

Filters

Data Set Source:

unitid: 221838



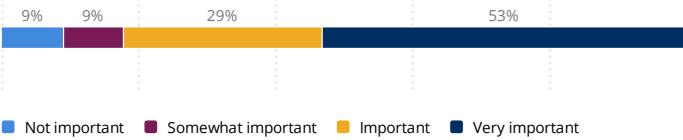
Learning Strategies, Quantitative Reasoning

This page displays feature findings for how important the quantitative reasoning skills are to faculty that the typical students do (#24b-d) and how much learning strategies faculty encourage students to do in their selected course section (#27e-g).

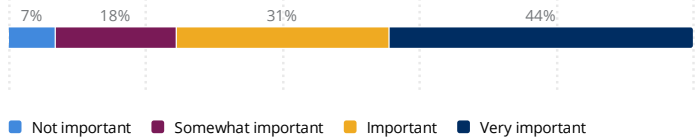
In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

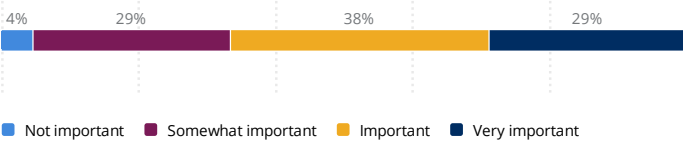
Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) 45 ⓘ



Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) 45 ⓘ



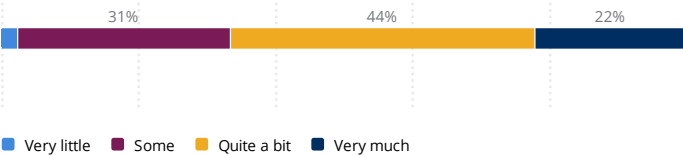
Evaluate what others have concluded from numerical information 45 ⓘ



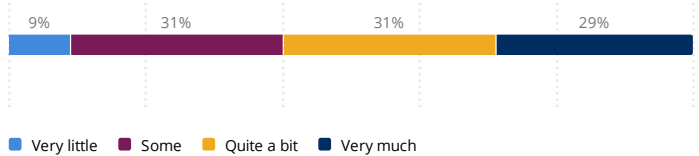
In your selected course section, how much do you encourage students to do the following?

Response options: Very much, Quite a bit, Some, Very little

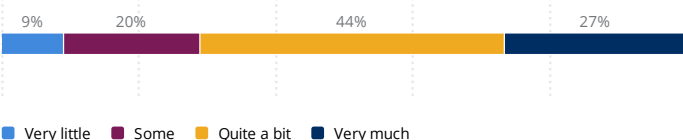
Identify key information from reading assignments 45 ⓘ



Review notes after class 45 ⓘ



Summarize what has been learned from class or from course materials 45 ⓘ



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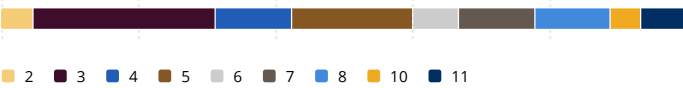
unitid: 221838



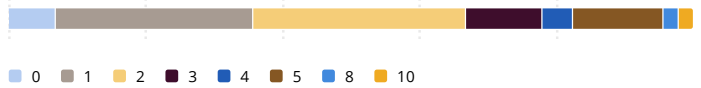
Time Spent, Reading, Challenge, Writing

This page displays feature findings for faculty who expect the typical student to spend time, faculty who think that typical students actually spend time preparing for their selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities), what faculty think the typical student does their best work in their selected course section, and whether their course section includes assigned papers, reports, or other writing tasks?

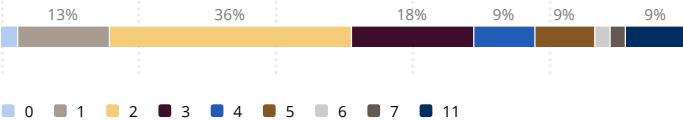
In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? 45 ⓘ



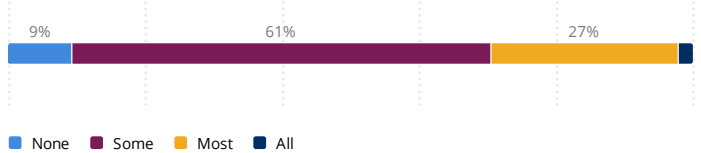
In an average 7-day week, about how many hours do you think the typical student actually spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? 45 ⓘ



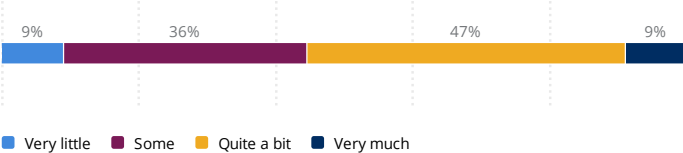
In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading? 45 ⓘ



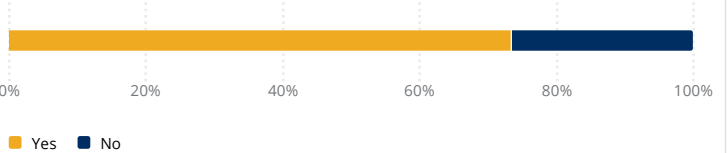
About how much of the assigned reading in your selected course section do you think the typical student completes? 44 ⓘ



In your selected course section, to what extent do you think the typical student does their best work? 45 ⓘ

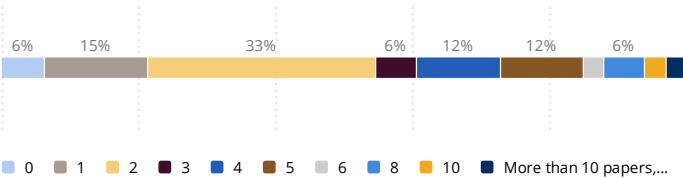


Does your selected course section include assigned papers, reports, or other writing tasks? 45 ⓘ

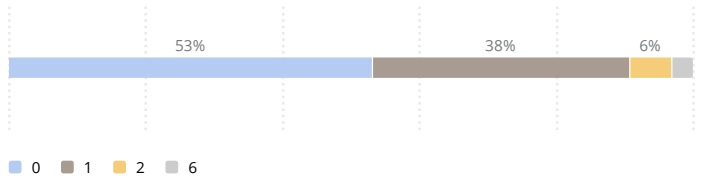


About how many papers, reports, or writing tasks of the following lengths do you assign?

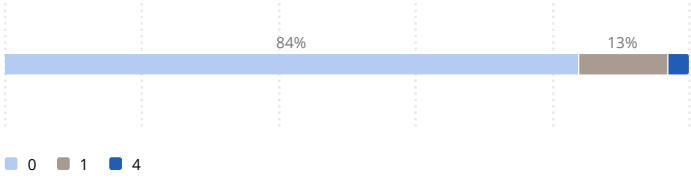
Up to 5 pages 33 ⓘ



From 6 to 10 pages 32 ⓘ



11 pages or more 31 ⓘ



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Learning with Peers:

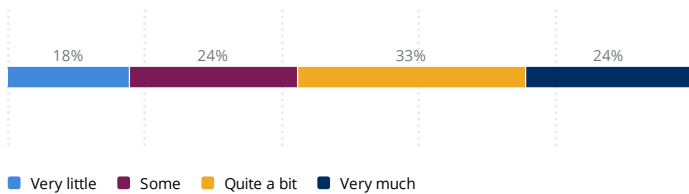
Collaborative Learning, Discussions with Diverse Others

This page displays feature findings for how often faculty encourage students to work collaboratively (#27a-d) and how much opportunity students have to engage in discussions with people who are different from them (#28) in their selected course section.

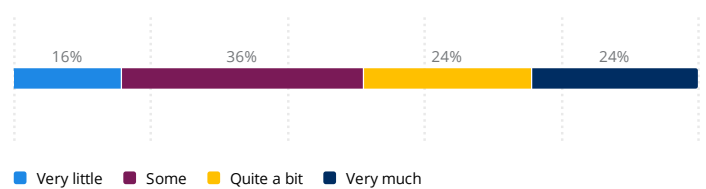
In your selected course section, how much do you encourage students to do the following?

Response options: Very much, Quite a bit, Some, Very little

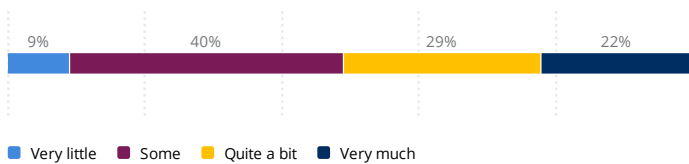
Ask other students for help understanding course material 45 ⓘ



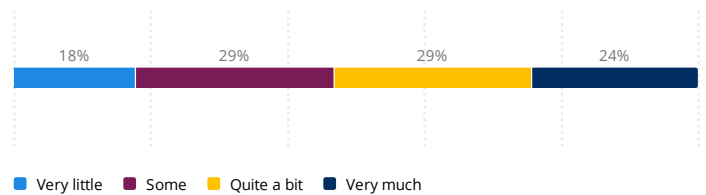
Explain course material to other students 45 ⓘ



Prepare for exams by discussing or working through course material with other students 45 ⓘ



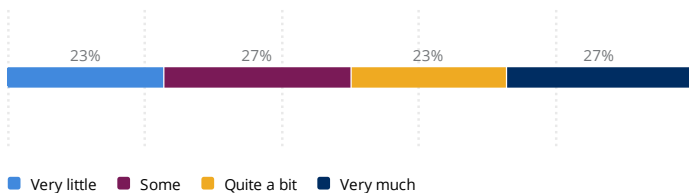
Work with other students on course projects or assignments 45 ⓘ



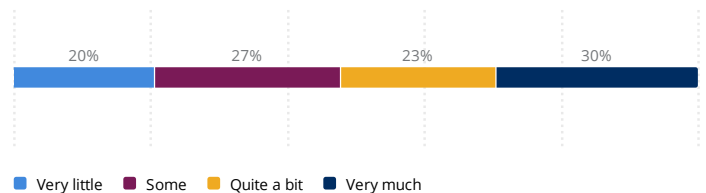
In your selected course section, how much does the coursework emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

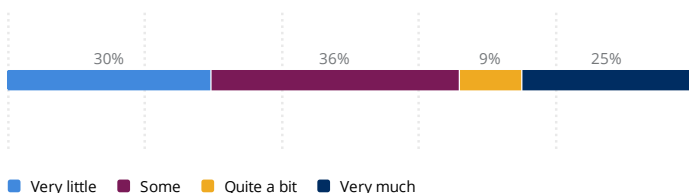
People of races or ethnicities other than their own 44 ⓘ



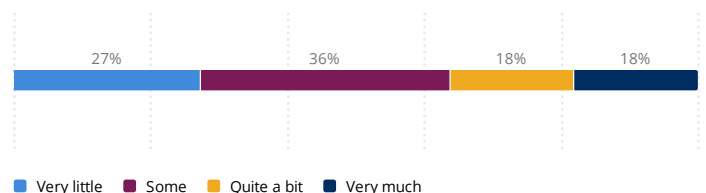
People from economic backgrounds other than their own 44 ⓘ



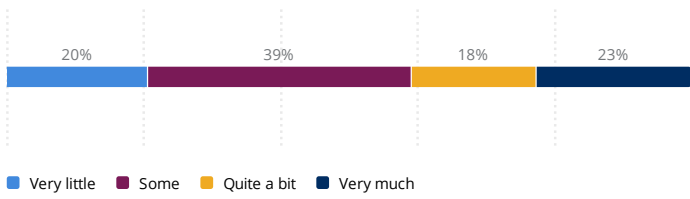
People with religious beliefs other than their own 44 ⓘ



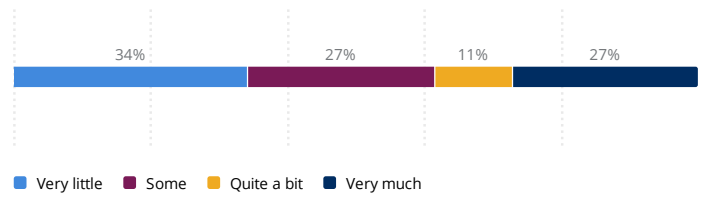
People with political views other than their own 44 ⓘ



People with sexual orientations other than their own 44 ⓘ



People from countries other than their own 44 ⓘ



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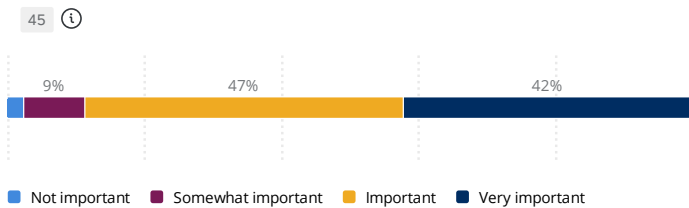
Higher-Order Learning, Reflective & Integrative Learning

This page displays feature findings for how important reflective and integrative learning is to faculty that the typical students do (#25) and how much higher-order learning they emphasize (#29b-e) in their selected course section.

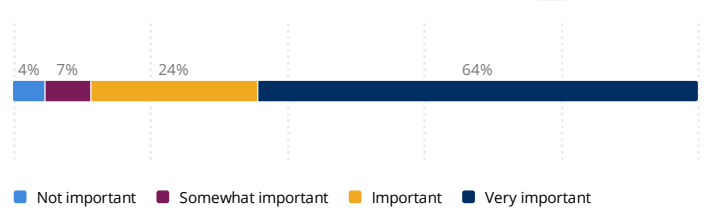
In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

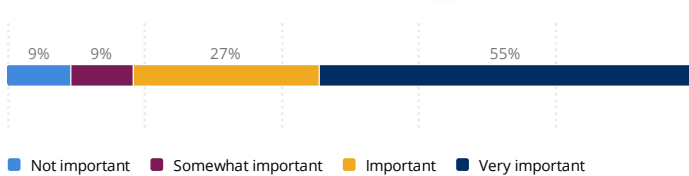
Combine ideas from different courses when completing assignments 45 ⓘ



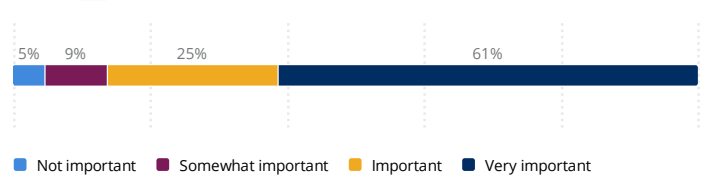
Connect their learning to societal problems or issues 45 ⓘ



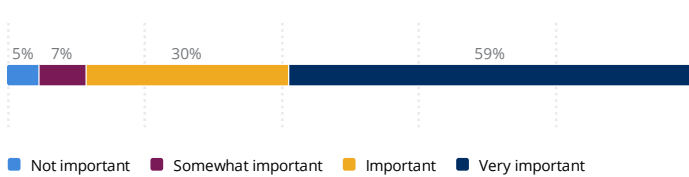
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments 44 ⓘ



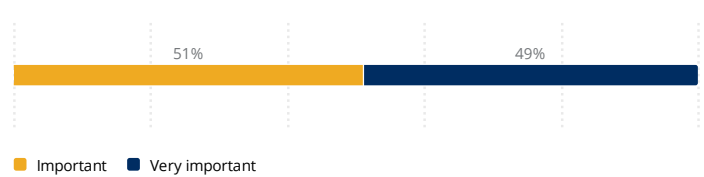
Examine the strengths and weaknesses of their own views on a topic or issue 44 ⓘ



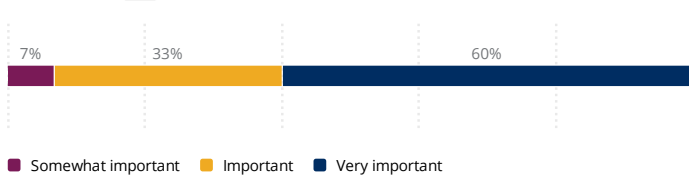
Try to better understand someone else's views by imagining how an issue looks from their perspective 44 ⓘ



Learn something that changes the way they understand an issue or concept 45 ⓘ



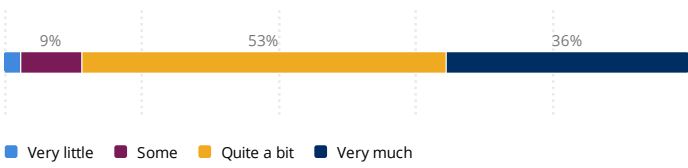
Connect ideas from your course to their prior experiences and knowledge 45 ⓘ



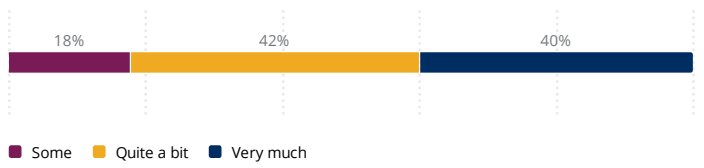
In your selected course section, how much does the coursework emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

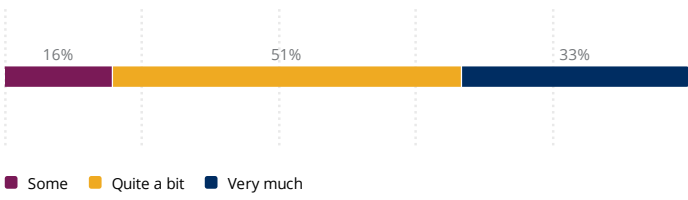
Applying facts, theories, or methods to practical problems or new situations 45 ⓘ



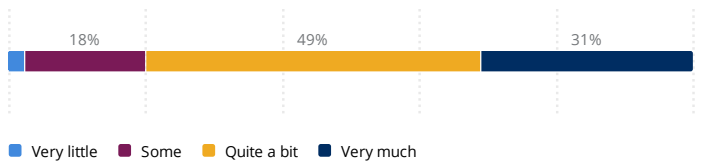
Analyzing an idea, experience, or line of reasoning in depth by examining its parts 45 ⓘ



Evaluating a point of view, decision, or information source 45 ⓘ



Forming a new idea or understanding from various pieces of information 45 ⓘ



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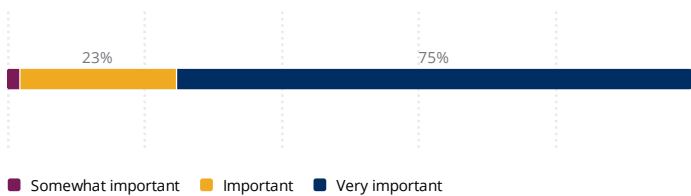
Quality of Interactions, Supportive Environment

This page displays feature findings for how important faculty think it is that their institutions increase their emphasis on the supportive environment (#2b-g) and their perception of the quality of student interactions with people at their institutions (#4).

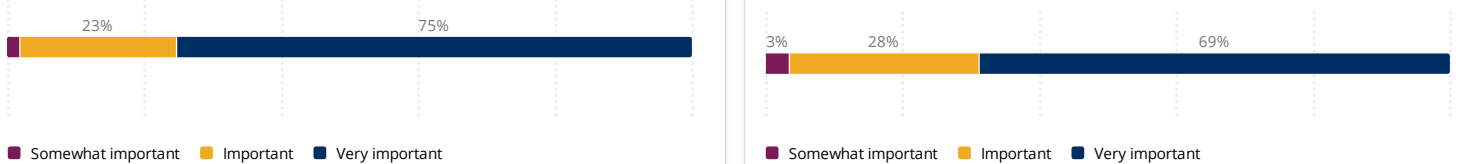
How important is it to you that your institution increase its emphasis on each of the following?

Response options: Very important, Important, Somewhat important, Not important

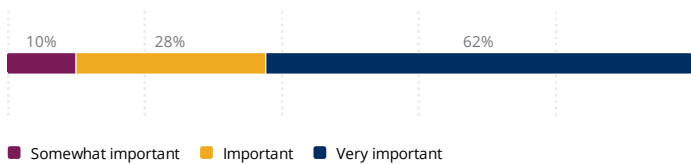
Providing support to help students succeed academically 61 ⓘ



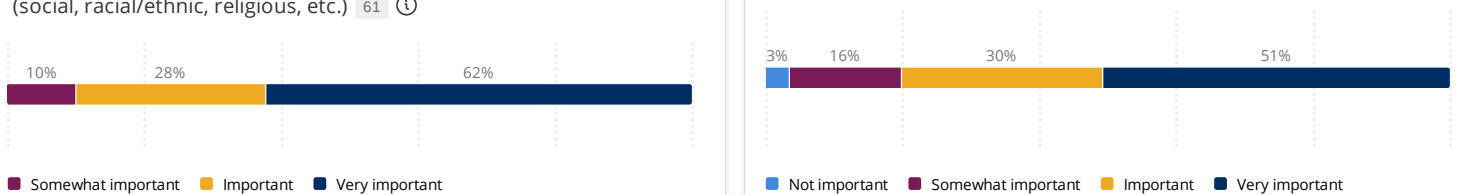
Students using learning support services (tutoring services, writing center, etc.) 61 ⓘ



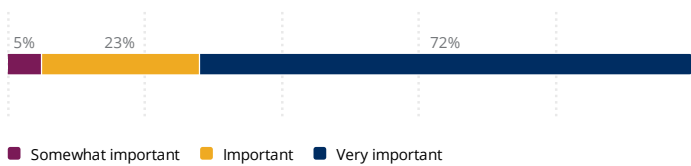
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 61 ⓘ



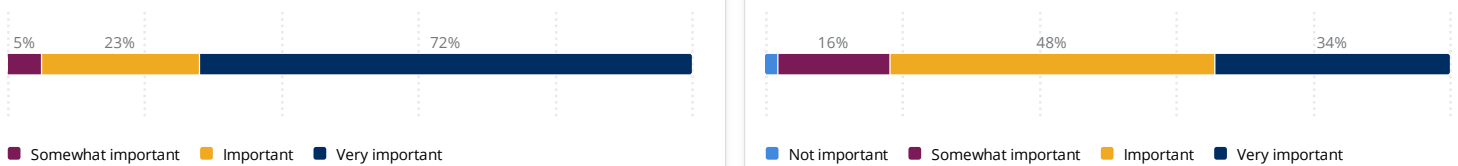
Providing opportunities for students to be involved socially 61 ⓘ



Providing support for students' overall well-being (recreation, health care, counseling, etc.) 61 ⓘ



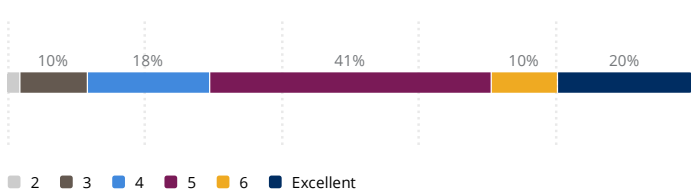
Helping students manage their non-academic responsibilities (work, family, etc.) 61 ⓘ



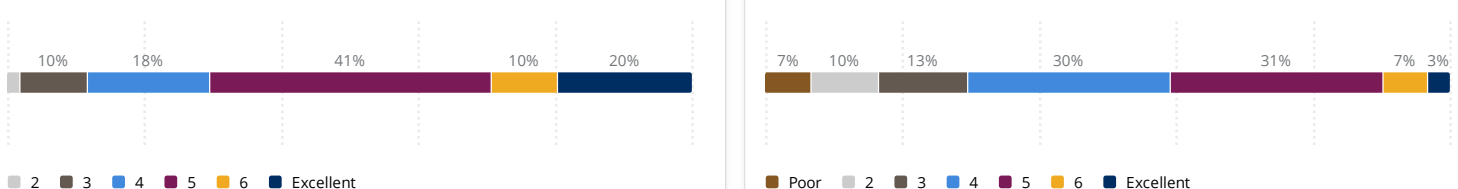
Indicate your perception of the quality of student interactions with the following people at your institution.

Response options: Seven-point scale: Poor to Excellent

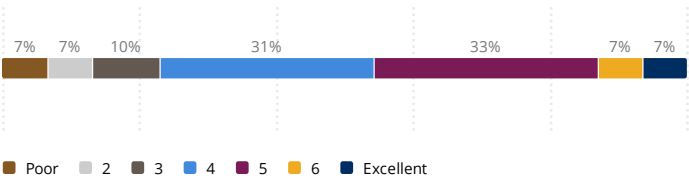
Other students 61 ⓘ



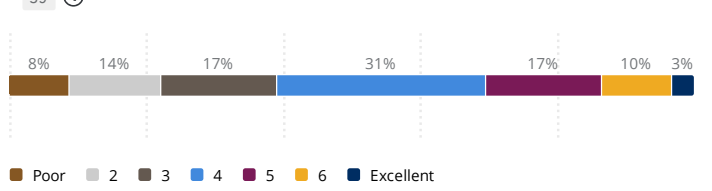
Academic advisors 61 ⓘ



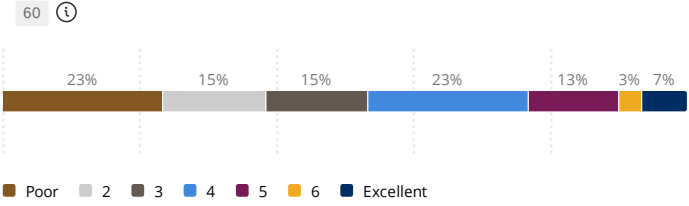
Faculty 61 ⓘ



Student services staff (career services, student activities, housing, etc.) 59 ⓘ



Other administrative staff and offices (registrar, financial aid, etc.) 60 ⓘ



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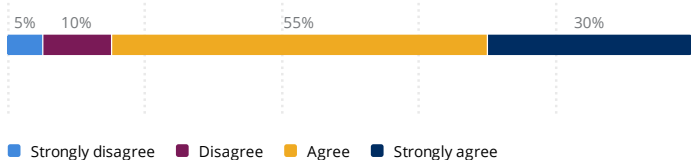
Sense of Belonging and Teaching Environment

This page displays feature findings for faculty perceptions regarding the level of sense of belonging (#3) and their perception of the teaching environment at their institutions (#5).

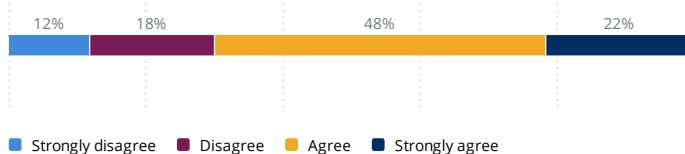
To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

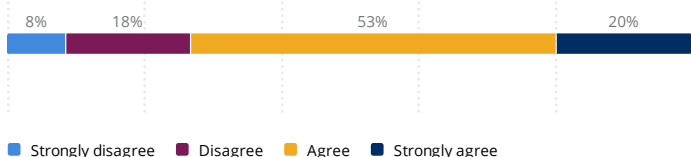
I feel comfortable being myself at this institution 60 ⓘ



I feel valued by this institution 60 ⓘ



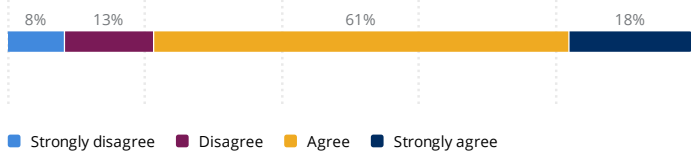
I feel like part of the community at this institution 60 ⓘ



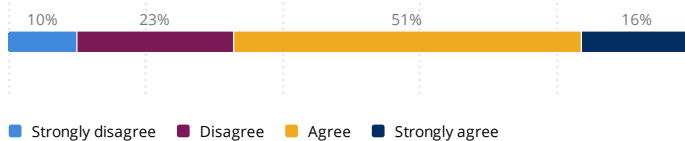
To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

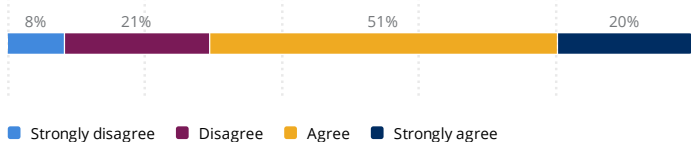
I have the time I need to prepare for class 61 ⓘ



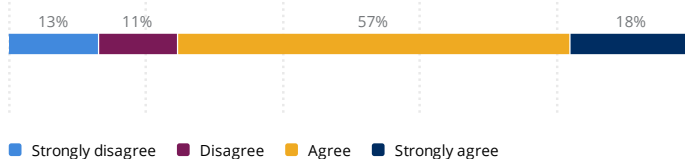
I have the resources I need to do my best teaching (office space, technology, materials, etc.) 61 ⓘ



The environments (classroom, online, etc.) I teach in are conducive to quality teaching 61 ⓘ



I know where to go for help with teaching at my institution 61 ⓘ



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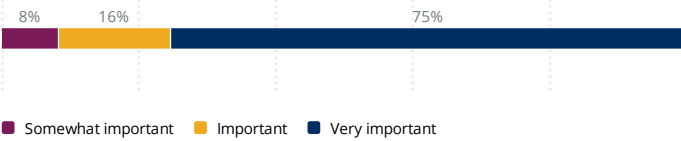
High-Impact Practices

This page displays feature findings for faculty perceptions regarding the importance of high-impact practices that undergraduate at their institution do before they graduate (#1, #8, #11).

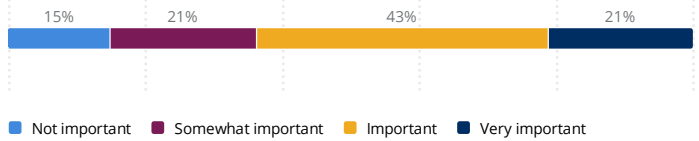
How important is it to you that undergraduates at your institution do the following before they graduate while in college?

Response options: Very important, Important, Somewhat important, Not important

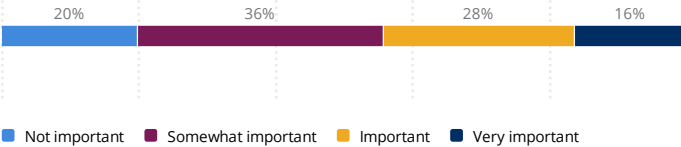
Participate in an internship, co-op, field experience, student teaching, or clinical placement 61 ⓘ



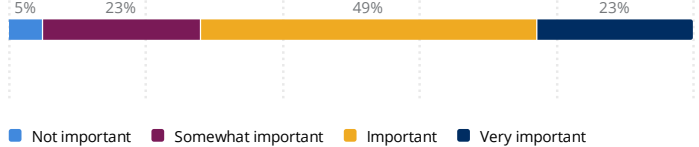
Participate in a learning community or some other formal program where groups of students take two or more classes together 61 ⓘ



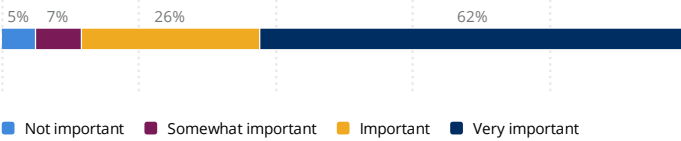
Participate in a study abroad program 61 ⓘ



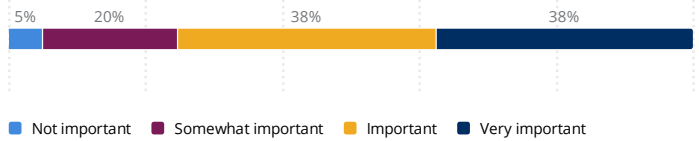
Work with a faculty member on a research project 61 ⓘ



Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 61 ⓘ



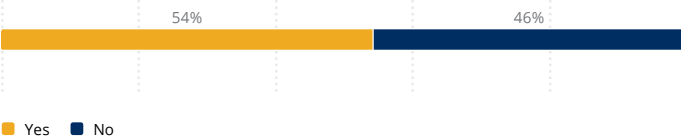
Participate in a community-based project (service-learning) as part of a course 61 ⓘ



During the current school year, have you participated in the following activities?

Response options: Yes, No

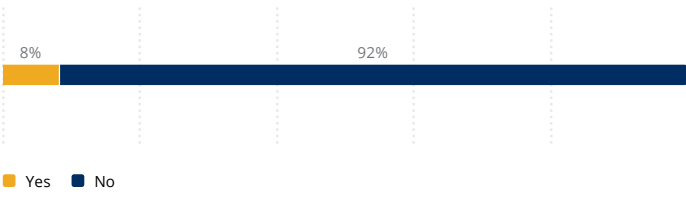
Supervising undergraduate internships or other field experiences 61 ⓘ



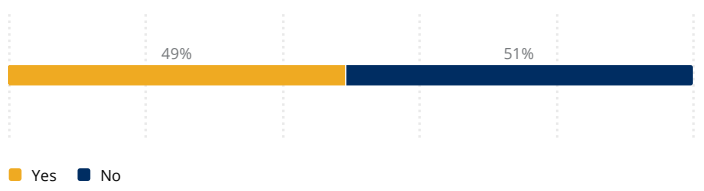
Supervising, mentoring, or teaching undergraduates in a learning community or some other formal program where groups of students take two or more classes 61 ⓘ



Supervising undergraduates in a study abroad program 61 ⓘ



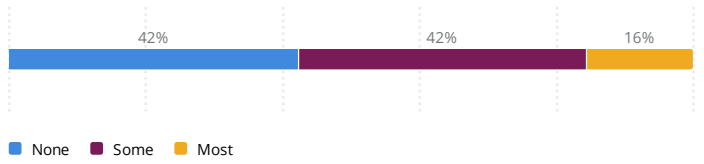
Working with undergraduates on research 61 ⓘ



Mentoring or teaching undergraduates completing a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 61 ⓘ



About how many of your undergraduate courses at this institution have included a community-based project (service-learning)? 45 ⓘ



FSSE 2024 Main Survey / Student-Faculty Interaction, Effective Teaching Practices (#10, #12)

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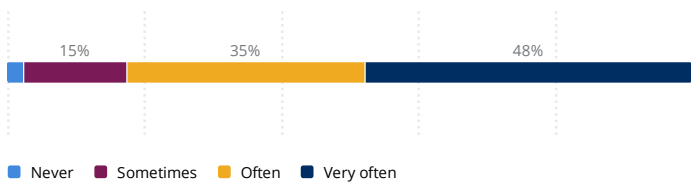
Student-Faculty Interaction, Effective Teaching Practices

This page displays feature findings for how often faculty have done with the undergraduate students they teach or advise (#10) and to what extent they do in their undergraduate courses (#12).

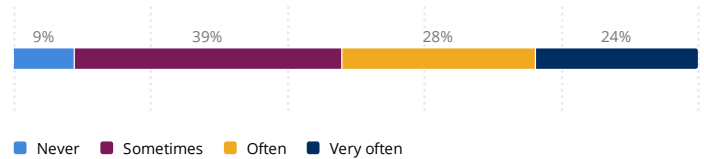
During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

Response options: Very often, Often, Sometimes, Never

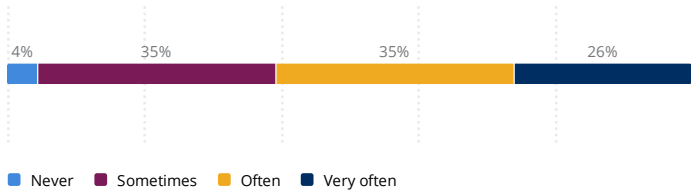
Talked about their career plans 46 ⓘ



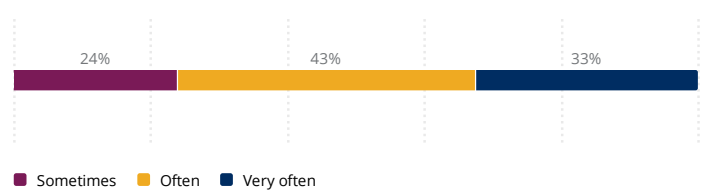
Worked on activities other than coursework (committees, student groups, etc.) 46 ⓘ



Discussed course topics, ideas, or concepts outside of class 46 ⓘ



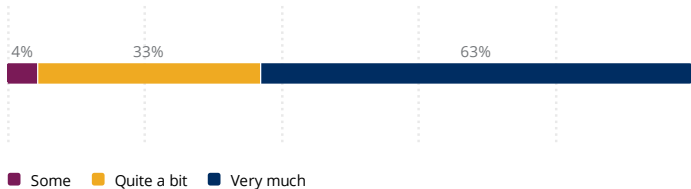
Discussed their academic performance 46 ⓘ



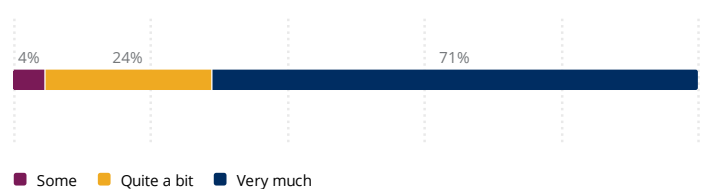
In your undergraduate courses, to what extent do you do the following?

Response options: Very much, Quite a bit, Some, Very little

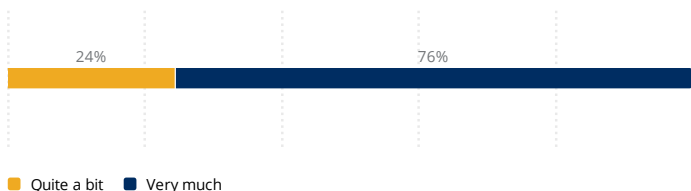
Clearly explain course goals and requirements 46 ⓘ



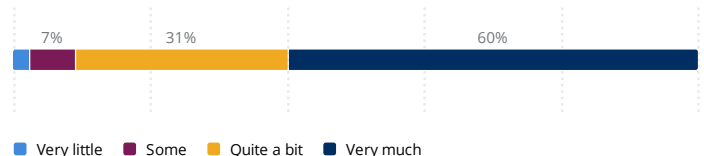
Teach course sessions in an organized way 45 ⓘ



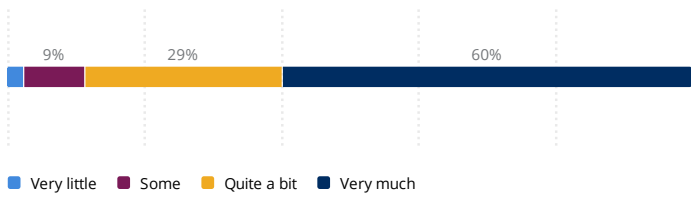
Use examples or illustrations to explain difficult points 45 ⓘ



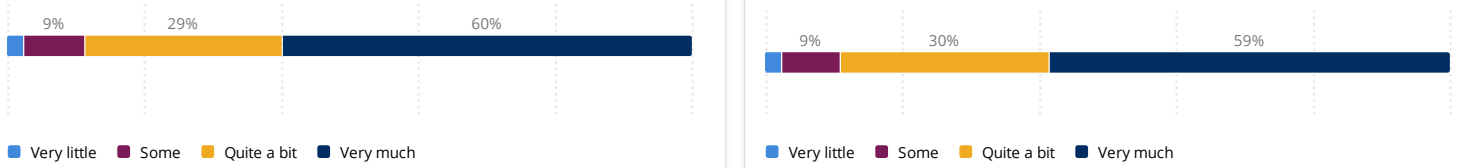
Use a variety of teaching techniques to accommodate diversity in student approaches to learning 45 ⓘ



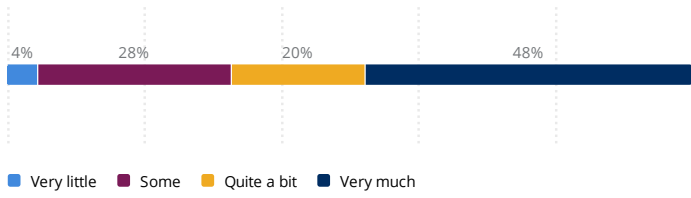
Review and summarize material for students 45 ⓘ



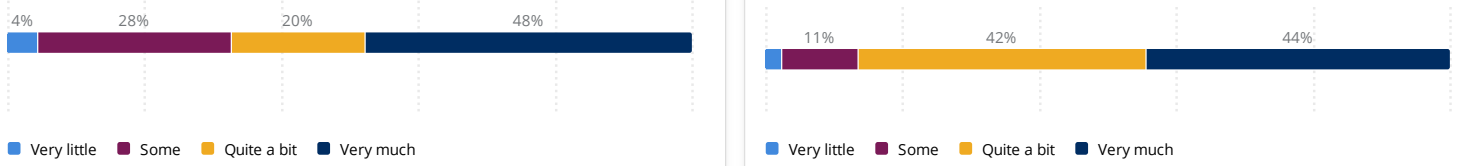
Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.) 46 ⓘ



Provide feedback to students on drafts or works in progress 46 ⓘ



Provide prompt and detailed feedback on tests or completed assignments 45 ⓘ



Filters

Data Set Source:

unitid: 221838



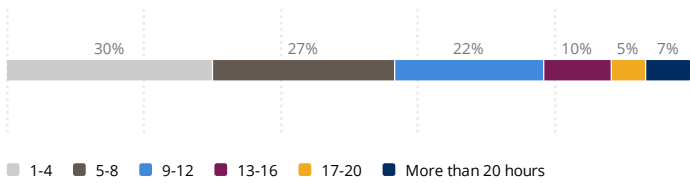
Time Spent on Teaching Activities

This page displays feature findings for how much time faculty spent on teaching activities (#7).

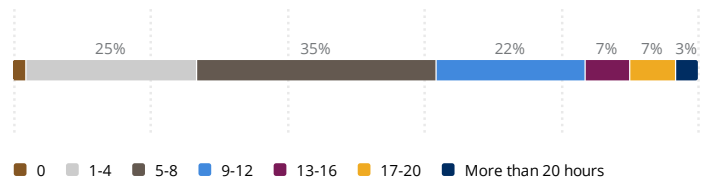
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours

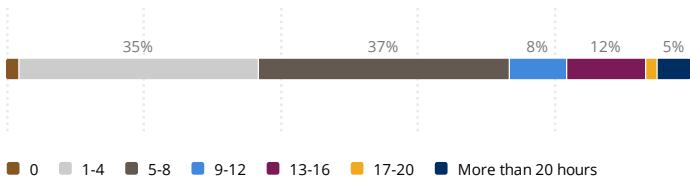
Preparing class sessions 60 ⓘ



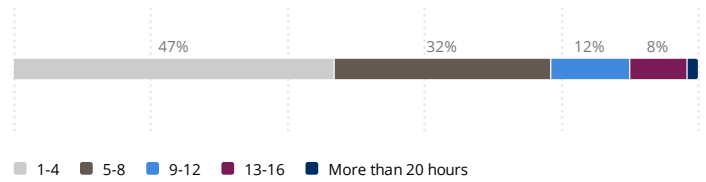
Teaching class sessions 60 ⓘ



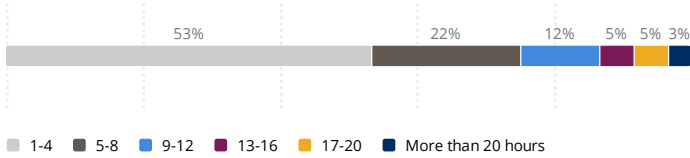
Grading assignments and exams 60 ⓘ



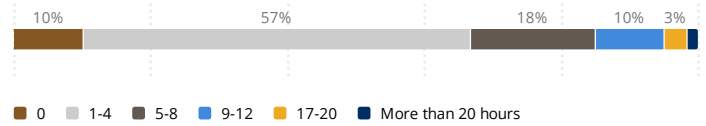
Meeting with students outside of class 60 ⓘ



Course administration (emailing students, maintaining course website, etc.) 60 ⓘ



Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.) 60 ⓘ



Filters

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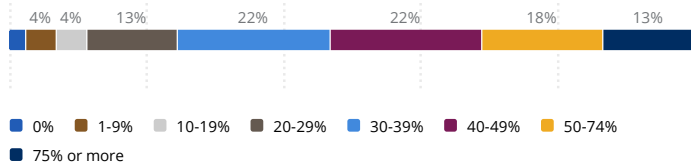
Course Time on Task, Course Goals

This page displays feature findings for how much percent of class time faculty spent on class activities (#26) and how faculty structure their selected course section so that students learn and develop certain skills (#31).

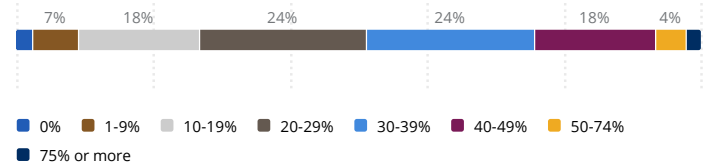
In your selected course section, about what percent of class time is spent on the following?

Response options: 0%, 1-9%, 10-19%, 20-29%, 30-39%, 40-49%, 50-74%, 75% or more

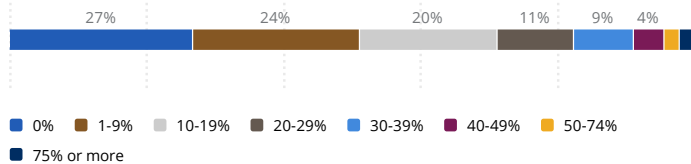
Lecture 45 ⓘ



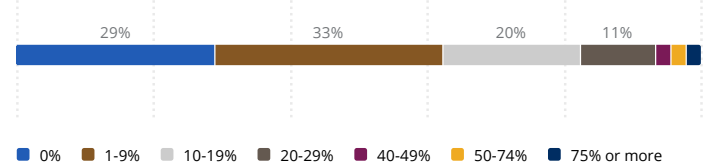
Discussion 45 ⓘ



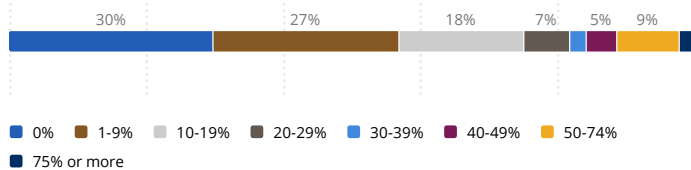
Small-group activities 45 ⓘ



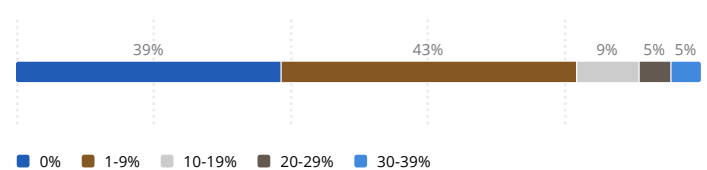
Student presentations or performances 45 ⓘ



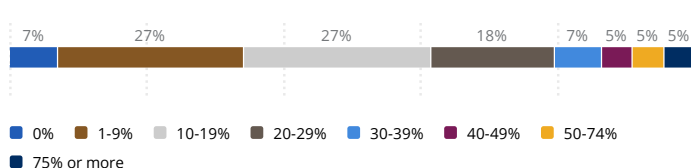
Independent student work (writing, painting, designing, etc.) 44 ⓘ



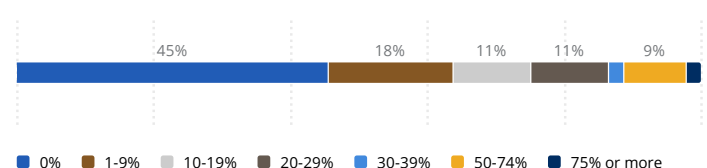
Movies, videos, music, or other performances not involving or produced by students 44 ⓘ



Assessing student learning (tests, evaluations, surveys, polls, etc.) 44 ⓘ



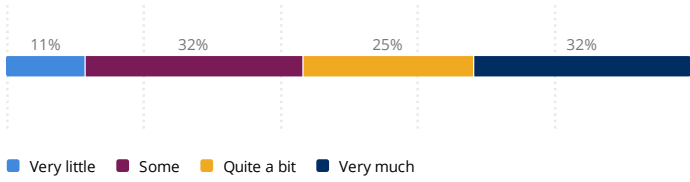
Experiential activities (labs, field work, clinical or field placements, etc.) 44 ⓘ



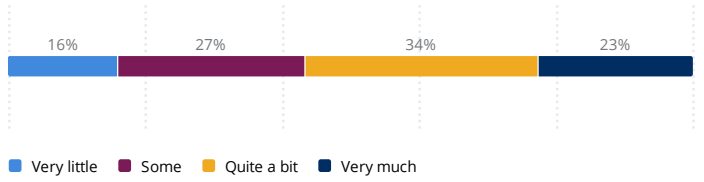
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Response options: Very much, Quite a bit, Some, Very little

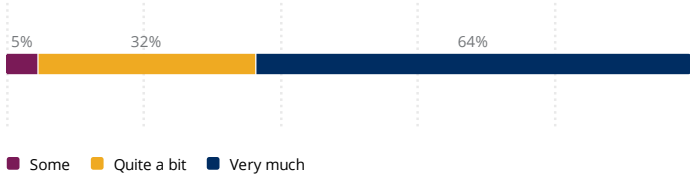
Writing clearly and effectively 44 ⓘ



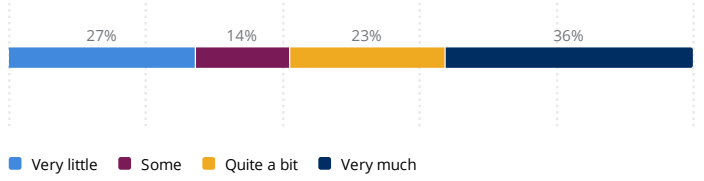
Speaking clearly and effectively 44 ⓘ



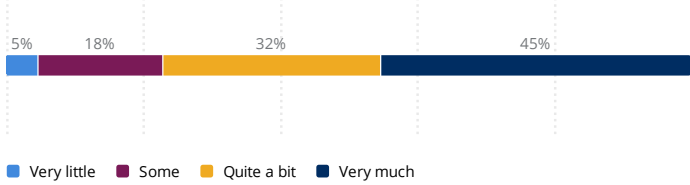
Thinking critically and analytically 44 ⓘ



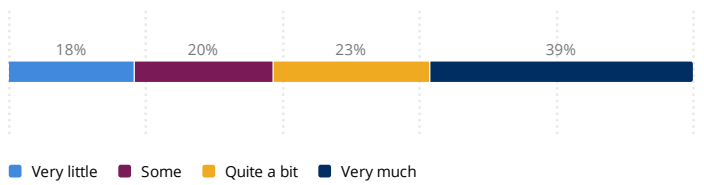
Analyzing numerical and statistical information 44 ⓘ



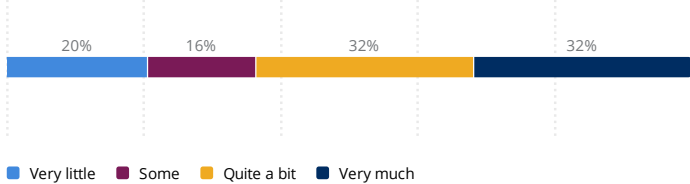
Acquiring job- or work-related knowledge and skills 44 ⓘ



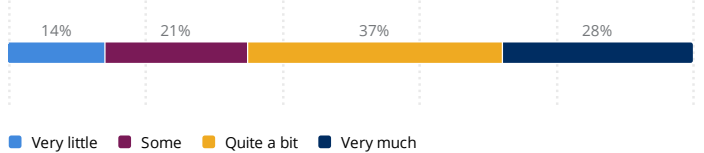
Working effectively with others 44 ⓘ



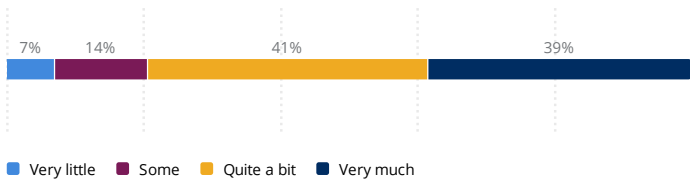
Developing or clarifying a personal code of values and ethics 44 ⓘ



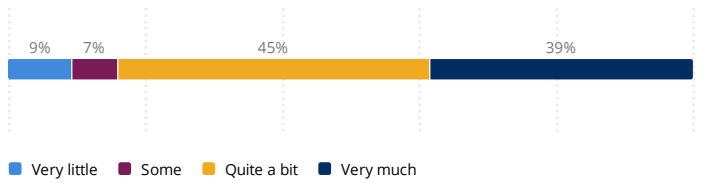
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 43 ⓘ



Solving complex real-world problems 44 ⓘ



Being an informed and active citizen 44 ⓘ



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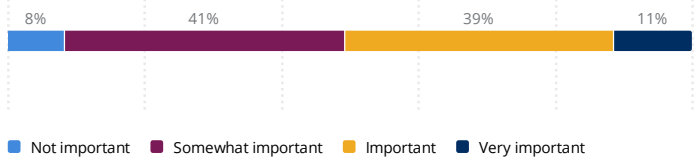
Additional FSSE Items

This page displays feature findings for additional FSSE items (#1b, #2a, #22, #24a, #29a, #32, #33)

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

Response options: Very important, Important, Somewhat important, Not important

Hold a formal leadership role in a student organization or group 61 ⓘ

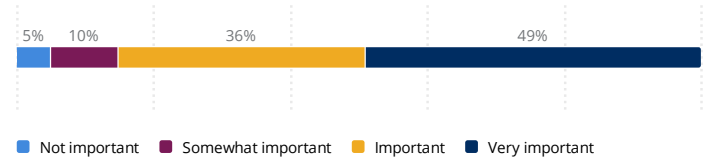


Legend: Not important, Somewhat important, Important, Very important

How important is it to you that your institution increase its emphasis on each of the following?

Response options: Very important, Important, Somewhat important, Not important

Students spending significant amounts of time studying and on academic work 61 ⓘ

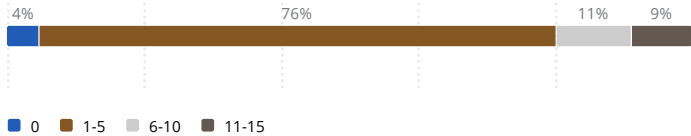


Legend: Not important, Somewhat important, Important, Very important

In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

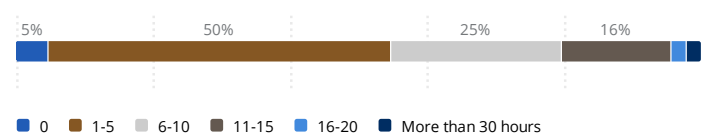
Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) 45 ⓘ



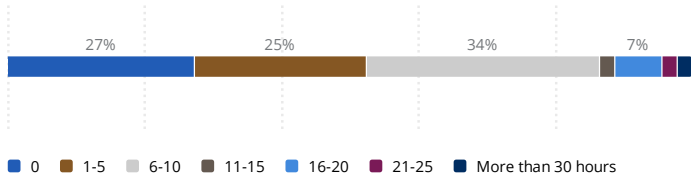
Legend: 0, 1-5, 6-10, 11-15

Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) 44 ⓘ



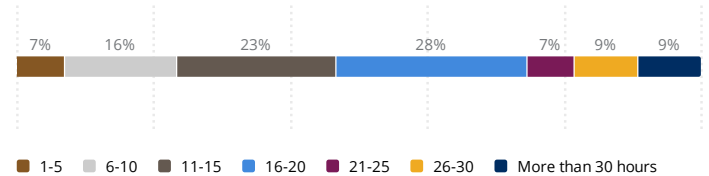
Legend: 0, 1-5, 6-10, 11-15, 16-20, More than 30 hours

Working for pay on campus 44 ⓘ



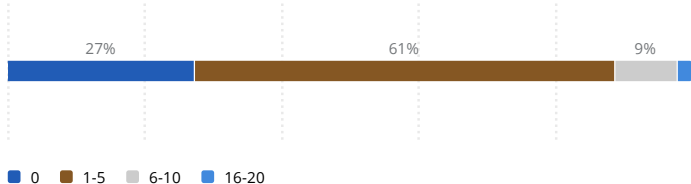
Legend: 0, 1-5, 6-10, 11-15, 16-20, 21-25, More than 30 hours

Working for pay off campus 43 ⓘ



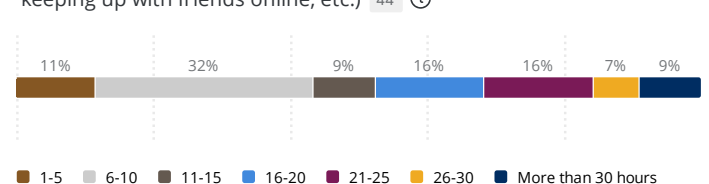
Legend: 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours

Doing community service or volunteer work 44 ⓘ



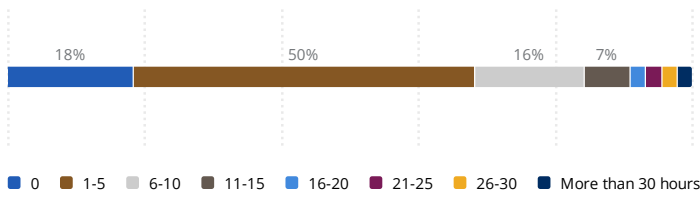
Legend: 0, 1-5, 6-10, 16-20

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) 44 ⓘ

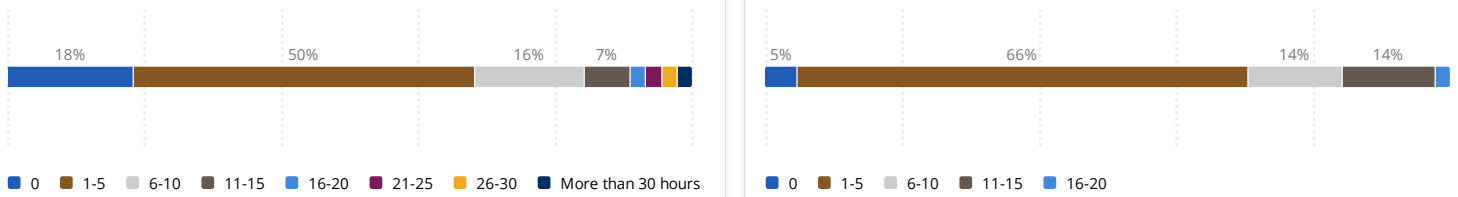


Legend: 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours

Providing care for dependents (children, parents, etc.) 44 ⓘ



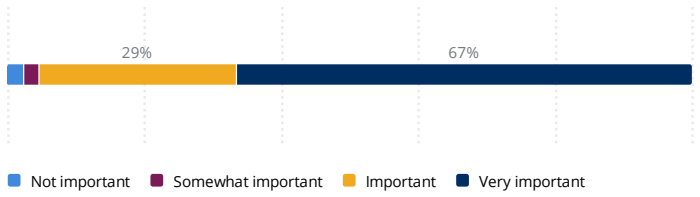
Commuting to campus (driving, walking, etc.) 44 ⓘ



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

Response options: Very important, Important, Somewhat important, Not important

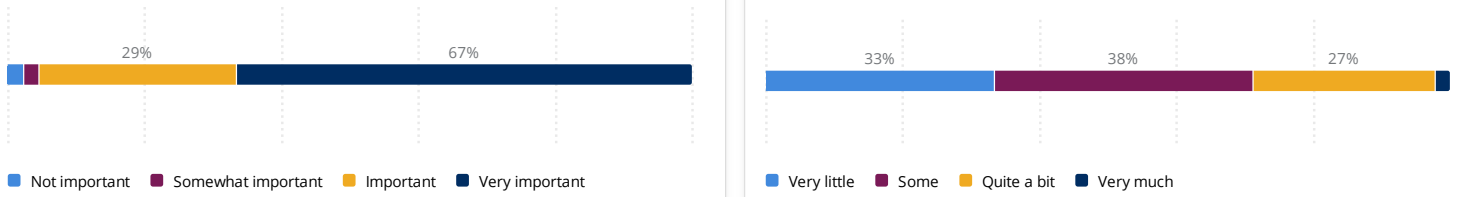
Ask questions or contribute to course discussions in other ways 45 ⓘ



In your selected course section, how much does the coursework emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

Memorizing course material 45 ⓘ



Filters

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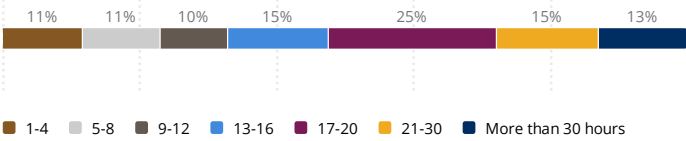
Time Spent on Scholarly Activities

This page displays feature findings for how much time faculty spent on scholarly activities (#6).

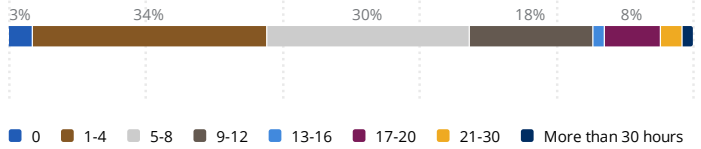
In a typical 7-day week, about how many hours do you spend on each of the following?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours

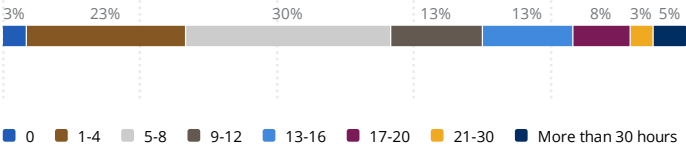
Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.) 61 ⓘ



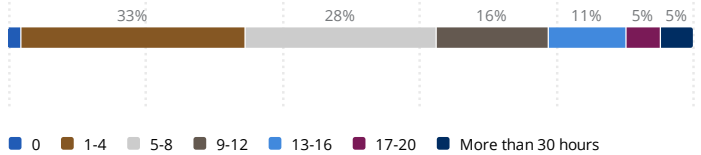
Advising students 61 ⓘ



Research, creative, or scholarly activities 60 ⓘ



Service activities (committee work, administrative duties, etc.) 61 ⓘ



Filters ▾

Data Set Source:

unitid: 221838

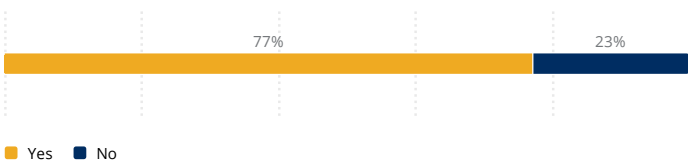


Course Characteristics and Teaching Load

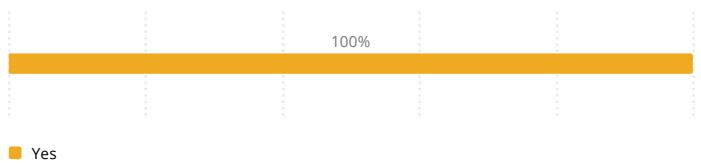
This page displays feature course characteristics and faculty's teaching load (#9, #14-18, #22, #32-35)

Please answer the following questions based on *one particular* undergraduate course section you are teaching or have taught during the current school year.

During the current school year, have you taught an undergraduate course? 61 ⓘ



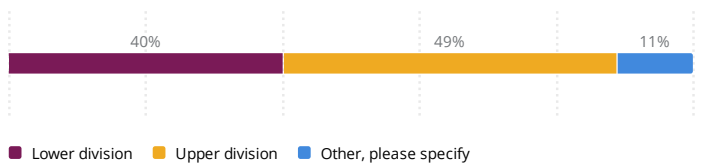
Is your selected course section in the same academic discipline as your appointment? 45 ⓘ



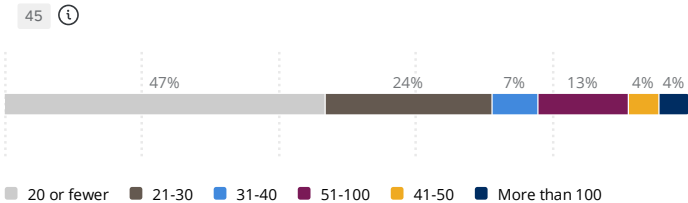
What is the general academic discipline of your selected course section? 0 ⓘ

No data found - your filters may be too exclusive!

What is the class level of most students in your selected course section? 45 ⓘ



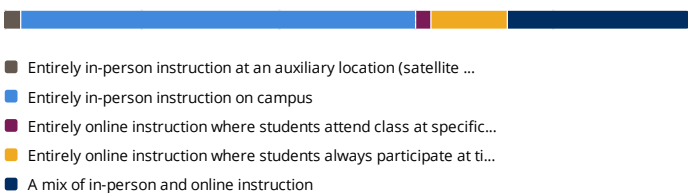
Estimate the total number of students in your selected course section. 45 ⓘ



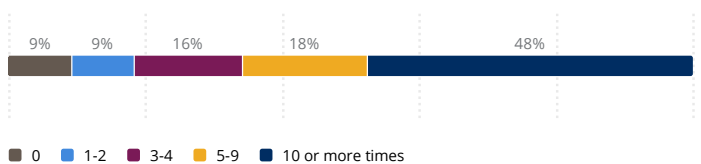
Does your selected course section fulfill a general education requirement on your campus? 45 ⓘ



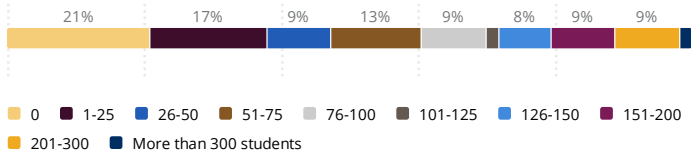
In what format do you teach your selected course section? 45 ⓘ



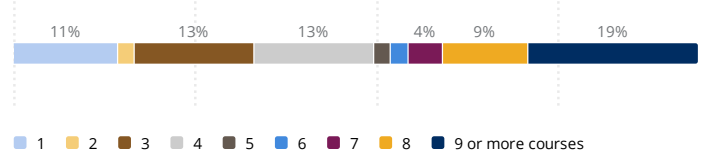
Prior to the current school year, about how many times have you taught your selected course? 44 ⓘ



Estimate the total number of undergraduate students you have taught during the current school year. 53 ⓘ



Enter the total number of undergraduate courses you have taught or are scheduled to teach during the current school year. 53 ⓘ



Enter the total number of graduate courses you have taught or are scheduled to teach during the current school year. 53 ⓘ

