



**Faculty Survey
of Student Engagement**

**FSSE 2008 Respondent Characteristics
University of Colorado Denver**

Response rate	25%			
Number of invited faculty	495			
Total number of respondents	126 (42 Lower Division, 67 Upper Division, 12 Other, 5 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	34%	26%	38%	30%
Biological science	6%	7%	13%	7%
Business	0%	14%	0%	8%
Education	3%	2%	13%	3%
Engineering	3%	14%	0%	9%
Physical science	22%	7%	25%	13%
Professional	0%	2%	0%	1%
Social science	25%	21%	13%	22%
Other	6%	7%	0%	6%
Rank				
Professor	10%	15%	22%	14%
Associate Professor	23%	26%	22%	25%
Assistant Professor	15%	16%	22%	16%
Instructor	38%	35%	22%	35%
Lecturer	13%	5%	0%	7%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	3%	11%	3%
Tenure status				
Tenured	32%	41%	30%	37%
On tenure track but not tenured	13%	18%	20%	17%
Not on tenure track	53%	41%	50%	46%
No tenure system	3%	0%	0%	1%
Highest degree earned				
First professional degree	0%	3%	0%	2%
Doctoral degree	49%	71%	70%	63%
Master's degree	41%	21%	30%	29%
Bachelor's degree	5%	3%	0%	4%
Associate's degree	0%	0%	0%	0%
Other	5%	2%	0%	3%
Full-time/Part Time				
Full-time	74%	77%	80%	76%
Part-time	26%	23%	20%	24%



	Lower Division	Upper Division	Other	Total
Number of courses taught 07-08¹				
None	3%	2%	0%	2%
1-3	34%	28%	10%	28%
4-6	42%	52%	20%	45%
7 or more	21%	19%	70%	25%
Years of teaching experience				
4 or less	22%	15%	11%	17%
5-9	25%	20%	33%	23%
10-14	11%	22%	33%	19%
15 or more	42%	42%	22%	40%
Age				
34 or younger	16%	3%	0%	8%
35-44	21%	27%	56%	27%
45-54	37%	24%	22%	28%
Older than 54	26%	46%	22%	37%
Gender				
Male	58%	52%	20%	51%
Female	42%	48%	80%	49%
Race / Ethnicity				
American Indian/ Native Amer.	3%	0%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	3%	5%	0%	4%
Black or African American	3%	2%	10%	3%
White (non-Hispanic)	66%	79%	80%	75%
Mexican or Mexican American	5%	2%	0%	3%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	5%	2%	10%	4%
Multiracial	8%	2%	0%	4%
Other	3%	0%	0%	1%
Prefer not to respond	5%	10%	0%	7%
Citizenship status				
U.S. citizen, native	79%	80%	100%	82%
U.S. citizen, naturalized	3%	11%	0%	7%
Permanent resident of the U.S.	18%	5%	0%	9%
Temporary resident of the U.S.	0%	3%	0%	2%

1: Includes 2007-2008 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of Colorado Denver**

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	5	12%	3	4%	8	7%
		Somewhat important	9	21%	13	19%	22	20%
		Important	13	31%	25	37%	38	35%
		Very important	15	36%	26	39%	41	38%
		Total	42	100%	67	100%	109	100%
b. Community service or volunteer work	FVOLUNTR	Not important	7	17%	13	19%	20	18%
		Somewhat important	17	40%	25	37%	42	39%
		Important	14	33%	23	34%	37	34%
		Very important	4	10%	6	9%	10	9%
		Total	42	100%	67	100%	109	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	10	24%	23	34%	33	31%
		Somewhat important	14	34%	22	33%	36	33%
		Important	13	32%	18	27%	31	29%
		Very important	4	10%	4	6%	8	7%
		Total	41	100%	67	100%	108	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	1	2%	12	18%	13	12%
		Somewhat important	19	45%	20	30%	39	36%
		Important	13	31%	20	30%	33	30%
		Very important	9	21%	15	22%	24	22%
		Total	42	100%	67	100%	109	100%
e. Foreign language coursework	FFORLANG	Not important	2	5%	5	7%	7	6%
		Somewhat important	11	26%	21	31%	32	29%
		Important	15	36%	25	37%	40	37%
		Very important	14	33%	16	24%	30	28%
		Total	42	100%	67	100%	109	100%
f. Study abroad	FSTUDYAB	Not important	8	19%	16	24%	24	22%
		Somewhat important	16	38%	27	40%	43	39%
		Important	14	33%	14	21%	28	26%
		Very important	4	10%	10	15%	14	13%
		Total	42	100%	67	100%	109	100%



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**FSSE 2008 Frequency Distributions
University of Colorado Denver**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	9	21%	17	25%	26	24%
		Somewhat important	22	52%	24	36%	46	42%
		Important	8	19%	20	30%	28	26%
		Very important	3	7%	6	9%	9	8%
		Total	42	100%	67	100%	109	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	5%	6	9%	8	7%
		Somewhat important	6	14%	10	15%	16	15%
		Important	14	33%	18	27%	32	29%
		Very important	20	48%	33	49%	53	49%
		Total	42	100%	67	100%	109	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>		
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%		
		2	2	5%	3	4%	5	5%		
		3	7	17%	4	6%	11	10%		
		4	11	26%	15	22%	26	24%		
		5	13	31%	21	31%	34	31%		
		6	5	12%	22	33%	27	25%		
		Friendly, Supportive, Sense of Belonging	4	10%	2	3%	6	6%		
		Total	42	100%	67	100%	109	100%		
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
				2	1	2%	0	0%	1	1%
3	2			5%	7	10%	9	8%		
4	16			38%	15	22%	31	28%		
5	11			26%	20	30%	31	28%		
6	9			21%	21	31%	30	28%		
Available, Helpful, Sympathetic	3			7%	4	6%	7	6%		
Total	42			100%	67	100%	109	100%		



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

Student relationships with administrative personnel and offices

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVADM	Unhelpful, Inconsiderate, Rigid	1	2%	1	1%	2	2%
	2	6	15%	6	9%	12	11%
	3	11	27%	13	19%	24	22%
	4	13	32%	21	31%	34	31%
	5	5	12%	15	22%	20	19%
	6	3	7%	9	13%	12	11%
	Helpful, Considerate, Flexible	2	5%	2	3%	4	4%
	Total		41	100%	67	100%	108

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

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVSCO	Very little	6	14%	5	7%	11	10%
	Some	7	17%	20	30%	27	25%
	Quite a bit	21	50%	25	37%	46	42%
	Very much	8	19%	17	25%	25	23%
	Total		42	100%	67	100%	109

b. Providing students the support they need to help them succeed academically

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVSUPR	Very little	3	7%	2	3%	5	5%
	Some	13	31%	22	33%	35	32%
	Quite a bit	18	43%	32	48%	50	46%
	Very much	8	19%	11	16%	19	17%
	Total		42	100%	67	100%	109

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
FENVDIVR	Very little	10	24%	11	16%	21	19%
	Some	16	38%	22	33%	38	35%
	Quite a bit	10	24%	26	39%	36	33%
	Very much	6	14%	8	12%	14	13%
	Total		42	100%	67	100%	109



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University of Colorado Denver**

Lower Division	Upper Division	Total
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To what extent does your institution emphasize each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	16	40%	16	24%	32	30%
		Some	15	38%	34	51%	49	46%
		Quite a bit	9	23%	14	21%	23	21%
		Very much	0	0%	3	4%	3	3%
		Total	40	100%	67	100%	107	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	21	51%	25	39%	46	44%
		Some	13	32%	35	55%	48	46%
		Quite a bit	7	17%	4	6%	11	10%
		Very much	0	0%	0	0%	0	0%
		Total	41	100%	64	100%	105	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	22	54%	29	43%	51	47%
		Some	12	29%	28	42%	40	37%
		Quite a bit	6	15%	7	10%	13	12%
		Very much	1	2%	3	4%	4	4%
		Total	41	100%	67	100%	108	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	7	17%	22	33%	29	27%
		Some	23	55%	25	38%	48	44%
		Quite a bit	10	24%	16	24%	26	24%
		Very much	2	5%	3	5%	5	5%
		Total	42	100%	66	100%	108	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	1	2%	1	1%
		Some	6	15%	7	11%	13	12%
		Quite a bit	15	37%	23	35%	38	36%
		Very much	20	49%	35	53%	55	51%
		Total	41	100%	66	100%	107	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	3	7%	1	2%	4	4%
		1-4	6	14%	18	28%	24	23%
		5-8	21	50%	27	42%	48	45%
		9-12	9	21%	13	20%	22	21%
		13-16	1	2%	2	3%	3	3%
		17-20	1	2%	2	3%	3	3%
		21-30	1	2%	1	2%	2	2%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	64	100%	106	100%
b. Grading papers and exams	GRADEPAP	0	3	7%	0	0%	3	3%
		1-4	15	36%	26	41%	41	39%
		5-8	16	38%	19	30%	35	33%
		9-12	2	5%	14	22%	16	15%
		13-16	3	7%	3	5%	6	6%
		17-20	2	5%	1	2%	3	3%
		21-30	1	2%	1	2%	2	2%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	64	100%	106	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	3	7%	1	2%	4	4%
		1-4	26	62%	35	55%	61	58%
		5-8	10	24%	20	31%	30	28%
		9-12	2	5%	5	8%	7	7%
		13-16	1	2%	0	0%	1	1%
		17-20	0	0%	2	3%	2	2%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	64	100%	106	100%



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University of Colorado Denver**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	2	5%	0	0%	2	2%
		1-4	11	26%	18	28%	29	27%
		5-8	13	31%	24	38%	37	35%
		9-12	11	26%	10	16%	21	20%
		13-16	3	7%	8	13%	11	10%
		17-20	2	5%	2	3%	4	4%
		21-30	0	0%	2	3%	2	2%
		More than 30	0	0%	0	0%	0	0%
			Total	42	100%	64	100%	106
e. Reflecting on ways to improve my teaching	REFLECT	0	5	12%	1	2%	6	6%
		1-4	24	57%	43	67%	67	63%
		5-8	8	19%	9	14%	17	16%
		9-12	3	7%	5	8%	8	8%
		13-16	0	0%	2	3%	2	2%
		17-20	1	2%	0	0%	1	1%
		21-30	0	0%	3	5%	3	3%
		More than 30	1	2%	1	2%	2	2%
			Total	42	100%	64	100%	106
f. Research and scholarly activities	SCHOLAR	0	2	5%	7	11%	9	9%
		1-4	13	31%	17	27%	30	29%
		5-8	10	24%	9	14%	19	18%
		9-12	5	12%	7	11%	12	11%
		13-16	1	2%	9	14%	10	10%
		17-20	6	14%	7	11%	13	12%
		21-30	4	10%	4	6%	8	8%
		More than 30	1	2%	3	5%	4	4%
			Total	42	100%	63	100%	105



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	23	55%	29	45%	52	49%
		1-4	12	29%	22	34%	34	32%
		5-8	4	10%	10	16%	14	13%
		9-12	2	5%	0	0%	2	2%
		13-16	1	2%	1	2%	2	2%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	64	100%	106	100%
h. Advising undergraduate students	ADVISE	0	15	36%	11	17%	26	25%
		1-4	20	48%	33	52%	53	50%
		5-8	5	12%	14	22%	19	18%
		9-12	2	5%	2	3%	4	4%
		13-16	0	0%	2	3%	2	2%
		17-20	0	0%	2	3%	2	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	64	100%	106	100%
i. Supervising internships or other field experiences	FIELDEXP	0	33	79%	34	52%	67	63%
		1-4	7	17%	20	31%	27	25%
		5-8	2	5%	6	9%	8	7%
		9-12	0	0%	2	3%	2	2%
		13-16	0	0%	3	5%	3	3%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	42	100%	65	100%	107	100%



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**FSSE 2008 Frequency Distributions
University of Colorado Denver**

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	24	57%	23	36%	47	44%
		1-4	12	29%	34	53%	46	43%
		5-8	2	5%	6	9%	8	8%
		9-12	3	7%	0	0%	3	3%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	1	2%	1	1%
		21-30	1	2%	0	0%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total		42	100%	64	100%	106
k. Other interactions with students outside of the classroom	FINTERAC	0	17	40%	12	18%	29	27%
		1-4	19	45%	47	72%	66	62%
		5-8	3	7%	4	6%	7	7%
		9-12	0	0%	1	2%	1	1%
		13-16	1	2%	1	2%	2	2%
		17-20	0	0%	0	0%	0	0%
		21-30	2	5%	0	0%	2	2%
		More than 30	0	0%	0	0%	0	0%
		Total		42	100%	65	100%	107
l. Conducting service activities	SERVICE	0	16	39%	15	23%	31	30%
		1-4	12	29%	17	27%	29	28%
		5-8	4	10%	14	22%	18	17%
		9-12	2	5%	10	16%	12	11%
		13-16	0	0%	2	3%	2	2%
		17-20	4	10%	2	3%	6	6%
		21-30	3	7%	3	5%	6	6%
		More than 30	0	0%	1	2%	1	1%
		Total		41	100%	64	100%	105



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University of Colorado Denver**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	38	90%	63	94%	101	93%
		Classroom, auxiliary location	0	0%	0	0%	0	0%
		Distance education	4	10%	4	6%	8	7%
		Total	42	100%	67	100%	109	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	8	19%	46	69%	54	50%
		Yes	34	81%	21	31%	55	50%
		Total	42	100%	67	100%	109	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	0	0%	0	0%
		10 to 19	3	7%	11	17%	14	13%
		20 to 29	12	29%	19	29%	31	29%
		30 to 49	15	36%	26	39%	41	38%
		50 to 99	8	19%	8	12%	16	15%
		100 or more	4	10%	2	3%	6	6%
		Total	42	100%	66	100%	108	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	3	8%	7	11%	10	10%
		1 to 2	5	13%	14	22%	19	18%
		3 to 9	21	53%	24	37%	45	43%
		10 to 19	4	10%	10	15%	14	13%
		20 or more	7	18%	10	15%	17	16%
		Total	40	100%	65	100%	105	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	15	39%	16	27%	31	32%
		Biological science	2	5%	4	7%	6	6%
		Business	1	3%	10	17%	11	11%
		Education	0	0%	1	2%	1	1%
		Engineering	1	3%	9	15%	10	10%
		Physical science	8	21%	3	5%	11	11%
		Professional	0	0%	0	0%	0	0%
		Social science	9	24%	12	20%	21	21%
		Other	2	5%	5	8%	7	7%
		Total	38	100%	60	100%	98	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of Colorado Denver**

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	0	0%	0	0%
		1-24%	22	54%	24	36%	46	43%
		25-49%	10	24%	22	33%	32	30%
		50-74%	7	17%	18	27%	25	23%
		75% or higher	2	5%	2	3%	4	4%
		Total	41	100%	66	100%	107	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	0	0%	0	0%
		1-24%	15	37%	32	49%	47	44%
		25-49%	14	34%	18	28%	32	30%
		50-74%	10	24%	11	17%	21	20%
		75% or higher	2	5%	4	6%	6	6%
		Total	41	100%	65	100%	106	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	2	5%	2	3%	4	4%
		1-24%	12	29%	24	37%	36	34%
		25-49%	18	44%	21	32%	39	37%
		50-74%	9	22%	17	26%	26	25%
		75% or higher	0	0%	1	2%	1	1%
		Total	41	100%	65	100%	106	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	16	39%	19	29%	35	33%
		25-49%	14	34%	22	33%	36	34%
		50-74%	9	22%	12	18%	21	20%
		75% or higher	2	5%	13	20%	15	14%
		Total	41	100%	66	100%	107	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	16	39%	31	48%	47	44%
		25-49%	21	51%	22	34%	43	41%
		50-74%	4	10%	5	8%	9	8%
		75% or higher	0	0%	7	11%	7	7%
		Total	41	100%	65	100%	106	100%



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of Colorado Denver

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	3	8%	2	3%	5	5%
		1-24%	25	63%	35	53%	60	57%
		25-49%	11	28%	14	21%	25	24%
		50-74%	0	0%	10	15%	10	9%
		75% or higher	1	3%	5	8%	6	6%
	Total	40	100%	66	100%	106	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	5	12%	3	5%	8	8%
		1-24%	27	66%	40	62%	67	63%
		25-49%	7	17%	14	22%	21	20%
		50-74%	2	5%	7	11%	9	8%
		75% or higher	0	0%	1	2%	1	1%
	Total	41	100%	65	100%	106	100%	

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	11	27%	14	22%	25	24%
		Sometimes	14	34%	12	18%	26	25%
		Often	8	20%	16	25%	24	23%
		Very often	8	20%	23	35%	31	29%
	Total	41	100%	65	100%	106	100%	
b. Work with other students on projects during class	FCLASSGR	Never	11	27%	7	11%	18	17%
		Sometimes	16	39%	27	42%	43	41%
		Often	9	22%	15	23%	24	23%
		Very often	5	12%	16	25%	21	20%
	Total	41	100%	65	100%	106	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	30	73%	44	68%	74	70%
		Sometimes	10	24%	13	20%	23	22%
		Often	1	2%	4	6%	5	5%
		Very often	0	0%	4	6%	4	4%
	Total	41	100%	65	100%	106	100%	



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of Colorado Denver

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	12	29%	7	11%	19	18%
		Sometimes	11	27%	20	31%	31	30%
		Often	7	17%	14	22%	21	20%
		Very often	11	27%	23	36%	34	32%
		Total	41	100%	64	100%	105	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	6	15%	6	9%	12	11%
		Often	15	37%	22	34%	37	35%
		Very often	20	49%	36	56%	56	53%
		Total	41	100%	64	100%	105	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	9	22%	10	15%	19	18%
		Sometimes	20	49%	29	45%	49	46%
		Often	7	17%	16	25%	23	22%
		Very often	5	12%	10	15%	15	14%
		Total	41	100%	65	100%	106	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	8	20%	13	20%	21	20%
		Sometimes	24	59%	25	38%	49	46%
		Often	6	15%	12	18%	18	17%
		Very often	3	7%	15	23%	18	17%
		Total	41	100%	65	100%	106	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None	1	3%	2	3%	3	3%
		1	23	58%	30	48%	53	51%
		2-3	14	35%	20	32%	34	33%
		4-6	2	5%	8	13%	10	10%
		More than 6	0	0%	3	5%	3	3%
		Total	40	100%	63	100%	103	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	33	85%	39	63%	72	71%
		1	6	15%	19	31%	25	25%
		2-3	0	0%	3	5%	3	3%
		4-6	0	0%	1	2%	1	1%
		More than 6	0	0%	0	0%	0	0%
		Total		39	100%	62	100%	101
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	17	44%	17	27%	34	34%
		1	12	31%	17	27%	29	29%
		2-3	4	10%	18	29%	22	22%
		4-6	5	13%	6	10%	11	11%
		More than 6	1	3%	4	6%	5	5%
		Total		39	100%	62	100%	101
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	13	32%	20	32%	33	32%
		1	6	15%	12	19%	18	17%
		2-3	10	24%	11	18%	21	20%
		4-6	4	10%	9	15%	13	13%
		More than 6	8	20%	10	16%	18	17%
		Total		41	100%	62	100%	103

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	12	29%	23	38%	35	35%
		1-2	14	34%	22	37%	36	36%
		3-4	3	7%	3	5%	6	6%
		5-6	3	7%	2	3%	5	5%
		More than 6	9	22%	10	17%	19	19%
		Total		41	100%	60	100%	101
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	14	34%	38	62%	52	51%
		1-2	17	41%	13	21%	30	29%
		3-4	2	5%	3	5%	5	5%
		5-6	3	7%	2	3%	5	5%
		More than 6	5	12%	5	8%	10	10%
		Total		41	100%	61	100%	102



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of Colorado Denver

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	1	2%	3	5%	4	4%
		3-4	13	32%	15	24%	28	27%
		5-6	17	41%	22	35%	39	38%
		7-8	5	12%	10	16%	15	14%
		9-10	3	7%	9	14%	12	12%
		11-12	1	2%	2	3%	3	3%
		More than 12	1	2%	2	3%	3	3%
		Total	41	100%	63	100%	104	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	1	2%	1	2%	2	2%
		1-2	21	51%	32	49%	53	50%
		3-4	11	27%	18	28%	29	27%
		5-6	5	12%	9	14%	14	13%
		7-8	1	2%	2	3%	3	3%
		9-10	1	2%	2	3%	3	3%
		11-12	0	0%	0	0%	0	0%
		More than 12	1	2%	1	2%	2	2%
		Total	41	100%	65	100%	106	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	11	28%	13	21%	24	24%
		Somewhat important	9	23%	13	21%	22	22%
		Important	7	18%	17	27%	24	24%
		Very important	12	31%	20	32%	32	31%
			Total	39	100%	63	100%	102



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of Colorado Denver

Lower Division	Upper Division	Total
----------------	----------------	-------

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	3	8%	5	8%	8	8%
		Somewhat important	4	11%	7	11%	11	11%
		Important	13	34%	13	21%	26	26%
		Very important	18	47%	38	60%	56	55%
		Total	38	100%	63	100%	101	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	9	23%	20	32%	29	28%
		Somewhat important	20	51%	18	29%	38	37%
		Important	8	21%	17	27%	25	25%
		Very important	2	5%	8	13%	10	10%
		Total	39	100%	63	100%	102	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	9	23%	6	10%	15	15%
		Somewhat important	13	33%	16	26%	29	28%
		Important	15	38%	21	34%	36	35%
		Very important	3	8%	19	31%	22	22%
		Total	40	100%	62	100%	102	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	6	15%	8	13%	14	14%
		Somewhat important	12	30%	19	30%	31	30%
		Important	14	35%	20	32%	34	33%
		Very important	8	20%	16	25%	24	23%
		Total	40	100%	63	100%	103	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	15	38%	30	48%	45	44%
		Somewhat important	16	40%	20	32%	36	35%
		Important	6	15%	10	16%	16	16%
		Very important	3	8%	2	3%	5	5%
		Total	40	100%	62	100%	102	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	6	15%	1	2%	7	7%
		Somewhat important	7	18%	17	27%	24	24%
		Important	7	18%	22	35%	29	28%
		Very important	19	49%	23	37%	42	41%
		Total	39	100%	63	100%	102	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of Colorado Denver**

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	7	18%	6	10%	13	13%
		Somewhat important	7	18%	9	15%	16	16%
		Important	10	25%	23	37%	33	32%
		Very important	16	40%	24	39%	40	39%
		Total	40	100%	62	100%	102	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	1	3%	0	0%	1	1%
		Somewhat important	4	10%	5	8%	9	9%
		Important	5	13%	19	30%	24	23%
		Very important	30	75%	39	62%	69	67%
		Total	40	100%	63	100%	103	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	1	3%	3	5%	4	4%
		1-9%	2	6%	9	15%	11	12%
		10-19%	4	11%	10	17%	14	15%
		20-29%	6	17%	3	5%	9	9%
		30-39%	2	6%	6	10%	8	8%
		40-49%	6	17%	7	12%	13	14%
		50-74%	11	31%	10	17%	21	22%
		75% or more	4	11%	11	19%	15	16%
		Total	36	100%	59	100%	95	100%
b. Teacher-led discussion	TEACHLED	0%	1	3%	3	5%	4	4%
		1-9%	5	13%	12	21%	17	18%
		10-19%	10	26%	11	19%	21	22%
		20-29%	10	26%	13	23%	23	24%
		30-39%	4	10%	9	16%	13	14%
		40-49%	6	15%	6	11%	12	13%
		50-74%	2	5%	1	2%	3	3%
		75% or more	1	3%	2	4%	3	3%
		Total	39	100%	57	100%	96	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of Colorado Denver**

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	15	43%	17	30%	32	35%
		1-9%	7	20%	14	25%	21	23%
		10-19%	4	11%	8	14%	12	13%
		20-29%	5	14%	7	12%	12	13%
		30-39%	1	3%	4	7%	5	5%
		40-49%	1	3%	2	4%	3	3%
		50-74%	2	6%	4	7%	6	7%
		75% or more	0	0%	1	2%	1	1%
		Total	35	100%	57	100%	92	100%
d. Student computer use	COMPMED	0%	22	61%	39	68%	61	66%
		1-9%	4	11%	6	11%	10	11%
		10-19%	6	17%	2	4%	8	9%
		20-29%	1	3%	1	2%	2	2%
		30-39%	0	0%	2	4%	2	2%
		40-49%	0	0%	2	4%	2	2%
		50-74%	1	3%	1	2%	2	2%
		75% or more	2	6%	4	7%	6	6%
		Total	36	100%	57	100%	93	100%
e. Small group activities	GROUPSML	0%	10	26%	15	25%	25	26%
		1-9%	12	32%	17	29%	29	30%
		10-19%	9	24%	14	24%	23	24%
		20-29%	4	11%	7	12%	11	11%
		30-39%	1	3%	2	3%	3	3%
		40-49%	0	0%	1	2%	1	1%
		50-74%	1	3%	2	3%	3	3%
		75% or more	1	3%	1	2%	2	2%
		Total	38	100%	59	100%	97	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of Colorado Denver**

Lower Division	Upper Division	Total
----------------	----------------	-------

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	17	46%	22	37%	39	41%
		1-9%	11	30%	19	32%	30	31%
		10-19%	5	14%	11	19%	16	17%
		20-29%	2	5%	5	8%	7	7%
		30-39%	0	0%	1	2%	1	1%
		40-49%	2	5%	0	0%	2	2%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	1	2%	1	1%
		Total	37	100%	59	100%	96	100%
g. In-class writing	CLSWRITE	0%	20	53%	41	72%	61	64%
		1-9%	11	29%	7	12%	18	19%
		10-19%	2	5%	6	11%	8	8%
		20-29%	2	5%	0	0%	2	2%
		30-39%	1	3%	2	4%	3	3%
		40-49%	1	3%	0	0%	1	1%
		50-74%	1	3%	1	2%	2	2%
		75% or more	0	0%	0	0%	0	0%
		Total	38	100%	57	100%	95	100%
h. Testing and evaluation	TESTEVAL	0%	3	8%	11	18%	14	14%
		1-9%	21	58%	27	44%	48	49%
		10-19%	6	17%	15	25%	21	22%
		20-29%	3	8%	2	3%	5	5%
		30-39%	2	6%	4	7%	6	6%
		40-49%	1	3%	1	2%	2	2%
		50-74%	0	0%	1	2%	1	1%
		75% or more	0	0%	0	0%	0	0%
		Total	36	100%	61	100%	97	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of Colorado Denver**

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	30	83%	56	93%	86	90%
		1-9%	4	11%	2	3%	6	6%
		10-19%	0	0%	0	0%	0	0%
		20-29%	1	3%	0	0%	1	1%
		30-39%	1	3%	1	2%	2	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	1	2%	1	1%
		Total	36	100%	60	100%	96	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	28	76%	41	67%	69	70%
		1-9%	6	16%	9	15%	15	15%
		10-19%	0	0%	6	10%	6	6%
		20-29%	1	3%	0	0%	1	1%
		30-39%	0	0%	0	0%	0	0%
		40-49%	2	5%	1	2%	3	3%
		50-74%	0	0%	3	5%	3	3%
		75% or more	0	0%	1	2%	1	1%
		Total	37	100%	61	100%	98	100%
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	0	0%	0	0%	0	0%
		3	3	8%	0	0%	3	3%
		4	3	8%	4	7%	7	7%
		5	11	28%	16	26%	27	27%
		6	15	38%	23	38%	38	38%
		Very much	7	18%	18	30%	25	25%
			Total	39	100%	61	100%	100



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of Colorado Denver

Lower Division	Upper Division	Total
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	14	37%	23	37%	37	37%
		Some	16	42%	22	35%	38	38%
		Quite a bit	4	11%	13	21%	17	17%
		Very much	4	11%	4	6%	8	8%
		Total	38	100%	62	100%	100	100%
b. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	0	0%	0	0%	0	0%
		Some	5	13%	5	8%	10	10%
		Quite a bit	13	33%	27	44%	40	40%
		Very much	21	54%	30	48%	51	50%
		Total	39	100%	62	100%	101	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	1	2%	1	1%
		Some	4	10%	9	15%	13	13%
		Quite a bit	14	36%	18	29%	32	32%
		Very much	21	54%	34	55%	55	54%
		Total	39	100%	62	100%	101	100%
d. Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	3	8%	4	6%	7	7%
		Some	7	18%	10	16%	17	17%
		Quite a bit	15	38%	18	29%	33	33%
		Very much	14	36%	30	48%	44	44%
		Total	39	100%	62	100%	101	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	0	0%	0	0%	0	0%
		Some	5	13%	9	15%	14	14%
		Quite a bit	12	31%	16	26%	28	28%
		Very much	22	56%	37	60%	59	58%
		Total	39	100%	62	100%	101	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	3	8%	4	6%	7	7%
		Some	9	24%	14	23%	23	23%
		Quite a bit	8	21%	16	26%	24	24%
		Very much	18	47%	28	45%	46	46%
		Total	38	100%	62	100%	100	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	10	27%	12	20%	22	22%
		Some	13	35%	17	28%	30	31%
		Quite a bit	7	19%	14	23%	21	21%
		Very much	7	19%	18	30%	25	26%
		Total	37	100%	61	100%	98	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	1	3%	3	5%	4	4%
		Quite a bit	11	29%	21	34%	32	32%
		Very much	26	68%	37	61%	63	64%
		Total	38	100%	61	100%	99	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	13	34%	24	39%	37	37%
		Some	9	24%	11	18%	20	20%
		Quite a bit	8	21%	9	15%	17	17%
		Very much	8	21%	18	29%	26	26%
		Total	38	100%	62	100%	100	100%
e. Using computing and information technology	FGNCMPTS	Very little	10	26%	17	27%	27	27%
		Some	14	37%	19	31%	33	33%
		Quite a bit	7	18%	7	11%	14	14%
		Very much	7	18%	19	31%	26	26%
		Total	38	100%	62	100%	100	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	8	21%	6	10%	14	14%
		Some	14	37%	24	39%	38	38%
		Quite a bit	10	26%	15	24%	25	25%
		Very much	6	16%	17	27%	23	23%
		Total	38	100%	62	100%	100	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	0	0%	0	0%
		Some	7	18%	4	6%	11	11%
		Quite a bit	20	53%	27	44%	47	47%
		Very much	11	29%	31	50%	42	42%
		Total	38	100%	62	100%	100	100%
h. Understanding themselves	FGNSELF	Very little	8	21%	11	18%	19	19%
		Some	12	31%	22	35%	34	34%
		Quite a bit	8	21%	12	19%	20	20%
		Very much	11	28%	17	27%	28	28%
		Total	39	100%	62	100%	101	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	13	33%	20	32%	33	33%
		Some	9	23%	14	23%	23	23%
		Quite a bit	11	28%	14	23%	25	25%
		Very much	6	15%	14	23%	20	20%
		Total	39	100%	62	100%	101	100%
j. Solving complex real-world problems	FGNPROBS	Very little	4	10%	1	2%	5	5%
		Some	3	8%	17	27%	20	20%
		Quite a bit	19	49%	20	32%	39	39%
		Very much	13	33%	24	39%	37	37%
		Total	39	100%	62	100%	101	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	10	26%	11	18%	21	21%
		Some	10	26%	24	39%	34	34%
		Quite a bit	14	36%	12	20%	26	26%
		Very much	5	13%	14	23%	19	19%
		Total	39	100%	61	100%	100	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	28	72%	47	76%	75	74%
		Some	9	23%	13	21%	22	22%
		Quite a bit	2	5%	2	3%	4	4%
		Very much	0	0%	0	0%	0	0%
		Total	39	100%	62	100%	101	100%
m. Acquiring a broad general education	FGNGENLE	Very little	1	3%	7	11%	8	8%
		Some	2	5%	20	32%	22	22%
		Quite a bit	21	57%	20	32%	41	41%
		Very much	13	35%	15	24%	28	28%
		Total	37	100%	62	100%	99	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	3	8%	4	6%	7	7%
		Some	10	26%	15	24%	25	25%
		Quite a bit	18	46%	19	31%	37	37%
		Very much	8	21%	24	39%	32	32%
		Total	39	100%	62	100%	101	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	11	34%	15	26%	26	29%
		Biological science	2	6%	4	7%	6	7%
		Business	0	0%	8	14%	8	9%
		Education	1	3%	1	2%	2	2%
		Engineering	1	3%	8	14%	9	10%
		Physical science	7	22%	4	7%	11	12%
		Professional	0	0%	1	2%	1	1%
		Social science	8	25%	12	21%	20	22%
		Other	2	6%	4	7%	6	7%
		Total	32	100%	57	100%	89	100%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of Colorado Denver

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	22%
		UD	30%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	29%
		UD	23%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	22%
		UD	28%
Occasionally use e-mail to communicate with you	FEMAIL	LD	27%
		UD	38%
Occasionally discuss grades or assignments with you	FGRADE	LD	10%
		UD	18%
At least once, talk about career plans with you	FPLANS	LD	3%
		UD	23%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	5%
		UD	12%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	15%	33%	47%	5%
		SR	36%	32%	29%	3%
Come to class without completing assignments	CLUNPREP	FY	8%	16%	56%	21%
		SR	9%	14%	58%	19%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	14%	43%	34%	9%
		SR	20%	37%	35%	8%
Used e-mail to communicate with an instructor	EMAIL	FY	37%	28%	31%	4%
		SR	56%	26%	18%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	14%	22%	50%	14%
		SR	28%	35%	35%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	6%	11%	36%	47%
		SR	13%	22%	40%	25%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	8%	36%	51%
		SR	13%	17%	41%	29%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of Colorado Denver

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	39%
		UD	60%
Work with other students on projects during class	FCLASSGR	LD	34%
		UD	48%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	2%
		UD	12%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	44%
		UD	58%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	85%
		UD	91%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	29%
		UD	40%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	22%
		UD	42%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	21%	38%	33%	8%
		SR	37%	28%	27%	8%
Worked with other students on projects during class	CLASSGRP	FY	11%	33%	45%	10%
		SR	16%	33%	44%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	2%	4%	15%	79%
		SR	5%	7%	15%	74%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	27%	20%	32%	21%
		SR	34%	26%	29%	11%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	14%	40%	37%	9%
		SR	18%	50%	26%	7%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	19%	25%	36%	20%
		SR	31%	27%	31%	12%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	17%	33%	31%	19%
		SR	28%	29%	31%	12%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of Colorado Denver

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	49%
		UD	59%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	82%
		UD	81%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	26%
		UD	40%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	45%
		UD	65%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	55%
		UD	57%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	23%
		UD	19%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	67%
		UD	71%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	65%
		UD	76%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	88%
		UD	92%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	20%	33%	37%	10%
		SR	24%	28%	33%	14%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	31%	47%	21%	1%
		SR	52%	36%	11%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	8%	15%	54%	23%
		SR	16%	31%	41%	12%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	13%	41%	40%	6%
		SR	32%	46%	19%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	21%	31%	39%	9%
		SR	31%	36%	29%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	2%	5%	20%	72%
		SR	10%	7%	28%	55%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	11%	37%	38%	15%
		SR	26%	38%	29%	8%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	16%	45%	28%	11%
		SR	30%	37%	30%	4%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	19%	42%	32%	7%
		SR	31%	38%	29%	2%



Faculty classroom practices and student responses:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	85%
		UD	93%

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

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	21%
		UD	27%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	87%
		UD	92%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	90%
		UD	84%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	74%
		UD	77%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	87%
		UD	85%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	79%	21%
		SR	84%	16%

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

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	29%	38%	30%	4%
		SR	23%	38%	27%	12%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	31%	46%	19%	3%
		SR	42%	45%	12%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	22%	40%	31%	7%
		SR	43%	34%	18%	6%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	20%	41%	31%	7%
		SR	38%	33%	21%	9%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	28%	34%	32%	7%
		SR	43%	34%	19%	3%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of Colorado Denver

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Writing clearly and effectively	FGNWRITE	LD	68%
		UD	71%
Speaking clearly and effectively	FGNSPEAK	LD	38%
		UD	52%
Thinking critically and analytically	FGNANALY	LD	97%
		UD	95%
Analyzing quantitative problems	FGNQUANT	LD	42%
		UD	44%
Using computing and information technology	FGNCMPTS	LD	37%
		UD	42%
Working effectively with others	FGNOTHER	LD	42%
		UD	52%
Learning effectively on their own	FGNINQ	LD	82%
		UD	94%

Student Responses

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	27%	39%	28%	6%
		SR	39%	38%	18%	5%
Speaking clearly and effectively	GNSPEAK	FY	19%	28%	41%	13%
		SR	31%	39%	19%	11%
Thinking critically and analytically	GNANALY	FY	34%	38%	26%	3%
		SR	52%	33%	13%	2%
Analyzing quantitative problems	GNQUANT	FY	23%	34%	35%	8%
		SR	40%	35%	19%	6%
Using computing and information technology	GNCMPTS	FY	36%	31%	26%	7%
		SR	43%	30%	20%	6%
Working effectively with others	GNOTHERS	FY	23%	29%	34%	15%
		SR	32%	35%	25%	8%
Learning effectively on your own	GNINQ	FY	27%	38%	26%	9%
		SR	38%	33%	21%	9%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of Colorado Denver

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Understanding themselves	FGNSELF	LD	49%
		UD	47%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	44%
		UD	45%
Solving complex real-world problems	FGNPROBS	LD	82%
		UD	71%
Developing a personal code of values and ethics	FVALUES	LD	49%
		UD	43%
Developing a deepened sense of spirituality	FSPIRIT	LD	5%
		UD	3%
Acquiring a broad general education	FGNGENLE	LD	92%
		UD	56%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	67%
		UD	69%

Student Responses

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Understanding yourself	GNSELF	FY	24%	26%	32%	19%
		SR	29%	25%	27%	20%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	16%	24%	43%	17%
		SR	25%	25%	32%	18%
Solving complex real-world problems	GNPROBSV	FY	18%	27%	39%	16%
		SR	26%	26%	32%	16%
Developing a personal code of values and ethics	GNETHICS	FY	17%	19%	41%	22%
		SR	19%	24%	28%	29%
Developing a deepened sense of spirituality	GNSPIRIT	FY	8%	13%	17%	63%
		SR	8%	6%	16%	70%
Acquiring a broad general education	GNGENLED	FY	28%	45%	22%	5%
		SR	41%	42%	13%	4%
Acquiring job or work-related knowledge and skills	GNWORK	FY	17%	29%	32%	22%
		SR	28%	27%	34%	11%



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

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	67%
		UD	76%
Community service or volunteer work	FVOLUNTR	LD	43%
		UD	43%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	41%
		UD	33%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	52%
		UD	52%
Foreign language coursework	FFORLANG	LD	69%
		UD	61%
Study abroad	FSTUDYAB	LD	43%
		UD	36%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	81%
		UD	76%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	10%	63%	7%	20%
		SR	37%	26%	25%	13%
Community service or volunteer work	VOLNTR04	FY	30%	32%	16%	22%
		SR	41%	20%	25%	14%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	10%	22%	28%	40%
		SR	16%	7%	61%	16%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	2%	28%	34%	36%
		SR	15%	19%	46%	20%
Foreign language coursework	FORLNG04	FY	22%	21%	37%	21%
		SR	39%	11%	43%	7%
Study abroad	STDABR04	FY	1%	34%	24%	40%
		SR	10%	10%	65%	16%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	36%	15%	48%
		SR	23%	34%	31%	13%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of Colorado Denver

Faculty and student perceptions of the campus environment:

Faculty Responses

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	69%
		UD	63%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	62%
		UD	64%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	38%
		UD	51%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	23%
		UD	25%
Providing students the support they need to thrive socially	FENVSOCA	LD	17%
		UD	6%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	29%
		UD	29%
Encouraging students to use computers in their academic work	FENVCOMP	LD	85%
		UD	88%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	30%	45%	24%	1%
		SR	33%	43%	22%	1%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	22%	38%	36%	4%
		SR	21%	34%	38%	7%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	13%	21%	44%	23%
		SR	14%	24%	39%	23%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	5%	19%	35%	41%
		SR	8%	11%	28%	54%
Providing the support you need to thrive socially	ENVSOCAL	FY	6%	18%	45%	32%
		SR	5%	14%	40%	41%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	7%	20%	46%	27%
		SR	7%	22%	43%	28%
Using computers in academic work	ENVCOMPT	FY	42%	36%	18%	4%
		SR	56%	28%	12%	5%



Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	52%
		UD	67%
With faculty members	FENVFAC	LD	55%
		UD	67%
With administrative personnel and offices	FENVADM	LD	24%
		UD	39%

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

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	52%	48%
		SR	70%	30%
With faculty members	ENVFAC	FY	56%	44%
		SR	72%	28%
With administrative personnel and offices	ENVADM	FY	48%	52%
		SR	41%	59%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4