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.

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

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

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

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

Column Percentage (%)
This column represents the percentage of faculty responding to the particular option for each item.
How important is it to you that undergraduates at your institution do the following?

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<th>Count</th>
<th>Col %</th>
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### How important is it to you that undergraduates at your institution do the following? (continued)

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<th>Faculty who teach Seniors</th>
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<td>h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)</td>
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Select the response that you believe best represents the quality of student relationships with people at your institution.

**Student relationships with other students**

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

### Student relationships with faculty members

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<td>FENVFAC</td>
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<td></td>
<td>1 unavailable, Unhelpful, Unsympathetic</td>
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### Student relationships with administrative personnel and offices

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

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

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<td>86</td>
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To what extent does your institution emphasize each of the following? (continued)

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<td>c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
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<td>d. Helping students cope with their non-academic responsibilities (work, family, etc.)</td>
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To what extent does your institution emphasize each of the following? (continued)

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

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### c. Giving other forms of written and oral feedback to students

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### d. Preparing for class

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### e. Reflecting on ways to improve my teaching

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

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### FSSE 2009 Frequency Distributions

#### Baccalaureate Colleges Arts & Sciences

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### FSSE 2009 Frequency Distributions

**Baccalaureate Colleges Arts & Sciences**

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

**What is the general area of your selected course?**

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<th>Business</th>
<th>Education</th>
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<table>
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<th>Faculty who teach First-year students</th>
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<tr>
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<td>44</td>
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<td>9%</td>
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<td>4%</td>
<td>15%</td>
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In your selected course section, on average, what **percent of class time** is spent on the following?

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### d. Student computer use

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### e. Small group activities

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<td>75% or more</td>
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<td>8</td>
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### f. Student presentations

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<td>75% or more</td>
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</table>
In your selected course section, on average, what percent of class time is spent on the following? (continued)

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<th>Count</th>
<th>Col %</th>
<th>Count</th>
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<td>2</td>
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<td>201</td>
<td>100%</td>
<td>535</td>
<td>100%</td>
</tr>
<tr>
<td>i. Performances in applied and fine arts (e.g., dance, drama, music)</td>
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<td>166</td>
<td>84%</td>
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<td>2%</td>
<td>25</td>
<td>5%</td>
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<td>100%</td>
<td>197</td>
<td>100%</td>
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</table>
In your selected course section, on average, what percent of class time is spent on the following? (continued)

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<td>9</td>
<td>5%</td>
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<td>4%</td>
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<td>75% or more</td>
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<td>3%</td>
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Estimate the total number of students you have taught during this current academic year.

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<td>27</td>
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<td>100 or more</td>
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<td>3</td>
<td>2%</td>
<td>35</td>
<td>7%</td>
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<tr>
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<td>100%</td>
<td>200</td>
<td>100%</td>
<td>534</td>
<td>100%</td>
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</table>
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?**

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<th>Faculty who teach Seniors</th>
<th>Faculty Total</th>
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<td></td>
<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
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<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td>TCLQUEST</td>
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<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>156</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>115</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Often</td>
<td>55</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>331</td>
<td>100%</td>
</tr>
<tr>
<td>b. Made a class presentation</td>
<td>TCLPRSNT</td>
<td>Never</td>
<td>84</td>
<td>26%</td>
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<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>140</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>71</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Often</td>
<td>34</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>329</td>
<td>100%</td>
</tr>
<tr>
<td>c. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>TREWROPA</td>
<td>Never</td>
<td>126</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>113</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>55</td>
<td>17%</td>
</tr>
<tr>
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<td>Very Often</td>
<td>35</td>
<td>11%</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td>329</td>
<td>100%</td>
</tr>
<tr>
<td>d. Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>TINTEGRA</td>
<td>Never</td>
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<td>14%</td>
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<tr>
<td></td>
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<td>Sometimes</td>
<td>116</td>
<td>35%</td>
</tr>
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<td></td>
<td></td>
<td>Often</td>
<td>96</td>
<td>29%</td>
</tr>
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<td></td>
<td></td>
<td>Very Often</td>
<td>72</td>
<td>22%</td>
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<tr>
<td></td>
<td></td>
<td>Total</td>
<td>331</td>
<td>100%</td>
</tr>
<tr>
<td>e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
<td>TDIVCLAS</td>
<td>Never</td>
<td>91</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes</td>
<td>108</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Often</td>
<td>70</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very Often</td>
<td>58</td>
<td>18%</td>
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<td>Total</td>
<td>327</td>
<td>100%</td>
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</table>
### FSSE 2009 Frequency Distributions
**Baccalaureate Colleges Arts & Sciences**

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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Response Options</th>
<th>Faculty who teach First-year students</th>
<th>Faculty who teachSeniors</th>
<th>Faculty Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Col %</td>
<td>Count</td>
<td>Col %</td>
</tr>
<tr>
<td><strong>f.</strong> Come to class without completing readings or assignments</td>
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<tr>
<td>TCLUNPRE</td>
<td>Never</td>
<td>11 3%</td>
<td>18 9%</td>
<td>29 6%</td>
</tr>
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<td></td>
<td>Sometimes</td>
<td>176 53%</td>
<td>115 59%</td>
<td>291 55%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>94 28%</td>
<td>45 23%</td>
<td>139 26%</td>
</tr>
<tr>
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<td>Very Often</td>
<td>50 15%</td>
<td>16 8%</td>
<td>66 13%</td>
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<td>331 100%</td>
<td>194 100%</td>
<td>525 100%</td>
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<td>52 27%</td>
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<td>69 35%</td>
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<td>Very Often</td>
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<td>53 27%</td>
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<td>331 100%</td>
<td>195 100%</td>
<td>526 100%</td>
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<td><strong>h.</strong> Worked with classmates outside of class to prepare class assignments</td>
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<td>45 14%</td>
<td>47 24%</td>
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<td>331 100%</td>
<td>194 100%</td>
<td>526 100%</td>
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<td><strong>i.</strong> Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
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<td>80 42%</td>
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<td>11 3%</td>
<td>48 25%</td>
<td>59 12%</td>
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<td>107 57%</td>
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<td>503 100%</td>
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<td><strong>k.</strong> Participated in a community-based project (e.g., service learning) as part of a regular course</td>
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### About how often has the typical student done each of the following? (continued)

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<td>193</td>
<td>100%</td>
<td>518</td>
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</table>
About how often has the typical student done each of the following? (continued)

r. Worked harder than usual to meet an instructor's standards or expectations

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<td></td>
<td>Often</td>
<td>119</td>
<td>37%</td>
<td>70</td>
<td>36%</td>
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<td></td>
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<td>30</td>
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<td>44</td>
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<td>100%</td>
<td>192</td>
<td>100%</td>
<td>515</td>
<td>100%</td>
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</table>

s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

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<td>18</td>
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<td>187</td>
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t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)

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<td>183</td>
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u. Had serious conversations with students of a different race or ethnicity than his or her own

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<td>181</td>
<td>100%</td>
<td>478</td>
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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

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w. Examined the strengths and weaknesses of his or her views on a topic or issue

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

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

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

### d. Number of written papers or reports between 5 and 19 pages

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<td>7</td>
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<td><strong>100%</strong></td>
<td><strong>182</strong></td>
<td><strong>100%</strong></td>
<td><strong>488</strong></td>
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### e. Number of written papers or reports of fewer than 5 pages

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<td><strong>489</strong></td>
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In a typical week, how many homework problem sets does the typical student complete?

### a. Number of problem sets that take the typical student more than one hour to complete

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<td><strong>457</strong></td>
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### b. Number of problem sets that take the typical student less than one hour to complete

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## FSSE 2009 Frequency Distributions
### Baccalaureate Colleges Arts & Sciences

### Faculty Survey of Student Engagement

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

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

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#### b. Working for pay *on campus*

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#### c. Working for pay *off campus*

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### FSSE 2009 Frequency Distributions

#### Baccalaureate Colleges Arts & Sciences

**Faculty who teach First-year students**

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| **TEXSOCIA** | 0 | 3 | 1% | 1 | 1% | 4 | 1% |
| | 1-5 | 58 | 19% | 33 | 18% | 91 | 18% |
| | 6-10 | 136 | 44% | 84 | 46% | 220 | 45% |
| | 11-15 | 69 | 22% | 35 | 19% | 104 | 21% |
| | 16-20 | 31 | 10% | 21 | 12% | 52 | 11% |
| | 21-25 | 11 | 4% | 4 | 2% | 15 | 3% |
| | 26-30 | 3 | 1% | 3 | 2% | 6 | 1% |
| | More than 30 | 1 | 0% | 1 | 1% | 2 | 0% |
| **Total** | | 312 | 100% | 182 | 100% | 494 | 100% |

| **TEXCARED** | 0 | 131 | 45% | 60 | 35% | 191 | 41% |
| | 1-5 | 76 | 26% | 57 | 33% | 133 | 29% |
| | 6-10 | 48 | 16% | 23 | 13% | 71 | 15% |
| | 11-15 | 16 | 5% | 13 | 8% | 29 | 6% |
| | 16-20 | 13 | 4% | 9 | 5% | 22 | 5% |
| | 21-25 | 3 | 1% | 7 | 4% | 10 | 2% |
| | 26-30 | 3 | 1% | 0 | 0% | 3 | 1% |
| | More than 30 | 3 | 1% | 2 | 1% | 5 | 1% |
| **Total** | | 293 | 100% | 171 | 100% | 464 | 100% |

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

- **d. Participating in co-curricular activities** (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- **e. Relaxing and socializing** (watching TV, partying, etc.)
- **f. Providing care for dependents living with him or her** (parents, children, spouse, etc.)
### About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?

#### g. Commuting to class (driving, walking, etc.)

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

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#### b. Working for pay on campus

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### FSSE 2009 Frequency Distributions
#### Baccalaureate Colleges Arts & Sciences

**Faculty who teach First-year students**

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

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e. Relaxing and socializing (watching TV, partying, etc.)

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### FSSE 2009 Frequency Distributions

#### Baccalaureate Colleges Arts & Sciences

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<td><strong>Select the response that represents the extent to which the typical student’s examinations have challenged that student to do his or her best work.</strong></td>
<td></td>
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<tr>
<td>TEXAMS</td>
<td>Very Little</td>
<td>2 1%</td>
<td>1 1%</td>
<td>3 1%</td>
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<tr>
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<td>9 3%</td>
<td>7 4%</td>
<td>16 3%</td>
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<tr>
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<td>3</td>
<td>22 7%</td>
<td>7 4%</td>
<td>29 6%</td>
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<td>4</td>
<td>67 22%</td>
<td>35 19%</td>
<td>102 21%</td>
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<td>117 38%</td>
<td>63 35%</td>
<td>180 37%</td>
</tr>
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<td>6</td>
<td>74 24%</td>
<td>58 32%</td>
<td>132 27%</td>
</tr>
<tr>
<td></td>
<td>Very much</td>
<td>20 6%</td>
<td>11 6%</td>
<td>31 6%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>311 100%</strong></td>
<td><strong>182 100%</strong></td>
<td><strong>493 100%</strong></td>
</tr>
</tbody>
</table>
During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

**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

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Faculty who teach First-year students</th>
<th>Faculty who teach Seniors</th>
<th>Faculty Total</th>
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<tr>
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<td>Col %</td>
<td>Count</td>
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<tr>
<td>TMEMORIZ</td>
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<td>16</td>
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<td>107</td>
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<tr>
<td></td>
<td>Quite a bit</td>
<td>130</td>
<td>42%</td>
<td>54</td>
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<tr>
<td></td>
<td>Very much</td>
<td>54</td>
<td>18%</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>307</td>
<td>100%</td>
<td>176</td>
</tr>
</tbody>
</table>

**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

|          |                  | Count | Col % | Count | Col % | Count | Col % |
| TANALYZE | Very little      | 5     | 2%   | 1     | 1%    | 6     | 1%   |
|          | Some             | 90    | 30%  | 26    | 15%   | 116   | 24%  |
|          | Quite a bit      | 142   | 47%  | 84    | 48%   | 226   | 47%  |
|          | Very much        | 66    | 22%  | 65    | 37%   | 131   | 27%  |
|          | **Total**        | 303   | 100% | 176   | 100%  | 479   | 100% |

**c. Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships

|          |                  | Count | Col % | Count | Col % | Count | Col % |
| TSYNTHES | Very little      | 25    | 8%   | 3     | 2%    | 28    | 6%   |
|          | Some             | 110   | 36%  | 29    | 16%   | 139   | 29%  |
|          | Quite a bit      | 107   | 35%  | 74    | 42%   | 181   | 38%  |
|          | Very much        | 62    | 20%  | 70    | 40%   | 132   | 28%  |
|          | **Total**        | 304   | 100% | 176   | 100%  | 480   | 100% |

**d. Making judgments** about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions

|          |                  | Count | Col % | Count | Col % | Count | Col % |
| TEVALUAT | Very little      | 21    | 7%   | 4     | 2%    | 25    | 5%   |
|          | Some             | 131   | 44%  | 39    | 22%   | 170   | 36%  |
|          | Quite a bit      | 101   | 34%  | 72    | 41%   | 173   | 36%  |
|          | Very much        | 47    | 16%  | 61    | 35%   | 108   | 23%  |
|          | **Total**        | 300   | 100% | 176   | 100%  | 476   | 100% |

**e. Applying** theories or concepts to practical problems or in new situations

|          |                  | Count | Col % | Count | Col % | Count | Col % |
| TAPPLYIN | Very little      | 22    | 7%   | 0     | 0%    | 22    | 5%   |
|          | Some             | 118   | 39%  | 28    | 16%   | 146   | 30%  |
|          | Quite a bit      | 109   | 36%  | 80    | 45%   | 189   | 39%  |
|          | Very much        | 56    | 18%  | 70    | 39%   | 126   | 26%  |
|          | **Total**        | 305   | 100% | 178   | 100%  | 483   | 100% |
**FSSE 2009 Frequency Distributions**

Baccalaureate Colleges Arts & Sciences

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?

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<thead>
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<th>Variable</th>
<th>Response Options</th>
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<th>Col %</th>
<th>Count</th>
<th>Col %</th>
<th>Count</th>
<th>Col %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Writing clearly and effectively</td>
<td>TGNWRITE</td>
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<td>3</td>
<td>2%</td>
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<tr>
<td></td>
<td></td>
<td>Some</td>
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<td>24%</td>
<td>133</td>
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<tr>
<td></td>
<td></td>
<td>Quite a bit</td>
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<td>44%</td>
<td>79</td>
<td>45%</td>
<td>213</td>
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<tr>
<td></td>
<td></td>
<td>Very much</td>
<td>68</td>
<td>23%</td>
<td>51</td>
<td>29%</td>
<td>119</td>
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<tr>
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<td>302</td>
<td>100%</td>
<td>175</td>
<td>100%</td>
<td>477</td>
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<tr>
<td>b. Speaking clearly and effectively</td>
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<td>2</td>
<td>1%</td>
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<tr>
<td></td>
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<td>Some</td>
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<td>43</td>
<td>25%</td>
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</tr>
<tr>
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<td>88</td>
<td>50%</td>
<td>211</td>
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<tr>
<td></td>
<td></td>
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<td>100%</td>
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<tr>
<td>c. Thinking critically and analytically</td>
<td>TGNANALY</td>
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<td></td>
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<tr>
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<td>85</td>
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<tr>
<td></td>
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<td>65</td>
<td>37%</td>
<td>136</td>
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<td>303</td>
<td>100%</td>
<td>174</td>
<td>100%</td>
<td>477</td>
</tr>
<tr>
<td>d. Analyzing quantitative problems</td>
<td>TGNQUANT</td>
<td>Very little</td>
<td>23</td>
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<td>7</td>
<td>4%</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some</td>
<td>126</td>
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<tr>
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<td>115</td>
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<td>35%</td>
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<tr>
<td></td>
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<td>Very much</td>
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<td>10%</td>
<td>32</td>
<td>18%</td>
<td>61</td>
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<tr>
<td></td>
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<td>293</td>
<td>100%</td>
<td>174</td>
<td>100%</td>
<td>467</td>
</tr>
<tr>
<td>e. Using computing and information technology</td>
<td>TGNCMPTS</td>
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<td>1%</td>
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<td></td>
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<td>88</td>
<td>29%</td>
<td>43</td>
<td>25%</td>
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<td>130</td>
<td>43%</td>
<td>69</td>
<td>39%</td>
<td>199</td>
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<td></td>
<td></td>
<td>Very much</td>
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<td>22%</td>
<td>61</td>
<td>35%</td>
<td>128</td>
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<td>Total</td>
<td>299</td>
<td>100%</td>
<td>175</td>
<td>100%</td>
<td>474</td>
</tr>
<tr>
<td>f. Working effectively with others</td>
<td>TGNOTHER</td>
<td>Very little</td>
<td>10</td>
<td>3%</td>
<td>2</td>
<td>1%</td>
<td>12</td>
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<tr>
<td></td>
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<td>Some</td>
<td>98</td>
<td>32%</td>
<td>32</td>
<td>18%</td>
<td>130</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quite a bit</td>
<td>144</td>
<td>48%</td>
<td>88</td>
<td>51%</td>
<td>232</td>
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<tr>
<td></td>
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<td>51</td>
<td>17%</td>
<td>52</td>
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<td>103</td>
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<tr>
<td></td>
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<td>303</td>
<td>100%</td>
<td>174</td>
<td>100%</td>
<td>477</td>
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</tbody>
</table>
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.)

<table>
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<th>Variable</th>
<th>Response Options</th>
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<th>Count</th>
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<tr>
<td>g. Learning effectively on his or her own</td>
<td>TGNINQ</td>
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<td>20</td>
<td>7%</td>
<td>1</td>
<td>1%</td>
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<td>102</td>
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<td>32%</td>
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<tr>
<td></td>
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<td>134</td>
<td>44%</td>
<td>79</td>
<td>46%</td>
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<tr>
<td></td>
<td></td>
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<td>46</td>
<td>15%</td>
<td>38</td>
<td>22%</td>
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<td>302</td>
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<td>173</td>
<td>100%</td>
<td>475</td>
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<tr>
<td>h. Understanding himself or herself</td>
<td>TGNSELF</td>
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<td>19</td>
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<td>10</td>
<td>6%</td>
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<tr>
<td></td>
<td></td>
<td>Some</td>
<td>120</td>
<td>40%</td>
<td>55</td>
<td>32%</td>
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<tr>
<td></td>
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<td>119</td>
<td>40%</td>
<td>69</td>
<td>41%</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very much</td>
<td>40</td>
<td>13%</td>
<td>36</td>
<td>21%</td>
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<td>298</td>
<td>100%</td>
<td>170</td>
<td>100%</td>
<td>468</td>
</tr>
<tr>
<td>i. Understanding people of other racial and ethnic backgrounds</td>
<td>TGNDIVER</td>
<td>Very little</td>
<td>28</td>
<td>9%</td>
<td>18</td>
<td>11%</td>
<td>46</td>
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<td></td>
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<td>73</td>
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<td></td>
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<td>85</td>
<td>29%</td>
<td>55</td>
<td>32%</td>
<td>140</td>
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<td></td>
<td></td>
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<td>34</td>
<td>12%</td>
<td>24</td>
<td>14%</td>
<td>58</td>
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<tr>
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<td>Total</td>
<td>295</td>
<td>100%</td>
<td>170</td>
<td>100%</td>
<td>465</td>
</tr>
<tr>
<td>j. Solving complex real-world problems</td>
<td>TGNPROBS</td>
<td>Very little</td>
<td>40</td>
<td>13%</td>
<td>13</td>
<td>8%</td>
<td>53</td>
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<tr>
<td></td>
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<td>170</td>
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<td>66</td>
<td>38%</td>
<td>236</td>
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<tr>
<td></td>
<td></td>
<td>Quite a bit</td>
<td>73</td>
<td>24%</td>
<td>72</td>
<td>42%</td>
<td>145</td>
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<tr>
<td></td>
<td></td>
<td>Very much</td>
<td>15</td>
<td>5%</td>
<td>22</td>
<td>13%</td>
<td>37</td>
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<td></td>
<td></td>
<td>Total</td>
<td>298</td>
<td>100%</td>
<td>173</td>
<td>100%</td>
<td>471</td>
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<tr>
<td>k. Developing a personal code of values and ethics</td>
<td>TGNETHIC</td>
<td>Very little</td>
<td>37</td>
<td>13%</td>
<td>15</td>
<td>9%</td>
<td>52</td>
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<tr>
<td></td>
<td></td>
<td>Some</td>
<td>137</td>
<td>47%</td>
<td>62</td>
<td>36%</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quite a bit</td>
<td>91</td>
<td>31%</td>
<td>64</td>
<td>38%</td>
<td>155</td>
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<td></td>
<td></td>
<td>Very much</td>
<td>28</td>
<td>10%</td>
<td>29</td>
<td>17%</td>
<td>57</td>
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<tr>
<td></td>
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<td>Total</td>
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<td>100%</td>
<td>170</td>
<td>100%</td>
<td>463</td>
</tr>
<tr>
<td>l. Developing a deepened sense of spirituality</td>
<td>TGNSPIRI</td>
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<td>103</td>
<td>36%</td>
<td>63</td>
<td>38%</td>
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<td></td>
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<td>125</td>
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<td>56</td>
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<td>181</td>
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<td>39</td>
<td>14%</td>
<td>32</td>
<td>19%</td>
<td>71</td>
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<td></td>
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<td>Very much</td>
<td>17</td>
<td>6%</td>
<td>16</td>
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<td>100%</td>
<td>167</td>
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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.)

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<th>Faculty who teach First-year students</th>
<th>Faculty who teach Seniors</th>
<th>Faculty Total</th>
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<td>m. Acquiring a broad general education</td>
<td>TGNGENLE Very little</td>
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<td>3%</td>
<td>16</td>
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<tr>
<td></td>
<td>Some</td>
<td>79</td>
<td>27%</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>138</td>
<td>46%</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Very much</td>
<td>71</td>
<td>24%</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>298</td>
<td>100%</td>
<td>470</td>
</tr>
<tr>
<td>n. Acquiring job or work-related knowledge and skills</td>
<td>TGNWORK Very little</td>
<td>29</td>
<td>10%</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>139</td>
<td>47%</td>
<td>187</td>
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<tr>
<td></td>
<td>Quite a bit</td>
<td>102</td>
<td>35%</td>
<td>185</td>
</tr>
<tr>
<td></td>
<td>Very much</td>
<td>23</td>
<td>8%</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>293</td>
<td>100%</td>
<td>464</td>
</tr>
<tr>
<td>o. Voting in local, state, or national elections</td>
<td>TGNCITZN Very little</td>
<td>73</td>
<td>26%</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>138</td>
<td>48%</td>
<td>223</td>
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<td>Quite a bit</td>
<td>66</td>
<td>23%</td>
<td>106</td>
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<td>Very much</td>
<td>9</td>
<td>3%</td>
<td>19</td>
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<td>Total</td>
<td>286</td>
<td>100%</td>
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<td>p. Contributing to the welfare of his or her community</td>
<td>TGNCOMMU Very little</td>
<td>60</td>
<td>21%</td>
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<tr>
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<td>Some</td>
<td>150</td>
<td>51%</td>
<td>239</td>
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<td>Quite a bit</td>
<td>66</td>
<td>23%</td>
<td>115</td>
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<td>Very much</td>
<td>16</td>
<td>5%</td>
<td>31</td>
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<td></td>
<td>Total</td>
<td>292</td>
<td>100%</td>
<td>462</td>
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What is the general discipline of your academic appointment? (Please specify an academic discipline)

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<th>Variable</th>
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<th>Faculty who teach First-year students</th>
<th>Faculty who teach Seniors</th>
<th>Faculty Total</th>
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<td>Col %</td>
<td>Count</td>
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<td>APDISCOL</td>
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<td>Physical science</td>
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<td>10</td>
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<td>24</td>
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