

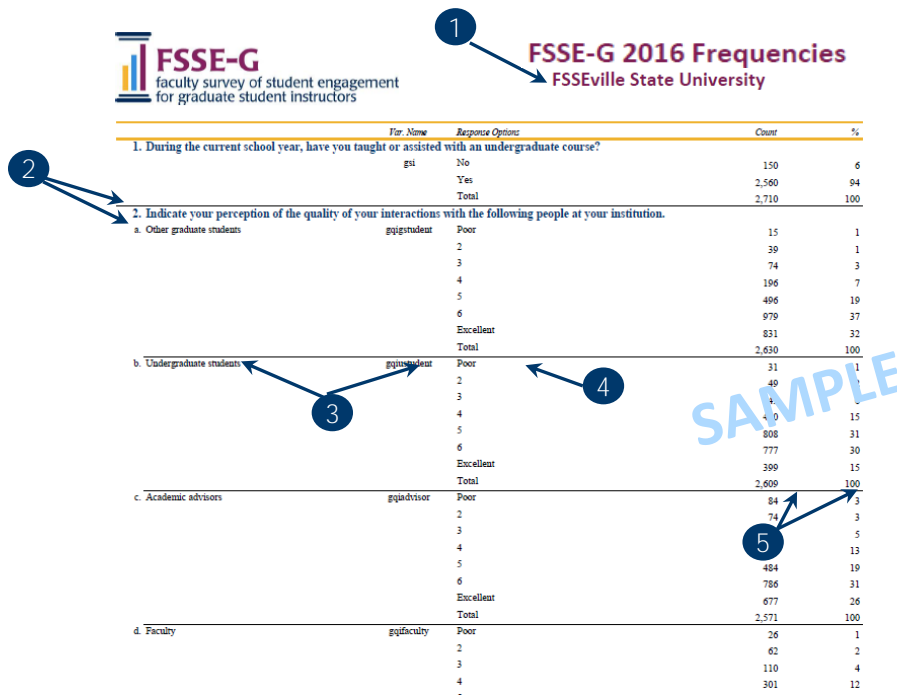
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**FSSE-G 2016**  
**Frequencies**  
NSSEville State University

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The display below highlights details in the FSSE-G *Frequencies* report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website ([fsse.indiana.edu](http://fsse.indiana.edu)) or contact a member of the FSSE team.

1. **Sample:** The FSSE-G *Frequencies* report is based on information from all graduate student instructors at your institution who responded to the survey.
2. **Item numbers:** Item numbering corresponds to the survey facsimile available on the FSSE-G website.



**FSSE-G 2016 Frequencies**  
FSSEville State University

Item Name	Response Options	Count	%
<b>1. During the current school year, have you taught or assisted with an undergraduate course?</b>			
gs1	No	150	6
	Yes	2,560	94
	Total	2,710	100
<b>2. Indicate your perception of the quality of your interactions with the following people at your institution.</b>			
a. Other graduate students gggradst	Poor	15	1
	2	39	1
	3	74	3
	4	196	7
	5	496	19
	6	979	37
	Excellent	831	32
Total	2,630	100	
b. Undergraduate students ggunderst	Poor	31	1
	2	40	1
	3	1	0
	4	10	0
	5	308	11
	6	777	28
	Excellent	399	14
Total	2,609	100	
c. Academic advisors ggadvisor	Poor	84	3
	2	74	3
	3	7	0
	4	13	0
	5	484	18
	6	786	29
	Excellent	677	25
Total	2,571	100	
d. Faculty ggfaculty	Poor	26	1
	2	62	2
	3	110	4
	4	301	11
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3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.
4. **Response options:** Response options are listed just as they appear on the instrument.
5. **Count and column percentage (%):** The Count column contains the number of graduate student instructors who selected the corresponding response option. The column percentage represents the percentage of graduate student instructors selecting the corresponding response option.

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
<b>1. During the current school year, have you taught or assisted with an undergraduate course?</b>					
	gsi	No	148	5	
		Yes	2,852	95	
		Total	3,000	100	
<b>2. Indicate your perception of the quality of your interactions with the following people at your institution.</b>					
a.	Other graduate students	gQIstudent	Poor	16	1
			2	46	2
			3	79	3
			4	224	8
			5	544	19
			6	1,075	37
			Excellent	921	32
			Total	2,905	100
b.	Undergraduate students	gQIstudent	Poor	38	1
			2	49	2
			3	166	6
			4	441	15
			5	871	30
			6	866	30
			Excellent	450	16
			Total	2,881	100
c.	Academic advisors	gQIadvisor	Poor	90	3
			2	80	3
			3	148	5
			4	359	13
			5	522	18
			6	863	30
			Excellent	777	27
			Total	2,839	100
d.	Faculty	gQIfaculty	Poor	28	1
			2	66	2
			3	125	4
			4	322	11
			5	679	24
			6	984	35
			Excellent	635	22
			Total	2,839	100
e.	Administrative staff and offices (financial aid, graduate school or college, academic program, etc.)	gQIadmin	Poor	49	2
			2	87	3
			3	158	6
			4	389	14
			5	608	21
			6	906	32
			Excellent	651	23
			Total	2,848	100
<b>3. How important is it that your institution assists you in the following areas?</b>					
a.	Incorporating active learning strategies	gIAactive	Not important	172	6
			Somewhat important	588	21
			Important	1,064	39
			Very important	911	33
			Total	2,735	100
b.	Developing students' critical thinking or problem-solving skills	gIAcritical	Not important	93	3
			Somewhat important	313	12
			Important	833	31
			Very important	1,482	54
			Total	2,721	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
c. Improving your interactions with students	gIAinteract	Not important	188	7
		Somewhat important	558	21
		Important	1,057	39
		Very important	895	33
		Total	2,698	100
d. Facilitating experiences with diversity	gIAdiversity	Not important	273	10
		Somewhat important	602	22
		Important	912	34
		Very important	909	34
		Total	2,696	100
e. Using technology to improve student learning	gIAtech	Not important	247	9
		Somewhat important	717	27
		Important	978	36
		Very important	746	28
		Total	2,688	100
f. Creating a supportive learning environment	gIAsupport	Not important	79	3
		Somewhat important	319	12
		Important	870	32
		Very important	1,418	53
		Total	2,686	100
g. Assessing student learning	gIAassess	Not important	135	5
		Somewhat important	457	17
		Important	1,116	42
		Very important	979	36
		Total	2,687	100
h. Specifying learning outcomes	gIAoutcomes	Not important	157	6
		Somewhat important	566	21
		Important	1,024	38
		Very important	924	35
		Total	2,671	100
i. Designing assignments or exams	gIAassign	Not important	347	13
		Somewhat important	668	25
		Important	941	35
		Very important	724	27
		Total	2,680	100
j. Leading discussions	gIAdiscuss	Not important	320	12
		Somewhat important	681	26
		Important	929	35
		Very important	738	28
		Total	2,668	100
<b>4. During the current school year, have you done the following?</b>				
a. Participated in an institution-wide graduate student instructor orientation	ginstorient	No	1,817	68
		Yes	869	32
		Total	2,686	100
b. Participated in a graduate student instructor orientation specific to your department or discipline	gdisorient	No	1,463	55
		Yes	1,214	45
		Total	2,677	100
c. Enrolled in a for-credit course related to college-level teaching	gcoursecred	No	2,213	83
		Yes	454	17
		Total	2,667	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
<b>5. In a typical 7-day week, about how many hours do you spend on each of the following?</b>					
a.	Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	gtmteach	0	57	2
		1-4	209	8	
		5-8	489	18	
		9-12	655	24	
		13-16	478	18	
		17-20	477	18	
		21-30	254	9	
		More than 30 hours	64	2	
		Total	2,683	100	
b.	Research, creative, or scholarly activities	gtmresearch	0	65	2
		1-4	386	14	
		5-8	432	16	
		9-12	437	16	
		13-16	324	12	
		17-20	360	13	
		21-30	325	12	
		More than 30 hours	340	13	
		Total	2,669	100	
c.	Your course work (studying, reading, writing, doing lab work, analyzing data, etc.)	gtmcoursework	0	319	12
		1-4	178	7	
		5-8	310	12	
		9-12	427	16	
		13-16	387	15	
		17-20	382	14	
		21-30	345	13	
		More than 30 hours	308	12	
		Total	2,656	100	
<b>6. In a typical 7-day week, about how many hours do you spend on each of the following instructor-related activities?</b>					
a.	Preparing class sessions	gtmprepclass	0	197	8
		1-4	1,434	59	
		5-8	591	24	
		9-12	134	6	
		13-16	43	2	
		17-20	15	1	
		More than 20 hours	14	1	
		Total	2,428	100	
b.	Teaching class sessions	gtmteachclass	0	198	8
		1-4	1,395	58	
		5-8	668	28	
		9-12	126	5	
		13-16	15	1	
		17-20	14	1	
		More than 20 hours	6	0	
		Total	2,422	100	
c.	Grading assignments and exams	gtmgrade	0	134	6
		1-4	1,350	56	
		5-8	633	26	
		9-12	207	9	
		13-16	63	3	
		17-20	24	1	
		More than 20 hours	12	0	
		Total	2,423	100	

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
d. Meeting with students outside of class	gtmmeet	0	327	14
		1-4	1,923	80
		5-8	122	5
		9-12	13	1
		13-16	4	0
		17-20	8	0
		More than 20 hours	2	0
		Total	2,399	100
e. Course administration (emailing students, maintaining course websites, etc.)	gtmadmin	0	160	7
		1-4	1,998	83
		5-8	190	8
		9-12	21	1
		13-16	12	1
		17-20	8	0
		More than 20 hours	6	0
		Total	2,395	100
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	gtmimprove	0	792	33
		1-4	1,443	60
		5-8	128	5
		9-12	27	1
		13-16	11	0
		17-20	5	0
		More than 20 hours	6	0
		Total	2,412	100
<b>7. During the current school year, about how often have you done the following?</b>				
a. Visited an office or center that supports graduate student instructors (Center for Teaching and Learning, Center for Teaching Excellence, etc.)	gcenter	Never	1,883	79
		Sometimes	399	17
		Often	71	3
		Very often	36	2
		Total	2,389	100
b. Attended a workshop or training session to enhance your teaching	gworkshop	Never	1,240	52
		Sometimes	927	39
		Often	155	7
		Very often	56	2
		Total	2,378	100
c. Had a faculty or staff member observe your teaching and provide feedback	gobserve	Never	1,036	44
		Sometimes	1,089	46
		Often	194	8
		Very often	60	3
		Total	2,379	100
d. Worked one-on-one with a faculty or staff member to help improve your teaching	gmentor	Never	1,196	51
		Sometimes	830	35
		Often	248	10
		Very often	93	4
		Total	2,367	100
e. Discussed teaching issues with other graduate student instructors	gdiscussteach	Never	185	8
		Sometimes	692	29
		Often	851	36
		Very often	650	27
		Total	2,378	100
f. Consulted books, articles, or online resources to enhance your teaching	gresources	Never	661	28
		Sometimes	951	40
		Often	502	21
		Very often	267	11
		Total	2,381	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
<b>8. During the current school year, about how often have you done each of the following with the undergraduate students you teach?</b>					
a.	Talked about their career plans	gsfcareer	Never	364	15
			Sometimes	1,290	55
			Often	492	21
			Very often	220	9
			Total	2,366	100
b.	Worked on activities other than coursework (committees, student groups, etc.)	gsfotherwork	Never	1,464	62
			Sometimes	630	27
			Often	180	8
			Very often	75	3
			Total	2,349	100
c.	Discussed course topics, ideas, or concepts outside of class	gsfdiscuss	Never	274	12
			Sometimes	1,225	52
			Often	625	27
			Very often	234	10
			Total	2,358	100
d.	Discussed their academic performance	gsfperform	Never	174	7
			Sometimes	1,197	51
			Often	741	31
			Very often	247	10
			Total	2,359	100
<b>9. About how many of the undergraduate courses you teach at this institution have included the following?</b>					
a.	A community-based project (service-learning)	gservcrs	None	1,913	82
			Some	263	11
			Most	87	4
			All	77	3
			Total	2,340	100
b.	A living and learning component	glearncomcrs	None	1,728	74
			Some	329	14
			Most	155	7
			All	111	5
			Total	2,323	100
c.	Research (data collection, analysis, etc.)	gresearchcrs	None	877	37
			Some	632	27
			Most	362	15
			All	468	20
			Total	2,339	100
d.	An internship, co-op, clinical placement, or field experience	ginterncrs	None	1,899	82
			Some	244	10
			Most	94	4
			All	88	4
			Total	2,325	100
<b>10. In the undergraduate courses you teach at this institution, to what extent do you do the following?</b>					
a.	Clearly explain course goals and requirements	gETgoals	Very little	83	4
			Some	253	11
			Quite a bit	795	34
			Very much	1,190	51
			Total	2,321	100
b.	Teach course sessions in an organized way	gETorganize	Very little	68	3
			Some	158	7
			Quite a bit	789	34
			Very much	1,288	56
			Total	2,303	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
c. Use examples or illustrations to explain difficult points	gETexample	Very little	37	2
		Some	154	7
		Quite a bit	688	30
		Very much	1,424	62
		Total	2,303	100
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	gETvariety	Very little	158	7
		Some	679	29
		Quite a bit	698	30
		Very much	775	34
		Total	2,310	100
e. Review and summarize material for students	gETreview	Very little	86	4
		Some	426	18
		Quite a bit	859	37
		Very much	938	41
		Total	2,309	100
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	gETstandards	Very little	178	8
		Some	502	22
		Quite a bit	688	30
		Very much	940	41
		Total	2,308	100
g. Provide feedback to students on drafts or works in progress	gETdraftfb	Very little	289	13
		Some	460	20
		Quite a bit	585	25
		Very much	974	42
		Total	2,308	100
h. Provide prompt and detailed feedback on tests or completed assignments	gETfeedback	Very little	75	3
		Some	275	12
		Quite a bit	729	32
		Very much	1,225	53
		Total	2,304	100
<b>11. How much has your teaching experience at this institution contributed to your ability to do the following with undergraduate students?</b>				
a. Develop their higher-order learning skills (application, analysis, evaluation, synthesis)	gPGholearn	Very little	138	6
		Some	627	27
		Quite a bit	924	40
		Very much	623	27
		Total	2,312	100
b. Promote reflection on their learning	gPGreflect	Very little	193	8
		Some	713	31
		Quite a bit	825	36
		Very much	569	25
		Total	2,300	100
c. Promote their ability to integrate knowledge from different courses or experiences	gPGintegrate	Very little	234	10
		Some	760	33
		Quite a bit	775	34
		Very much	526	23
		Total	2,295	100
d. Develop their quantitative reasoning skills	gPGquantreas	Very little	636	28
		Some	657	29
		Quite a bit	565	25
		Very much	445	19
		Total	2,303	100
e. Promote their use of effective learning strategies	gPGlearnstrat	Very little	262	11
		Some	819	36
		Quite a bit	768	33
		Very much	444	19
		Total	2,293	100



	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
f.	Facilitate collaborative learning experiences	gPGcollab	Very little	291	13
			Some	713	31
			Quite a bit	673	29
			Very much	621	27
			Total	2,298	100
g.	Facilitate discussions with diverse groups of students	gPGdiverse	Very little	399	17
			Some	655	29
			Quite a bit	654	28
			Very much	587	26
			Total	2,295	100
h.	Mentor or advise students	gPGmentor	Very little	381	17
			Some	732	32
			Quite a bit	636	28
			Very much	546	24
			Total	2,295	100
i.	Use effective teaching practices	gPGeffteach	Very little	119	5
			Some	574	25
			Quite a bit	914	40
			Very much	691	30
			Total	2,298	100
<b>12. What was your teaching role for this course? (Select all that apply.)</b>					
	Course instructor	groleinstruct	Not Selected	1,282	55
			Selected	1,052	45
	Lab instructor	grolelab	Not Selected	1,731	74
			Selected	603	26
	Lecture or discussion instructor	grolelecture	Not Selected	1,599	69
			Selected	735	31
	Reader or grader	grolereader	Not Selected	1,792	77
			Selected	542	23
	Tutor	groletutor	Not Selected	2,211	95
			Selected	123	5
	Other, please specify:	groleother	Not Selected	2,223	95
			Selected	111	5
<b>15. What is the class level of most students in your selected course section?</b>					
		gdivision	Lower division (mostly first-year students or sophomores)	1,221	53
			Upper division (mostly juniors or seniors)	968	42
			Other, please describe:	124	5
			Total	2,313	100
<b>16. Estimate the total number of students in your selected course section.</b>					
		gcrssize	20 or fewer	606	26
			21-30	697	30
			31-40	234	10
			41-50	209	9
			51-100	357	15
			More than 100	212	9
			Total	2,315	100
<b>17. Does your selected course section fulfill a general education requirement on your campus?</b>					
		ggened	No	537	23
			Yes	1,399	61
			I don't know	373	16
			Total	2,309	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
<b>18. In what format do you teach your selected course section?</b>				
	gformat	Classroom instruction on-campus	2,198	96
		Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	10	0
		Distance education (online, live or pre-recorded video or audio, correspondence, etc.)	28	1
		Combination of classroom instruction and distance education	60	3
		Total	2,296	100
<b>19 In your selected course section, how much do you control the following?</b>				
a. Purpose and goals	gctgoals	Very little	898	39
		Some	522	23
		Quite a bit	351	15
		Very much	533	23
		Total	2,304	100
b. Content	gctcontent	Very little	732	32
		Some	546	24
		Quite a bit	371	16
		Very much	648	28
		Total	2,297	100
c. Instructional materials	gctmaterials	Very little	571	25
		Some	536	23
		Quite a bit	434	19
		Very much	758	33
		Total	2,299	100
d. Instructional activities	gctactivities	Very little	318	14
		Some	408	18
		Quite a bit	562	24
		Very much	1,008	44
		Total	2,296	100
e. Assessment (tests, evaluations, surveys, polls, etc.)	gctassess	Very little	559	24
		Some	493	21
		Quite a bit	442	19
		Very much	802	35
		Total	2,296	100
<b>20. In an average 7-day week, about how many hours do you <i>expect</i> the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?</b>				
	gtmprepect	0	11	0
		1	106	5
		2	286	13
		3	387	17
		4	423	19
		5	328	14
		6	296	13
		7	132	6
		8	133	6
		9	62	3
		10	66	3
		More than 10 hours	49	2
		Total	2,279	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
<b>21. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?</b>					
	gtmprepactual	0	160	7	
		1	683	30	
		2	575	25	
		3	381	17	
		4	177	8	
		5	142	6	
		6	57	3	
		7	27	1	
		8	24	1	
		9	3	0	
		10	16	1	
		More than 10 hours	29	1	
		Total	2,274	100	
<b>22a. In an average 7-day week, about how many hours do you expect the typical student to spend on assigned reading?</b>					
	gtmread	0	241	11	
		1	688	30	
		2	603	27	
		3	358	16	
		4	197	9	
		5	74	3	
		6	52	2	
		7	19	1	
		8	18	1	
		9	4	0	
		10	6	0	
		More than 10 hours	10	0	
		Total	2,270	100	
<b>b. If #22a is greater than 0: About how much of the assigned reading in your selected course section do you think the typical student completes?</b>					
	greading	None	167	8	
		Some	1,149	57	
		Most	648	32	
		All	58	3	
		Total	2,022	100	
<b>23. In your selected course section, to what extent do you think the typical student does his or her best work?</b>					
	gchallenge	Very little	101	4	
		Some	921	41	
		Quite a bit	1,080	48	
		Very much	171	8	
		Total	2,273	100	
<b>24. In your selected course section, how important is it to you that the typical student do the following?</b>					
a.	Ask questions or contribute to course discussions in other ways	gaskquest	Not important	47	2
			Somewhat important	164	8
			Important	589	27
			Very important	1,348	63
			Total	2,148	100
b.	Prepare two or more drafts of a paper or assignment before turning it in	gdrafts	Not important	841	40
			Somewhat important	569	27
			Important	416	20
			Very important	289	14
			Total	2,115	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
c. Come to class having completed readings or assignments	gprepared	Not important	73	3
		Somewhat important	248	12
		Important	637	30
		Very important	1,166	55
		Total	2,124	100
d. Reach conclusions based on his or her analysis of numerical information (numbers, graphs, statistics, etc.)	gQRconclude	Not important	796	38
		Somewhat important	355	17
		Important	432	20
		Very important	531	25
		Total	2,114	100
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	gQRproblem	Not important	911	43
		Somewhat important	452	21
		Important	394	19
		Very important	363	17
		Total	2,120	100
f. Evaluate what others have concluded from numerical information	gQRevaluate	Not important	801	38
		Somewhat important	486	23
		Important	501	24
		Very important	325	15
		Total	2,113	100
<b>25. In your selected course section, how important is it to you that the typical student do the following?</b>				
a. Combine ideas from different courses when completing assignments	gRIintegrate	Not important	268	13
		Somewhat important	659	31
		Important	736	35
		Very important	446	21
		Total	2,109	100
b. Connect his or her learning to societal problems or issues	gRIsocietal	Not important	337	16
		Somewhat important	409	19
		Important	597	28
		Very important	762	36
		Total	2,105	100
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	gRIdiverse	Not important	566	27
		Somewhat important	350	17
		Important	479	23
		Very important	700	33
		Total	2,095	100
d. Examine the strengths and weaknesses of his or her own views on a topic or issue	gRIownview	Not important	286	14
		Somewhat important	295	14
		Important	565	27
		Very important	950	45
		Total	2,096	100
e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	gRIperspect	Not important	396	19
		Somewhat important	334	16
		Important	500	24
		Very important	857	41
		Total	2,087	100
f. Learn something that changes the way he or she understands an issue or concept	gRInewview	Not important	105	5
		Somewhat important	237	11
		Important	638	31
		Very important	1,110	53
		Total	2,090	100
g. Connect ideas from your course to his or her prior experiences and knowledge	gRIconnect	Not important	67	3
		Somewhat important	248	12
		Important	668	32
		Very important	1,111	53
		Total	2,094	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
<b>26. In your selected course section, about what percent of class time is spent on the following?</b>					
a.	Lecture	glecture	0%	83	4
			1-9%	319	15
			10-19%	349	17
			20-29%	287	14
			30-39%	219	10
			40-49%	258	12
			50-74%	386	18
			75% or more	192	9
			Total	2,093	100
b.	Discussion	gdiscuss	0%	168	8
			1-9%	430	21
			10-19%	466	23
			20-29%	376	18
			30-39%	260	13
			40-49%	185	9
			50-74%	117	6
			75% or more	52	3
			Total	2,054	100
c.	Small-group activities	gsmgroup	0%	423	20
			1-9%	403	20
			10-19%	414	20
			20-29%	320	15
			30-39%	198	10
			40-49%	123	6
			50-74%	104	5
			75% or more	81	4
			Total	2,066	100
d.	Student presentations or performances	gpresent	0%	884	44
			1-9%	598	30
			10-19%	290	14
			20-29%	100	5
			30-39%	55	3
			40-49%	30	1
			50-74%	35	2
			75% or more	16	1
			Total	2,008	100
e.	Independent student work (writing, painting, designing, etc.)	gindwork	0%	949	46
			1-9%	507	25
			10-19%	258	13
			20-29%	136	7
			30-39%	62	3
			40-49%	39	2
			50-74%	55	3
			75% or more	35	2
			Total	2,041	100
f.	Movies, videos, music, or other performances not involving or produced by students	gperform	0%	1,081	53
			1-9%	641	31
			10-19%	197	10
			20-29%	73	4
			30-39%	21	1
			40-49%	21	1
			50-74%	8	0
			75% or more	13	1
			Total	2,055	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	gassess	0%	439	21
		1-9%	1,004	48
		10-19%	404	19
		20-29%	129	6
		30-39%	42	2
		40-49%	23	1
		50-74%	18	1
		75% or more	17	1
	Total	2,076	100	
h. Experiential activities (labs, field work, clinical or field placements, etc.)	gactivity	0%	1,176	57
		1-9%	244	12
		10-19%	117	6
		20-29%	110	5
		30-39%	90	4
		40-49%	73	4
		50-74%	120	6
		75% or more	140	7
	Total	2,070	100	
<b>27. In your selected course section, how much do you encourage students to do the following?</b>				
a. Ask other students for help understanding course material	gCLaskhelp	Very little	208	10
		Some	527	25
		Quite a bit	657	31
		Very much	710	34
		Total	2,102	100
b. Explain course material to other students	gCLexplain	Very little	225	11
		Some	613	29
		Quite a bit	622	30
		Very much	632	30
		Total	2,092	100
c. Prepare for exams by discussing or working through course material with other students	gCLstudy	Very little	383	18
		Some	532	25
		Quite a bit	588	28
		Very much	588	28
		Total	2,091	100
d. Work with other students on course projects or assignments	gCLproject	Very little	376	18
		Some	521	25
		Quite a bit	531	25
		Very much	668	32
		Total	2,096	100
e. Identify key information from reading assignments	gLsreading	Very little	275	13
		Some	425	20
		Quite a bit	632	30
		Very much	757	36
		Total	2,089	100
f. Review notes after class	gLsnotes	Very little	493	24
		Some	614	29
		Quite a bit	482	23
		Very much	495	24
		Total	2,084	100
g. Summarize what has been learned from class or from course materials	gLssummary	Very little	287	14
		Some	552	26
		Quite a bit	623	30
		Very much	631	30
		Total	2,093	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>	
<b>28. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?</b>					
a.	People of a race or ethnicity other than their own	gDDrace	Very little	523	26
			Some	712	35
			Quite a bit	423	21
			Very much	374	18
			Total	2,032	100
b.	People from an economic background other than their own	gDDeconomic	Very little	404	20
			Some	887	44
			Quite a bit	425	21
			Very much	296	15
			Total	2,012	100
c.	People with religious beliefs other than their own	gDDreligion	Very little	457	23
			Some	907	45
			Quite a bit	367	18
			Very much	265	13
			Total	1,996	100
d.	People with political views other than their own	gDDpolitical	Very little	387	19
			Some	898	45
			Quite a bit	416	21
			Very much	292	15
			Total	1,993	100
e.	People with a sexual orientation other than their own	gddsexorient	Very little	540	27
			Some	907	46
			Quite a bit	307	15
			Very much	234	12
			Total	1,988	100
<b>29. In your selected course section, how much does the coursework emphasize the following?</b>					
a.	Memorizing course material	gmemorize	Very little	609	30
			Some	742	37
			Quite a bit	452	22
			Very much	225	11
			Total	2,028	100
b.	Applying facts, theories, or methods to practical problems or new situations	gHOapply	Very little	143	7
			Some	376	19
			Quite a bit	704	35
			Very much	800	40
			Total	2,023	100
c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	gHOanalyze	Very little	191	9
			Some	390	19
			Quite a bit	620	31
			Very much	824	41
			Total	2,025	100
d.	Evaluating a point of view, decision, or information source	gHOevaluate	Very little	395	19
			Some	467	23
			Quite a bit	539	27
			Very much	625	31
			Total	2,026	100
e.	Forming a new idea or understanding from various pieces of information	gHOform	Very little	196	10
			Some	477	24
			Quite a bit	634	31
			Very much	714	35
			Total	2,021	100

	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
<b>30a. Does your selected course section include assigned papers, reports, or other writing tasks?</b>				
	gwrwriting	No	530	26
		Yes	1,485	74
		Total	2,015	100
<i>If #30a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?</i>				
b.	Up to 5 pages	gwrshort	0	6
		1	192	14
		2	272	19
		3	229	16
		4	147	10
		5	115	8
		6	78	6
		7	31	2
		8	43	3
		9	28	2
		10	58	4
		More than 10 papers, etc.	128	9
		Total	1,408	100
c.	From 6 to 10 pages	gwrmed	0	47
		1	362	31
		2	151	13
		3	37	3
		4	22	2
		5	13	1
		6	8	1
		7	3	0
		8	6	1
		9	1	0
		10	4	0
		More than 10 papers, etc.	1	0
		Total	1,154	100
d.	11 pages or more	gwrlong	0	80
		1	152	16
		2	22	2
		3	9	1
		4	2	0
		5	4	0
		6	1	0
		7	3	0
		8	1	0
		9	1	0
		10	1	0
		More than 10 papers, etc.	4	0
		Total	978	100
<b>31. In your selected course section, how much do your students learn and develop in the following areas?</b>				
a.	Writing clearly and effectively	gcgwrite	Very little	20
			Some	27
			Quite a bit	28
			Very much	25
			Total	100
			2,030	100
b.	Speaking clearly and effectively	gcgspeak	Very little	27
			Some	34
			Quite a bit	24
			Very much	15
			Total	100
			2,020	100



	<i>Var. Name</i>	<i>Response Options</i>	<i>Count</i>	<i>%</i>
c. Thinking critically and analytically	gcgthink	Very little	66	3
		Some	326	16
		Quite a bit	708	35
		Very much	927	46
		Total	2,027	100
d. Analyzing numerical and statistical information	gcganalyze	Very little	913	45
		Some	414	21
		Quite a bit	314	16
		Very much	378	19
		Total	2,019	100
e. Acquiring job- or work-related knowledge and skills	gcgwork	Very little	502	25
		Some	678	33
		Quite a bit	446	22
		Very much	400	20
		Total	2,026	100
f. Working effectively with others	gcgothers	Very little	289	14
		Some	521	26
		Quite a bit	613	30
		Very much	603	30
		Total	2,026	100
g. Developing or clarifying a personal code of values and ethics	gcgvalues	Very little	782	39
		Some	613	30
		Quite a bit	354	18
		Very much	270	13
		Total	2,019	100
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	gcgdiverse	Very little	678	34
		Some	560	28
		Quite a bit	396	20
		Very much	385	19
		Total	2,019	100
i. Solving complex real-world problems	gcgprobsolve	Very little	511	25
		Some	660	33
		Quite a bit	500	25
		Very much	350	17
		Total	2,021	100
j. Being an informed and active citizen	gcgcitizen	Very little	544	27
		Some	586	29
		Quite a bit	436	22
		Very much	446	22
		Total	2,012	100
<b>32. Prior to the current school year, about how many times have you taught your selected course?</b>				
	gcgrstimes	0	999	49
		1-2	657	32
		3-4	249	12
		5	42	2
		6 or more times	108	5
		Total	2,055	100