34	19%
		9-12	14	19%	28	26%	42	23%
		13-16	8	11%	14	13%	22	12%
		17-20	12	16%	6	6%	18	10%
		21-30	6	8%	10	9%	16	9%
		More than 30	8	11%	10	9%	18	10%
			Total	75	100%	107	100%	182
g. Working with undergraduates on research	FRESEARC	0	36	48%	39	37%	75	41%
		1-4	23	31%	37	35%	60	33%
		5-8	8	11%	14	13%	22	12%
		9-12	6	8%	9	8%	15	8%
		13-16	1	1%	3	3%	4	2%
		17-20	0	0%	1	1%	1	1%
		21-30	1	1%	2	2%	3	2%
		More than 30	0	0%	1	1%	1	1%
			Total	75	100%	106	100%	181
h. Advising undergraduate students	ADVISE	0	13	17%	7	6%	20	11%
		1-4	44	59%	71	66%	115	63%
		5-8	11	15%	18	17%	29	16%
		9-12	4	5%	5	5%	9	5%
		13-16	1	1%	3	3%	4	2%
		17-20	0	0%	3	3%	3	2%
		21-30	0	0%	1	1%	1	1%
		More than 30	2	3%	0	0%	2	1%
			Total	75	100%	108	100%	183

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Supervising internships or other field experiences	FIELDEXP	0	47	63%	64	59%	111	60%
		1-4	25	33%	27	25%	52	28%
		5-8	0	0%	12	11%	12	7%
		9-12	2	3%	4	4%	6	3%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	2	2%	2	1%
		21-30	1	1%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
			Total	75	100%	109	100%	184
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	41	56%	45	41%	86	47%
		1-4	27	37%	54	49%	81	44%
		5-8	1	1%	7	6%	8	4%
		9-12	2	3%	3	3%	5	3%
		13-16	1	1%	1	1%	2	1%
		17-20	1	1%	0	0%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	73	100%	110	100%	183
k. Other interactions with students outside of the classroom	FINTERAC	0	13	17%	14	13%	27	15%
		1-4	52	69%	75	68%	127	69%
		5-8	5	7%	10	9%	15	8%
		9-12	1	1%	8	7%	9	5%
		13-16	2	3%	1	1%	3	2%
		17-20	1	1%	1	1%	2	1%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
			Total	75	100%	110	100%	185

**FSSE 2012 Frequency Distributions
Montclair State University**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
1. Conducting service activities	SERVICE	0	18	24%	25	23%	43	23%
		1-4	35	47%	51	46%	86	46%
		5-8	12	16%	22	20%	34	18%
		9-12	6	8%	5	5%	11	6%
		13-16	0	0%	3	3%	3	2%
		17-20	3	4%	3	3%	6	3%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	75	100%	110	100%	185	100%
In what format do you most often teach?	TTEACFOR	Classroom, on-campus	73	97%	107	97%	180	97%
		Classroom, auxiliary location	0	0%	1	1%	1	1%
		Distance education	2	3%	2	2%	4	2%
		Total	75	100%	110	100%	185	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	3	4%	3	3%	6	4%
		1-9%	8	11%	8	8%	16	10%
		10-19%	8	11%	14	15%	22	13%
		20-29%	8	11%	17	18%	25	15%
		30-39%	9	13%	12	13%	21	13%
		40-49%	9	13%	12	13%	21	13%
		50-74%	15	21%	23	24%	38	23%
		75% or more	10	14%	6	6%	16	10%
		Total	70	100%	95	100%	165	100%
b. Teacher-led discussion	TEACHLED	0%	1	1%	1	1%	2	1%
		1-9%	7	10%	4	4%	11	6%
		10-19%	18	26%	22	21%	40	23%
		20-29%	17	25%	34	32%	51	29%
		30-39%	14	21%	16	15%	30	17%
		40-49%	2	3%	12	11%	14	8%
		50-74%	8	12%	14	13%	22	13%
		75% or more	1	1%	3	3%	4	2%
		Total	68	100%	106	100%	174	100%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	12	17%	14	13%	26	15%
		1-9%	14	20%	19	18%	33	19%
		10-19%	15	22%	18	17%	33	19%
		20-29%	14	20%	25	24%	39	22%
		30-39%	5	7%	14	13%	19	11%
		40-49%	3	4%	11	10%	14	8%
		50-74%	3	4%	4	4%	7	4%
		75% or more	3	4%	1	1%	4	2%
		Total	69	100%	106	100%	175	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Student computer use	COMPMED	0%	40	59%	49	47%	89	51%
		1-9%	13	19%	32	30%	45	26%
		10-19%	8	12%	10	10%	18	10%
		20-29%	3	4%	6	6%	9	5%
		30-39%	0	0%	1	1%	1	1%
		40-49%	2	3%	3	3%	5	3%
		50-74%	2	3%	1	1%	3	2%
		75% or more	0	0%	3	3%	3	2%
		Total	68	100%	105	100%	173	100%
e. Small group activities	GROUPSML	0%	13	18%	17	15%	30	16%
		1-9%	17	23%	26	24%	43	23%
		10-19%	15	20%	19	17%	34	18%
		20-29%	13	18%	25	23%	38	21%
		30-39%	7	9%	10	9%	17	9%
		40-49%	4	5%	10	9%	14	8%
		50-74%	4	5%	2	2%	6	3%
		75% or more	1	1%	1	1%	2	1%
		Total	74	100%	110	100%	184	100%
f. Student presentations	STUPRES	0%	20	27%	22	21%	42	24%
		1-9%	23	32%	31	30%	54	31%
		10-19%	20	27%	22	21%	42	24%
		20-29%	6	8%	15	14%	21	12%
		30-39%	1	1%	9	9%	10	6%
		40-49%	0	0%	2	2%	2	1%
		50-74%	1	1%	2	2%	3	2%
		75% or more	2	3%	1	1%	3	2%
		Total	73	100%	104	100%	177	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. In-class writing	CLSWRITE	0%	30	42%	44	41%	74	41%
		1-9%	25	35%	41	38%	66	37%
		10-19%	10	14%	15	14%	25	14%
		20-29%	3	4%	6	6%	9	5%
		30-39%	1	1%	2	2%	3	2%
		40-49%	1	1%	0	0%	1	1%
		50-74%	2	3%	0	0%	2	1%
		75% or more	0	0%	0	0%	0	0%
		Total	72	100%	108	100%	180	100%
h. Testing and evaluation	TESTEVAL	0%	9	13%	12	11%	21	12%
		1-9%	30	42%	37	34%	67	37%
		10-19%	25	35%	40	37%	65	36%
		20-29%	4	6%	12	11%	16	9%
		30-39%	0	0%	2	2%	2	1%
		40-49%	1	1%	3	3%	4	2%
		50-74%	1	1%	1	1%	2	1%
		75% or more	1	1%	1	1%	2	1%
		Total	71	100%	108	100%	179	100%
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	58	83%	84	86%	142	85%
		1-9%	3	4%	0	0%	3	2%
		10-19%	2	3%	5	5%	7	4%
		20-29%	2	3%	3	3%	5	3%
		30-39%	0	0%	2	2%	2	1%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	1%	1	1%	2	1%
		75% or more	4	6%	3	3%	7	4%
		Total	70	100%	98	100%	168	100%

**FSSE 2012 Frequency Distributions
Montclair State University**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	41	57%	45	45%	86	50%
		1-9%	11	15%	11	11%	22	13%
		10-19%	7	10%	13	13%	20	12%
		20-29%	5	7%	14	14%	19	11%
		30-39%	0	0%	7	7%	7	4%
		40-49%	6	8%	2	2%	8	5%
		50-74%	1	1%	6	6%	7	4%
		75% or more	1	1%	3	3%	4	2%
		Total	72	100%	101	100%	173	100%
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	1	1%	6	6%	7	4%
		10-19	7	9%	21	19%	28	15%
		20-29	11	15%	24	22%	35	19%
		30-49	17	23%	28	26%	45	25%
		50-99	21	28%	23	21%	44	24%
		100 or more	17	23%	7	6%	24	13%
		Total	74	100%	109	100%	183	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Asked questions in class or contributed to class discussions	TCLQUEST	Never	3	4%	0	0%	3	2%
		Sometimes	39	53%	31	29%	70	39%
		Often	22	30%	45	42%	67	37%
		Very Often	10	14%	30	28%	40	22%
		Total	74	100%	106	100%	180	100%
b. Made a class presentation	TCLPRSNT	Never	28	39%	19	18%	47	26%
		Sometimes	23	32%	36	34%	59	33%
		Often	9	13%	25	23%	34	19%
		Very Often	11	15%	27	25%	38	21%
		Total	71	100%	107	100%	178	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	37	51%	30	28%	67	37%
		Sometimes	20	27%	43	41%	63	35%
		Often	10	14%	20	19%	30	17%
		Very Often	6	8%	13	12%	19	11%
		Total	73	100%	106	100%	179	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	11	15%	5	5%	16	9%
		Sometimes	20	27%	22	21%	42	23%
		Often	23	31%	40	38%	63	35%
		Very Often	20	27%	39	37%	59	33%
		Total	74	100%	106	100%	180	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	17	23%	17	16%	34	19%
		Sometimes	20	27%	30	29%	50	28%
		Often	19	26%	29	28%	48	27%
		Very Often	18	24%	28	27%	46	26%
		Total	74	100%	104	100%	178	100%

**FSSE 2012 Frequency Distributions
Montclair State University**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Come to class without completing readings or assignments	TCLUNPRE	Never	1	1%	8	8%	9	5%
		Sometimes	31	42%	57	54%	88	49%
		Often	19	26%	25	24%	44	24%
		Very Often	23	31%	16	15%	39	22%
		Total	74	100%	106	100%	180	100%
g. Worked with other students on projects during class	TCLASSGR	Never	13	18%	16	15%	29	16%
		Sometimes	25	35%	39	36%	64	36%
		Often	24	33%	29	27%	53	30%
		Very Often	10	14%	23	21%	33	18%
		Total	72	100%	107	100%	179	100%
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never	19	26%	9	8%	28	16%
		Sometimes	34	47%	49	46%	83	47%
		Often	14	19%	25	24%	39	22%
		Very Often	5	7%	23	22%	28	16%
		Total	72	100%	106	100%	178	100%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never	13	18%	4	4%	17	10%
		Sometimes	47	65%	44	43%	91	52%
		Often	8	11%	33	32%	41	23%
		Very Often	4	6%	22	21%	26	15%
		Total	72	100%	103	100%	175	100%
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never	39	56%	37	38%	76	45%
		Sometimes	28	40%	43	44%	71	42%
		Often	1	1%	11	11%	12	7%
		Very Often	2	3%	7	7%	9	5%
		Total	70	100%	98	100%	168	100%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never	41	60%	47	50%	88	54%
		Sometimes	24	35%	33	35%	57	35%
		Often	1	1%	9	10%	10	6%
		Very Often	2	3%	5	5%	7	4%
		Total	68	100%	94	100%	162	100%

**FSSE 2012 Frequency Distributions
Montclair State University**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	11	16%	9	9%	20	12%
		Sometimes	23	34%	35	34%	58	34%
		Often	18	26%	27	26%	45	26%
		Very Often	16	24%	31	30%	47	28%
		Total	68	100%	102	100%	170	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	0	0%	0	0%	0	0%
		Sometimes	23	32%	13	13%	36	20%
		Often	18	25%	37	36%	55	31%
		Very Often	32	44%	54	52%	86	49%
		Total	73	100%	104	100%	177	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	2	3%	2	2%	4	2%
		Sometimes	40	56%	37	35%	77	44%
		Often	21	29%	44	42%	65	37%
		Very Often	9	13%	22	21%	31	18%
		Total	72	100%	105	100%	177	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	15	21%	3	3%	18	10%
		Sometimes	45	63%	48	47%	93	53%
		Often	7	10%	32	31%	39	22%
		Very Often	4	6%	20	19%	24	14%
		Total	71	100%	103	100%	174	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	17	24%	13	13%	30	17%
		Sometimes	46	65%	62	60%	108	62%
		Often	4	6%	19	18%	23	13%
		Very Often	4	6%	10	10%	14	8%
		Total	71	100%	104	100%	175	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	0	0%	0	0%	0	0%
		Sometimes	7	10%	14	13%	21	12%
		Often	32	46%	41	39%	73	42%
		Very Often	31	44%	49	47%	80	46%
		Total	70	100%	104	100%	174	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	2	3%	4	4%	6	3%
		Sometimes	47	68%	42	41%	89	52%
		Often	14	20%	44	43%	58	34%
		Very Often	6	9%	13	13%	19	11%
		Total	69	100%	103	100%	172	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	34	50%	31	30%	65	38%
		Sometimes	28	41%	50	49%	78	46%
		Often	4	6%	17	17%	21	12%
		Very Often	2	3%	4	4%	6	4%
		Total	68	100%	102	100%	170	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	11	17%	8	8%	19	12%
		Sometimes	44	68%	59	60%	103	63%
		Often	9	14%	22	22%	31	19%
		Very Often	1	2%	9	9%	10	6%
		Total	65	100%	98	100%	163	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	6	10%	8	8%	14	9%
		Sometimes	33	54%	44	45%	77	49%
		Often	16	26%	26	27%	42	27%
		Very Often	6	10%	19	20%	25	16%
		Total	61	100%	97	100%	158	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	7	11%	10	11%	17	11%
		Sometimes	34	55%	43	45%	77	49%
		Often	14	23%	25	26%	39	25%
		Very Often	7	11%	17	18%	24	15%
		Total	62	100%	95	100%	157	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	9	14%	10	10%	19	12%
		Sometimes	30	46%	48	48%	78	47%
		Often	22	34%	33	33%	55	33%
		Very Often	4	6%	9	9%	13	8%
		Total	65	100%	100	100%	165	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW	Never	10	15%	10	10%	20	12%
		Sometimes	33	51%	45	45%	78	48%
		Often	14	22%	33	33%	47	29%
		Very Often	8	12%	11	11%	19	12%
		Total	65	100%	99	100%	164	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	4	6%	2	2%	6	4%
		Sometimes	27	40%	36	36%	63	37%
		Often	26	38%	42	42%	68	40%
		Very Often	11	16%	21	21%	32	19%
		Total	68	100%	101	100%	169	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Faculty who teach First-year students</i>		<i>Faculty who teach Seniors</i>		<i>Faculty Total</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	TREADASG	None	1	2%	0	0%	1	1%
		Between 1 and 4	40	61%	50	51%	90	55%
		Between 5 and 10	19	29%	39	40%	58	35%
		Between 11 and 20	6	9%	7	7%	13	8%
		More than 20	0	0%	2	2%	2	1%
		Total	66	100%	98	100%	164	100%
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	19	31%	19	21%	38	25%
		Between 1 and 4	38	62%	62	68%	100	66%
		Between 5 and 10	3	5%	9	10%	12	8%
		Between 11 and 20	1	2%	1	1%	2	1%
		More than 20	0	0%	0	0%	0	0%
		Total	61	100%	91	100%	152	100%
c. Number of written papers or reports of 20 pages or more	TWRM05	None	50	76%	38	40%	88	55%
		Between 1 and 4	14	21%	48	51%	62	39%
		Between 5 and 10	2	3%	7	7%	9	6%
		Between 11 and 20	0	0%	2	2%	2	1%
		More than 20	0	0%	0	0%	0	0%
		Total	66	100%	95	100%	161	100%

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Number of written papers or reports between 5 and 19 pages	TWRTMD05	None	14	21%	7	7%	21	13%
		Between 1 and 4	39	59%	62	63%	101	61%
		Between 5 and 10	11	17%	25	25%	36	22%
		Between 11 and 20	2	3%	5	5%	7	4%
		More than 20	0	0%	0	0%	0	0%
		Total		66	100%	99	100%	165
e. Number of written papers or reports of fewer than 5 pages	TWRITSM1	None	5	8%	6	6%	11	7%
		Between 1 and 4	30	45%	46	47%	76	46%
		Between 5 and 10	21	32%	30	31%	51	31%
		Between 11 and 20	8	12%	14	14%	22	13%
		More than 20	2	3%	2	2%	4	2%
		Total		66	100%	98	100%	164

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take the typical student more than one hour to complete	TPROBSTA	None	9	15%	17	18%	26	17%
		1-2	32	54%	42	44%	74	48%
		3-4	8	14%	26	27%	34	22%
		5-6	7	12%	5	5%	12	8%
		More than 6	3	5%	6	6%	9	6%
		Total		59	100%	96	100%	155
b. Number of problem sets that take the typical student less than one hour to complete	TPROBSTB	None	11	19%	20	21%	31	20%
		1-2	28	48%	43	44%	71	46%
		3-4	12	21%	19	20%	31	20%
		5-6	2	3%	7	7%	9	6%
		More than 6	5	9%	8	8%	13	8%
		Total		58	100%	97	100%	155

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	0	0%	0	0%
		1-5	7	11%	9	9%	16	10%
		6-10	13	20%	28	27%	41	24%
		11-15	10	16%	22	21%	32	19%
		16-20	9	14%	22	21%	31	18%
		21-25	11	17%	11	11%	22	13%
		26-30	8	13%	7	7%	15	9%
		More than 30	6	9%	5	5%	11	7%
		Total	64	100%	104	100%	168	100%
b. Working for pay on campus	TEXWRKON	0	7	11%	15	15%	22	14%
		1-5	20	32%	20	20%	40	25%
		6-10	21	34%	42	42%	63	39%
		11-15	9	15%	15	15%	24	15%
		16-20	5	8%	6	6%	11	7%
		21-25	0	0%	1	1%	1	1%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	62	100%	100	100%	162	100%
c. Working for pay off campus	TEXWRKOF	0	10	16%	12	12%	22	13%
		1-5	13	21%	19	19%	32	20%
		6-10	16	26%	33	32%	49	30%
		11-15	12	20%	22	22%	34	21%
		16-20	6	10%	7	7%	13	8%
		21-25	2	3%	6	6%	8	5%
		26-30	1	2%	2	2%	3	2%
		More than 30	1	2%	1	1%	2	1%
		Total	61	100%	102	100%	163	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	3	5%	5	5%	8	5%
		1-5	31	49%	54	54%	85	52%
		6-10	25	40%	36	36%	61	37%
		11-15	3	5%	4	4%	7	4%
		16-20	1	2%	0	0%	1	1%
		21-25	0	0%	0	0%	0	0%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	63	100%	100	100%	163	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	0	0%	1	1%	1	1%
		1-5	25	41%	29	30%	54	34%
		6-10	22	36%	41	42%	63	40%
		11-15	11	18%	18	19%	29	18%
		16-20	2	3%	4	4%	6	4%
		21-25	1	2%	2	2%	3	2%
		26-30	0	0%	2	2%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	61	100%	97	100%	158	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	12	21%	23	24%	35	23%
		1-5	22	39%	37	39%	59	39%
		6-10	14	25%	23	24%	37	25%
		11-15	3	5%	8	9%	11	7%
		16-20	3	5%	0	0%	3	2%
		21-25	1	2%	1	1%	2	1%
		26-30	1	2%	2	2%	3	2%
		More than 30	0	0%	0	0%	0	0%
		Total	56	100%	94	100%	150	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	5	8%	6	6%	11	7%
		1-5	43	73%	70	72%	113	72%
		6-10	7	12%	15	15%	22	14%
		11-15	2	3%	4	4%	6	4%
		16-20	1	2%	1	1%	2	1%
		21-25	1	2%	0	0%	1	1%
		26-30	0	0%	1	1%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	59	100%	97	100%	156	100%
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	1	2%	3	3%	4	3%
		1-5	31	51%	42	43%	73	46%
		6-10	18	30%	37	38%	55	35%
		11-15	6	10%	9	9%	15	9%
		16-20	2	3%	5	5%	7	4%
		21-25	1	2%	0	0%	1	1%
		26-30	1	2%	1	1%	2	1%
		More than 30	1	2%	0	0%	1	1%
		Total	61	100%	97	100%	158	100%
b. Working for pay on campus	TACTWKON	0	7	12%	14	15%	21	14%
		1-5	14	24%	25	27%	39	26%
		6-10	17	29%	36	38%	53	35%
		11-15	8	14%	9	10%	17	11%
		16-20	11	19%	8	9%	19	13%
		21-25	0	0%	1	1%	1	1%
		26-30	1	2%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	58	100%	94	100%	152	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Working for pay off campus	TACTWKOF	0	1	2%	3	3%	4	3%
		1-5	7	12%	4	4%	11	7%
		6-10	4	7%	15	16%	19	12%
		11-15	7	12%	15	16%	22	14%
		16-20	16	27%	28	29%	44	28%
		21-25	9	15%	13	14%	22	14%
		26-30	12	20%	13	14%	25	16%
		More than 30	3	5%	5	5%	8	5%
		Total	59	100%	96	100%	155	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	2	3%	10	10%	12	8%
		1-5	34	58%	52	54%	86	55%
		6-10	11	19%	27	28%	38	25%
		11-15	8	14%	5	5%	13	8%
		16-20	2	3%	1	1%	3	2%
		21-25	1	2%	0	0%	1	1%
		26-30	1	2%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	59	100%	96	100%	155	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCU	0	0	0%	2	2%	2	1%
		1-5	0	0%	8	9%	8	5%
		6-10	15	26%	22	23%	37	24%
		11-15	14	24%	30	32%	44	29%
		16-20	13	22%	18	19%	31	20%
		21-25	9	16%	8	9%	17	11%
		26-30	3	5%	4	4%	7	5%
		More than 30	4	7%	2	2%	6	4%
		Total	58	100%	94	100%	152	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE	0	5	9%	11	12%	16	11%	
		1-5	22	41%	26	28%	48	33%	
		6-10	14	26%	41	44%	55	37%	
		11-15	7	13%	7	8%	14	10%	
		16-20	6	11%	7	8%	13	9%	
		21-25	0	0%	0	0%	0	0%	
		26-30	0	0%	1	1%	1	1%	
		More than 30	0	0%	0	0%	0	0%	
		Total		54	100%	93	100%	147	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	0	0%	2	2%	2	1%	
		1-5	20	35%	34	36%	54	36%	
		6-10	28	49%	43	45%	71	47%	
		11-15	5	9%	12	13%	17	11%	
		16-20	3	5%	3	3%	6	4%	
		21-25	1	2%	1	1%	2	1%	
		26-30	0	0%	0	0%	0	0%	
		More than 30	0	0%	0	0%	0	0%	
		Total		57	100%	95	100%	152	100%
Select the response that represents the extent to which the typical student's <i>examinations</i> have challenged that student to do his or her best work.	TEXAMS	Very Little	1	2%	3	3%	4	3%	
		2	3	5%	4	4%	7	4%	
		3	9	15%	10	10%	19	12%	
		4	14	23%	23	23%	37	23%	
		5	19	31%	33	34%	52	33%	
		6	10	16%	22	22%	32	20%	
		Very much	5	8%	3	3%	8	5%	
		Total		61	100%	98	100%	159	100%

FSSE 2012 Frequency Distributions Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	5	8%	9	9%	14	9%
		Some	26	42%	32	33%	58	37%
		Quite a bit	20	32%	42	44%	62	39%
		Very much	11	18%	13	14%	24	15%
		Total		62	100%	96	100%	158
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	TANALYZE	Very little	3	5%	5	5%	8	5%
		Some	24	39%	21	22%	45	29%
		Quite a bit	26	43%	41	43%	67	43%
		Very much	8	13%	29	30%	37	24%
		Total		61	100%	96	100%	157
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	5	8%	8	8%	13	8%
		Some	22	35%	23	24%	45	29%
		Quite a bit	24	39%	37	39%	61	39%
		Very much	11	18%	27	28%	38	24%
		Total		62	100%	95	100%	157
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT	Very little	5	8%	7	7%	12	8%
		Some	24	39%	28	29%	52	33%
		Quite a bit	23	37%	39	41%	62	39%
		Very much	10	16%	22	23%	32	20%
		Total		62	100%	96	100%	158
e. Applying theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	7	11%	7	7%	14	9%
		Some	22	36%	29	30%	51	32%
		Quite a bit	21	34%	30	31%	51	32%
		Very much	11	18%	30	31%	41	26%
		Total		61	100%	96	100%	157

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	TGNWRITE	Very little	4	7%	5	5%	9	6%
		Some	34	56%	37	39%	71	46%
		Quite a bit	15	25%	37	39%	52	33%
		Very much	8	13%	16	17%	24	15%
		Total	61	100%	95	100%	156	100%
b. Speaking clearly and effectively	TGNSPEAK	Very little	5	8%	4	4%	9	6%
		Some	32	52%	37	39%	69	44%
		Quite a bit	18	30%	42	44%	60	38%
		Very much	6	10%	13	14%	19	12%
		Total	61	100%	96	100%	157	100%
c. Thinking critically and analytically	TGNANALY	Very little	5	8%	5	5%	10	6%
		Some	25	42%	30	31%	55	35%
		Quite a bit	17	28%	39	41%	56	36%
		Very much	13	22%	22	23%	35	22%
		Total	60	100%	96	100%	156	100%
d. Analyzing quantitative problems	TGNQUANT	Very little	8	14%	14	15%	22	15%
		Some	34	59%	40	43%	74	49%
		Quite a bit	10	17%	31	33%	41	27%
		Very much	6	10%	8	9%	14	9%
		Total	58	100%	93	100%	151	100%
e. Using computing and information technology	TGNCMPTS	Very little	0	0%	1	1%	1	1%
		Some	24	41%	22	23%	46	30%
		Quite a bit	17	29%	51	53%	68	44%
		Very much	18	31%	22	23%	40	26%
		Total	59	100%	96	100%	155	100%
f. Working effectively with others	TGNOTHER	Very little	2	3%	4	4%	6	4%
		Some	31	52%	23	24%	54	35%
		Quite a bit	20	33%	48	51%	68	44%
		Very much	7	12%	20	21%	27	17%
		Total	60	100%	95	100%	155	100%

FSSE 2012 Frequency Distributions
Montclair State University

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Learning effectively on his or her own	TGNINQ	Very little	5	8%	7	7%	12	8%
		Some	34	57%	31	33%	65	42%
		Quite a bit	12	20%	46	48%	58	37%
		Very much	9	15%	11	12%	20	13%
		Total	60	100%	95	100%	155	100%
h. Understanding himself or herself	TGNSELF	Very little	3	5%	6	7%	9	6%
		Some	34	60%	32	35%	66	45%
		Quite a bit	15	26%	38	42%	53	36%
		Very much	5	9%	15	16%	20	14%
		Total	57	100%	91	100%	148	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	3	5%	6	7%	9	6%
		Some	27	47%	25	28%	52	36%
		Quite a bit	18	32%	39	44%	57	39%
		Very much	9	16%	19	21%	28	19%
		Total	57	100%	89	100%	146	100%
j. Solving complex real-world problems	TGNPROBS	Very little	9	16%	7	8%	16	11%
		Some	30	52%	43	47%	73	49%
		Quite a bit	16	28%	34	37%	50	33%
		Very much	3	5%	8	9%	11	7%
		Total	58	100%	92	100%	150	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	8	15%	14	16%	22	15%
		Some	29	53%	38	42%	67	46%
		Quite a bit	13	24%	32	36%	45	31%
		Very much	5	9%	6	7%	11	8%
		Total	55	100%	90	100%	145	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	27	53%	42	49%	69	51%
		Some	22	43%	30	35%	52	38%
		Quite a bit	1	2%	10	12%	11	8%
		Very much	1	2%	3	4%	4	3%
		Total	51	100%	85	100%	136	100%

**FSSE 2012 Frequency Distributions
Montclair State University**

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

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
m. Acquiring a broad general education	TGNGENLE	Very little	2	3%	1	1%	3	2%
		Some	27	46%	37	40%	64	42%
		Quite a bit	22	37%	43	47%	65	43%
		Very much	8	14%	11	12%	19	13%
		Total	59	100%	92	100%	151	100%
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	2	4%	4	4%	6	4%
		Some	38	67%	27	29%	65	44%
		Quite a bit	14	25%	45	49%	59	40%
		Very much	3	5%	16	17%	19	13%
		Total	57	100%	92	100%	149	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	24	44%	35	41%	59	42%
		Some	24	44%	34	40%	58	42%
		Quite a bit	6	11%	12	14%	18	13%
		Very much	0	0%	4	5%	4	3%
		Total	54	100%	85	100%	139	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	18	33%	20	22%	38	26%
		Some	31	56%	45	51%	76	53%
		Quite a bit	5	9%	20	22%	25	17%
		Very much	1	2%	4	4%	5	3%
		Total	55	100%	89	100%	144	100%

**FSSE 2012 Frequency Distributions
Montclair State University**

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

<i>Variable</i>	<i>Response Options</i>	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
DISCAREA	Arts and Humanities	36	51%	27	26%	63	36%
	Biological Sciences	2	3%	10	10%	12	7%
	Business	1	1%	14	14%	15	9%
	Education	3	4%	10	10%	13	7%
	Engineering	0	0%	0	0%	0	0%
	Physical Sciences	7	10%	7	7%	14	8%
	Professional (other)	4	6%	8	8%	12	7%
	Social Sciences	15	21%	16	16%	31	18%
	Other	3	4%	11	11%	14	8%
		Total	71	100%	103	100%	174

IPEDS: 185590



Montclair State University

FSSE-NSSE Combined Report
August 2012

Interpreting the FSSE-NSSE Combined Report

Typical-Student Survey Option

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

Sample

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

Survey Items & Variable Names

In the results format above the bolded line, items from the FSSE survey appear in the first column with the corresponding FSSE and NSSE variables appearing in the second column. In the display below the bolded line, results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the first column contains survey item wording as it appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2012 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.



**FSSE 2012 Frequency Distributions
NSSEville State University**

Faculty perceptions of typical students and student responses:				First-Year Students		Seniors	
FSSE Item	Variable	Response Options	Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %	
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	1%	3%	0%	1%	
		Sometimes	52%	32%	9%	19%	
		Often	28%	37%	31%	32%	
		Very often	19%	29%	60%	49%	
Total			100%	100%	100%	100%	

Importance faculty place on campus-facilitated activities and student participation:				Distribution of student responses to whether they had done or plan to do the following before graduating						
Faculty Responses		Student Responses								
FSSE Item	Variable	Class	Very Important or Important %	NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Percentage of faculty who reported that it is important or very important that students at their institution do the following				Practicum, internship, field experience, co-op experience, or clinical assignment	ENTERN4	FY	5%	81%	3%	11%
			84%			SR	60%	18%	13%	9%
			87%							

Response Categories
Where applicable, response categories are listed just as they appear on the FSSE and NSSE instruments. The distribution of responses match those in your *2012 Frequency Distributions*.

Class Level

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

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

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	4%	2%	0%	1%
		Sometimes	53%	32%	29%	21%
	Often	30%	37%	42%	32%	
	Very often	14%	30%	28%	46%	
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	39%	4%	18%	4%
		Sometimes	32%	47%	34%	28%
	Often	13%	35%	23%	37%	
	Very often	15%	14%	25%	31%	
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	51%	5%	28%	19%
		Sometimes	27%	13%	41%	37%
	Often	14%	28%	19%	24%	
	Very often	8%	55%	12%	19%	
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	15%	0%	5%	1%
		Sometimes	27%	10%	21%	12%
	Often	31%	43%	38%	34%	
	Very often	27%	46%	37%	52%	
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	23%	3%	16%	6%
		Sometimes	27%	25%	29%	23%
	Often	26%	39%	28%	34%	
	Very often	24%	34%	27%	36%	
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	1%	27%	8%	30%
		Sometimes	42%	52%	54%	53%
	Often	26%	12%	24%	11%	
	Very often	31%	9%	15%	7%	
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	18%	7%	15%	8%
		Sometimes	35%	43%	36%	38%
	Often	33%	34%	27%	35%	
	Very often	14%	15%	21%	19%	
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	26%	12%	8%	7%
		Sometimes	47%	48%	46%	38%
		Often	19%	27%	24%	34%
		Very often	7%	12%	22%	21%
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	18%	6%	4%	5%
		Sometimes	65%	34%	43%	24%
		Often	11%	43%	32%	42%
		Very often	6%	17%	21%	28%
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	56%	63%	38%	51%
		Sometimes	40%	25%	44%	31%
		Often	1%	7%	11%	10%
		Very often	3%	4%	7%	8%
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	60%	62%	50%	54%
		Sometimes	35%	25%	35%	30%
		Often	1%	7%	10%	10%
		Very often	3%	6%	5%	6%
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	16%	15%	9%	11%
		Sometimes	34%	33%	34%	31%
		Often	26%	26%	26%	30%
		Very often	24%	25%	30%	28%
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	0%	0%	1%
		Sometimes	32%	18%	13%	9%
		Often	25%	34%	36%	31%
		Very often	44%	48%	52%	60%
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	3%	7%	2%	6%
		Sometimes	56%	39%	35%	36%
		Often	29%	32%	42%	30%
		Very often	13%	22%	21%	28%
	Total		100%	100%	100%	100%
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	21%	30%	3%	21%
		Sometimes	63%	41%	47%	41%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
		Often	10%	19%	31%	21%
		Very often	6%	10%	19%	17%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	24%	41%	13%	32%
		Sometimes	65%	33%	60%	40%
		Often	6%	17%	18%	15%
		Very often	6%	9%	10%	13%
		Total	100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	6%	0%	7%
		Sometimes	10%	32%	13%	31%
		Often	46%	37%	39%	39%
		Very often	44%	25%	47%	22%
		Total	100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	3%	5%	4%	4%
		Sometimes	68%	28%	41%	26%
		Often	20%	44%	43%	43%
		Very often	9%	24%	13%	27%
		Total	100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	50%	57%	30%	53%
		Sometimes	41%	23%	49%	26%
		Often	6%	14%	17%	14%
		Very often	3%	6%	4%	8%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	17%	10%	8%	7%
		Sometimes	68%	37%	60%	32%
		Often	14%	33%	22%	34%
		Very often	2%	21%	9%	27%
		Total	100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	10%	13%	8%	12%
		Sometimes	54%	29%	45%	24%
		Often	26%	28%	27%	31%
		Very often	10%	31%	20%	33%
		Total	100%	100%	100%	100%
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	11%	13%	11%	14%
		Sometimes	55%	34%	45%	30%
		Often	23%	25%	26%	29%
		Very often	11%	28%	18%	27%

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
		Total	100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	14%	12%	10%	14%
		Sometimes	46%	40%	48%	36%
	Often	34%	30%	33%	31%	
	Very often	6%	17%	9%	18%	
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	15%	6%	10%	9%
		Sometimes	51%	32%	45%	28%
	Often	22%	33%	33%	37%	
	Very often	12%	29%	11%	27%	
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	6%	6%	2%	6%
		Sometimes	40%	28%	36%	29%
	Often	38%	38%	42%	39%	
	Very often	16%	28%	21%	26%	
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	2%	1%	0%	3%
		Between 1-4	61%	22%	51%	32%
	Between 5-10	29%	43%	40%	33%	
	Between 11-20	9%	22%	7%	19%	
	More than 20	0%	12%	2%	13%	
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	31%	31%	21%	23%
		Between 1-4	62%	51%	68%	51%
	Between 5-10	5%	11%	10%	17%	
	Between 11-20	2%	4%	1%	3%	
	More than 20	0%	3%	0%	5%	
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of 20 pages or more	TWRITMR05/ WRITEMOR	None	76%	83%	40%	51%
		Between 1-4	21%	9%	51%	39%
	Between 5-10	3%	4%	7%	6%	
	Between 11-20	0%	1%	2%	2%	
	More than 20	0%	2%	0%	2%	
	Total		100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	TWRITMD05/ WRITEMID	None	21%	11%	7%	9%
		Between 1-4	59%	46%	63%	42%
	Between 5-10	17%	32%	25%	31%	
	Between 11-20	3%	10%	5%	13%	
	More than 20	0%	2%	0%	6%	
	Total		100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	TWRITSML/ WRITESML	None	8%	4%	6%	8%
		Between 1-4	45%	32%	47%	34%
	Between 5-10	32%	32%	31%	29%	
	Between 11-20	12%	21%	14%	15%	
	More than 20	3%	11%	2%	14%	
	Total		100%	100%	100%	100%
In a typical week, number of problem sets that take more than one hour to complete	TPROBSTA/ PROBSETA	None	15%	9%	18%	15%
		1-2	54%	31%	44%	26%
	3-4	14%	39%	27%	34%	
	5-6	12%	12%	5%	12%	
	More than 6	5%	9%	6%	13%	
	Total		100%	100%	100%	100%
In a typical week, number of problem sets that take less than one hour to complete	TPROBSTB/ PROBSETB	None	19%	12%	21%	24%
		1-2	48%	41%	44%	40%
	3-4	21%	26%	20%	20%	
	5-6	3%	10%	7%	8%	
	More than 6	9%	10%	8%	8%	
	Total		100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	2%	1%	3%	1%
	ACADPR01	1-5 hr/wk	51%	18%	43%	20%
		6-10 hr/wk	30%	24%	38%	27%
		11-15 hr/wk	10%	21%	9%	18%
		16-20 hr/wk	3%	17%	5%	16%
		21-25 hr/wk	2%	12%	0%	7%
		26-30 hr/wk	2%	4%	1%	4%
		30+ hr/wk	2%	3%	0%	7%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/	0 hr/wk	12%	82%	15%	81%
	WORKON01	1-5 hr/wk	24%	3%	27%	4%
		6-10 hr/wk	29%	6%	38%	5%
		11-15 hr/wk	14%	5%	10%	3%
		16-20 hr/wk	19%	3%	9%	4%
		21-25 hr/wk	0%	1%	1%	1%
		26-30 hr/wk	2%	0%	1%	1%
		30+ hr/wk	0%	1%	0%	1%
		Total		100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/	0 hr/wk	2%	57%	3%	25%
	WORKOF01	1-5 hr/wk	12%	6%	4%	5%
		6-10 hr/wk	7%	9%	16%	9%
		11-15 hr/wk	12%	6%	16%	8%
		16-20 hr/wk	27%	8%	29%	11%
		21-25 hr/wk	15%	8%	14%	13%
		26-30 hr/wk	20%	4%	14%	7%
		30+ hr/wk	5%	2%	5%	22%
		Total		100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	3%	52%	10%	63%
		1-5 hr/wk	58%	25%	54%	19%
		6-10 hr/wk	19%	7%	28%	7%
		11-15 hr/wk	14%	7%	5%	4%
		16-20 hr/wk	3%	5%	1%	3%
		21-25 hr/wk	2%	1%	0%	2%
		26-30 hr/wk	2%	1%	1%	1%
		30+ hr/wk	0%	1%	0%	1%
		Total		100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOC1/ SOCIAL05	0 hr/wk	0%	1%	2%	2%
		1-5 hr/wk	0%	24%	9%	34%
		6-10 hr/wk	26%	29%	23%	27%
		11-15 hr/wk	24%	19%	32%	20%
		16-20 hr/wk	22%	12%	19%	8%
		21-25 hr/wk	16%	7%	9%	4%
		26-30 hr/wk	5%	3%	4%	1%
		30+ hr/wk	7%	5%	2%	3%
Total		100%	100%	100%	100%	
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	9%	61%	12%	42%
		1-5 hr/wk	41%	20%	28%	23%
		6-10 hr/wk	26%	8%	44%	11%
		11-15 hr/wk	13%	4%	8%	6%
		16-20 hr/wk	11%	4%	8%	4%
		21-25 hr/wk	0%	1%	0%	2%
		26-30 hr/wk	0%	1%	1%	2%
30+ hr/wk	0%	1%	0%	10%		
Total		100%	100%	100%	100%	

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	0%	19%	2%	4%
		1-5 hr/wk	35%	47%	36%	53%
		6-10 hr/wk	49%	21%	45%	27%
		11-15 hr/wk	9%	7%	13%	9%
		16-20 hr/wk	5%	3%	3%	4%
		21-25 hr/wk	2%	1%	1%	2%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	1%	0%	2%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	2%	1%	3%	3%
		2	5%	3%	4%	2%
		3	15%	4%	10%	5%
		4	23%	18%	23%	12%
		5	31%	35%	34%	30%
		6	16%	25%	22%	28%
		Very much	8%	15%	3%	21%
Total	100%	100%	100%	100%		
Coursework emphasis: Memorizing facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	8%	4%	9%	10%
		Some	42%	24%	33%	29%
		Quite a bit	32%	40%	44%	37%
		Very much	18%	32%	14%	25%
		Total	100%	100%	100%	100%
Coursework emphasis: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	5%	2%	5%	1%
		Some	39%	15%	22%	15%
		Quite a bit	43%	41%	43%	41%
		Very much	13%	42%	30%	42%
		Total	100%	100%	100%	100%
Coursework emphasis: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	8%	5%	8%	3%
		Some	35%	23%	24%	20%
		Quite a bit	39%	40%	39%	41%
		Very much	18%	32%	28%	35%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Coursework emphasis: Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	8%	4%	7%	5%
		Some	39%	19%	29%	22%
		Quite a bit	37%	45%	41%	38%
		Very much	16%	32%	23%	35%
	Total		100%	100%	100%	100%
Coursework emphasis: Applying theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	11%	4%	7%	4%
		Some	36%	21%	30%	18%
		Quite a bit	34%	38%	31%	38%
		Very much	18%	38%	31%	40%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	7%	4%	5%	7%
		Some	56%	16%	39%	22%
		Quite a bit	25%	39%	39%	40%
		Very much	13%	41%	17%	30%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	8%	4%	4%	7%
		Some	52%	20%	39%	21%
		Quite a bit	30%	41%	44%	39%
		Very much	10%	34%	14%	33%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	8%	2%	5%	3%
		Some	42%	15%	31%	14%
		Quite a bit	28%	38%	41%	39%
		Very much	22%	46%	23%	44%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	14%	6%	15%	8%
		Some	59%	23%	43%	24%
		Quite a bit	17%	41%	33%	37%
		Very much	10%	30%	9%	31%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	0%	8%	1%	7%
		Some	41%	22%	23%	21%
		Quite a bit	29%	38%	53%	36%
		Very much	31%	33%	23%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	3%	5%	4%	6%
		Some	52%	22%	24%	21%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
		Quite a bit	33%	37%	51%	37%
		Very much	12%	35%	21%	37%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNIHQ/ GNIHQ	Very little	8%	6%	7%	10%
		Some	57%	25%	33%	23%
		Quite a bit	20%	40%	48%	37%
		Very much	15%	29%	12%	30%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSLH/ GNSLH	Very little	5%	10%	7%	16%
		Some	60%	26%	35%	24%
		Quite a bit	26%	33%	42%	29%
		Very much	9%	31%	16%	31%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVH/ GNDIVERS	Very little	5%	10%	7%	12%
		Some	47%	24%	28%	23%
		Quite a bit	32%	37%	44%	33%
		Very much	16%	29%	21%	31%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROB/ GNPROBSV	Very little	16%	14%	8%	15%
		Some	52%	27%	47%	27%
		Quite a bit	28%	38%	37%	33%
		Very much	5%	22%	9%	25%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHC/ GNETHICS	Very little	15%	12%	16%	19%
		Some	53%	30%	42%	26%
		Quite a bit	24%	33%	36%	30%
		Very much	9%	26%	7%	25%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIH/ GNSPIH	Very little	53%	39%	49%	53%
		Some	43%	27%	35%	22%
		Quite a bit	2%	22%	12%	13%
		Very much	2%	12%	4%	12%
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring a broad general education	TGNGENL/ GNGENLED	Very little	3%	4%	1%	3%
		Some	46%	17%	40%	16%
		Quite a bit	37%	39%	47%	39%
		Very much	14%	40%	12%	41%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	4%	11%	4%	10%
		Some	67%	30%	29%	22%
	Quite a bit	25%	32%	49%	35%	
	Very much	5%	27%	17%	33%	
	Total	100%	100%	100%	100%	
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	44%	52%	41%	46%
		Some	44%	20%	40%	27%
	Quite a bit	11%	20%	14%	18%	
	Very much	0%	8%	5%	10%	
	Total	100%	100%	100%	100%	
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	33%	25%	22%	30%
		Some	56%	32%	51%	29%
	Quite a bit	9%	29%	22%	25%	
	Very much	2%	15%	4%	16%	
	Total	100%	100%	100%	100%	

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

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	72%
		SR	83%
Community service or volunteer work	FVOLUNTR	FY	50%
		SR	64%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLRNCOM	FY	48%
		SR	63%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	58%
		SR	61%
Foreign language coursework	FFORLANG	FY	74%
		SR	69%
Study abroad	FSTUDYAB	FY	57%
		SR	47%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	85%
		SR	78%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	7%	75%	4%	14%
		SR	47%	28%	14%	11%
Community service or volunteer work	VOLNTR04	FY	27%	49%	8%	16%
		SR	49%	18%	20%	13%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	53%	18%	12%	16%
		SR	30%	11%	44%	16%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	35%	22%	37%
		SR	18%	13%	44%	25%
Foreign language coursework	FORLNG04	FY	22%	51%	13%	14%
		SR	60%	8%	24%	8%
Study abroad	STDABR04	FY	1%	43%	28%	28%
		SR	7%	9%	66%	17%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	45%	13%	40%
		SR	25%	26%	31%	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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	41%
		SR	46%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	57%
		SR	56%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	59%
		SR	61%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	33%
		SR	25%
Providing students the support they need to thrive socially	FENVSOCA	FY	27%
		SR	26%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	FY	56%
		SR	56%
Encouraging students to use computers in their academic work	FENVCOMP	FY	88%
		SR	86%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	38%	43%	16%	3%
		SR	31%	46%	20%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	30%	44%	22%	4%
		SR	21%	39%	30%	9%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	29%	34%	26%	11%
		SR	25%	34%	28%	14%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	17%	27%	31%	25%
		SR	9%	19%	33%	40%
Providing the support you need to thrive socially	ENVSOCAL	FY	19%	33%	32%	17%
		SR	13%	23%	36%	28%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	28%	36%	27%	9%
		SR	21%	29%	33%	17%
Using computers in academic work	ENVCOMP	FY	44%	33%	18%	5%
		SR	49%	35%	12%	4%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	70%
		SR	81%
With faculty members	FENVFAC	FY	65%
		SR	69%
With administrative personnel and offices	FENVADM	FY	29%
		SR	38%

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Student Responses

Distribution of student ratings of the quality of their relationships with the following groups

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	74%	26%
		SR	77%	23%
With faculty members	ENVFAC	FY	71%	29%
		SR	74%	26%
With administrative personnel and offices	ENVADM	FY	51%	49%
		SR	46%	54%

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